

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 The Conclusions

After analyzing the data of theme and Rheme related to the characterization of Emma, conclusions are drawn as the following.

- (a) The analysis of Theme and Rheme in *Emma* shared 133 conversations realized by 790 clauses based on the Parts of Plot namely Introduction (129), Rising Action(154), Climax(297), Falling Action(112), and Denouement(98). The dominants clause of parts of plot in the novel is climax which derived the pride character of the main player, Emma.
- (a.1) Simple Theme is also the characteristics of novel *Emma*. Simple Theme, (63.40%) is used dominantly than Multiple ones, (36.41%). Simple Theme is the basic one to show the characteristic of *Emma*. This is important in other the message is easier to remember, to understand and to reproduce the language of the novel.
- (a.2) Unmarked Theme dominates the entire texts at (91.75%) in Jane Austen's *Emma*, than Marked Theme, (6.55%). Each of the clause begins with Unmarked Theme which it conveys the most interesting information to attract the readers.
- (b) The dominant kind of Thematic employed in the conversations is Topical Themes in Unmarked Simple 361 clauses ( 45.69%).
- (c) The thematic structure flows as it does is the novel is mainly due to the nature highest percentage of the novel is the dominant of Unmarked Simple Themes than Unmarked Simple Themes, Marked Simple Themes and Marked Multiple Themes..

#### 5.2 Suggestions

After analyzing Jane Austen's novel "Emma" in English considering with Theme and Rheme structures, the following suggestions are addressed.

- a) Theme and Rheme Structures in this study can be used as models in various styles of texts especially the literary works in conveying meaning..

- b) By having a specific study, this study will also be the exploration of more detailed analysis of Theme and Rheme, Thematic Structure and the pattern of language development in English novels specifically, and discourse generally.
- c) Teachers of English are advanced to motivate the students to learn more about literary works, especially classic and modern ones.

### **5.2.1 The Implication for Teaching**

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 in clauses indicate how messages are conveyed to the readers in novels. Theme and Rheme Structures are useful to comprehend the patterns of Theme and Rheme in reading and discussing literary works that would be given to the students based on the conversations in English novels.