CHAPTER I

INTRODUCTION

1.1 Background of Study

Language plays a great role in the development of student's intelligence, their social and emotional capabilities, and language also supports student's achievement in studying all subjects. Language learning is expected to assist student to know himself, his culture, and people's culture. Moreover, it helps student express his/her ideas and emotion, and take a part in the society.

English is a means of oral and written communication. Communication is the process of understanding, expressing information, mind, emotion, and developing science, technology, and culture (Departemen Pendidikan Nasional, 2008:307). Communication ability is an ability in discourse, that is to understand and, or produce spoken or written discourse which is realized in four language skills, i.e, listening, speaking, reading, and writing. The four skills are used to interpret and produce discourse in social life. Therefore, English subject is directed to develop those skills in order that the students are able to communicate and access discourse in a certain level of literacy.

Literacy is described as the mastery of spoken language, reading and writing (Garton and Pratt, 1998:1). Literacy level is categorized into four levels they are Performative, Functional, Informational, and Epistemic level (Wells, 1981). In Performative level, student is able to read, write, listen, and speak with

used symbols. In functional, one is able to use language to fulfill his daily information needs as in reading newspaper, understanding signs, warnings, etc. in information, he is able to access knowledge by using language ability, whereas in epistemic, he is able to express knowledge by using the targeted language.

High School in Indonesia consists of two cycles, namely Junior High School and Senior High School. Nowadays, English learning has become one major learning in Both of them. English learning in Junior High School is targeted that students are able to achieve functional level, whereas those of Senior High School are targeted to be in informational level, which is to access information by English skills (Departemen Pendidikan Nasional, 2008). Up to this present, reading has been one important English skill to be possessed by Senior High School students to achieve informational level of literacy in terms of accessing information, especially the students of Grade XII who face National Examination in which the percentage of the questions is reading comprehension mostly.

Reading is a process of understanding printed material or text. To understand something is to transform it into meaning; and the outcome of this transformation is what referred to as knowing or knowledge. Understanding and knowing are semiotic process, process of the development of meaning in the brain of every student; and the powerhouse for such processes is the grammar. Human being's experiences are constituted by language then it is transformed into meaning, but it is affected by the grammar.

Based on the writer's experiences as an English teacher, the students got difficulty in reading and comprehending texts found in the English textbook they used as the handbook. It is an important thing to be considered since a failure in comprehending passage or texts means the failure in accessing information provided in the English textbook.

In order to be able to understand and comprehend the passage or the texts, the students should know the way the texts were written deals with the word choice and the grammar, the way the words are structured. The use of grammatical metaphor is unavoidable since it affects that one characteristic of a scientific writing found in the textbook, i.e, practicality. Practicality means the way the information or message delivered in the text becomes more practical or simple. It is also to make the information more densed. Consequently, the texts become more difficult to be understood by the students.

A model of scientific writing should be applied in the textbooks including English textbook since it is related to the discipline of the study. Moreover, it is significantly applied when the students continue to a higher level of education.

Based on those reasons, this study is devoted to one of the areas of grammatical metaphor in Senior High School English textbook.

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1.2 Problems of the Study

The problems of the study are formulated as the following.

1. What are the grammatical metaphors used in the English textbook of Senior High School?
2. How are those grammatical metaphors used in the English textbook?
3. Why does the textbook use those grammatical metaphors?

1.3 Objectives of the Study

In relation to the problems as stated above, the objectives of the study are:

1. to identify the the grammatical metaphors used in the English textbook of Senior High School,
2. to describe the way those grammatical metaphors are used in the English textbook, and
3. to explain the reason why the English textbook uses those grammatical metaphor.

1.4 Scope of the Study

High School in Indonesia consists of two cycles, namely the Junior High School and Senior High School, which is also known as Secondary School. The writer limits this study in the Senior High School and selects Grade XII. The writer chooses English textbooks of the Senior High School since textbook has an

important role as a learning tool for student in studying English. A good textbook will help student to study well. But the way the textbook is written is closely related to the grammatical metaphor which assists the student in using and understanding the book. There are a lot of English textbooks used from many publishers. An English textbook entitled *ENGLISH 3* Published by BUMI AKSARA was the handbook used by the students of one Senior High School where the writer was an English teacher.

1.5 The Significance of the Study

The findings of the study are expected to be useful theoretically and practically. Theoretically, the findings are expected to justify that Systemic Functional Linguistics (SFL) theories are applicable to other disciplines such as Teaching English as Foreign Language (TEFL). Practically, the findings are expected to be useful for:

a) the students themselves as the users of the textbook that is very useful to encourage them to improve their reading skill.

b) the teachers, who also apply the textbook to guide the student to use it. The teachers should be more concerned in analyzing the contents of the textbook in order that its contents are really related to the needs of the students. Therefore, a higher level of education of the teacher is a must.

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c) the Headmasters, who frequently select the textbooks which will be the handbook for use, should be more considerable to the content analysis of the textbook.

d) the book publishers, in order to publish the textbooks, which are really good and proper to the needs and literacy level of the users.

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