

CHAPTER V

CONCLUSIONS

This chapter presents the conclusion of the analysis and discussion in the previous chapter. The overall summary of the result regarding the topic and also some of the suggestions which are expected to be helpful for further related research studies are also presented in this chapter.

5.1. Conclusions

In exploring the Theme-Rheme and Thematic Progression of two selected children's short stories, *Little Red Riding Hood* and *The Ugly Duckling*, it can be found that there are three types of Themes and three types of Thematic Progression that occupied the texts.

The findings and discussions section also answers the research questions of: (1) what are the types of theme and thematic progression used in the short stories? and (2) how does the use of themes influence the delivery of the messages of the stories?

The Themes employed in the stories are topical theme, textual theme and interpersonal theme with topical theme as the most frequent type of theme that occurred in both of the stories. The topical theme represents the writers' ability in delivering what the text is about. Although the frequency of textual themes that occurred is not as much as the topical themes, it still shows the writers' effort on building the text's cohesion and coherence element. Interpersonal themes were used the least in the two short stories. This mainly happens because in a narrative text, a writer may omit their own personal perspective, but rather the personal perspective or attitude of the participant element in the story.

The Thematic Progression types that occurred in the two short stories are linear theme, constant theme, and split rheme respectively. Linear theme appeared the most in the two short stories as this shows how the writers' are able to employ the given-new information in constructing the relations between clauses. The high frequency of linear theme shows that the writers are trying to develop the cohesion

of the text through the introduction of new information by shifting a rheme to become a theme in the subsequent clause. Constant theme is the second most used thematic progression on both short stories. It shows the writers' attempt on maintaining the focus of the texts by reiterating the thematic element of the clauses and the reiteration can happen when the thematic elements are related to one another. The least frequent of thematic progression type on the two short stories are split rheme/multiple theme. By using this type of pattern, the writers emphasized the focus at the rheme of one clause that is successively derived as the theme of the subsequent clauses.

Both *Little Red Riding Hood* and *The Ugly Duckling* serve the cause and effect type of message. The writers employed more linear theme in the thematic pattern of the text in order to deliver this type of message which is the continuity of information from one clause to another. These thematic patterns are supported by textual themes and topical themes. Textual themes signal the new information unit in the preceding clause's rheme and become the theme of the subsequent clause, while the topical theme provides the experiential elements (participant, circumstance, or process constituent) regarding the new information in the previous rheme.

The messages embedded in each story are slightly different. In *Little Red Riding Hood*, it can be implied that through the story, Grimm tried to depict how a children's gullibility can be dangerous for them. In order to prepare them for the world, the parents of the children must guide them through some warnings and boundaries in order to keep them safe. Even though in the story *Little Red Riding Hood* ignored the instructions that her mother specifically told her to do, she learned her lesson after tragedy fell on her lap. It delivers a message to the children readers to be aware of strangers and to obey what the parents are saying to protect themselves.

In *The Ugly Duckling*, the message that Andersen tried to deliver is the struggle of a duckling that does not fit in among the other ducklings because of its physical appearance. It depicts the hard times that the duckling had to go through because he was being bullied by the people surrounding him, including his own mother, brothers and sisters. Even when his own family treated him badly, he still

obeyed what his mother told him to do. At one point, when the duckling grew bigger, he decided he wanted to run away and find his own place that can be his home where the people can accept him the way he is. After all the struggles from going to one place to another, he finally found a place where he belongs when he realized that he is not an ugly duckling anymore, but rather a graceful swan. The message that is being passed on to the readers is that everyone struggles a lot in order to fit in a judgmental society. After one and a half century of being published, the stories are still relevant among the people from many cultures and society.

5.2. Suggestion

This study explored two short stories from the perspective of Thematic Progression. However, since the analysis focuses on short stories, further studies can also explore more about other type of narrative texts since there is limited studies that have been conducted that focuses on Thematic Progression in narrative texts. It can also explore on how the use of Thematic Progression analysis can improve children's education character on a higher order thinking skill.