

CHAPTER I

INTRODUCTION

1.1. Background of study

Grammatical metaphor is one of linguistic phenomenon that cannot be separated from human life. Grammatical metaphor is used by people in daily communication; written or orally. It can be found in a novel, economic or historical text, students' textbook, speech, lyric, poem, etc. Grammatical metaphor is 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 is 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.

Language is a mean of communication that has been used almost in all aspect of human life. In educational sector, language can be used to develop not only student's intelligence but also their social and emotional capabilities. Language supports student's achievement in learning all subjects. It helps 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 is expected to assist a student to know himself, his culture, and other's culture.

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

A study about grammatical metaphor has 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 findings of this research showed that from all 13 types of grammatical metaphor, only 8 types which are used in the textbook. This research summarized that the reason why an English textbook used grammatical metaphor is due to make the information compact so that the students can understand all the information on the text easily. This previous research indicates that there must be different types of grammatical metaphor used in different textbook.

Another previous grammatical metaphor research was done 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 assumes that there should be another variation code among different discourse in the kinds of grammatical metaphor.

One of interesting phenomena in Rantauprapat observed by the writer is that all Junior High School use the same English textbook as learning source. This is based on the local government instruction for all Junior High School, both state and private; to use the same English textbook named *English in Focus* as the handbook. This book was published by Pusat Perbukuan Departemen Pendidikan Nasional on 2007 and still be used until now.

Based on the writer observation in Rantauprapat, many students got difficulties in comprehending the texts found in their textbook. They are unable to understand the content of the textbook. In contrast with the aim of language learning for junior high school stated by Departemen Pendidikan Nasional (2008), all junior 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, all grammatical metaphor coding can also be found easily in a written text. Here are some of grammatical metaphors found in *English in focus* for grade IX:

- 1) In his hunger, he destroy all the houses and even all the temples.

(*The Legend of Lake Batur*, page 91, paragraph 2, line 5)

2) The existing motifs that remain today are influenced most with religious style.

(Woodcraft, page 42, paragraph 2, line 3)

From example (1) the meaning was clear that *In his hunger, he destroy all the houses and even all the temples.* this metaphorical form can be unpacked into the congruent one. It can be said that at *In hungry condition, he (the Giant) destroyed all the houses and even all the temples.* From the perspective of Halliday about grammatical metaphor coding, this example (1) can be categorized into:

(hungry - hunger)

Class metaphor : [adjective → noun]

Function metaphor : [epithet → thing]

These two clauses can be compared to see how grammatical metaphor works in the text. Hungry is an adjective and functions as epithet while hunger is a noun functions as thing. *Hungry* is incongruently represented by *hunger*.

Example (2) *The existing motifs that remain today are influenced most with religious style* has clear meaning that *motif which exist and remain today are influenced most with one of major factor in arts that is religious style.* This happen since in reality, each motif in woodcrafting has its own character related to the religion effect at that time.

So, example (2) can be categorized into: (exist → existing)

Class metaphor : [event → epithet]

Function metaphor : [verb = adjective]

Both example (1) and (2) were taken from an English textbook for Junior High School. These examples show us that grammatical metaphor coding can be found in written text but the kinds of code might be different for each text. The writer will try to

make an assumption from linguistic perception that the theory of grammatical metaphor stated by Halliday can also be applied in different linguistic condition, based on example (1) and (2) taken from an English textbook. Because textbook is one of learning sources that often used in the classroom, it is 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 is crucial especially for the students of grade IX who will face national examination.

From the writer's observation and the finding of previous researches, the writer sees that each written text has different 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 is another way to represent experiences. A good textbook will help students to study well. The way a textbook is written is closely related to the grammatical metaphor which assists students understanding.

Meaning on a textbook is 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 becomes more difficult to be understood by the students. Because there are a lot of information and knowledge stated on a textbook as students learning source, it is assumed that a better understanding of a text grammatically will provide better information that help student to comprehend the meaning of the whole text. Better understanding of text meaning will give benefit for students to reach the level of literacy. Therefore, this is very important to conduct a research on grammatical metaphor to

investigate the code used in a textbook, relate to students difficulties in understanding a text.

1.2.Problems of the study

The problems of the study is formulated as the following.

1. What kinds of grammatical metaphor are used in English textbooks of the Junior High School?
2. How are the grammatical metaphors realized in the textbook?
3. Why are grammatical metaphors used in the textbook as they are?

1.3.Objectives of the study

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

1. to describe the types of grammatical metaphors used in the English textbooks of the Junior High School.
2. to describe realizations of grammatical metaphors used in the textbooks.
3. to explain the reason for the use of grammatical metaphors.

1.4.Scope of the study

The field of this study needs to be limited only to analyze grammatical metaphor in an English textbook of grade IX of Junior High School. The writer chose English textbooks because it has an important role as a source of knowledge for students of junior high school in learning a language. Since there are a lot of English textbook published by many publishers, it should be noted that this study only deals with

metaphorical coding in "English in Focus For Grade IX Junior High School" which is published by Pusat Perbukuan Departemen Pendidikan Nasional.

1.5.The significance of the study

The findings of this study are expected to be useful theoretically and practically in some respects. Theoretically, findings of the study are expected to:

1. add up more horizons in the use of metaphor in textbook.
1. become references for further studies.

Practically, the findings of the study:

1. can highlight the use of metaphor in education.
2. can be references for textbook writer.
3. can be basic for educational policy makers in publishing English material.