

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The final section of the study provided the researcher's conclusion regarding the entire discussion of metaphorical expression in Shakespeare's *Macbeth*, along with a suggestion to expand the material for the research's future analysis by another researcher.

5.1 Conclusions

The researcher came to the conclusion that Shakespeare used a range of metaphorical terms to portray complex topics and emotions after analyzing the metaphors in "*Macbeth*." The researcher was able to recognize various kinds of metaphors and the meanings that went along with them in the text, based on the findings. Based on hypotheses about the many sorts of metaphors and the meanings they communicate, these data were categorized.

The structural metaphors, orientational metaphors, and ontological metaphors are the three primary categories into which the researcher separated these different kinds of metaphors. Five instances of structural metaphors, five examples of orientational metaphors, and five examples of ontological metaphors were included in the analysis. The data revealed several categories of metaphors, such as statements that contrasted appearance and reality, exemplified moral and psychological philosophies, and expressed existential and psychological states.

Data that fit into any of the following seven categories of meaning were found by the researcher: conceptual, connotative, social, emotive, reflective, collocative, and thematic. With three data, thematic meaning was the most common

sort of meaning discovered in the data. There were two examples of each of the other meaning categories conceptual, connotative, social, emotive, reflective, and collocative in an equal amount.

Based on the findings, it can be concluded that Shakespeare used metaphors and their variety of interpretations in "Macbeth" to help the audience better comprehend the character's internal conflicts, the play's themes, and the effects society had on them. The book was enhanced by the complex relationship between metaphorical idioms and their meanings, which provided a comprehensive examination of morality, ambition, and human nature.

In conclusion, studying metaphors was a really helpful tool for communicating difficult concepts and feelings in writing. In addition to offering literal term replacements, metaphors improved the language's richness and depth, which improved communication and provoked deeper thought. The researcher gained a deeper grasp of Shakespeare's "Macbeth" by observing the significance of metaphors and their meanings from the many passages that were examined.

5.2 Recommendations

The possibility of several meanings for metaphors in "Macbeth" is a significant obstacle to analysis. A single metaphor can highlight distinct parts of the text and cover multiple levels of meanings. It is difficult to determine which kind of meaning is more significant for research because of this complexity. In order to address this, the study acknowledges that other interpretations may potentially provide insightful information, but it concentrates on the most effective meanings based on the context of each metaphor. Therefore, even while the analysis

seeks to be clear, it acknowledges that different interpretations might potentially help us comprehend Shakespeare's work in greater detail.

Once the study of metaphors and meanings in Shakespeare's "Macbeth" is over, the researcher would want to share some insights with those who might be interested in studying, teaching, or researching this subject further in the future. This includes students, teachers, and aspiring scholars. Exploring this issue further helps teachers better grasp literary devices and how they affect communication, which is a valuable learning outcome. Teachers can better assist students in understanding and appreciating the complexity of Shakespeare's language and its thematic relevance by guiding them through discussions of the many metaphors and meanings of "Macbeth."

Studying this subject is very interesting and educational for pupils. It improves their abilities to analyze literature by offering insights into the ways that metaphors express difficult concepts and feelings. Students can better appreciate Shakespeare's work and have a deeper understanding of literary texts by being aware of the various forms of metaphors and meanings. In order to improve their comprehension, teachers can also urge students to look up literary references and consider the context in which metaphors are employed.

It is advised that future researchers concentrate on a variety of written and spoken data sources in addition to the theoretical features. This strategy will make it easier to comprehend the subject matter completely. Furthermore, it is essential to understand the context and meaning of both oral and written forms of communication.

Further investigation into other research topics, such as the stylistic and structural characteristics of metaphors in other literary works, may be undertaken by future scholars. Incorporating diverse data sources and theoretical frameworks into the research would facilitate the advancement and acknowledgement of this subject matter in the literary studies domain.