

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Language develops through social experience. Students need experience with the kinds of conversations that will be required in order to develop an advanced level of literacy necessary in school contexts. This is especially important for students who speak a language other than English at home. Halliday (1985: 17) states that language is a system for making meaning. The function of language itself is to deliver meaning from a speaker to listener. English becomes both a tool for potential encounters in the world outside the classroom and an instrument that creates and shapes the social meaning of the class itself. For students to become active participants, the classroom must regularly change. The variety of the classroom situation itself has an effort in making the students able to take the different roles, such as telling, asking, explaining, challenging or interpreting. Creating awareness of the kind of exchanges take place in the classroom is precisely how students are introduced to the interpersonal function of language.

Systemic Functional Linguistic (Halliday, 1994; 66) theory views grammatical metaphor as a linguistic choice and also an approach focusing on language function. Based on the function, ideational function is to representing our experiences of the world, interpersonal function is representing our interaction with people, while textual function is representing linear arrangement of ideational and interpersonal meaning into coherent whole. SFL is a social theory of language which argues that school knowledge is

constructed language, both spoken and written. Spoken and written language both play an important role in the development of educational knowledge. Textbook and teacher used grammatical construction which are typical of scientific discourse. Therefore, when students start formal schooling they face linguistic demand like grammar. SFL provide teachers, teachers educators and literacy researchers with a language theory to examine how language construed knowledge within the academic content accessible to students and also instruction SFL metalanguage support students in deconstructing and constructing disciplinary in ways that enables literacy development. Halliday in his SFL theory distinguished the Standard Grammatical (congruent) and Grammatical Metaphor (non-congruent).

Grammatical metaphor that is very unlikely to be acquired outside of the academic or professional setting for a number of reasons. Firstly, generally speaking the input that oral, conversational language with which adults provide children at home tends not to include these types of constructions. Secondly, upon acquiring their first language, children interact with their environment by configuring the world around them in congruent way first. When children turn to more abstract and incongruent ways to represent reality, the condition being that they participate actively in formal settings that will provide them with rich amounts of grammatically input. Therefore, it needs to be suggested for school to introduce grammatical metaphor on the phase of transference to adolescence.

There are two types of grammatical metaphors; ideational and interpersonal metaphor based on Halliday's. Ideational grammatical metaphors

are called metaphors of transitivity. *Ideational metaphors* are theorized as consisting of two kinds, *experiential* and *logical*. This separation is based on the stratified language model suggested by Halliday & Hasan (1976) and Halliday (1985). *Experiential metaphor* is considered the metaphorical ways of meaning making where *process* (p) is realized by a noun, and quality is realized by an adjective in lexicogrammar. *Logical metaphor* is the metaphorical ways of realizing the consequential and temporal relations inside clauses (Martin 1992).

The other types of grammatical metaphor is *Interpersonal Metaphor*. The interpersonal resources available in English with which teachers and students negotiate and maintain relationship are rich and varied, including various forms of interpersonal metaphor. Interpersonal metaphor occur when the usual or “congruent” realization of a meaning is given a non-congruent or metaphorical expression. Interpersonal metaphor can be divided into two categories, namely *metaphor of mood* and *metaphor of modality*. To turn to the interpersonal metaphor, mood choices necessarily involve the speaker in taking up particular speech roles with the listener (Halliday, 1994; 69). A second general type of interpersonal metaphhor as defined by Halliday related to the area of modality. Halliday claims that modal meanings are most congruently expressed by modal element such as certainly and probably in the clause. Metaphor of modality is different from the congruent pattern in where a modal meaning is interpret outside the proposition that is being modally assessed. Teachers and students take up various roles each other across a classroom text, and identification of their respective speech roles becomes one important measure of their relative roles and responsibility. In practice, since the teacher-

student relationship is asymmetric, it is the teacher who exercises particular power in offering informations, in eliciting information and in directing the nature of activity.

Since classroom interaction is interpersonal function of language, the researcher intended to analyze the development of the students and the teacher's language through the metaphor of modality that they used in the classroom of grade eleven Global Prima National Plus Schol Medan. Moreover, Mohan and Beckket (2012) find that in interaction, metaphor of mood and metaphor of modality is frequently used naturally by the teacher and the students which become a references in conducting this research.

