

CHAPTER V CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After having the data analysis, conclusions are drawn as the following.

- (1) Topical Theme was dominantly used in reading texts of students' English textbook: *English in focus* especially, Unmarked Theme, Simple Theme and Textual Theme which means to intend or to highlight the actor or subjects within the clause in the texts.
- (2) Textual development was used as a pattern in developing the texts of reading text of students' English textbook: *English in focus*. The patterns of textual developments were dominantly used conjunction, rather than the others.
- (3) Theme structures contribute to see what was going on in the reading text of students' English textbook based on the context. Therefore, reading text of the students' English textbook: *English in Focus* as the realization of written language is a language form that was created by simple structure and simple language development. Therefore, Theme Structure was very interesting to be investigated in sense that the analysis can determine how reading texts of the English textbook is created by the writer of the textbook. It is to see how the message is conveyed by the writer of the textbook.

5.2 The Implication for Teaching

Based on the findings, conclusion and suggestions of the study, it can be said that the structure of Themes in a clause indicates that how message is conveyed in texts. Moreover, the writer gives some implications for teaching to make teaching be better. First, the English teachers should familiarize with the types and the position of thematic structure in clauses or in the texts and also the elliptical linguistic element or semantic unit of Themes in clauses deals with social context in order they can apply the teaching better. In the other, reading text convey message to the students. Second, Theme Structures are useful to comprehend and structure the message by knowing the Patterns of Themes. So, it is very important for English teachers to understand Thematic Structures in the texts. Third, English teachers can apply the most important messages that would be given to the students which are found in reading text of students' English textbook.

Finally, reading texts which are involved in students' English textbook: *English in Focus* must be focused on the material beginning from simple language development, simple structure without ellipsis because students are able to learn something intensively with the concrete one. Thus, the students can go on to learn the higher competences with the higher level of reading texts.

5.3 Suggestions

In relation to the conclusions, suggestions are staged as the following.

- (1) This study is relevant to be used by the students in improving the students' competence in understanding and reproducing texts effectively. Because it conveys meaning and message which is found in the reading texts.
- (2) The teachers of English should not only familiarize themselves with the types and the position of Theme in clauses but also the elliptical linguistic element or semantic unit of Theme in clauses deals with social context. Because, Theme structures in this study can be used as models in various styles of reading texts especially the various of texts in reading texts of students' English textbook.
- (3) The writer of reading text especially students' English textbook: English in focus, should be consistent and intense to the theory of linguistics and social context of language it self. Because, reading text should be exposed from the low level language development and concrete reading texts and then they go on to the higher level such abstract reading or critical reading text.
- (4) Other researchers are suggested to expand the analysis of thematic structures to provide a critical tool for analysis of discourse in general.