CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

The previous chapter has presented the findings of the present study in accordance with the research problems that have previously been formulated. This chapter presents the conclusions of this study and offers some recommendations for research and pedagogical purposes based on the research findings.

5.1 Conclusions

The present study has sought to explore two research problems, i.e. (1) the types of Theme and Thematic progression patterns that are realized in students’ Recount texts and (2) the importance of theme management in order to raise the teacher’s awareness in the teaching and learning process. The qualitative research design is used, and Systemic Functional Linguistics is used as the analytical framework.

In terms of choice of Theme types, it is found that the three types of Themes were employed by the students. The Topical Theme is used most frequently (67.2%), followed by the Textual Theme (32.41%), and the Interpersonal Theme (0.39%). The predominating occurrence of the Topical Theme in the students’ texts signals the students’ ability to deliver what the text is about, and where it leads to. Moreover, the relatively frequent occurrence of the Textual Theme indicates the students’ ability to develop the logical relationship between clauses and even stages in the texts to make their texts cohesive and coherent. Finally, the low occurrence of Interpersonal Theme shows the students’ limited effort to build personal attachment with the readers.

Concerning the thematic progression, the three types of thematic progression are employed in the students’ texts. The Theme Reiteration pattern appears to be the most frequent (76.03%), followed by the Zig Zag pattern (19.84%) and the Multiple Theme pattern (4.13%). The dominant use of the Theme Reiteration pattern may indicate the students’ ability to maintain the focus
of the text by reiterating the thematic element of a clause in the subsequent clauses. The use of the Zig Zag pattern indicates the students’ ability to manage the given-new information to build linkages of ideas. Furthermore, the low use of the Multiple Theme pattern is understandable because this pattern normally occurs once in every Recount text as the macro theme. The application of this pattern indicates that the students were able to develop the texts well according to a plan. By analyzing thematic structure of a text, we can identify the organizational approach and method of development used by the writer (Schleppegrell, 2001).

With regard to the second research question on the importance of theme management in order to raise the teacher’s awareness in the teaching and learning process, it is found that the management of theme helps build cohesion and coherence of the student’s Recount text. It appears that there is a consistency between awareness and claims expressed by the teacher and the features of the students’ texts, which, as the teacher claimed, resulted from a series of teaching sessions that she had managed. It can therefore be said that the teacher’s awareness of the importance of the theme management has affected the quality of the students’ texts.

On the basis of the findings, some pedagogical implications of theme management have been explored. The findings suggest that both theme choice and theme progression are important concerns in text composition. Exposure to theme management can be conducted both through modelling and construction activities. While the former is important for the internalization of rules, the latter will provide students with opportunities to apply the rules into practice.

5.2 Recommendations

Based on the findings of the present study, some suggestions are offered, both for research and practical purposes. With regard to further research, the present study focuses on the thematic realization in Recount texts. Further research may explore the realization of Theme in other types of texts. Moreover, the present study focuses on the realization of an element of the lexicogrammar, i.e. the Theme.
Further studies may explore the realization of other aspects of the lexicogrammar, including transitivity, clause complex, and mood.

With regard to the practice of language teaching, it is recommended that teachers pay more attention to the benefits of applying Theme choice and Thematic progression in classroom practice, especially in the teaching of writing. This will help the students to gain control of idea organization better so that they can better achieve the purpose of the text. Moreover, the use of higher level Theme, as elaborated in this study, will also help students to plan the development of the text to enhance text cohesion and coherence. Activities to promote the management of theme may include modelling and construction practices.