CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of the study derived from the findings and discussions from the previous chapter. This chapter also offers some recommendations for teachers to improve students’ writing ability and future studies relating to the analysis of students’ writing by using systemic functional linguistics.

5.1 Conclusions

The focus of the study is analyzing students’ exposition texts in order to find out the schematic structure and the theme progression pattern in students’ text. The students are divided into three levels according to their achievement, which are low-, middle-, and high achiever students.

Generally, all texts fulfill the purpose and the schematic structure of an exposition text. Each text have the elements of exposition text, those are thesis, arguments, and reiteration or conclusion. Moreover, in terms of linguistic features, all the texts focus on one particular topic and use simple present tense, and mental verb to show the writers’ personal judgment toward the issue. In terms of theme choice the most frequent theme found in the text is topical, followed by textual and interpersonal theme. However, the texts are still inadequate to some extent.

Regarding the schematic structure, although the students are capable to fulfill the criteria of an exposition text, most students have difficulty in presenting and organizing the text. It can be seen in the thesis and arguments, the students does not include their viewpoint toward the issue clearly. Furthermore, some students tend to have a jumble arguments in their writing. Aside from that, most students are able to attain the general linguistic features of an exposition text. In terms of theme selection, the most frequent theme found in the texts is topical theme, followed by textual and interpersonal theme. This means they are well aware that they should provide a well
arrange information to create a cohesive text. However, most students’ does not include a clear interpersonal theme in their text. It may affect the success of attaining the purpose of exposition text since interpersonal theme is used to show personal judgment of the writer. Those problems may result from the teachers’ teaching technique. Since the classroom activity is limited by time allotment so the teacher is unable to explain and let the students explore more about the text. It also happens because the students’ lack of awareness regarding the schematic structure and linguistic features of the text. Although the students seem to have knowledge about the schematic structure and linguistic features but they do not receive a chance to practice more in writing because of the time allotment that has been stated previously.

In terms of the thematic progression most students are able to include reiteration and zigzag pattern. That shows students awareness toward the focus of their writing and how to introduce new information to develop their text more. However, some of the students cannot manipulate multiple theme pattern successfully. This may happen because of students’ background knowledge relating the issue being discussed. Grammatical errors are also found in students’ text such are singular-plural, word choice, subject-verb agreement, preposition, article, and word order. This may result from students’ lack of grammar knowledge and vocabulary building.

5.2 Recommendations

Based on the study, there are several recommendations for teachers and further researchers who are interested in conducting the studies related to students’ writing and systemic functional linguistics especially theme system.

Firstly, for teachers, it is recommended that they consider the application of theme analysis in teaching writing because in this way teaching writing allows students to organize and develop their ideas more effectively. The analysis should be done specifically on the purpose, the schematic structure, and the linguistic features
of a particular text type. Moreover, teachers need to give the students chances to practice more in writing because knowledge is not enough. The students need a lot of practices to improve their writing skill. In addition, the teachers also need to guide and provide the students with corrective feedback.

Secondly, for future researchers, this study only focuses on the analysis of the schematic structure, linguistic features, and theme progression pattern in students’ exposition text. Thus, it is recommended for further studies to analyze beyond exposition text. They can analyze other text types such as description, narrative, report, recount, and discussion.

Finally, it would be even better to analyze all the metafunctions which are interpersonal metafunction, ideational metafunction, and textual metafunction to attain a complete depiction of meaning within students’ writing. This study focuses on analyzing students’ Exposition text using Theme system, specifically on textual metafunction. It will be better to includes Mood system as interpersonal metafunction, and transitivity as ideational metafunction in analyzing the text to get a more detailed information.