

## CHAPTER FIVE

### CONCLUSION

#### 5.0 Introduction

The study has attempted to explore how Computer Science texts realize the features of the Interpersonal Metaphor. The aim of the study has been achieved which is to find out:

- (1) how the Interpersonal Metaphor is realized in Computer Science texts
  - (i) through the Metaphor of Mood
  - (ii) through the Metaphor of Modality
- (2) how the Interpersonal Metaphor influences the interactivenss of Computer Science texts

A key motivation for this study is to develop a more accessible means for students to understand the compulsory subject of Java programming. The study has attempted to discover the influence of the Interpersonal Metaphor on the interactivenss

of Computer Science texts from two different text genres: the prescribed textbook and popular texts.

## **5.1 Summary of Major Findings**

The findings show that the text with more metaphorical clauses appears to be more interactive and accessible for readers. Section 5.1.1 presents findings on the Metaphor of Mood and Section 5.1.2 presents findings on the Metaphor of Modality.

### **5.1.1 Metaphor of Mood - Semantic Expansion**

The findings show that the semantic expansions in all three Mood types are utilized: Declarative, Interrogative and Imperative. The semantic expansion in Declarative Mood mainly functions as a guide for the readers towards the direction of the text. This is in agreement with Dafouz-Milne's (2008) observation that readers appreciate being guided throughout the text. For example, "A sample run of the program is shown in Figure 4.3". Readers are informed on what to expect in Figure 4.3, which is a sample run of the program. Therefore, readers are constantly directed towards the flow of text development. Besides, the semantic expansion of Declaratives engages the readers to actively participate in the text through the writer's request for readers to carry out actions. For example, "Using a *loop statement*, tell the computer to..." In this example, the readers are requested to "tell the computer to..." Readers' participation in the text promotes the interactiveness of the text.

The semantic expansion of the Interrogative Mood involves rhetorical questions that includes readers by posing "a question that the readers expect to be answered" and hence encourages readers to accept the direction of the text (Thompson, 2001:61). For

example, “Why is this necessary?” As expected by the readers, the answer to the rhetorical question is given in the next sentence, “Because there are some situations where you would like the *Statement* to execute before evaluating the *LoopCondition*, instead of afterward.” Besides functioning as a direction for readers, the Interrogative Mood engages the readers’ participation that renders the text interactive.

Lastly, the semantic expansion of the Imperative Mood functions as a tool for the author to provide facts and information in the form of an advice. For example, “Use the *loop statement* that is most intuitive and comfortable for you”. The author provides the best form of suggestion to “use the *loop statement*” for readers to understand the subject matter more effectively.

### 5.1.2 Metaphor of Modality – Projection

As discussed in Chapters 2, 3, and 4, there are two kinds of projection that realize the Metaphor of Modality: The Mental Projection and The Relational Projection.

The Mental Projection places the author in the forefront of the text and makes the text arguable and friendly. With Mental Projection, the author is able to voice his opinions, suggestions and assessment to make his statements more persuasive. For example, “**I just want** to help you learn how *loops* work!” The Mental projection clause “**I just want...**” shows the author’s direct involvement. Such involvement results in more interactiveness in the text since the author forefronts his position in the text.

The Relational Projection enables the author to weaken the commitment of his claims (Louise & Ravelli, 2004) but at the same time, strengthen the facts with the removal of participants in the text. The clauses are less interactive since they are non-

arguable. For example, “**It would be tedious** to have to write the following *statement* a hundred times.” The author does not include himself in the claim and hence, readers are not able to argue with the validity of the claim. Therefore, the clause is strengthened and concretized in the text.

## **5.2 Theoretical Contributions**

This study makes significant theoretical contributions to research in the field of Systemic Functional Linguistic. The major contribution is in drawing out the relationship between features of Interpersonal Metaphor and the interactiveness of the Computer Science text. It is found that a wide variety of metaphorical clauses with Interpersonal features contribute to the interactiveness of the text. Interactiveness is achieved by providing text direction for readers to access the text, posing rhetorical questions, engaging readers by suggesting actions to be done, providing readers a choice to have alternative ideas towards the text and placing the author in the forefront to narrow the social distance between the reader and the writer.

## **5.3 Suggestions for further research**

In order to draw more reliable conclusions as to the relationship between the Interpersonal Metaphor and interactiveness of Computer Science texts, a large corpus of data is required. This means that the data can include other textbooks focusing on other main Computer Science concepts such as networking, hardware and the Internet.

The Interpersonal Metaphor is an underdeveloped area since most studies have concentrated on Nominalization (the Ideational Metaphor). Furthermore, exploring the grammatical construction and lexicogrammatical features of Computer Science text is

also an underdeveloped area. Therefore, more extensive research can be carried out on how the Interpersonal Metaphor overlaps with the Ideational Metaphor to achieve a persuasive text. Thus, further research can be pursued to understand how interactiveness is achieved in text with the resources of both the Interpersonal Metaphor and the Ideational Metaphor.

#### **5.4 Closing remark**

It is indisputable that language plays an important role in scientific discourse. The role of Interpersonal Metaphor influences the relationship between the reader and the writer. While the present investigation has attempted to make a contribution to the study of Computer Science texts by analyzing how Interpersonal meaning influences the interactiveness of the texts, it is hoped that the investigation can spur further research to shed more light on the study of Computer Science texts.