

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

This research was conducted with the aim of finding out the types of conceptual metaphors and the meanings of metaphorical expressions found in the English Textbooks of Senior High School by using theory based on Lakoff and Johnson.

From this study it is known that conceptual metaphors can be found in English Textbooks as subject matter in schools that are used daily. Just as the understanding of the conceptual metaphor is a metaphor that can be found in everyday life, not only in literary works. By finding conceptual metaphors in English textbooks that students use in learning, it is hoped that students will be able to understand and have knowledge about conceptual metaphors in their daily learning activities.

After analyzing the data, the writer concludes that three types of conceptual metaphors namely structural, orientational, and ontological metaphors are found in the selected texts. Ontological metaphors are the most frequently used type in these sentences with 19 data and followed by other sentences, namely orientational metaphors with 10 data. Meanwhile, the fewest structural metaphors were found with 7 data. This proves that in High School English Textbooks there are conceptual

metaphors and their types and are based on systematic correlations in everyday experiences. The concepts of target domain and source domain are also used to analyze metaphorical expressions and correlate the meanings of the two domains.

## **B. Suggestion**

After analyzing the data, the writer realizes the shortcomings of this thesis and is still far from perfection. It is expected to be useful for readers. Specifically for students, language learners can increase their knowledge and insight into conceptual metaphors in the English Textbook they are studying and better understand conceptual metaphors in various writings, both in the form of comics, novels, and other types of literary works. The most important thing is the use of everyday conversation (spoken language) to understand the message conveyed by considering the context or situation of the speech.

Therefore, the writer would like to provide some suggestions for future researchers to use conceptual metaphors. To get deeper into the theory of conceptual metaphors used in everyday life: such as the use of conceptual metaphors in the mass media, literary works such as songs, poems or comics, daily conversations or English textbooks for junior and senior high schools but using books that are more competent and the latest curriculum according to what is used in schools. Examine the use of

conceptual metaphors in other perspectives, such as cultural perspectives, educational perspectives, etc. Analyze using a theory other than Lakoff and Johnson's Conceptual Metaphor Theory, for example from Kovecses or Knowless and Moon or other metaphor experts.