CHAPTER V

CONCLUSION

The previous chapter has presented the analysis and discussion towards the findings of schematic structure, linguistics features, Theme choice, and Theme progression in students' Exposition text along with the factors contributing to the creation of such text. This chapter presents the conclusion and recommendation of this study. This chapter is divided into two sections: conclusion and recommendation. The conclusion section begins with a brief description of aspects underlying this study: background, purpose, findings, and conclusion. Meanwhile, the recommendation section provides the suggestion for further research, generally in Text Analysis using SFL, particularly in investigating the Theme and Theme progression either for teachers, students, or other researchers.

5.1. Conclusion

This study focuses on the investigation of Theme and Theme progression of university students' Exposition text. This study aims at investigating how the students organized their ideas textually in the texts seen from the schematic structures, Theme choice, and Theme progression. Besides, this study also intends to capture the Theme progression trends in their Exposition texts along with the factors contributing to the creation of such texts.

This study has confirmed the findings from previous research that the Theme and Theme progression analysis in students' text plays a significant role in organizing the ideas textually thus making the writing process effective as well as making text produced more communicative (Ebrahimi and Khedri, 2012; Jallilifar, 2010; Wang, 2007; Rakhman, 2012; Rustipa, 2010). It can be said that the Theme system (Theme and Theme progression analysis) can be used as a tool

to investigate the students' text (see also Emilia, 2005; 2010; Fries, 1994; 1995a; 1995b; Nwogu and Bloor, 1991; Ravelli, 2000).

This study found out that the students were able to make a coherent text seen from Theme choice and thematic progression applied in the text. They tried to identify the topic under discussion by employing the unmarked Theme in the texts. When they need to shift the focus of the clause to a certain context or activity sequence, they indeed used the marked Theme. In addition to that, the occurrence of interpersonal Theme signified that the students tried to foreground a position, or to share beliefs to the readers. The use of this interpersonal resource was important in argumentative writing since it could sway the reader perception to the writer's ways of thinking. Moreover, the use of textual Theme in the text was mainly on maintaining the logical relation between the clauses thus giving a texture and a sense of coherency of the text.

In terms of Theme progression, all types of Theme progression are present in the students' texts. At global level, the use of Multiple Theme pattern/higher level Theme, functions to scaffold the text development which contributes to the cohesion of the text at whole. Meanwhile, at the clause level, the students mostly used the reiteration pattern to keep the text focus by repeating the same element as a Theme. This pattern allowed readers to easily find the information in the text. Besides, they also tried to make a sense of cumulative development of the text by employing the zig-zag pattern. The use of this pattern indicated that the students indeed create or introduced newly information by promoting the Rheme in a clause to the Theme in the subsequent clause. In addition, the use of derived/multiple Theme pattern that conflates with the use of higher level Theme (macro- and hyper-Theme). This means that the students have already known the strategy to make the text coherent at the global level. In this study, all of the students from three level of achievement indeed made the use of higher level Theme to scaffold the development of the text. The use of higher level Theme

indicated that the students' texts were planned well thus make the text more coherent.

5.2. Recommendation

Relevant to the findings, discussions, and the conclusion of this study, the researcher intends to propose some suggestions for further study particularly in applying Theme and Theme progression analysis of text.

Firstly, for teachers, it is recommended that they should pay more attention to the benefits of applying Theme and Theme progression analysis applied in classroom practice, especially in the teaching of writing. By applying Theme and Theme progression analysis in writing classroom when the teacher and students are developing the texts, it will help them to gain control of ideas organization better so that they can better achieve the purpose of the text composed. Moreover, the use of higher level Theme, as elaborated in this study, will also help them to plan the development of the text well since by applying this aspect the coherency of the text will be better. Besides, the result of this study hopefully can be taken into account in motivating teachers to enhance their professional capacity in teaching by conducting research on analyzing the text, either the written text or spoken text produced in their classroom.

Secondly, it would be better for further researchers to investigate the Theme choice and thematic progression of other texts types such as narrative, descriptive, discussion, explanation, or even in spoken genre, such as classroom interaction. Applying the Theme and Theme progression analysis in different text provides more elaboration of how the ideas are organized textually in different text types and how such resources contribute to the coherency and the achievement of purpose of the text.

Lastly, it is also recommended that further researcher can develop the insight beyond the Theme and Theme progression in analyzing the text. They can further analyze the text by applying cohesion analysis to find the texture of the text or by applying the mood system and transitivity analysis along with Theme system analysis to elaborate the detailed structure of the text seen respectively from three strands of meaning in SFL: interpersonal, ideational, and textual.