

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

Findings of the study reveal that all Theme types present in students' expository essays of IELTS academic writing in frequent number. They are unmarked topical, marked topical, textual and interpersonal. The highest number of occurrence is the unmarked topical Theme which is mainly constituted by noun/noun phrase and pronoun. The second highest number of occurrence is textual Theme which is mainly constituted by conjunctive adjuncts.

The next is the marked topical Theme which is mainly constituted by prepositional phrase. Lastly, the least number of occurrence of Theme type found in students' expository essays is the interpersonal Theme which is mainly constituted by mental clause. Comparing the low and high scoring essays, the highest number of occurrence is unmarked topical the, followed by textual Theme, marked topical Theme and interpersonal Theme.

The use of these Themes contributes to students' text construction. The high number of unmarked topical Theme in students' essays indicates that students there is a high tendency to choose subjects as the starting points of their messages in the essays. It also indicates that students prefer ordinary ways following normal sentence patterning in English to avoid grammatical mistakes. The use of textual Theme contributes to the connection of ideas in students' essays.

Meanwhile, the use of interpersonal Theme allows the students to maintain relationship with readers. Comparing both the low and high scoring essays, findings indicate that the high achievers elaborated all Theme types more than the low achievers. The high achievers applied more textual Themes than the low achievers which indicate that there are a lot of source to maintain cohesion and coherence in their essays. The high achievers tend to be more personal through the high frequent use of interpersonal Theme.

In term of thematic progression, all the thematic progression patterns were found in the students' expository essays. The highest number of occurrence is the linear Theme patterns. It reflects development of students' arguments through elaboration of information containing in Rhemes. The second one is the constant Theme pattern. It showed students' focus on specific objects. Despite its contribution to text cohesion, its application resulted on monotonous text and lack of arguments development. The next is the split Rheme pattern which shows students' argument development from Rhemes containing more than one information. The last pattern is the derived Themes which is the least applied pattern in students' essays.

Comparing the two groups of students' essays, the linear thee patterns were mostly found in the high scoring essays indicating that the high achievers elaborated their information more. On the other hand, the low scoring essays contained more the constant Theme. It indicates that they did not go to the deep discussion in their essays since their focus is on specific subjects. Besides, the split Rhemes were less applied by both of these groups. The derived Themes as the least applied thematic

progression patterns in most of students' essays were only found in the high scoring essays.

From the findings above, it can be concluded that thematic choices and progression contribute to the nature of expository text particularly in argument development. The appropriate use of these Themes and thematic progressions contributes to the successful text organization. Moreover, based on the findings presented previously, it can be seen that students' are varied in the use of Themes and thematic progression patterns. The high achievers employed Themes and thematic progression patterns better than the low achievers. It can be concluded proficiency level influences student' thematic choices and progressions.

B. Implications

Since the focus of this research is on Themes and thematic progression in students' expository essays of IELTS academic writing, it brings some implications both theoretically and practically. Theoretically, this study has served to add literature of idea organization and development in academic writing particularly following Systemic Functional Approach. The analysis of Themes and thematic progression in students' essays could give more information on the roles of thematic structure in academic writing.

The occurrence of thematic progression patterns in this study as correlated to students' level of proficiency has also given more perspective in thematic progression in expository text and factors influencing thematic choice and progression. Practically, this study can be used as reference by students and

teachers. The understanding of the nature of thematic structure and progression and how they works in constructing text may students construct English text better. It also can be used as reference to enrich English teacher's understanding about idea organization and development in academic writing following Systemic Functional Linguistic approach and to teach coherence in their writing instruction.

C. Suggestions

Referring to the implications and limitations and regarding the result of this study, there are some suggestions proposed as follow:

1. For English writing teachers, they may include Theme and thematic progression into their writing instruction to help students write more coherently and cohesively particularly in IELTS writing test preparation class. This is as also suggested by Schleppegrell (2004), Wang (2007) and Wei (2014) who stated that teacher should include this instruction into their writing course in order to help students organize their writing well.
2. For future researchers who wants to investigate the same area in their future research, they can investigate Theme and thematic choices in different text types. It can give new perspective on thematic structure in various genres. They can also consider other factors determining writing ability such as learning experience, thematic progression instruction, academic background, rhetorical styles, thematic instruction, etc.