Based on the integrated teaching practice program (PPLT) 2016 which was conducted by the researcher, Global Prima National Plus Medan has two classes for the grade eleven and two classes for the grade twelve. The class is divided to XI IPS and XI IPA, XII IPS and XII IPA. It was found that in XI IPA and XII IPA they used English fluently along the process of learning and the teacher used metaphor of modality in the classroom such as:

Metaphor of modality in probability:

T : **"I believe** your friend over there cannot hear your answer. Can you repeat your answer louder?"

S : (Read louder)

From the response that the student gave, we can see that the student understood that the teacher asked the student to read louder because the teacher was sure the other students couldn't hear what the student said. Still in the same class, the teacher used another metaphor of modality in probability:

T : **“I think** Ms. Velin already told you about this last week, didn’t she?”

S : Yes Miss.

On the contrary, in XI IPS, they seemed understand what the teacher told them, but they didn’t use English to give a respond, sometimes they use in Bahasa, but often they are forced to use English by the teacher although there are so many grammatical error. In this class, it was also found that the teacher used some of interpersonal metaphors of modality expressions such as:

Metaphor of modality in obligation:

T : **“I want you to bring** all of your past homeworks that I have signed.”

S : Kalau yang belum ditanda tanganin kekmana Miss?

From this interaction we can see that the students understand the message from the teacher who is using metaphor of modality in giving obligation but the students responded in Bahasa.

Moreover in XII IPS, it is found that the teacher had difficulty in teaching with full English as the primary language because the students didn’t understand at all about what the teacher told them. Brought a dictionary is a must for this class.

This research deals with metaphor of modality in classroom interaction. The using of metaphor of modality is expected to develop student’s language proficiency through the classroom interaction experience. The aim of analyzing the types of metaphor of modality and how it is realized in classroom interaction, firstly is to investigate whether the language in the classroom had

developed which is indicated through the using modality in incongruent (metaphorical) way or they still use the modality in congruent (non-metaphorical) way and the second is to distinguish the metaphor of modality expressions and the modality expressions. This reaserch will be conducted in GLOBAL PRIMA NATIONAL PLUS to see the metaphor of modality in classroom interaction.

Focusing on the analysis could be expected to show useful findings which would contribute to deeper insights about student's English proficiency in understanding metaphor of modality and also to be a reference to a further research about metaphor of modality in classroom interaction.

## **B. Problems Identification**

Based on the integrated teaching practice program (PPLT) 2016 which was conducted by the researcher it was found that the teacher didn't realise that she was using a metaphorical expressions which made the students found it difficult to understand and gave the response as below:

T : I'm certain you didn't listen to me because i have told you that you need to ...

SS : (silent)

T : saya yakin kalian tidak mendengarkan saya kemarin karena sudah saya bilang untuk membawa....

In this case, the teacher used "I'm certain" as a realization of metaphor of modality for probability. Because the students keep silent and seemed to confused, teacher used Bahasa of what she just said. The students didn't even know about metaphor of modality and the material didn't support students in

learning metaphor of modality and it made students have difficulties to understand metaphor of modality that also made inappropriate response in classroom interaction.

### **C. The Scope of Study**

This study focuses on analyzing metaphor of modality in classroom interaction of grade eleven Global Prima National Plus students and teacher in teaching learning process

### **D. The Problems of Study**

In line with the background of the study above, the writer formulates the problems of the study as:

1. What types of metaphor of modality are used in the classroom interaction?
2. How are the types of metaphor of modality realized in classroom interaction?

### **E. The Objectives of The Study**

The objectives of the study are:

1. To investigate types of metaphor of modality used in the classroom interaction
2. To describe the realization of the types of metaphor of modality in classroom interaction

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## **F. The Significances of The Study**

Findings of this study are expected to provide information which may have theoretical value for deeper insights about student's English proficiency in understanding metaphor of modality and also to be a reference to a further research about metaphor of modality in classroom interaction.

