CHAPTER V

CONCLUSIONS & RECOMMENDATIONS

The previous chapter has presented the analysis and discussion of the finding of theme and thematic progression that mostly occur in pre-service teachers' analytical exposition text along with the challenges faced by them in developing the text.

This chapter is divided into two sections: conclusions and recommendations of this study. The conclusions section begin with a brief discussion underlying this study: background, purpose, findings and conclusion. Then, the recommendations section presents the suggestions for the next research.

5.1 Conclusions

This research focuses on the analysis of Theme and Thematic Progression type that mostly appear in exposition texts written by pre-service teachers. This is related to subject matter knowledge which refers to the knowledge of the content of a subject discipline, that is, the major facts and concepts in that discipline and their relationships. The representation of subject matter knowledge is the ability of the teachers to choose and then adapt the teaching materials from existing sources. This study aims at finding out which theme and thematic progression mostly occur in exposition texts. Besides, this study also intends to identify the challenges faced by pre-service teachers in adapting and developing exposition texts as a teaching material.

This study found out that the pre-service teachers were able to make coherent text seen from Theme and Thematic Progression applied in the text. In terms of theme, all of the pre-service teachers tended to use unmarked theme rather thananother theme. They tried to keep identifying the topic under elaboration using unmarked theme. Then, when they needed to change the focus of the text, they tend to use marked theme because marked theme changes the focus of the clause into significant functional ways signaling that something in context needs a typical meaning to be made. After that, they also used textual theme because this theme serves the purpose of most clearly indicating the 'linking function' and also to maintain the coordination between the clauses. In addition, several pre-service teachers used interpersonal theme to foreground a position, to share point of view, and to demonstrate the writers'own view of judgment related to the issue being presented in the text.

In terms of thematic progression, the zig-zag pattern is the pattern that emerges most. Three of six texts used this pattern. This pattern, according to Eggins (1994) can help the reader to get cohesion in texts by making new information (p.303). Besides that, the writer used zig-zag pattern to give a sense of cumulative development in the texts which may be absent in the previous themes. Then, two of the six texts used the re-iteration pattern. Reiteration pattern provides the texts with a clear focus and helps maintain a strong topical focus. Last, one text showed the use of the-reiteration and the zig-zag pattern. It indicates that besides giving cohesion by reiterating the same element, the writer also introduced newest information in order to keep the logical relation of the text (Bloor and Bloor, 2005; Emilia, 2005; Eggins, 2004; Fries, 1995; Ravelli, 2000)

Besides, this study also discovered that in developing the text, pre-service teachers encountered several problems. The first problem is to make the text more relevant and coherent. That is, the main argument must be supported by the arguments which were written by the pre-service teachers. The second challenge was to distinguish between censorship and professional. Based on five categories as proposed by National Council of Teacher of English (2014), there was one category which could not be fulfilled by one pre-service teacher. From the analysis of theme system, nonetheless the texts written by pre-service teachers seemed to generally reflect a sense of accomplishment from the professional categories point of view.

5.2 Recommendation

Considering the findings, discussions and conclusions of the research, there are some recommendations addressing the next pre-service English teachers' practice and further research.

This study is expected to be a contribution for the next pre-service teachers for applying text analysis before giving text to their students. By applying theme and thematic progression analysis, the teachers can gain control of ideas organization better so that they can better achieve the purpose of the text composed. Moreover, they can also analyze another kind of text developed and written by pre-service teachers themselves such as narrative, descriptive or anecdote.

For further research, it would be better if the next researcher tries to investigate another type of text such as narrative or descriptive which is developed and written by pre-service teacher. Besides analysis of subject matter knowledge, it is necessary for researcher to analyze also the

competence of the teacher as proposed by Richard (2011). For examples, they can analyze the language teacher's identity in the sense that teachers need to know how to put themselves with the students during the learning process. Teaching learning involves not only discovering more about the skills and knowledge of language teaching but also what it means to be a language teacher. Another competence that can be analyzed is pedagogical reasoning skills. It is so in the context that this competence relates to the application of the pedagogical content knowledge. As far as this competence is concerned, teacher has to analyze potential lesson content (e.g., a piece of realia, a course book lesson, an advertisement, a poem, a photo, etc.) and identify ways in which it could be used as a teaching resource, for instance to identify specific linguistic goals (e.g., in the area of speaking, vocabulary, reading, writing, etc.)