

CHAPTER I

INTRODUCTION

1.1. The Background of the Study

Grammatical metaphor was one of linguistic phenomena that cannot be separated from human life. Grammatical metaphor was used by people in daily communication; written or orally. It could be found in a novel, economic or historical text, students' textbook, speech, lyric, poem, etc. Grammatical metaphor was needed to help people to understand how a text creates meaning and all meaning is situated in context of situation. Since language is the system of semantic structure that covers the entire system of meaning of words, grammar and vocabulary, the relation between meaning and words is not an arbitrary one, the form of grammar relates natural to the meaning which was being coded. Halliday (1985: xvii) states that language is a system for making meaning; a semantic system with other systems for encoding the meaning it produces. Thus, the function of language is to convey meaning uttered by a person to another one.

In educational sector, language could be used to develop not only student's intelligence but also their social and emotional capabilities. Language supported student's achievement in learning all subjects. It helped students express their ideas or emotion while communicating in society. This is related to the meaning of communication that formulated by Departemen Pendidikan Nasional (2008: 307) that communication is the process of understanding, expressing information, mind, emotion, and developing science, technology, and culture, while the

essential meaning of language learning was expected to assist a student to know himself, his culture, and other's culture.

According to Departemen Pendidikan Nasional, language learning in senior high school was aimed to make the students successful in achieving all information in functional level of literacy. In this level, the students were able to use language to fulfill daily information needs by reading newspaper or textbook, understanding signs, warnings, etc. Those activities involved the process of interpreting and comprehending spoken or written discourse in social life through four language skills, which were used as the major point in developing students' literacy.

Based on the researcher's observation in SMA BRIGJEND KATAMSO II MEDAN, many students got difficulties in comprehending the texts found in their textbook since the author of English Textbook uses grammatical metaphor in reading texts. They were unable to understand the content of the textbook. In contrast with the aim of language learning for senior high school stated by Departemen Pendidikan Nasional (2008), all senior high school students should be able to achieve functional level of literacy and access information through language skills. In terms of comprehending meaning and accessing knowledge, one of important language skills that help students reaching the literacy level is reading the text. Because metaphor is an irregularity of content that consist of the use of a word in a sense different from its proper one and related to it in terms of similarity, grammatical metaphor coding is not only can be found in speech but also in a written text.

Here was one of ideational grammatical metaphor taken as the preliminary data from English Textbook for grade XII:

The *following story* will be special for each of you who want to know the real meaning of love (S, LA, P.12, Ln. 1)

From the preliminary data above showed that how the ideational grammatical metaphor found in the textbook, the data '*The following story*' is metaphorical coding. Usually the word of 'following' refers to action, in contrast with this case the word 'following' from the textbook refers to thing. So, the data can be categorized into:

(follow → following)

Class metaphor : [verb → adjective]

Function metaphor : [event = epithet]

The preliminary data above showed us that ideational grammatical metaphor coding could be found in written text but the kinds of code might be different for each text. The writer tried to make an assumption from linguistic perception that the theory of ideational grammatical metaphor stated by Halliday can also be applied in different linguistic condition, the data were taken from an English textbook. Because textbook was one of learning sources that often used in the classroom, it was very important to consider that the failure in comprehending a text means the failure in accessing the whole information. That is why understanding the text on the textbook was crucial especially for the students of grade XII who would face the national examination.

From the researcher's observation and the finding of previous researchers, the writer saw that each written text had different ideational grammatical metaphor coding and kinds that build up exact meaning of the whole text. Textbook as a discourse consists of many texts that present different grammatical aspect. As students' learning source, textbook was another way to represent experiences. A good textbook especially in reading texts would help students to study well. The way a textbook was written closely related to the grammatical metaphor which assists students understanding.

Meaning on a textbook was often coded in certain ways through words. The way the message or meaning delivered in a text usually becomes more practical or simple but sometimes it became more difficult to be understood by the students. Because there were a lot of information and knowledge stated on a textbook as students learning source, it was assumed that a better understanding of a text grammatically would provide better information that help student to comprehend the meaning of the whole text. Better understanding of text meaning would give benefit for students to reach the level of literacy.

From the issue above the writer wanted to investigate the elements of experiential grammatical metaphor used in Reading Texts of Senior High School English Textbooks. Then the writer wanted to describe the reason why the authors of the textbooks realized and use metaphorical coded as they are.

Actually, this kind of issue was not new in Systemic Functional Linguistic study. There were several researchers which had been conducted relate to various

case based on grammatical metaphor concepts of SFG theory for example, A study about grammatical metaphor has been conducted by Purnawan (2012). This research investigated grammatical metaphor in written text and aimed to find grammatical metaphor coding in an English business text and how this code work in the text to build meaning. This research showed that there is a great deal of variation code among different register in the kinds of grammatical metaphor that is encounter. From this finding, the writer assumed that there should be another variation code among different discourse in the kinds of grammatical metaphor.

Another previous grammatical metaphor research was done by Purnama (2014). This research analyzed grammatical metaphore in textbook of Junior High School. This reseach showed that there are five grammatical metaphors used in the English textbook, namely the realization of epithet = thing, event = thing, event = epithet, head = modifier, and manner = epithet. It was found that the reason why the English textbook uses the grammatical metaphors is in order to make the information compact or denser which directs the students to a scientific writing model mostly applied in their higher educational level.

The previous research studies above take place in different fields, but all of them were still relevant with this study about Systemic Functional Linguistic especially grammatical metaphor. But from the previous of the studies until here the researcher had not yet found a research examining ideational grammatical metaphor in reading texts of senior high school English textbooks, so the

researcher interested to make this research about Ideational Grammatical Metaphor in Reading Texts for Senior High School English Textbooks.

