

CHAPTER V

CLOSURE

In this section, the researcher presents the overall findings that answer the two research questions that have been formulated previously. In addition, the researcher also presents some suggestions that are relevant to the topic.

A. Conclusion

The purpose of this study was to examine the thematic patterns that students employed in spoken English classroom interactions as well as the difficulties they faced when creating those patterns. Students mostly employed two types of theme development, namely the Constant Theme Pattern and the Linear Theme Pattern, according to the results of classroom observations and narrative interviews. The Linear Theme Pattern typically emerged when students described chronological events or step-by-step procedures, but the Constant Theme Pattern was frequently employed when students talked about familiar subjects including everyday activities, family, and personal experiences. Students tended to rely on simpler theme structures to preserve coherence throughout spoken engagement, as seen by the lack of identification of more complicated thematic patterns, such as the Split Theme Pattern, Derived Theme Pattern, and Encapsulating Theme Pattern.

The study also discovered that students faced a number of difficulties while creating thematic patterns, such as poor command of syntax and language, a lack of

confidence, anxiety, a fear of making mistakes, and a lack of prior thematic pattern knowledge. During classroom speaking exercises, these linguistic and psychological elements affected students' capacity to efficiently arrange their thoughts. However, the results also showed that students' spoken discourse development was positively impacted by a supportive classroom setting, frequent speaking practice, and helpful criticism from peers and teachers. As a result, incorporating topic progression more clearly into speaking teaching may help students become more conscious of discourse organization and enhance their general English-speaking proficiency.

B. Suggestion

Based on the findings and conclusions of this study, the researcher would like to offer several suggestions for students, teachers, and future researchers.

1. For Students

Students are encouraged to improve not only their grammar and vocabulary mastery but also their awareness of discourse organization during spoken English interaction. Students should practice organizing ideas using various thematic progression patterns in order to make their speech more coherent and communicative. In addition, students should develop confidence and reduce fear of making mistakes by actively participating in classroom speaking activities. Since speaking competence develops through continuous practice, students should not be afraid of making errors

during communication. Instead, mistakes should be viewed as part of the learning process.

Students are also encouraged to expose themselves more frequently to spoken English materials such as presentations, podcasts, conversations, and public speaking videos. Through greater exposure, students may gradually become more familiar with how native and proficient speakers organize ideas during communication.

2. For Teachers

Teachers are suggested to provide more explicit instruction regarding thematic progression and discourse organization in speaking classes. Speaking instruction should not focus only on grammar, pronunciation, and vocabulary, but also on how students organize ideas coherently across clauses and conversations. Teachers may introduce students to various thematic progression patterns such as constant progression, linear progression, split progression, derived progression, and encapsulating progression through practical speaking activities and classroom examples.

Teachers are also encouraged to create a more supportive and less anxiety-provoking classroom environment. Positive feedback, collaborative interaction, and communicative activities may help students feel more confident during spoken English interaction. In addition, teachers should provide speaking tasks that encourage students

to develop ideas more critically and systematically, such as discussions, storytelling, debates, presentations, and problem-solving activities.

Furthermore, teachers may design classroom interaction patterns that encourage students to produce longer and more meaningful spoken discourse. This may help students gradually improve both fluency and thematic organization during communication.

3. For Future Researchers

Future researchers are encouraged to conduct further studies regarding thematic progression in different educational contexts and with larger participant groups. Since this study focused only on students in Academic Speaking classes at one university, broader investigations may provide richer insights into thematic organization in spoken English interaction. Future research may also examine thematic progression in different speaking genres such as debates, interviews, public speaking, academic presentations, or online classroom interaction. In addition, researchers may investigate the relationship between thematic progression and other language aspects such as fluency, critical thinking, communicative competence, or speaking anxiety. Finally, future researchers are encouraged to investigate the effectiveness of explicit thematic progression instruction in improving students' spoken English coherence and discourse competence. Such studies may contribute significantly to the development of English language teaching, especially in speaking instruction and discourse-based learning.