

CHAPTER IV

CONCLUSION

4.1 Conclusion

This research discusses thematic progressions. The aims of this study were to find out the types and dominant type of thematic progression in paragraphs written by EFL students. The data taken from this research came from the 24 paragraphs written by first year students' of the class of 2021 of the English Department at Andalas University.

The present study found three types of thematic progression in the paragraphs written by the students. The findings have shown that each paragraph written by EFL students uses more than one pattern. This means that the students tend to use a combination of reiteration Theme patterns, zigzag Theme patterns, and multiple Rheme patterns. Not a single pattern of thematic progression is used consistently in the paragraphs. The categorization of the types does not fall neatly as expected. For this reason, the categorization was based on the main frame thematic progressions in the paragraphs. The finding found the multiple Rheme pattern is widely used thirteen times, the zigzag theme pattern is used six times, and the reiteration theme pattern is used five times.

The first type of thematic progression found most often in paragraphs written by the EFL students is multiple Rheme pattern. The use of multiple Rheme patterns in paragraphs has shown that EFL students are able to describe a topic in detail, with the

aim of telling an object by describing its characteristics. The second dominant pattern is the zigzag Theme pattern. The use of zigzag Theme patterns in paragraphs has shown that EFL students have achieved the ability to create text cohesion by introducing new information by taking a Rheme to become the Theme of the next sentence. The third pattern found in paragraphs written by EFL students is the reiteration Theme pattern. The use of reiteration Theme patterns in paragraphs has shown that EFL students are able to focus on repeating Themes from one sentence to another at the beginning of a sentence, thus enabling the reader to easily find information in the text.

Lastly, the use of three types of thematic progressions in paragraph written by students can provide some information about the state of the students' paragraph writings and can see how EFL students developed ideas coherently in their writings. Based on the analysis, there were several paragraphs consisting a fair coherence level. This showed that the paragraphs comprised a combination of the type of thematic progression pattern in one paragraph, because EFL students developed information ideas with inconsistent by changing from one type of thematic progression to another type. In addition, there were several paragraphs consisting a less coherence level. This showed several paragraphs were written without thematic progression pattern, because the new theme was created in the middle of a sentence that impair the development of information, because EFL students tended to write information without careful preparation, and does not pay attention about the theme relationship

with the information provided by the previous sentence, so that the theme of this sentence was not related to the previous theme.

It can be assumed that EFL students do not understand and have not mastered how to write well by applying thematic progression. It is important for EFL students in the first year to be taught about thematic development or introduced to the concepts of Themes and Rhemes, so that they can focus on cohesive devices to create coherence in writing.

4.2 Limitations of the Study

This study was limited to only focused on the thematic progression in paragraphs written by EFL students in maintaining the cohesive development of a text. In conducting the study, the researcher proposed two research questions. First, it aimed to analyze the types of thematic progressions found in the paragraphs written by the EFL students. Second, it was found the type of thematic progression mostly appear in paragraphs written by EFL students.

4.3 Suggestions for Future Research

This study discusses the thematic progressions. The researcher only focused on three types of thematic progressions proposed by Eggins. Therefore, further research could explore a broader range of types of thematic progression from different experts to find a more comprehensive view regarding the importance of thematic progression in maintaining the cohesive development of a text. On top of that, the future research could involve comparing types of thematic progressions from various data sources

such as novels, articles, essays, etc. Apart from that, the future researcher could use more data obtained by interviewing authors who have written a work in a particular form of writing. This is done in order to find out how the type of thematic progression develops in a work written by the author. This research has limitations, so it is hoped that further research can test the influence of thematic development on the quality of written paragraphs. This study has provided insight into thematic developments and its findings can help as a basis for future researchers.

