

BAB V

CLOSURE

A. Conclusion

This final chapter presented the conclusion and suggestions were derived from analyses and discussions which had conducted in the previous chapters of the study. Textual meaning can apply by using thematic analysis. As the explanation before, analysis of thematic represents clause as a message which shows us that the clause has a character of the message. It shows the textual meaning of clause which has two elements, they are Theme and Rheme. Theme and rheme are two constituents of thematic structure which realizing the clause in textual meaning.

The researcher could give the comprehensive summary based on these three dialogues that the most type of theme was Topical Theme with the total number 236 times. It explained that the students tended to compose the dialogue that started with the subject or any nouns and followed with it is description or modifier as topical theme was very familiar and easy. After observing and analyzing, the researcher inferred that the employment of linier and derived theme were rarely showed and used in the dialogue because it was difficult so they preferred to use the easy method to construct and organize their ideas.

B. Suggestions

Finally, the researcher hopes this study will be useful for the readers. Based on the result of the study, the researcher provides the following suggestions:

1. Suggestion for the authors

As known, the authors use the easy method to construct and organize their ideas in making dialogue, therefore the students tended to compose the dialogue that started with the subject or any nouns and followed with it

is description or modifier as topical theme was very familiar and easy. Thus, the researcher suggests the author to add and development to make the dialogue more variation in theme types, so the students can more creative in their writing skill.

2. Suggestion for the teachers and students

This study had the importance implementation as the instrument for assessing the students' writing skills. That was better for the teachers use to measure whether the texts were cohesive or did not. So, this was the new alternative writing teaching process if Theme-Rheme system was used to teach the students. In addition, it would be the obligatory of teachers to explain more related Theme-Rheme method. Moreover, for the students Theme-Rheme as the significance system for developing the texts or linking to the related clauses could be implemented to several kinds of writing styles in order that students could explore and expand their writings.

3. Suggestion for the researchers

This study was only focusing on thematic analysis of spoken text in a dialogue of English textbook for senior high school. Therefore, the researcher hopes the next researchers could implement this present study as the reference for those who want to conduct the similar research or related research. The researcher suggests for the further can do similar research on others textbook in different grades with the different data, subjects or the different types of analysis.