

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two sections of discussion. In the first section, the conclusion of the study, which is obtained from the problem formulation, is discussed. Meanwhile, the second part of the discussion will focus on the recommendations submitted to teachers, students, and other researchers.

5.1. Conclusion

Based on the findings and discussion on this study described on the former chapter, the result of the first research question consisted of the types of figurative language that were discovered in Joe Biden's speech. There were 9 types of figurative language used in the speech delivered by Joe Biden. Based on the results findings as seen in the table above, those classification of figurative meaning are: metaphor containing 1 datum (1.81%), simile containing 9 data (16.36%), symbol containing 4 data (7.27%), personification containing 5 data (9.09%), synecdoche containing 7 data (12.73%), metonymy containing 5 data (9.09%), allegory containing 1 datum (1.81%), hyperbole containing 3 data (5.45%) and irony containing 20 data (36.36%). Based on the data examined, there were 55 data found on Biden's speech consisting figurative language.

Moreover, the interpretation meaning refers to a meaning of words, phrases and/or sentences based on the situations applied through the language used in which the different situations also make different meaning as the interpretation used (Leech, 1969 in Saputri, 2014). Furthermore, the researcher describes the interpretation meanings of figurative language based on the data findings supported

by Reaske (1996)'s theory and related theories about figurative language. There are 9 types of figurative language including: metaphor, simile, symbol, personification, synecdoche, metonymy, allegory, hyperbole and irony.

5.2. Suggestion

This section provided several suggestions that, if followed, should result in a better knowledge and more clear information regarding the figurative language. The first suggestion is clearly aimed at the teachers. The second is intended for students who are in an English language learning program. The third section is for any additional research that can be done in relation to this topic.

5.2.1 Teachers

It is hoped that the findings of this study will provide further information to teachers about how interesting and vital it is to analyze figurative language in speech, so that they can incorporate figurative language analysis in speech as one of the tasks in the English classroom.

5.2.2 Students

This study can contribute to the knowledge and understanding of literature, particularly in terms of knowing and interpreting the meaning and figurative language used in a speech. On the other hand, through this study, students can gain a better understanding of the process of English learning in the context of expanding students' knowledge of literature, and in particular, they can gain a better understanding of figurative language in the speech.

5.2.3 Other Researchers

It is expected that the findings of this study will serve as a reference for future research on similar topics. Nonetheless, this study included just a few discussions. The purpose of this study was to examine the usage of figurative language in speech. Thus, other researchers can have a comparable discussion about the many types of figurative language found in different works of literature and their roles.

The researcher used a descriptive qualitative method to conduct this study. It is proposed that other researchers can expand on this work by employing a different methodology. Additionally, it is advised that additional researchers perform similar studies by examining the relationship between students' comprehension of figurative language and their application of figurative language to their assessments during the learning process.

