THE ELEMENTS OF IDEATIONAL GRAMMATICAL METAPHOR IN READING TEXTS FOR SENIOR HIGH SCHOOL ENGLISH TEXTBOOKS

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ABSTRACT

This study investigated ideational grammatical metphor in Senior High School English Textbook. The objectives of the study were to identify what ideational grammatical metaphors were used in Senior High School English Textbooks. The research was conducted by applying descriptive qualitative design. The data for this study were texts which were taken from Texts in Senior High School English Textbooks. The data were collected by selecting all the texts in the textbooks, then retyping the passage of the texts, editing the passage by breaking down the clauses into a data, and finally printing out the data. After the data had been collected, they were analyzed by some procedures; identifying the ideational grammatical metaphor in the data, rewording or unpacking the data into a congruent form, making comparisons between the two forms, classifying the classes of ideational grammatical metaphor and its function and analyzing the reason the ideational grammatical metaphor was used in Senior High School English Textbooks. The findings of the study showed that there were four ideational grammatical metaphor used in Senior High School English Textbook, namely the data of epithet = thing, event = thing, event = epithet and head = modifier.

Keywords: Ideational Grammatical Metaphor, Senior High School English Textbooks,

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 meaningsare 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 wordis 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 helpsstudents 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 attemped to investigate the elements of experiential grammatical metaphors used in different English textbooks of the Senior High School.

GRAMMATICAL METAPHOR

Ideational metaphor is an 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 2.1 congruent coding is presented.

Table 2.1 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, Judgement	Modality	Modality	The child walks carefully on the floor
Position	Preposition	Preposition	She is in the office

(Halliday, 2006:41)

Table 2.2 shows an account of ideational grammatical metaphor is applied to show how ideational grammatical metaphor is used deals with its claussses and functions

Table 2.2 Ideational Grammatical Metaphor Coding

NO	SEMANTIC ELEMENT	GRAMMATICAL CLASSOF 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 →	Verb → adjective	Event = epithet	Used to = previous, begin =

No.				
	quality			initial
6.	Circumstance → quality	Adverb/preposition phrase → adjective	Manner = epithet	For a long time = lengthy
7.	Relator → quality	Conjunction → adjective	Conjunction = 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 a	[zero] → entiy	[zero] → noun		= the phenomenon of .....
12 a	[zero] → process	[zero] → verb	Head = modifier	= .... occurs
13 a	Entity → [expansion]	Noun		The government [decided] = the government's [decision]

(Halliday, 2006:42)

Table 2.3 presents the general drift of ideational grammatical metaphor where (1) realizes status, and (2) codes rank.

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.

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 occured in

English Textbooks of Senior High School. The total occurence of data of epithet = thing (16), data of event = thing (84), data of event = epithet (6) and data of head = modifier (72).

The total occurence could be seen in this following table.

Table 4.2 The total occurence of the elements

	Data	Occurence
Look Ahead Book	data of epithet = thing	3
	data of event = thing	48
	data of event = epithet	2
	data of head = modifier	55
English Zone Book	data of epithet = thing	13
	data of event = thing	36
	data of event = epithet	4
	data of head = modifier	17
The total occurence		**178**

It could be concluded that from the two textbooks, the total occurence of data of epithet = thing (16), data of event = thing (84), data of event = epithet (6) and data of head = modifier (72), so the total occurence was 178 data contained ideational grammatical metaphor found in different English Textbooks, the most dominant element in Look Ahead book was data of epithet = thing while in English Zone book, data of event = thing was the most dominant one.

4.1.1.1 Data of Epithet = Thing

There were three data related to data of epithet = thing in Look Ahead book while there were thirteen data related to data of epithet = thing in English Zone book. Thesewere following examplesin both of books.

Table 4.3 Data of Epithet = Thing

	Data	Pages
Look Ahead Book	1. The castle had a hug door and Jack pushed with all his *strength* to open it.	Text 6, Page 32, Paragrah 6, Line 4
	2. They are not vey generous with their smiles, in Indonesia, *friendlines* is expressed by smiles. You are always	Text 10, Page 99, Paragraph 2, Line 8

	Data	Pages
English Zone Book	surrounded by people who do not hesitate to give you big smiles	
	1. Both Bawangmerah and her mother were jealous of BawangPutih's*beauty* though in front of the father, they always treated her nicely	Text1, Page 26, Paragraph 1, Line 5
	2. Within second, they both fell to the ground and died because of their own *greed* (	Text 1, Page 27, Paragraph 10, Line 8

It showed that the data of epithet changed into thing such as strength, friendliness, beauty and greed. They were from the word of strong, friendly, beautiful and greedy. It could be said that there was a shifting of word class from adjective changed into noun.

4.1.1.2 Data of Event = Thing

There were forty eight data related to data of event = thing in Look Ahead book while there were thirty six data related to data of event = thing in English Zone book. Thesewere following examplesin both of books.

