

Ideational Grammatical Metaphor in Reading Texts for Senior High School English Textbooks

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Abstract—This study investigated ideational grammatical metaphor in the English textbooks of Senior High School. The objectives of the study were to identify what elements of ideational grammatical metaphor were used in Senior High School English textbooks, to describe the way those ideational grammatical metaphors were used, and to explain the reason why the English textbooks of Senior High School used those ideational grammatical metaphors. The research was conducted by applying descriptive qualitative design. The data for this study were texts taken from an English textbook for Senior High School. The data were collected by selecting the texts based on the genre, then retyping the passage of the text, editing the passage by breaking down the clauses into data, and printing out the data. The findings of the study showed that there were four elements of ideational grammatical metaphors used in the English textbooks, namely the realization of epithet = thing, event = thing, event = epithet, and head = modifier. It was found that the reason why the English textbooks used the grammatical metaphors was 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.

Keywords: *ideational grammatical metaphor, English textbooks, Senior High School*

I. INTRODUCTION

Ideational grammatical metaphor was one of linguistic phenomenon 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. Ideational grammatical metaphor is needed to help people to understand how a text creates meaning and all meanings are 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 word is not an arbitrary one, the form of grammar related natural to the meaning which is being coded. Halliday (1985: xvii)^[2], states that language is a system for making meaning; a semantic system with other systems for encoding the meaning it produces. In educational sector, language can be used to develop not only student's intelligence but also their social and emotional capabilities. It helps students express their ideas or emotion while communicating in society. In this level, the students are able to use language to fulfill daily information needs by reading newspaper or textbook, understanding signs, warnings, etc. A study about grammatical metaphor had been conducted by Amin (2010). This research focused on grammatical metaphor coding in senior high school English textbook. The researcher identified the types of grammatical metaphor used and described the way grammatical metaphor used in English textbook of Senior High School. The previous research above took place in different fields, but all of them were still relevant with this study about Systemic Functional Linguistic especially grammatical metaphor.

This paper attempted to investigate the elements of experiential grammatical metaphors used in different English textbooks of the Senior High School, to describe realizations of experiential grammatical metaphors used in different English textbooks and to explain the reasons for the use of experiential grammatical metaphors in different English textbooks.

II. THEORETICAL REVIEW

Ideational metaphor is a congruent representation of the experiential meaning. It is called as metaphor of transitivity. The grammatical variation between congruent and incongruent forms here applies to transitivity configurations. In discourse,

both spoken and written people tend to operate somewhere in between these two parts, something which is totally congruent and incongruent. Each nominalized or metaphorical wording in the metaphorical domain has its incongruent wording in the congruent domain. Halliday (2006:40)^[4] discussed further the way how grammatical metaphor codes meaning incongruently. Firstly, the writer would like to distinguish that the congruent and incongruent mode of grammar are really different. In table 1 congruent coding is presented.

TABLE 1. Congruent Coding of Grammar

MEANING	FUNCTION	GRAMMATICAL CLASS	EXAMPLES
Thing	Participant	Noun	The man is writing a letter.
Action	Process	Verb	The baby cries
Quality	Attribute	Adjective	
Relation	Parataxis-hypotaxis	Conjunction	The boy is clever
Location, Manner	Circumstance	Adverb	The meeting was cancelled because the manager is sick
Comment, Judgment	Modality	Modality	The child walks carefully on the floor
Position	Preposition	Preposition	She is in the office

(Halliday, 2006:41)

Table 2 shows an account of ideational grammatical metaphor is applied to show how ideational grammatical metaphor is used deals with its clauses and functions

TABLE 2. Ideational Grammatical Metaphor Coding

NO	SEMANTIC ELEMENT	GRAMMATICAL CLASS OF METAPHOR	GRAMMATICAL FUNCTION OF METAPHOR	EXAMPLES
1.	Quality → entity	Adjective → noun	Epithet → thing	Unstable = instability
2.	Process → entity	Verb → noun	Event → thing	Transform = transformation
3.	Circumstance → entity	Preposition → noun	Minor process = thing	To = destination, with = accompaniment

4.	Relator → entity	Conjunction → noun	Conjunctive = thing	So = cause, if = condition
5.	Process → quality	Verb → adjective	Event → epithet	Used to = previous, begin = initial
6.	Circumstance → quality	Adverb/preposition phrase → adjective	Manner → epithet	For a long time = lengthy
7.	Relator → quality	Conjunction → adjective	Conjunctive = epithet	Then = subsequent; so = resulting
8.	Circumstance → process	Be / go = preposition → verb	Minor process = process	Be instead of = replace; be about = concern
9.	Relator → process	Conjunction → verb	Conjunctive = minor process	Then = follow; and = complement
10.	Relator → circumstance	Conjunction → preposition/prepositional group	Conjunctive = minor process	When = in times of; if = under condition of
11.	[zero] → entity	[zero] → noun		= the phenomenon of
12.	[zero] → process	[zero] → verb		= occurs
13.	Entity → [expansion]	Noun	Head = modifier	The government [decided] = the government's [decision]

(Halliday, 2006:42)

Table 3 presents the general drift of ideational grammatical metaphor where (1) realizes status, and (2) codes rank.

