CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The previous chapter has been presented the analysis and discussion towards the findings *Theme* choices and *Thematic progression* patterns in Narrative texts in English summative tests given for Ninth Graders used by the teacher. Meanwhile, this chapter presents the conclusions and recommendations of this study. This chapter is divided into two sections; conclusion and recommendation. The conclusions are formulated from findings and discussions of the research in answering the research problem. Nonetheless, the recommendations proposed to English teachers are intended for the improvement of English leaning process. For further researchers, the recommendations are expected for the improvement of future research, specifically in analyzing materials used in learning process.

5.1 Conclusions

Having analyzed the narrative texts and portrayed how the *Theme* choices and *Thematic progression* pattren of the texts, the conclusions taken from findings and discussion of this research are elaborated below.

Generally all the texts have been considered as Narrative texts since the texts consist of Narrative elements including *Orientation, Complication, Evaluation, Resolution* and *Coda.* Two out of three texts had five stages of Narrative text including *Orientation, Complication, Evaluation, Resolution,* and *Coda* (Gerot and Wignell, 1996; Eggins, 2004; Martin and Rose, 2008), whereas one of the texts didn't provide optional elements of Narrative text, *Coda* (Eggins, 2004; Christie and Derewianka, 2010).

Based on the analysis, the *Theme* choices used in the teacher's text were varied. *Topical Theme*s were dominant in all texts, followed by *textual Theme*s and *interpersonal Theme*. Overall, the Theme choices within the texts had supported the texts to achieve its purpose in each stage. *Topical Theme* was revealed both in unmarked and marked *Theme*. The unmarked *topical Theme*s were used to highlight the topic under discussion which is very useful to introduce the characters of story. The marked *topical Theme*s were used to emphasize the shift between information such as particular points of time in unfolding events. Besides, *textual Theme*s were used to build connectedness between subsequent events occurring in the story. In addition, though the use of *interpersonal Theme* in the texts is rare, in some clauses it was applied to portray the character's feeling and attitude. Due to the type of Narrative text, the texts must be narrating about the characters' action. Thus, the use of *Topical* and *Textual Theme* are useful to achieve its purpose since it keeps the focus of the text and connectedness between the clauses.

For the *Thematic progression* pattern, only two patterns were found in the texts: *Reiteration pattern* and *Zig-zag pattern*. The first pattern is *Reiteration pattern* intended to keep the focus of text by repeating same Themes (Eggins 2004; Bloor and Bloor, 2004). Mostly, this pattern was used to reveal a clear description about character's profile and action in the story. The second pattern frequently occurred is *Zig-zag pattern*. This pattern helped the text to achieve cohesion by introducing new information. Nevertheless, the results also showed that there were some discontinuities of *Theme* pattern development within clauses. The discontinuous patterns were potentially hinder students in comprehending the text's focus.

5.2 Recommendations

Based on the findings and discussions of the study, there are some recommendations which are proposed for English Teachers and further studies. The suggestions are practically formulated for teachers and the improvement of English leaning process. Meanwhile, methodically the recommendations are expected for future research especially in text analysis using SFL theory.

Firstly, teachers are recommended to pay attention towards the implementation of *Theme* and *Thematic progression* pattern analysis in the process of texts selection, since both teachers have benefited from the text analysis. Moreover, the result of this study hopefully can motivate teachers to enhance their professional capacity in teaching by conducting investigation on analyzing the materials going to be used either in the teaching or testing. Besides, teachers are also suggested to teach about *Theme* and *Thematic progression* pattern explicitly in the classroom since the ninth graders have greater ability for abstract thought (Harmer, 2007, p. 83). By understanding *Theme* and *Thematic progression* pattern, it assists students both in their writing and reading skill.

Secondly, it is suggested for other researchers to investigate the *Theme* and *Thematic progression* pattern in different types of texts stated in School-Based curriculum such as recount, descriptive, and exposition. Moreover, the analysis of *Theme* and *Thematic progression* pattern towards materials used by teacher or school in teaching and learning process also will be essential to be explored. After that, it can be significant to find out the correlation between the results with students' achievement.