Table 4.4 Data of Event = Thing

	Data	Pages
Look Ahead Book	1. There once lived a chief's daughter who had many *admirers*	Text 1, Page 12, Paragraph 2, Line 3
	2. There was a young man in the village. He was a good *hunter* but he was poor and had a mean family	Text 1, Page 12, Paragraph 3, Line 3
	3. The other two men: the *lover* and his friend, went on, but with heavy hearts. After some days, they came to a river.	Text 1, Page 13, Paragraph 8, Line 1
	4. Canoes had to be portaged at great labor around the *obstruction*	Text 1, Page 13, Paragraph 11, Line 4
English Zone Book	1. Bawangputih refused to eat her dear *helper* and friend	Text 1, Page 27, Paragraph 8, Line 5
	2. She was in tears when she said her *Prayer* and apology for the goldenfish	Text 1, Pge 27, Paragraph 8, Line7
	3. Among those who had been pressed into the service of *building* Emperor Shih Huang's	Text 3, Page 40, Paragraph 1, Line 2

	Great Wall	
4.	Meng Chiang-nu decided that the bird was inviting her to follow its *direction* and so she resumed her travel	Text 3, Page 40, Paragraph 5, Line 4)

The table above showed that the word admirer, hunter, helper, prayer, lover, obstruction, helper, prayer, building, direction were example data of event changed into thing. In this case there was a nominalization from verb changed into noun.

4.1.1.3 Data of Event = Epithet

There were two data related to data of event = epithet in Look Ahead book while there were four data related to data of event = epithet in English Zone book. Thesewere following examplesin both of books.

Table 4.5 Data of Event = Epithet

	Data	Pages
Look Ahead Book	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
	Afterward the villagers came out to meet him and some of them stayed with him for a *considerable time*	Text 5, page 28, Paragraph 2, Line 5
	Text 5, page 28, Paragraph 2, Line 5)	Text 1, Page 26, Paragraph 4, Line 1
English Zone Book	Soon after, the easiest *recognizable* part of the tornado, the funnel, seems to descend from the base of the cloud	Text 8, Page 60, Paragraph 1, Line 6
	Though much of the dialogue was *incomprehensible* to this New York audience, and the style of action unfamiliar, Putri Cina did evoke a sense og good fun.	Text 16, Page 144, Paragraph 6, Line 12

From the table above. It could be concluded that the words following, considerable, recognizable and incomprehensible are the data of event = epithet. In this case there was a nominalization from verb changed into adjective.

4.1.1.4 Data of Head = Modifier

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There were fifty five data related to data of head = modifier in Look Ahead book while there were seventeen data related to data of head = modifier in English Zone book. Thesewere following examplesin both of books.

Table 4.6 Data head=modifier in Look Ahead Book

Book : Look Ahead

No.	Data of Head = Modifier	Pages
1.	The real meaning of love	Text 1, Page 12, Paragraph 1, Line 4
2.	The foot of a green knoll	Text 1, Page 13, Paragraph 5, Line 3
3.	The death of the five young men	Text 1, page 13, Paragraph 11, Line 3
4.	Three pairs of moccasins	Text 1, Page 14, Paragraph 13, Line 3
5.	Gooddess of fruit trees	Text 2, Page 21, Paragraph 3, Line 2
6.	Various methods of predicting	Text 2, Page 21, Paragraph 4, Line 4
7.	Association of the holiday	Text 2, Page 21, Paragraph 3, Line 4
8.	Matter of romance	Text 2, Page 21, Paragraph 4, Line 5
9.	Thousands of innocent women	Text 2, Page 21, Paragraph 5, Line 4
10.	These images of witches	Text 2, Page 21, Paragraph 5, Line 7

it could be concluded that the word meaning of love, foot of knoll, death of men, pair of moccasins, gooddess of trees, methods of predicting, association of holiday, matter of romance, thousands of women and images of witches were the data of head = modifier.

Table 4.7 Data head=modifier in English Zone Book

Book : English Zone

No	Data of Head = Modifier	Pages
1.	The smell of the meat	Text 2, page 38, Paragraph 1, Line 2
2.	The service of building	Text 3, page 40, Paragraph 1 , Line 2
3.	A feeling of great happiness	Text 3, page 40, Paragraph 3 , Line 5
4.	A flood of tears	Text 3, page 41, Paragraph 7, Line 5
5.	Part of his great wall	Text 3, page 41, Paragraph 9 , Line 1
6.	The temperature of the earth	Text 6, page 53, Paragraph 1 , Line 1
7.	A period of rapid warming	Text 6, page 53, Paragraph 2 , Line 2
8.	The formation of tornadoes	Text 8, page 60, Paragraph 1 , Line 1

9.	The bottom of the column	Text 10, page 70, Paragraph 6 , Line 6
10.	A form of protest	Text 12, page 89, Paragraph 3 , Line 4

It could be concluded that the words the smell of meat, the service of building, feeling of happiness, flood of tears, part of wall, the temperature of the earth, period of warning, the formation of tornadoes, the bottom of the column and form of protest were the data of head = modifier.

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