

## CHAPTER 4

### CONCLUSION AND SUGGESTION

#### 4.1 Conclusion

After analyzing the data, the researcher finds the types of Thematic Progression are using in essay that written by English students of English Department, Andalas University. From ten introductory paragraphs of essay that consisted of seventy one clauses, the researcher finds ten Derived Thematic Progressions, twenty five Constant Thematic Progressions, twenty three Linear Thematic Progressions, and fourteen Ruptured Themes that consists in the text.

The Derived Thematic Progressions are found in the beginning of each paragraph. It happens because of the first Theme in the text is derived from the title of the essay itself. Therefore, the first clauses in ten introductory paragraphs are classifying as Derived Thematic Progression.

Then, Constant Thematic Progression finds by observing the relation between the Theme of the new clause to the Theme of the old clause. Constant Thematic Progression is the most type of Thematic Progression that uses by English students of English Department, Andalas University. It proves by twenty three clauses in the introductory paragraph are classifying as Constant Thematic Progression.

Next the type of Thematic Progression that finds in the essay written by English students is the Linear Thematic Progression. This type discovers in the text by observing the relation between the Theme of the new clause to the Rheme of the old clause. This type is also using by English students of English

Department, Andalas University. It proves by twenty one clauses that categorizes as Linear Thematic Progression.

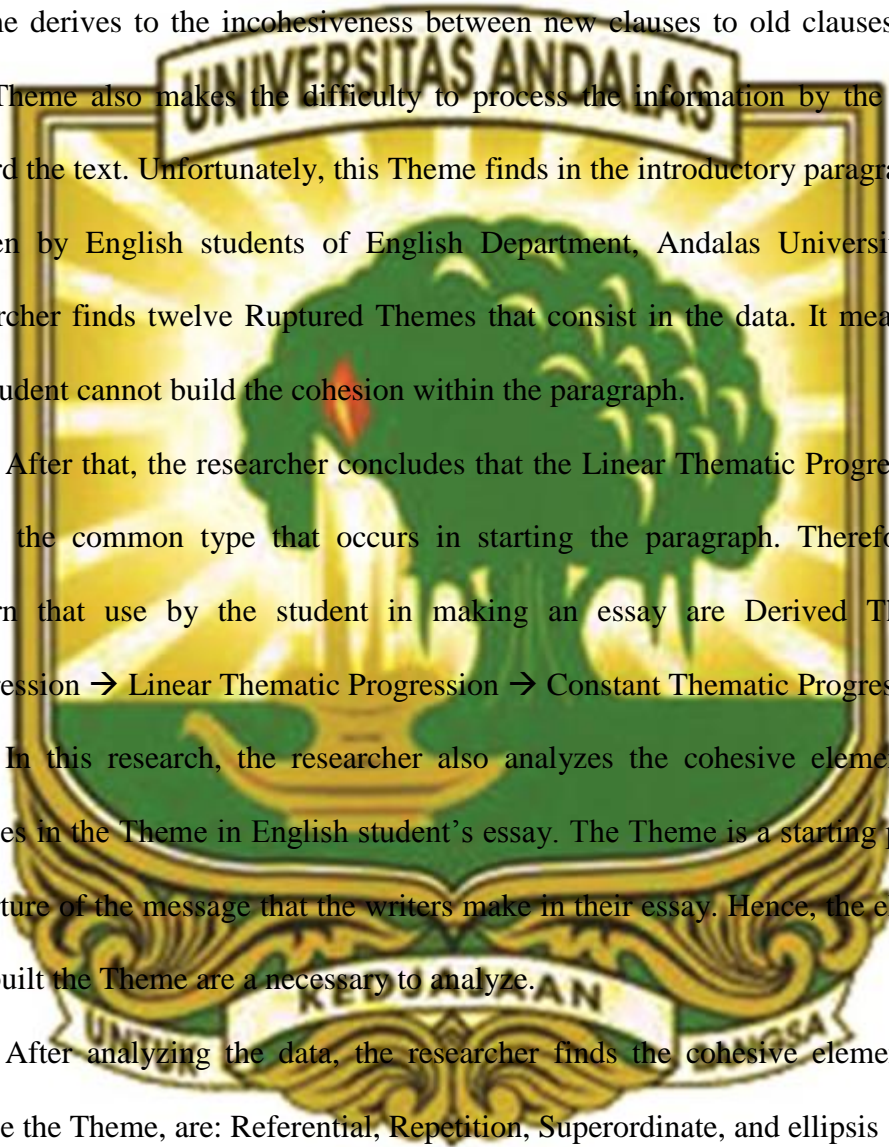
The last type of Thematic Progressions is Ruptured Theme. This Theme is kind of a Theme that cannot be attributed to the previous Theme. Generally, this Theme derives to the incohesiveness between new clauses to old clauses. Then, this Theme also makes the difficulty to process the information by the readers toward the text. Unfortunately, this Theme finds in the introductory paragraph that written by English students of English Department, Andalas University. The researcher finds twelve Ruptured Themes that consist in the data. It means that, the student cannot build the cohesion within the paragraph.

After that, the researcher concludes that the Linear Thematic Progression is being the common type that occurs in starting the paragraph. Therefore, the pattern that use by the student in making an essay are Derived Thematic Progression → Linear Thematic Progression → Constant Thematic Progression.

In this research, the researcher also analyzes the cohesive elements that realizes in the Theme in English student's essay. The Theme is a starting point of departure of the message that the writers make in their essay. Hence, the elements that built the Theme are a necessary to analyze.

