

CHAPTER I

INTRODUCTION

1.1. The Background of the Study

Halliday (1985: xvii) states that language is a system for making meaning; a semantic system with other systems for encoding the meaning it produces. It is also states that the relation between meaning and words is not, however, an arbitrary one, the form of grammar relates naturally to the meaning which is being encoded. Thus, language is the system of semantic structure, which covers the entire system of meaning language, words, grammar and vocabulary. Therefore, basically language functions to convey meaning uttered by a person to another one.

Since language is defined as the tool of communication to convey the feeling, opinion toward something logically and systematically either in written or spoken language, it also relates to the literature. Because literature is defined as written composition that conveys stories, dramatizes situation, expresses feeling, analyzes and advocates idea (Sihombing, 2006: 75)

Works of literature are grouped into four genres; prose fiction, poetry, drama and non-fiction prose. This study, is related to drama, because it is major genre literatures which has several dimensions that lie beyond of the literary dramatist or play Wright (Baldick, 1960; 61)

In educational world, drama is the one of literary genres, by which one which can increase language development, because it provides opportunities for the

students to use language for a wider variety of purposes as expressive, interactional and informational (Byron, 1986: 133). Drama itself consists of two: comedy and tragedy drama (Shipley, 1993:90 & Hartnoll, 1983: 62). This study is focused on tragedy drama. Drama can be understood if the readers are involve in the context of situation where the language is used.

How the writer uses language, what element of linguistic structures is used and which the meaning wants to be conveyed can be analyzed through functional grammar. As functional theory can be used to interpret texts, system and the element of linguistic structures used (Halliday, 1985: xvi). Since systemic functional linguistics is defined as the meaning expression development, it also can be related to the study of metaphor.

Halliday (1985:321) states that if something is said to be metaphorical, there must also be something that is not, and the assumption is that to any metaphorical expression correspondence another, or perhaps more than one, that is "literal- or, prefers called by congruent. In other words, for any given semantic configuration there is one congruent realization, in the lexicogrammar. There may then be others that are in some respect transferred, or **Metaphorical**. Halliday also adds that metaphorical modes of expression are the characteristic of all adult discourses.

Thompson (1996: 165) states that grammatical metaphor is defined as the expression of meaning through lexico-grammar forms which originally to express a different kind of meaning. There are three systems of grammar in Metaphor; ideational metaphor, textual metaphor and interpersonal metaphor.

Since the language use in drama has the different way to convey the meaning in interaction and the language itself can defines the relationship among the participant in drama, thus the writer interests to look at one of component of grammatical metaphor that is interpersonal metaphor existing in drama text.

Interpersonal metaphor is connected with the congruent and metaphorical realizations of speech function in mood; the symbolic exchange among the persons taking part, which gives the two notions of (i) the role taken on by an interact ant in the exchange and (ii) the nature of commodity being exchanged- good and services versus information) (Martin & Claire, 1982:58). Following the example taken from a text of tragedy drama as the clarification of interpersonal metaphor:

Miss Lucy: Baby, why are you sweating and your hands shaking so? You're not sick, are you?

Chance: *Sick? Who's sick?*

The example above implies that Chance uses metaphorical sentence. It can be seen from his responding. Congruently, the question will be responded by the answering in declarative form. But, in fact, Chance uses the interrogative form to respond the question.

From the elaboration above, the writer thinks significance to analyze drama focused on interpersonal metaphor because it has progressive movement to use language wider variety in any purposes and increases English mastery either in written or spoken language.

1.2. The Problem of the Study

With reference to the background, the problems of the study are formulated as the following:

1. How is interpersonal metaphors coded in the drama text?
2. Why is the interpersonal metaphors coded as it is in drama text?

1.3. The Objective of The Study

In relation to the problems, the objectives of the study are

1. to describe interpersonal metaphor in the drama text and
2. to investigate the contexts of interpersonal metaphor occurring in drama text

1.4. The Scope of the Study

This study applies the concept theories of the systemic and other systemicists functional linguistics (SFL) proposed by Halliday. This analysis is aimed to investigate the interpersonal metaphor realized in drama text. Specifically, the study is focused on Tennessee William's play "Sweet Bird of Youth" based on Metaphors of mood and metaphors of modality only.

1.5. The Significance of the Study

Findings of this study are expected to be useful for

1. the readers, especially for the students of English department to recognize metaphorical expression in English dramas,
2. the drama's writers for the additional information in application of interpersonal metaphor in the writing of drama, and
3. other researchers to conduct other research on the basis SFL in which the finding can give surprising progress in linguistic field.