CHAPTER V
CONCLUSIONS AND SUGGESTIONS

5.1   Conclusions

After analyzing the data, conclusions are drawn as the following.

(1) Conversation texts of students' English textbook: *English zone* consist of two coding patterns, they are congruent and metaphorical coding. The two coding occur in move and speech function and its moods and dominated by the congruent coding rather than metaphorical coding, and complete mood and residue (at least using mood) dominates elliptical mood pattern.

(2) The two coding occur in move and speech function and its moods refer to the mood system in conversation texts of students' English textbook: *English zone*. They are proposal and proposition. Proposition mood system is more dominant, where proposition system means the conversation texts involve the statement and question.

(3) The usage of mood and residue pattern is caused by the system of the conversation is dominated by Proposition system. It means the conversation texts involve the statement and question, or it can be said that the conversation texts dominantly content asking and answering the questions, in another word, the content of the conversation dominantly is about giving and asking information

5.2 The Implication for Teaching

Congruent coding in the pattern of coding in conversation text can help the teacher of English and students to understand the purpose or meaning of the conversation texts easily. They understand well as what the writer of the textbook; *English Zone* does. It also gives some implications for teaching to make teaching and learning process be better. It is caused by; first, the teachers of English and students familiarize with the coding pattern of move and the realization of speech function to its mood in clauses in the conversation texts and also the elliptical linguistic element of clauses which deal with social context in order to apply the better teaching and learning process. Second, coding patterns are very useful to comprehend in order to understand the context of the conversation texts. So, it is very important for teachers of English and students to comprehend coding pattern in move and speech function and its mood of conversation texts. Third, English teachers can apply the metaphorical coding in conversations in daily life that it is possible to face by the students in their lives, it makes the teaching and learning process runs well, but it is needed to understand that in daily life, the coding pattern is not always in congruent pattern but more in metaphorical coding either in move or speech function and its moods.

5.3   Suggestions

In relation to the conclusions, suggestions are staged as the following.

(1) It is suggested that the students should be aware of the coding patterns of conversation in order to comprehend the message that the writers mean.

The coding patterns may be congruent or metaphorical coding, In daily life metaphorical coding is more often as it caused of the cultural context, and culture cannot be separated from the language.

(2) It is suggested that teachers should play their have important roles in teaching learning process to introduce and to give attention to the Indonesian and foreign conversation cultures especially the coding pattern of conversation texts. It is caused in daily conversation, addresser and addressee use cultural context in conversation where it will involve more metaphorical coding and elliptical mood, it is caused of the their understanding of discourse, pragmatic and context of the language being used.

(3) The writer of English textbook, especially in the part of the conversation texts, should be consistent and intense to the theory of discourse and pragmatics and social context of language itself. Because conversation text coding should be exposed from the congruent coding pattern then it is developed to the metaphorical one. It is caused it in daily life, metaphorical coding more often found rather than congruent coding.

(4) Further it is suggested that other researchers should do more detailed researches to the subject matter.