

CHAPTER V

CONCLUSION AND SUGGESTION

Conclusions and suggestions can be drawn by referring to the research finding and discussions in chapter four.

A. Conclusions

The researcher got some conclusions after analyzing the data and these conclusions were written to answer the research questions. First, based on the students' essays in this study, it had been proven that the students used three types of thematic progression and the types were theme reiteration, zig – zag or simple linear progression and multiple – rheme pattern. The multiple – rheme was used greater in this comparative essay.

Second, the students had problem in making good writing like the students were difficult to organize the ideas well. It means that the students were difficult to arrange sentences in producing relevance sentences. It means that the background knowledge is important thing in writing process.

Third, there were some principles in writing thematic progression such as (a) in theme reiteration, the students should use the pronoun of the theme in order to avoid the monotonous when the writers want to write theme reiteration in many times, (b) although the use of theme reiteration in many times made the clauses look like list, it still keeps the text coherence, (c) zig – zag pattern shows the dynamic progression of ideas, (d) for writing multiple – rheme, the use of theme in subsequent clauses must be suitable with the rheme in previous clause, for example the rheme of previous clause "*have many differences*". That rheme

introduced that there were more than one differences between two things and to pick up each difference become theme in subsequent clauses, the theme should use ordinal number such as “*The first difference*”, “*second difference*”, and etc.

(e) Multiple – rheme became main thematic progression in comparative essay but it must consider the way in writing multiple – rheme.

B. Suggestions

Considering the findings above, the following ideas should be taken into account concerning cohesion and coherence:

1. Teachers should apply an appropriate technique in teaching writing, one of the input is by introducing and teaching the students with the thematic progression theory
2. Teachers should revise the students’ writing and give the feedback to their students related to make good writing.
3. Teachers should provide the topic based on the students’ background knowledge.
4. For further researchers especially in the University of Muhammadiyah Gresik try to conduct the study in different of text in order to know the main thematic progression in other types of text. For example in descriptive essay, an article and etc.