CHAPTER V
CONCLUSION AND RECOMMENDATION

As the findings have been narrated and discussed in the preceding chapter, this chapter concludes the findings of this study in several subchapters. The first subchapter of conclusion gives a summary of the main outcomes. It is followed by the second subchapter of pedagogical implication which suggests future steps that could be done to enhance the condition of the current outcomes. Additionally, the last two subchapters of limitation of the study and recommendation for future studies contain the reflection on things that could be improved from this study to create suggestions for future researchers.

5.1 Conclusion

This study has provided a detailed analysis of how students across all academic achievement levels create a coherent and cohesive explanation text by analyzing the realizations of theme choice and thematic progression (TP) in their explanation texts. The findings showed that students have utilized these two aspects in their texts to arrange their ideas in such a way to fulfill the nature of explanation text. However, their texts still have room for improvement.

In regard to the choice of theme, students utilized two types of theme which were used to represent the language features of explanation texts and build contexts between clauses. The first most frequently used theme is the topical theme, which is categorized into unmarked and marked topical theme. Among two categories, unmarked theme is expectedly used the most by the students due to its simple form. Generally, it is used to represent participants and build focus. While all marked theme is in the form of adjuncts which are used to represent causal and temporal sequences. Following the topical theme, the textual theme takes the second place in the most frequently used theme by the students. They are used to link and give context on the relationships of the preceding and succeeding clauses.

Besides maximizing the function of theme, students are also seen to employ thematic progression to build connectedness that increases the coherence level in their texts. Unsurprisingly, zig-zag and reiteration patterns become two TP patterns

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that are commonly used by the students. However, the least used TP pattern is the multiple-Rheme. The way students employed TP patterns gives sign on the presence of local coherence in their texts, but some of their texts still lack global coherence.

As mentioned in the introduction of this subchapter, the students' texts are not free from flaws. When it comes to the theme choice, students are still struggling with sentence structure, spelling, mode conformity, vocabularies, and conjunction placements. These mistakes negatively impact the texts' focus and thematic shifts. In the context of TP, students need to work on the habit of continuously adding new information and putting a little meaning into the relevancy of every text's component with the main topic. These students' newfound weaknesses in writing explanation texts call for teachers' attention to take proper measures, which is explained in the next subchapter.

5.2   Pedagogical Implication

The findings have shown that there are some problems found in the students' text which results in the formation of several pedagogical implications that could possibly help the students' improvement. These implications are related to giving authentic language exposure, increasing practice of ideas arrangement, and providing feedback on their work.

Firstly, teachers need to give authentic language exposure to the students. In this case, "Authentic" means learning resources that students could actually find and use in real life, especially knowing that explanation texts are part of our daily life. Teachers need to find out what students have learned in other subjects and find authentic examples which relate to it in various modes. By doing so, students can understand the genre and its linguistic resources better as they have enough prior knowledge. It is highly suggested for teachers to not only introduce the generic structures and language features, but also explain the reasons behind why they help to achieve the purpose of explanation texts.

Additionally, teachers need to create an environment where students can practice more on how to arrange ideas. In order to do that, teachers need to first change the students' mindset from "getting the assignment done" to "getting the

message across". Teachers may, for instance, show two different explanation texts with different coherence levels in the beginning of the lesson and discuss with the students about which text is easier to understand and what makes it better. After that, ask them to put the knowledge they just received through practice. Keep in mind to involve students in every process to give them more first-hand experience.

Lastly, teachers should not only collect students' work, but also create an opportunity where students can get feedback about their explanation texts. Teachers can employ the strategy of peer-reviewing by trying to group students with various levels of achievements and ask them to review each other's work. Tell the students to not only point out the mistakes, but also good things they found from their group mates' texts. Therefore, students can learn from each other on how to construct a better explanation text in a less intimidating environment.

5.3   Limitations of the Study

Despite being able to provide in-depth analysis and pedagogical implications, the researcher is aware that this study is far from perfection as it contains several limitations. First, this study could only analyze students' work on the surface level. For that reason, the findings of this study could be improved by exploring further on numerous factors that could possibly impact the quality of students' texts, such as students' individual differences and the employed teaching strategies. Second, this study only had one data source which is students' texts. In order to improve this study, it would be much better to have more than one data to increase the reliability by conducting triangulation between these data.

5.4   Recommendation for Future Studies

There are several recommendations for future studies based on the limitations of this study. Firstly, future researchers may benefit more by conducting studies under the similar topic with more than one data source. By doing so, they could thoroughly investigate both surface and deep level of the theme system realizations in students' text. For instance, future researchers could also conduct interviews with students and teachers besides doing text analysis or combine qualitative and quantitative data. In addition to that, future researchers may also

involve students with different backgrounds. Involving more diverse students may help future researchers to attain more in-depth analysis of the factors that could possibly impact the realizations of the theme system in students' text. To illustrate, they may involve students with different language proficiencies, disciplines, motivations, or environments (e.g., remote and rural areas). Lastly, future researchers are recommended to conduct analysis of the theme system on different text genres. As analyzing theme system has been previously proven in previous studies and the current study to reveal students' strengths and weaknesses in achieving the purpose of a genre. Thus, those three recommendations conclude this chapter with hope to give inspirations for future researchers to conduct quality studies in the area of SFL in the classroom context.