After analyzing the data, the researcher finds the cohesive elements that realize the Theme, are: Referential, Repetition, Superordinate, and ellipsis

The first cohesion element that realizes in the text is the referential. Referential words are generally realized by the usage of the pronominal reference, referential word or relative pronouns. They are being the most cohesive elements



that are found in the essay. The pronominal reference are generally realized by pronoun namely, *He, She, It* .

The second cohesion elements used in the essay is repetition. The repetition word is realized by repeating the word which is the old Theme in the new subsequences clause. It describes in some clauses which is repeated in the same word to start the new clause.

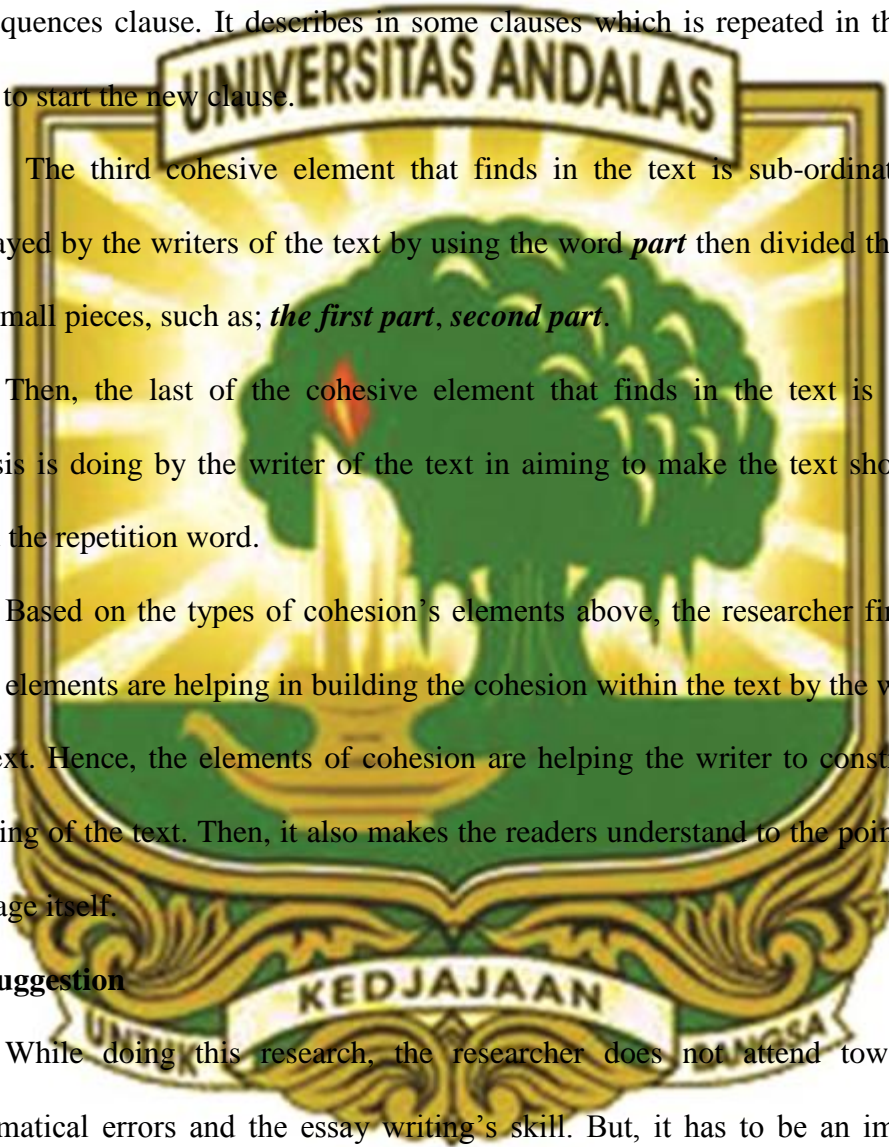
The third cohesive element that finds in the text is sub-ordinate. It is displayed by the writers of the text by using the word *part* then divided that word into small pieces, such as; *the first part, second part*.

Then, the last of the cohesive element that finds in the text is ellipsis. Ellipsis is doing by the writer of the text in aiming to make the text short or to avoid the repetition word.

Based on the types of cohesion's elements above, the researcher finds that those elements are helping in building the cohesion within the text by the writer of the text. Hence, the elements of cohesion are helping the writer to construct the meaning of the text. Then, it also makes the readers understand to the point of the message itself.

#### 4.2 Suggestion

While doing this research, the researcher does not attend toward the grammatical errors and the essay writing's skill. But, it has to be an important thing that the writer needs to improve, especially in essay writing's skill. It can describe in the information below.



After analyzing ten introductory paragraphs, the researcher finds only one essay that is classifying into a good essay (in case it has following the steps of writing an essay). This essay has an introductory paragraph that contains the introduction of the essay and the thesis statement which is found in one paragraph, while the other is not doing the same as this essay.

Then, after analyzing the data, the researcher finds that the students of English Department, Andalas University have a difficulty in using conjunction as a tool for linking sentence to another sentence. Hence, it is included into the reason behind the appearance of Ruptured Theme in English student's essay.

Therefore, by the analysis of the text, the researcher suggests to the readers that in writing an essay, the readers need to take an attention toward the grammar, and follow the steps of making a good essay. Because, the good introductory and the good sentence structure of an essay, it would be leading the readers to read a good essay, and perhaps to create a good essay.

