

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion and recommendation of the study. The conclusion section wraps up the study and summarizes all the final findings. The recommendation section provides the suggestions for further research, generally in text analysis using SFL, particularly in investigating theme and thematic progression. Besides, the recommendations are also directed at the teachers and students intending for the improvement of teaching and learning writing.

5.1 Conclusion

The section aims at answering the research questions proposed in Chapter 1 of this study. The first research question deals with the types of Theme are exhibited in students' exposition texts. The second research questions concerns with thematic progression patterns are realized in students' exposition texts.

Based on the findings of the Theme and Thematic progression analysis, several conclusion can be drawn from the study. In terms of theme markedness, it is found that there were two types of theme markedness employed by undergraduate students, i.e. unmarked theme and marked theme. The unmarked theme is used most frequently (73.99%) and marked theme (26.26%). The undergraduate students tend to choose to start their message in a common way for the interpretation of their text development. The undergraduate students mostly use participant or subject as a theme. The predominance of unmarked theme indicates that the undergraduate students focus on what the texts are telling about (Eggins, 2004). In terms of the Theme system, it is found that there were three types of theme employed by undergraduate students, i.e. the topical theme, interpersonal theme, and textual theme. The topical theme was used most frequently (100%), followed by textual theme (48.99%), and interpersonal theme (8.84%).

The predominating occurrence of the topical theme in undergraduate students' text signals the undergraduate students' ability to deliver what the text is about and where it leads to. Moreover, the relative frequencies occurrences of the textual theme indicate the undergraduate students' ability to develop the logical relationship between clauses and even stages in the texts to make their text cohesive and coherent. Finally, the low occurrence of interpersonal theme shows the undergraduate students' limited effort to build personal attachment with the readers.

Concerning the thematic progression, there were three types of thematic progression employed by undergraduate students' text. The reiteration pattern appeared to be most frequent (41.41%), followed by the zig-zag pattern (24.24%), and the multiple patterns (3.53%), the dominant use of theme reiteration pattern may indicate the undergraduate students' ability to maintain the focus of the text by reiterating the thematic element of a clause in the subsequent clause. The use of a zig-zag pattern indicates the undergraduate students' ability to manage the given-new information to linkages of ideas. Furthermore, the low use of the multiple theme pattern is understandable because this pattern normally occurs once in every exposition text as the macro theme. The application of this pattern indicates that the undergraduate students were able to develop the texts well according to a plan. By analysing the thematic structure of a text, we can identify the organizational approach and method of development used by the writer in the study (Schleppegrel, 2001)

5.2 Limitation

This sub-section focuses on some limitations identified in the present study. Firstly, the analysis of the texts in this study takes only the perspective of theme and thematic progression pattern. In fact, the criteria of a good text are not merely determined by the textual metafunction, but also experiential metafunctions (Transitivity analysis) and also the interpersonal metafunction (Mood and modality analysis), which are not discussed in detailed in this study. Secondly, this is a case study which cannot be generalizable. If other researchers are to conduct the same study with the different participants' background or different level of education of the participants, the results may be different as well.

Finally, this study is very subjective as it relies on the writers' own limited capacity.

5.3 Recommendation

Based on the findings of the present study, some suggestions are offered, both for researcher and practical purposes. With regard to further research, the present study focuses on the theme system and thematic progression in exposition texts. Moreover, the presents study focuses on the realization of an element of the lexicogrammar, i.e. 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 lecturer pay more attention to the benefits of applying Theme choice and thematic progression in classroom practices, especially in teaching writing. This will help the undergraduate 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 undergraduate 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.

