

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This chapter presents *Conclusions* and *Recommendations*. The *Conclusions* section begins with a brief description of the background, the research problems, the main findings, and the conclusion. The *Recommendations* section contains suggestions that are intended for the improvement of future research, particularly in Thematic Progression Analysis, for both teachers, students, and also other researchers.

#### 5.1 Conclusions

This study is concerned on analysing Thematic Progression on high school students' exposition texts. The purpose of this study is to find out how the students' organize their ideas in their exposition's texts, seen from Thematic Progression, and to what extent the students' exposition texts are consistent with argumentative language features in terms of Thematic Progression.

Previously, the study on Thematic Progression analysis, particularly on exposition texts, had been conducted by some researchers. This study confirms findings from the previous research that Thematic Progression can be used as a tool to analyse the texts, especially students' texts (Emilia, 2005, 2010, 2012; Fries, 1981, 1994, 1995; Nwogu and Bloor, 1991; Hawes and Thomas, 1996; Sugijarto, 2008; Du Bois, 1987).

The findings of this study signified that, seen from Thematic Progression, the students have organized their ideas in three ways of Thematic Progression patterns. Despite some minor weaknesses such as grammatical errors and the compliance of linguistic features that still need further improvement, the students seemed to be able to make a cumulative sense of text development by applying SLP or Zig-zag Pattern. They also tried to make their text a clear focus when they applied CTP or Re-iteration pattern. Some of them were able to organize all issues of their texts in the first clause and distributed the issues as hyper-Theme in preceding clause when they applied DTP or Multiple Theme Pattern. It was also found that most students generally applied Constant CTP and SLP. In the specific identification, SLP and DTP, which became the parameter to see the thematic progression consistency in students' texts, seem frequently occur in high achievers. CTP, on the other hand, is dominant in middle and low achiever.

Furthermore, the Thematic Progression seemed consistent with argumentative language features in middle and high achievers since they presented DTP and more SLP in their texts. This kind of text organization represents comprehension, since the information in the text is established in well-organized and it is easy to follow. For such reasons, the students can be regarded having achieved a certain level of ability in writing particularly in organizing message based on Thematic Progression.

## 5.2 Recommendations

Based on research findings, discussion, and the conclusion of research result, the writer proposes some suggestions particularly regarding to the teaching of writing and the research in applying Thematic Progression.

First, it is suggested that the students and teachers develop the text organization by applying Thematic Progression pattern in the process of writing, so it can lead the students to have a good control of writing, especially in managing their information in their texts to achieve the goal effectively. In addition, the teachers need to put more effort in teaching low achievers, specifically in the use of hyper- and macro-Theme and in elaborating arguments. In order that the students can elaborate their arguments, the teacher should ask the students to read more about the topic first so that they have better knowledge on the issue.

Second, on the topic of applying Thematic Progression analysis, it is recommended to other researchers to provide more data and theoretical basis. It is also suggested to analyse Thematic Progression on different text types, such as, narrative, descriptive, discussion, or even spoken texts.

Furthermore, this study is also proposed to conduct research process in the classroom, where the teachers teach the students how to organize texts, so it can be directly observed. Additionally, not only thematic progression but also the other parameter such cohesion analysis, can be used as text evaluation tool after being given some teaching strategies to organize the students' texts

by the teachers. The teacher, for example, can put more emphasis in teaching pronoun, reference, conjunctive and conjunction as a textual resource that can enhance the coherence in students' texts. Moreover, the effectiveness of the teaching strategies also can be evaluated from the result of Thematic Progression analysis.

Lastly, it is hoped that Thematic Progression analysis can be considered as new application of analysis to assess the students' progression in writing, particularly in Indonesia context of teaching writing in secondary school.

