CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Conclusions are drawn as the following.

1. There were four types of Theme found in students' analytical exposition texts, they were Unmarked Simple Theme, Marked Simple Theme and Unmarked Multiple Theme and Marked Multiple Theme. Unmarked Simple Theme was the dominant type in students' analytical exposition texts.

2. There were three patterns of thematic progression found in students' analytical exposition texts, they were: Constant Theme Pattern, Linear Theme Pattern and Split Rheme Pattern.

3. The realization of thematic progression showed that Constant Theme Pattern was the dominant type in the texts followed by Linear Theme and Split Rheme Theme. Constant Theme Pattern manipulated in all texts. It is significant used by the students wrote the same subject, usually they used pronoun as the Theme. Furthermore, the students used Linear Theme Pattern to explained the new information in detail from the Rheme to the Theme. Then, the students also used Split Rheme Theme in their texts. The students used Split Rheme Theme as the signpost in the thesis statement to the argument(s). It means the students also already understood to write a good analytical exposition text by using Split Rheme Theme.

B. Suggestions

Based on the analysis about the types of theme, the patterns of thematic progression and the realization of thematic progression in students' analytical exposition texts, some suggestions were recommended as follows:

1. The teacher can use it to support the teaching and learning materials related to thematic progression.

2. The students can enrich their knowledge about thematic progression pattern in order to make a good writing or coherent paragraph.

3. The other researcher can use the result of this study as a reference to do further research on thematic progression.