

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusion

The theme theory of Halliday as one of the realization of textual metafunction is applied in Reading Text of the Junior High School's State Examination 2017. After analyzing the data in order to solve the problems and discuss the objective, this research can be concluded as follows:

1. There are three types of theme and rheme which are used in reading text of the Junior High School's State Examination. They are topical theme, interpersonal theme and textual theme. The total number of theme and rheme which are used in reading text of the Junior High School's State Examination are 149 clauses (65.1%) topical theme, 9 clauses (3.9%) interpersonal theme and 71 clauses (31%) textual theme. The most dominant type of theme which is used in reading text of the Junior High School's State Examination is topical theme with 149 clauses or 65.1%. In reading text of State Examination 2017 has so many declarative clauses. The normal pattern of independent declarative clause in English is that the first position is occupied by the subject. Accordingly, the subject is selected as the point of departure of the message and whatever follows the subject is supposed to be the theme, for this reason that the dominant theme is topical theme. There

are two types of theme based on markedness, they are marked theme which has 42 clauses about 24% and unmarked theme which has 133 clauses about 76% which is the most dominant type of theme. It means that most of clauses are started by word or phrase that has function as a subject. Intersection of markedness and complexity of theme in reading text of state examination are found, they are Unmarked Simple Theme (UST) which has 106 clauses about 61%, Unmarked Multiple Theme (UMT) which has 27 clauses about 15%, Marked Simple Theme (MST) which is 29 clauses about 17% and Marked Multiple Theme (MMT) which has 13 clauses about 7%. The most dominant type of theme is Unmarked Simple Theme (UST) about 61%. It means that reading text of the Junior High School's State Examination used simple language according to their age, so the student can get exact meaning from reading text of English State Examination. Students easily to understand the text, grasp the idea of the text and it will be easier to finish the State Examination on English subject in a limit time.

2. The reason why thematic structures are used in reading text of the Junior High School's State Examination because Theme play important role in the text especially in the paragraph which means Theme in the topic sentences. Theme and text are two aspects which cannot be separated one each other aims as signaling the maintenance or progression of what the text is about, specifying or changing the framework for interpretation, signaling the boundaries of sections in the texts and signaling the speaker or writer thinks is a viable, useful, important starting. Thematic structures can make students

easily to understand the text, grasp the idea of the text and it will be easier to finish the State Examination on English subject in a limit time without translate the whole text first.

## **B. Suggestions**

In relation to the conclusions above, there are several suggestion that reseacher could offer to readers towards thematic structures of the reading text, which are presented as the following:

1. Theoretically
  - a. The readers could enrich and strengthen their knowledge about the theories of thematic structures of the reading text.
  - b. Other researchers, this study can be used as a referential contribution for those who want to conduct a further in depth research in analyzing the textbook and interest in doing the related study.

2. Practically

The findings can be useful for teachers, students, and textbook writing.