Grammatical metaphor can be applied by using nominalizing. Nominalizing is the single most powerful resource for creating grammatical metaphor (Halliday,

1994:352)^[3]. By this device, processes and properties are reworded metaphorically as nouns; instead of functioning the clause, as process or attribute, they function as thing in the nominal group. The characteristics of nominalization:

- a. Nominalization makes action or processes (verbs) become concepts (nouns).
- b. With nominalization, a single sentence packs in several complex abstract ideas.
- c. Nominalization reduces the number of clauses and more information is able to compress into each nominal (noun) group.
- d. When verbs are nominalized they become concepts rather than actions, as a result, the writer is able to increase the amount and density of information to make further comment or observation about the concept in the sentence.
- e. Nominalization enables an academic writer to concisely refer to recurring abstract ideas.

The realization of the context of situation of a given language is based on the metafunctional spectrum: field is realized by the ideational metafunction, tenor by the interpersonal metafunction, and mode by the textual metafunction (Halliday 1977, 1978; Halliday & Hasan 1985; Martin 1992).

III. METHODOLOGY

The research was conducted by using qualitative descriptive design proposed by Bogdan and Biklen (2006: 5)^[1]. The data of this study were the words or clauses containing ideational grammatical metaphor coding found from the clauses analyzed. The sources of the data were from the reading texts of narrative text, discussion text, and review text in the XII Grade of different authors of Senior High School English Textbooks but same publisher. Both of them were published by Erlangga, the first author's title book was 'Look Ahead' the second author's title book was 'English Zone'. The data were analyzed by using interactive model proposed by Miles and Huberman (2014)^[5] with three phases of data analysis. The phases are data reduction, data display and conclusion drawing or verification.

IV. FINDINGS AND DISCUSSION

The data showed that there were four elements of ideational grammatical metaphor. Where there were 178 data groups of ideational grammatical metaphor coding occurred in English Textbooks of Senior High School. The total occurrence of data of epithet = thing (16), data of event = thing (84), data of event = epithet (6) and data of head = modifier (72).

Based on the result of the analysis, The way grammatical metaphor used in the English Textbook of Senior High School as follows.

a. Relocation of Epithet = Thing

The data could be seen below.

*The castle had a hug door and Jack pushed with all his **strength** to open it (Text 6, Page 32, Paragraph 6, Line 4) Look Ahead*

The data 1 which was presented in metaphorical form was unpacked into the congruent one as the following.

*The castle had a hug door and Jack is a **strong** man, he pushed to open it.*

The two clauses were compared to investigate the way ideational grammatical metaphor used in English Textbooks. Then, it was found that the adjective **strong** which had function as epithet replaced by noun **strength** as thing, however, the metaphorical replacement did not change the meaning of the sentence.

b. Relocation of Event = Thing

The data could be seen below.

*There once lived a chief's daughter who had many **admirers** (Text 1, Page 12, Paragraph 2, Line 3) Look Ahead*

The data which was in the metaphorical form was reworded into congruent one as follows.

*There once lived a chief's daughter, many people **admire** her.*

These two clauses are compared to see how ideational grammatical metaphor used in the text. It was concluded that the noun **admirer** which function as a thing can be changed into a congruent mode by using the verb **admire** which function as event. However, the meanings of the sentences were still similar.

c. Relocation of Event = Epithet

The data could be seen below.

*The **following** story will be special for each of you who want to know the real meaning of love (Text 1, page 12, Paragraph 1, Line 1) Look Ahead*

Data 1 which was in metaphorical form was unpacked into congruent one as the following.

*The story which is **followed** in the next will be special for each of you who want to know the real meaning of love.*

These two clauses were compared to investigate the way how ideational grammatical metaphor worked in an English textbooks. Then it was that the word **followed** which functioned as event was metaphorically replaced by the adjective **following** functioned as epithet. However, this replacement did not change the meaning of both sentences.

d. Relocation of head = modifier

The data could be seen below.

- *Look Ahead English Book*

1) The real **meaning** of **love** (Text 1, Page 12, Paragraph 1, Line 4)

Ideational grammatical metaphor was found in the expression *The real meaning of love* which described a

similarity between **meaning** functioned as head and **love** as its modifier.

- *English Zone English Book*

1) The **smell** of the **meat** (Text 2, page 38, Paragraph 1, Line 2)

Ideational grammatical metaphor which indicated the realization of head = modifier was found in data 3 where **smell** functioned as head and it was identical with its modifier, **meat**.

As the conclusion there were four elements ideational grammatical metaphors used in English textbook of Senior High School. The way ideational grammatical used in English textbook of Senior High School was replacing grammatical function of metaphor of 1) realization of epithet = thing, 2) realization of event = thing, 3) realization of event = epithet, 4) realization of head = modifier. The reason why English textbook of Senior High School used ideational grammatical metaphor was in order to make the information contained on it more compact or denser, also to give readers a picture about what was being discussed on the textbook.

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