

CHAPTER V

CONCLUSIONS, IMPLICATION AND SUGGESTION

5.1 Conclusions

From the results of thematization research on three bilingual scientific books for grade X, i.e. Biology, Chemistry, and Physics, therefore it can be concluded that:

- (1) There are four types of thematization that can be identified in analyzing the theme of the clauses. They are (1) Single Marked Theme (SMT), (2) Single Unmarked Theme (SUT), (3) Multiple Marked Theme (MMT), and (4) Multiple Unmarked Theme (MUT).
- (2) The four types of thematization are found in the three bilingual textbooks being analyzes – Biology, Physics, and Chemistry.
- (3) From the identification of the types of Thematization from 300 hundreds clauses of both SL and TL in the three bilingual textbooks (=900 clauses altogether), it is found that the dominant type of thematization is as the following:

The percentage of Single Marked Theme (SMT) types for both Biology SL and TL text are the same, i.e. (57%);

- (i) The percentage of Single Marked Theme (SMT) types for both Physics SL and TL text are the same, i.e. (43,2%);
- (ii) The percentage of Single Marked Theme (SMT) types for both Chemistry SL and TL text are the same, i.e. (54,6 %);

- (4) A theme is something other than the subject, in a declarative clause is called marked theme. This type of theme is identified by (1) adverbial group (*suddenly, today, etc.*), (2) prepositional phrase (*in the other hand, at last, etc.*) functioning as adjunct in the clause. For multiple marked theme (MMT) the elements that tend to occur thematically are (1) conjunctive and modal Adjuncts, (2) conjunctions and relatives.
- (5) Single Marked Theme (SMT) as the dominant type of theme in scientific textbooks because it is used for defining and describing something. One of the types of scientific textbook is descriptive explanatory texts. This type of text functions to describe one topic discussion chronologically. The thematic structure used in chronological events begin with such kinds of adverbial group and prepositional phrase that function as adjuncts. The function of these adjunct is to make the texts cohesive and coherence. As a result, the flow of events can be understood easily.

5.2 Implications

The implications are (i) analyzing thematization in bilingual scientific textbooks is very needed in order to identify the its types; (ii) the identification of the dominant thematization types in textbooks may result the ease in understanding them; (iii) the dominant of thematization types in a textbook as the indication of the genre type of the textbooks.

5.3 Suggestions

The research about thematization in the process of translation in bilingual (English-Indonesian) scientific textbooks is mainly for proposing the process of translating the theme (subject) of the clauses. Besides, identifying the types of thematization of the textbooks is also very important because it can be a way of understanding textbooks easily.

It is hoped that similar kind of research can be done by anyone about any kinds of textbooks since this type of research will be benefit for those who are interested in both translation process and analyzing themes of the clauses.

