

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 The Conclusion

The conclusion of this research is drawn based on the data analysis, findings and discussion as the following.

- a) Language is unique included Children's song. However, language can be analyzed based on the text and social context.
- b) Theme and Rheme Structures are the analysis message in a text and social context. Theme and Rheme Structures give more complete understanding and it is more practical in presenting message
- c) Unmarked Theme is used dominantly in children's song textbook: *Getting Started in English* than Marked Theme. This crucially important in children's song refers to the theory. Each of children's songs begins with Unmarked Theme which it conveys the most interesting information to attract the listeners;
- d) Simple Theme is also the characteristics of children's songs. Simple Theme is used dominantly than Multiple ones. Simple Theme is the basic one to show the symbol of children's song. This is important in other the message is easier to remember, to understand and to reproduce the language of children's song.
- e) Constant Theme Pattern is dominantly used than three other patterns. Constant Theme Pattern is the first number of pattern. It means that the easiest pattern of language development is Constant Theme Pattern. This is due to the fact and reality of the children's song. The choice of pattern is influenced by *Mode*;
- f) Elliptical linguistic element of Theme is found dominantly. Theme and Rheme Structures contextually convey the elliptical semantic unit.

Ellipsis is found from the social context of language. That social context is the reconstruction of linguistic element previous and after. This social context determines what the meaning of the elliptical linguistic element is. Normally, ellipsis is very close to the linguistic element previous and after. Ellipsis tails a meaning, and the meaning is not far away from the constructed linguistic element, and

- g) Children's song textbook *Getting Started in English* as the realization of spoken text is an interesting language forms that would be created funny by simple structure and simple language development. It is also very interesting to be investigated in sense that the analysis can determine how children' song created by the composer. It is to see how the message is conveyed by the composer. This analysis shows the various elements and structures of Theme and Rheme in children's song textbook: *Getting Started in English*.

5.2 The Suggestion

After analyzing children's song textbook *Getting Started in English* considering with Theme and Rheme structures, the following suggestions are addressed.

- a) This study will be relevant used by the learners to improve their ability to understand and produce texts which are effective in conveying meaning;
- b) Theme and Rheme Structures in this study can be used as models in various styles of texts especially songs. The findings of this research indicate the teachers of English should not only familiarize themselves with the types and the position of Theme and Rheme in clauses but also the elliptical linguistic element or semantic unit of Theme and Rheme in clauses (social context).

- c) Children would learn English especially children's song right from the low level of song or complete and concrete song and then they go on to the higher level such abstract one. This gives clarity for them to study English as foreign language.
- d) The composer of children's song especially in English should be consistent and intense to the theory of children's songs and social context of language in children's songs.
- e) By having a specific study, also this study will be exploration of more detailed analysis of Theme and Rheme Structures and the pattern of language development in children's song specifically, and discourse generally. From linguistic perspective, this will help in strengthening the significance of this analysis to provide a critical tool for analysis of discourse in general.

5.2.1 The Implication for Teaching

The findings of this research indicate the teachers of English would not only familiarize themselves with the types and the position of Theme and Rheme in clauses but also the elliptical linguistic element or semantic unit of Theme and Rheme in clauses (social context).

The structure of Theme and Rheme Structures in a clause indicate how message is conveyed in songs. Songs convey message to the listeners. Theme and Rheme Structures are useful to comprehend and structure the message by knowing the patterns of Theme and Rheme. Thus, it is important for teachers of children's songs that they would understand Theme and Rheme Structures in other they can apply the most important messages that would be given to the students based on the children's song in English.

In addition, children's song textbook: *Getting Started in English* is better focusing the material right from the low level with the complete song without ellipsis because children learn something intensively with the concrete one. Further, they go on to learn the higher level by teaching the abstract one.

