

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter presents *Conclusion* and *Recommendation*. The *Conclusion* section begins with a brief description of the background, the research problems, the main findings, and the conclusion. Two recommendations are presented at the end of the chapter, the *Recommendation* section. They are intended for the improvement of future research particularly on similar topics, for the teachers and the students and for other researchers.

#### 5.1. Conclusion

Due to the conclusion is based on the previous elements of this study, they are revisited for the sake of a clear discussion. The first element is the two reasons of thematic progression analysis, i.e. the importance of knowledge about starting a sentence with a theme in communicating and the one of thematic organisation in text development, particularly in scientific texts. The second element is the two research problems, i.e. how students realise thematic progression in their explanatory texts and in terms of thematic progression to what extent the students' texts are consistent with the features of scientific texts. The third element is primary findings of the analysis. This study found that the students employ four Thematic Progression patterns, i.e. Simple Linear Progression (SLP), Contant Thematic Progression (CTP), Derived Theme Progression (DTP), and Split Rheme Progression (SRP). It is also found that most students commonly applied CTP and SLP patterns. These two patterns are dominant in their texts and therefore their texts are considered consistent with the general English scientific texts in terms of thematic progression.

Based on the findings above, there are two conclusions which can be drawn. Regarding the first finding, the students have four skills of organising texts

which are realised in the four types of thematic progression. The students seem to be able to make a cumulative sense of text development by applying Simple Linear Progression (SLP) pattern. They also seem to be capable of making the discussion focus on certain issues in the clause theme when they apply Contant Thematic Progression (CTP) pattern. Some of them are able to organise all issues of their texts in the first clause theme when they apply Derive Theme Progression (DTP) pattern. Some other students are able to make the first clause rheme become the starting point of the discussion when they apply Split Rheme Progression (SRP) pattern. This may be caused by a clear presentation of expository models in the writing process.

Concerning the second finding, the thematic progression is consistent with text organisation which is commonly used in general English scientific texts. This kind of text organisation promotes comprehension, because the information is well organised in an understandable way to follow. For such reason, the students are considered having achieved a certain level of ability in writing particularly in organising messages based on the thematic progression patterns. This achievement may be due to the learning process that the student had undergone. This may be a topic of interest for further research, particularly in pedagogical settings.

## **5.2.Recommendation**

There are two recommendations, particularly regarding the teaching of writing and the research applying Thematic Progression analysis. Concerning the teaching of writing, it is recommended that the teachers and students should develop the text organisation. This can be done through the application of the four thematic progression patterns or of the combinations of them. The teachers are also recommended to enrich the students' awareness of text organisation towards the thematic progression patterns. The students are suggested to better manage their

information particularly in writing to achieve the communicative goal effectively through the thematic organisation.

Regarding the research applying Thematic Progression analysis, it is recommended that other researchers should provide a large theoretical basis and more data. The researchers should also be open for a new type of thematic development pattern. There are also possibilities of applying thematic progression analysis on different types of texts, such as exposition, narrative, or even spoken texts.

This study also has some points to develop, it is therefore recommended that the research process should be conducted in the classroom where the writing process can be directly observed. The thematic progression analysis is only single parameter in students' texts evaluation, therefore it should be accompanied by other parameters of writing evaluation, such as the one based on the cohesion and coherence of texts.

Finally, it is hoped that this study becomes a new application of analysis on Theme and Thematic Progression, particularly in educational context of teaching writing in secondary education in Indonesia. Further and deeper analysis on the same object will scientifically enrich the perspectives of Theme and of Thematic Progression studies in various genres and in different contexts and occasions. However, in another application of the research, the transferability aspect and some other related ones should be carefully considered.