

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations of the study. The conclusions section covers the study and summarizes all the final findings. The recommendations section provides the suggestions for further research, in investigating the Theme and thematic progression in particular. In addition, the recommendations are also administered to the teachers and students, intending for the improvement of teaching and learning writing.

#### 5.1 Conclusions

Based on the findings of Theme and thematic progression analysis, several conclusions could be drawn from the study. In terms of the Theme system, it is found that three types of Theme *the Topical Themes, Interpersonal Themes, and Textual Themes* are employed in the text. The Topical Themes include the marked and unmarked Themes, the Interpersonal Themes involve the use of mood adjuncts, and the Textual Themes contain conjunctive adjunct, subordination, coordination, and relative pronoun. The Topical Themes dominate the occupation of the Themes. They have the share of 71.32 % of all themes in the student's text. This finding shows that through the use of Topical Themes, the author provides clear focus of the messages, presents new topic of the discourse, bridges discontinuity of the message, avoids monotonous use of subject in the text, and highlights particular points of circumstances.

After the Topical Themes, the Textual Themes are apparently found in a high proportion in the student's text. They occur 252 times (26.75%) in the student's text. This signals the author's ability in maintaining the logical relation of arguments to make her text cohesive. In addition, it also indicates her capacity in connecting the clause to its context.

In addition to topical and textual Themes, interpersonal Theme is also realized in the text. This theme is the least frequent Theme in the student's text. They appear only 18 times (1.91%) in the student's text. This signifies that the student applies the knowledge of using the modulation and the modalisation sufficiently. The student judges only when she needs to. In other words, the student does not use excessive judgmental words.

Regarding the thematic progression pattern, it is found that the three types of thematic progression pattern *the Theme Reiteration pattern, the Zig Zag pattern, and the Multiple Theme pattern* are identified in the text. From the three, the Theme Reiteration pattern appears to be the most dominant pattern applied by the author in her text. It is realized 231 times or equals 53.97 % of the total of thematic progression patterns. The high frequency of the implementation of this pattern implies the student's ability in maintaining the focus of the texts by reiterating the thematic element of the clause in the subsequent clause(s). Meanwhile the Zig Zag pattern is almost frequent in the text. Its occurrence is 28.97 % of the total of patterns. The dominance of this pattern shows that the author has succeeded in developing the cohesion of the text through the introduction of new information by shifting a rheme to become a theme of the subsequent clause(s). In addition, Multiple Theme pattern is the least frequent in the author's text. The occurrence of this pattern is only 17.05 % of the total of patterns. The Multiple theme pattern occurs when a rheme includes several constituents and then it is reintroduced one by one in the following clauses as theme. The use of Multiple Theme pattern is intended to provide a sense of cohesiveness in the text and to present some arguments which are connected with 'macro-theme'.

Concerning how the student constructed the textual cohesion of her text, the result of the study reveals that the student built the textual cohesion of her text through the use of cohesive relationship (textual Theme) aimed to relate each idea in the text, the use of semantic ties (marked topical Theme) aimed to build contextual frame in the text, the use of theme reiteration aimed to provide strong

and clear focus of the text, the use of zig-zag pattern aimed to give sense of cumulative development of the text, and the use of multiple theme pattern aimed to support the coherency of text in global level.

## 5.2 Recommendations

Previous studies have shown repeatedly that EFL/ESL students deviate from English native speakers for they overuse certain Themes, mainly interpersonal, textual, and marked Themes, and underuse certain Themes, such as topical Themes (Ebrahimi & Ebrahimi, 2012a, b; Herriman 2011, Jalifiar 2010b, Lu 2013, Qian et al. 2007; Wei 2013 a, b; 2014, Jing, 2014, 2015). It is also found in almost all the investigations that EFL/ESL students conducted, no matter what their native languages are, appear to be muddleheaded in thematic progression. They tend to use many more back Themes, new Themes, or contextual Themes which do not form progression, thus not instrumental in developing the text (Herriman, 2011; Qian et al. 2007). Similar results were also found in studies investigating how EFL/ESL scholars make thematic choices and develop text in academic writing in English (Ebrahimi & Khedri 2011; Gao 2012; Hawes & Thomas 2012; Jalifiar 2010b; Lores 2004; Martinez, 2003).

Many researchers agree that appropriate use of Theme and Thematic Progression improves cohesion in EFL/ESL writing and of course cohesive texts will give impact on successful academic writing (Cheng, 2002, 2008; Green et al. 2000; Hu, 2008; Ma, 2001; Wang, 2010; Zhang 2004; Ventola, 1994, Adjei, 2013). Given this consideration, some recommendations are given to English teachers, students and future researchers. For English teachers, it is required that teachers teach their students to write texts using the thematic progression pattern to develop the cohesion of the texts, because it improves the flow of the students' texts, and "the quality of writing can dramatically improve if attention is paid to thematic progression" (Butt et al, 2000: 152).

Additionally, it is highly recommended for the teachers to teach SFL (all the three metafunctions) to the students in order to enable them to produce a piece of cohesive writing. For students, it is very crucial to keep in mind that if they want to convey information effectively and write a cohesive writing, “they should concern themselves with theme system because it is crucial, and has an immediate impact on writing” (Ebrahimi & Khedri, 2012, Oletju, 2006, McNamara et al., 2010). Through the Theme system, students are able to organize their own writing successfully, and it may prove a useful tool when students need to write longer texts such as essays and reports.

Moreover, it is also recommended that future related research should analyze and compare the use of theme and thematic progression in students’ theses across discipline and languages. In addition, researchers can apply Theme Rheme analysis to find the texture of the text or by using mood system and transitivity analysis to specify a more detailed structure of the text seen respectively from the ideational and interpersonal meaning.