

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestion. In the conclusion, the researcher wants to conclude the result including thematic progression patterns in students' background of study in thesis proposal. Besides the conclusion, the researcher wants to recommend several matters which need to do by the students, lecturers, and also the further researchers.

#### **A. Conclusion**

Based on the findings and discussions indicate the way the student write their first paragraph of background of study in thesis proposal is through thematic progression to enhance the coherence. The constant progression or reiteration pattern was the most prominent used by all the students to enhance the discourse coherence of the first paragraph of the background study in thesis proposal. The students used the same theme of the previous sentence to the theme of the following sentence. Although it can make the texts look monotonous, but it was easier for the students make their writing coherence to use the same theme without finding the new theme from the previous rheme. After that, the thematic progression which enhances the coherence in students' text is found that the zig-zag pattern come up as the second highest pattern occurred. By reiterating the rheme of the preceding sentence to the theme of the following sentence, the students try to make the text coherence. However, the other pattern which is multiple patterns was not used by the students.

There were in total 56 thematic progression patterns which enhance the coherence found in the students' text, and they were divided into three categories which are 33 reiteration pattern, 23 zigzag pattern, and 0 multiple pattern.

Further findings indicate that the most prominent patterns that obscured coherence of the students were the use of brand new theme. Then, it was followed by empty use of “*there*”. Another pattern, the use of dummy “*it*” was not occurred in the students’ text. There were in total 7 thematic progression patterns which obscured coherence, and they were divided into three categories which are 6 obscured coherence thematic progression pattern categorized as brand new theme, 1 obscured coherence thematic progression pattern categorized as empty use of “*there*”, and no obscured coherence thematic progression pattern categorized as the dummy use of “*it*”.

Reflecting the findings above can be concluded that actually in the first paragraph of background of study, the students have been able to write coherently even though the way they write is trough reiteration and zig-zag pattern which sometimes make the flow of the writing look monotonous. Therefore, multiple pattern is needed to be applied and taught to them in order to make their writing does not look not monotonous but it could be variety explaining the information in the text.

## **B. Suggestion**

### **1. Suggestion for lecturers**

Lectures should introduce and teach the use and the concept of theme and rheme to the students. This will help them write more coherently and at the same time assess themselves on how effectively information should be presented in their writing. Furthermore, they can motivate the students to write, especially in enriching the knowledge of their students about the system of theme and rheme and the thematic progression which supposed to be able to create coherence of the text. Therefore, sharing the information dealing with thematic progression and the result of this study to other future teachers or lecturers would be great.

## 2. **Suggestion for further researcher**

Analyzing all the paragraphs of the background of the study in thesis proposal or even beyond the student of English Education Department at UIN Sunan Ampel Surabaya would be great. There is also need to extend the study to include the other nine students of the tenth semester students explained in the chapter one, significant of the study in order to establish the further research.

In addition, investigating this issue in more detail would be interesting; for example, the research of the thematic progressions and its cause and solution toward the tendency of the students to choose the type of thematic progression in their writing. Or even, the research can be on how this thematic progression be implemented to the students. Or even, this research is not in written language, but it can be in spoken language, how the students maintain the way they speak to deliver the information they would give to their listeners.

This research has provided a fundamental insight into thematic progression in students' first paragraph of background of study in thesis proposal and the findings may assist as a basis for further researcher.