1.2 The Problems of the Study

The problems of the study were formulated as the following.

1. What elements of experiential ideational grammatical metaphor were used in different English textbooks of the Senior High School?
2. How were the experiential ideational grammatical metaphors realized in different textbooks?
3. Why were the experiential ideational grammatical metaphors used in different textbooks as they are?

1.3 The Objectives of the Study

In relation to the problems, the objectives of the study were.

1. to investigate the elements of experiential ideational grammatical metaphors used in different English textbooks of the Senior High School.
2. to describe realizations of experiential ideational grammatical metaphors used in different English textbooks.
3. to explain the reasons for the use of experiential ideational grammatical metaphors in different English textbooks

1.4 The Scope of the Study

The field of this study needed to be limited only to analyze ideational grammatical metaphor in different English textbooks of grade XII of Senior High School. The researcher chose English textbooks because it had an important role as a source of knowledge for students of senior high school in learning a language. Since there were a lot of English textbooks published by many publishers, it should be noted that this study only deal with metaphorical coding in "English Textbooks for Grade XII Senior High School" which were published by Erlangga but different author. The first author's title book was 'Look Ahead' published in 2007 written by Th. M. Sudarwati and Eudia Grace while the second author's title book was 'English Zone' published in 2010 written by Eka Mulya Astuti. This study applied the concept of the systemic functional linguistics (SFL) which proposed by Halliday and Saragih.

1.5. The significance of the Study

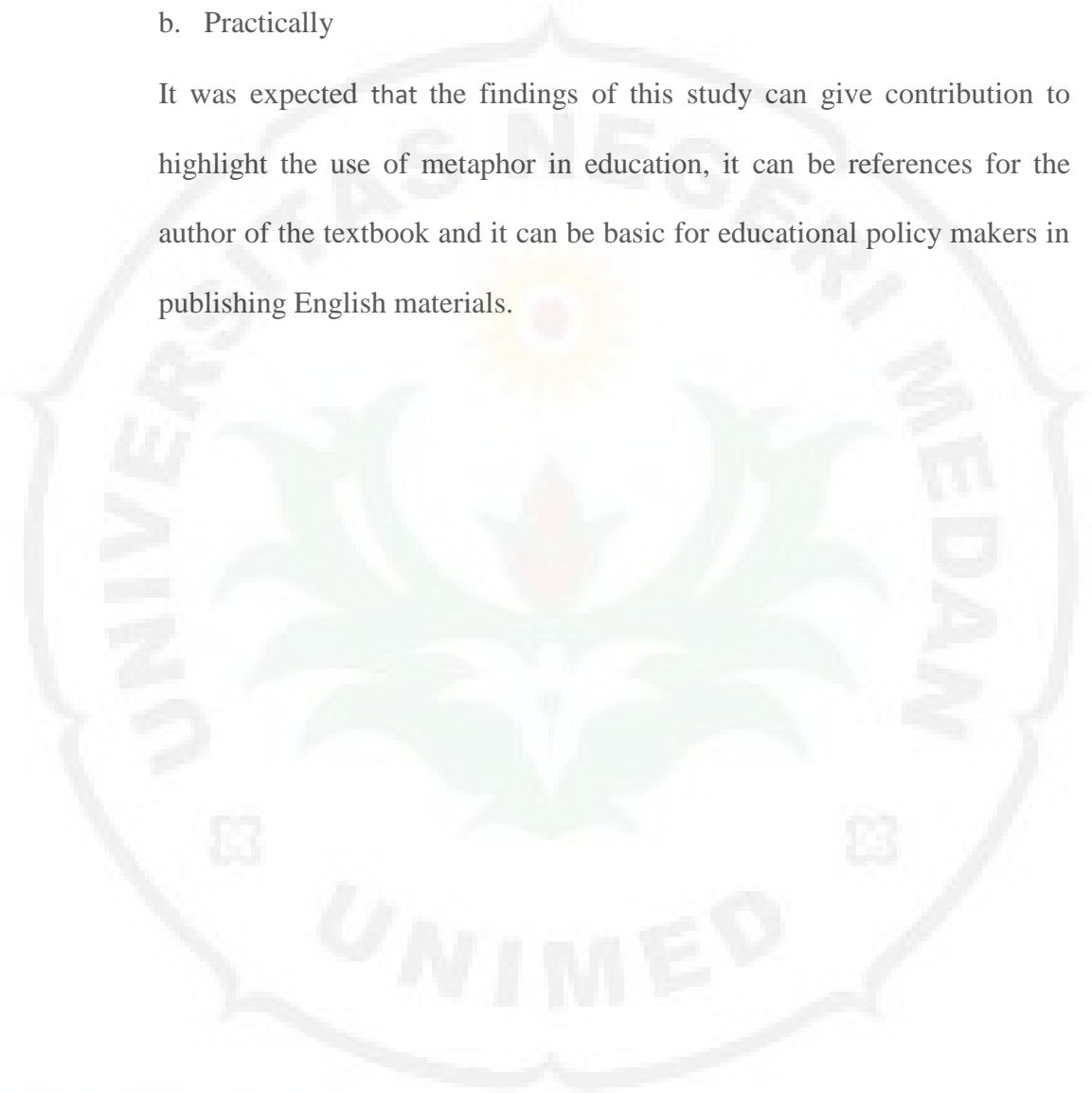
The findings of this study were expected to be useful theoretically and practically in some respects.

a. **Theoretically**

It was expected that the findings of this study can give contribution to applied linguistics particularly grammatical metaphor of SFL theory, to add up more horizons in the use of metaphor in textbook and it become references for further studies.

b. Practically

It was expected that the findings of this study can give contribution to highlight the use of metaphor in education, it can be references for the author of the textbook and it can be basic for educational policy makers in publishing English materials.



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