

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations of the study. The conclusions section wraps up the study and summarizes the final findings. The recommendations section presents the recommendations proposed regarding the teaching of the narrative genre in secondary school as well as suggestions to other researchers who are interested in thematic analysis.

1.1. Conclusions

The study aims at answering the research questions as stated in the third chapter. The first research question concerned the realization of the Theme system of Systemic Functional Grammar in terms of choice of type, choice of topical Theme and choice of thematic progression in narrative texts composed by high school students.

Based on the findings, several conclusions can be drawn from the study. Derived from the types of Theme, it is found that there are three types of Theme employed by the students in their narrative texts, namely the topical, interpersonal and textual Themes. Among the three, the topical Theme is the most frequent Theme used by the students in composing their narrative text. It occurs 65.12% indicating students' attention to the first element of the clause (Butt et al., 2000: 152). It also shows their awareness of what element should be put in the first position. This phenomenon reflects their ability to signpost where the information

comes from and where it leads to. This means students must learn to use the topical Theme, and through this, learn to use “the topic sentence of a paragraph to anchor the paragraph to the introduction of the text” (Butt et al., 2000: 151). The second type of Theme found in the text is the Textual Theme. The textual Theme occurs 33.88% and consists of two elements, continuity and conjunctive adjunct. The least common type of Theme found is the interpersonal Theme. It occurs only 0.99% indicating students infrequently use modulation and modulization.

Derived from the choice of topical Theme, there are 10 categories employed by the students as their topical Theme. They are the nominal group, personal pronoun, adverbial group, ellipsis, referential item, relative pronoun, prepositional phrase, existential, verb group and WH-Question. The nominal group and personal pronoun are the most common categories used by students as their topical Theme. This probably the case because the nature of narrative text is that it often involves a specific individual participant with a defined identity (Derewianka, 2004: 42). The frequently used adverbial group also shows the students' ability to fulfill one of the characteristics of narrative text, in that it is often marked by linking words to do with time (Derewianka, 2004: 42).

Based on the thematic progressions applied by the students, it can be concluded that there are three types of pattern used by the students in their narrative texts: the thematic reiteration pattern, the zig-zag pattern and the multiple-Theme pattern. The frequent use of thematic reiteration indicates the students' ability to keep the text focused by restating the Theme in subsequent clauses. The students also show their ability to improve the cohesion of the text by

applying the zig-zag pattern. The students are also able to combine the thematic reiteration pattern with the zig-zag pattern which results in a multiple-Theme pattern. This pattern is the underlying organizing principle for a text, with both zig-zag and theme reiteration strategies being used for elaborating on each of the main thematic points (Eggins, 2004: 326).

The study shows that students usually emphasize a thematic point by employing the thematic reiteration and the zig-zag pattern. These patterns are the most frequent patterns found in the texts. Students can thus apply this pattern to their own writing to improve its flow. Therefore, English teachers need to teach their students to write a narrative text using the thematic pattern to develop the text's cohesion, because the quality of writing can be dramatically improved if attention is paid to thematic progression (Butt et al., 2000: 152).

The second research question is about the implications of the use of the Theme system on the flow of the text. Based on the findings, it can be concluded that the texts produced by the students flow smoothly, improving reader comprehension. This is indicated from the frequent use of the thematic reiteration and the zig-zag pattern. Through these patterns the students construct a cumulative sense of text development and keep their narrative focused. Furthermore, by applying the cohesion devices such as ellipsis, reference, conjunction and lexical organization, it improves the clarity and the flow of the text.

To sum up, when students successfully explore the Theme system of Systemic Functional Grammar, they will be able to develop a cohesive and

coherent text. It implicates in their information flow of text which is going smoothly. The Theme system students enable to organize their own writing effectively, and it may prove a useful tool when students need to write longer texts such as essays and reports. Students should be conscious that if they want to convey information effectively and successfully and write a cohesive composition, they ought to focus on the Theme system because it is crucial, and has an immediate impact on writing (Ebrahimi and Khedri, 2012).

1.2. Recommendation

There are several proposed recommendations concerning the teaching of narrative texts in secondary school and research into the field of thematic analysis. In teaching narrative texts we have found that the Theme system can be used as a tool to improve students' writing skills. The teacher can apply the topical Theme to draw students' attention to the first element in the clause, and the use of the textual Theme should be considered as it is a device that can consolidate cohesion. Furthermore, by applying various thematic progressions, writing depth can also be improved. Thematic progression is an effective way to bring the issues being discussed into focus, and develop the flow of the text.

It is also recommended that teachers should be trained to write a text using the SFG's principles. If teachers acquire the SFG techniques, they can teach their students to write an effective and communicative text using SFG.

For those who are interested in Theme system analysis, it is recommended that other researchers analyze different genres of text, such as the argumentative genre as it is considered the most difficult text. Analyzing Theme markedness

would also be interesting because the decision to make a marked element Theme commonly relates to Mood analysis. More in-depth analysis on the choice of topical Theme will provide further value since this kind of research is still infrequent. Finally, it is expected that this study can offer another perspective on to thematic analysis of texts written by students.

