CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

After analyzing interpersonal metaphors in Sweet Bird of Youth, conclusion are drawn as following

1. There are two types of interpersonal metaphors coded in Sweet Bird of Youth. It can be seen from the total percentage of occurrences in metaphors of mood and metaphors of modality. The total percentage of metaphors of mood is followed by question occurrences is 42.42 %, command occurrences is 36. 36 %, statement occurrences is 21. 21 %, and offer occurrences is 0. 00 %. Then the total percentage of metaphors of modality consists of projecting process occurrences is 36. 25 %, modal adjunct occurrences is 27. 5 %, conjunction occurrences is 20 %, epithet occurrences is 11. 25 %, thing occurrences is 2.5 %, verb complex occurrences is 2.5 %, and causative process is 0 %. Thus, from the two types of interpersonal metaphors, question of mood and projecting process in metaphors of modality are mostly coded in Sweet Bird of the Youth.

2. Interpersonal metaphors of statement coded in interrogative mood and that of modality in projecting process are dominat in Sweet Bird of Youth. The occurrences of the two interpersonal metaphor are caused by the different statuses among the participants. The different statuses (of an equal one) are indirectly coded in the two type of interpersonal metaphor. Therefore,

interpersonal metaphor is related with the context of situation. Because the use of language in drama texts is the impact of one variable in the context of situation, that is tenor. Tenor refers to who is taking part, to the nature participant, their statues and roles; what kinds of role relationship obtain among the participants, including permanent and temporary relationship of one kinds or another, both of the types of speech role that they are taking part in the dialogue and the whole cluster of socially significant relationships in which they are involved.

5.2. Suggestion

In relation to the conclusion above, the suggestion are stages as the following

1. It is not easy to comprehend the message in each clauses of drama text because it is written down by different way based on the context of situation where the language used. Thus, to increase the comprehending the message of the drama text, it is suggested to the readers to have a good knowledge about interpersonal metaphors.

2. By knowing interpersonal metaphor, it is suggested to the readers to increase their ability to get crucial information from the other reading material.

3. It is advised to the students do further research on interpersonal metaphors system or other elements of systemic of functional linguistics and other uses of language units are conducted.