

CHAPTER I

INTRODUCTION

A. Background of the Study

Textbooks are essential learning tools for both students and teachers. In the teaching and learning process, textbooks are defined as the primary fundamentals of courses. Even though textbooks do not contain every aspect of the teaching and learning activities, their availability as a teaching resource is essential. In most cases, instructional materials are provided to serve as the foundation for a significant portion of the language input that the students receive as well as the language practise that takes place in the classroom. To put it another way, the purpose of presenting instructional materials is to support teachers in the process of instruction and learning. Textbooks are created by educational institutions following the applicable curriculum. Although the types differ, the discussion remains the same. Teachers use textbooks, institutions still prepare some materials or use their materials; however, teaching materials serve as the foundation for the majority of language input, and learners can accept the functional language used in the classroom.

Brown believes that textbooks are the most helpful materials for English Language Teaching (ELT).¹ The textbook is one kind of book used to be the materials book for the teacher and learner in the learning process.² When it comes to education, the instructional material that is used becomes one of the most essential variables that will decide how well the student learns. Cakir is defined as anything utilised in the classroom by educators to stimulate student learning.³ It is safe to state that the majority of the materials that are needed for the teaching and learning process in a classroom may be found in the course book. The course book contains not only many languages instruction and performance tasks but also many performance activities. As a result, it is seen as an important aspect of any programme for teaching English to speakers of other languages. In this case, English textbooks are books used by teachers and students to support learning English in which there are materials and practices in English. In the English textbook there are various types of text, sentences, phrases and words that can be studied and have various meanings.

¹ H. Douglas Brown, "Teaching by Principles An Interactive Approach to Language Pedagogy, Second Edition," *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2000.

² Putri Aulia Swastika et al., "The Analysis of Speaking Assessment Types in Textbook 'When English Rings a Bell Grade VII,'" *Jurnal Studi Guru Dan Pembelajaran* 3, no. 2 (2020): 167–173.

³ İsmail Çakir, "Instructional Materials Commonly Employed by Foreign Language Teachers at Elementary Schools," *International Electronic Journal of Elementary Education* 8, no. 1 (2015): 537–550.

Words can be described as expressions to feel, touch, grasp, and gain a wider understanding using metaphorical events. Words by nature may not be clear to a human language user because not all words have real meaning.⁴ The essence of metaphor is comprehending and experiencing one thing concerning another.⁵ In communicating, humans generally build abstract concepts through concrete things, using various ideas and varied ways based on their sensory-motor system.

Semantics is a branch of linguistics that studies meaning. One of the topics studied in semantics is a metaphor. Metaphors refer to the relationship between two words in forming a meaning. Because metaphor is a component of language, and language evolves.⁶ Today's metaphors are not only found in literary works, such as poetry, novels, and films. Metaphors are also commonly found in non-fiction, such as in news and articles. Journalists use metaphors as a form of creativity in processing words, the goal is to attract the attention of readers. That is, journalists have used metaphors so that readers are familiar because conceptual metaphors exist in everyday life.

⁴ Dirk Geeraerts, "Diachronic Metaphor Research," in *Metaphor and Metonymy across Time and Cultures*, ed. Javier E. Diaz Vera, 2015. 16

⁵ George Lakoff and Mark Johnson, *Metaphors We Live By* (The University of Chicago Press, 2003), 4.

⁶ Zoltan Kovecses, *Metaphor: A Practical Introduction*, Second Edi. (Oxford University Press Inc., 2010), 4.

Metaphor is used in everyday language as well as in literary language. A metaphor is a linguistic phenomenon that occurs on a semantic level. In textbooks for students and literature students, metaphor is generally considered part of a language style with a figurative meaning. That is, it has a meaning that is not the same as one or all its elements but in the context of the same sentence. As a result, it can be concluded that metaphor is used quite often in everyday life, both consciously and unintentionally. Metaphors are not only used in spoken language, but also used in writing by many people in everyday life. Conceptual metaphor theory is an example of a metaphor theory that provides evidence for the above statement.

In their book *Metaphor We Live By*, George Lakoff and Mark Johnson introduce the concept of the conceptual metaphor. The term "cognitive linguistic view of metaphor" is often used to describe their perspective on metaphor. According to cognitive linguists, metaphor is the interpretation of one area of thought in terms of another. A metaphor is a style of language that conceptualizes one concept to another. Metaphors propose conceptual metaphors as a tool of poetic imagination and rhetorical development for most people—an extraordinary problem than ordinary language. Furthermore, metaphor is commonly regarded as a linguistic feature, a matter of words rather than thoughts or actions. As a

result, most people believe they can function without metaphors. On the other hand, they discovered that metaphor is pervasive in everyday life, not only in language but also in thought and action. Ordinary conceptual systems are essentially metaphorical in terms of how we think and act.⁷

In this case, conceptual metaphor is a cognitive mechanism so that a person can perceive/connect one type of object to another. Understanding arises by looking at the relationship or connection between several concepts. Thus, conceptual metaphor is a cognitive process of expressing a concept with another concept corresponding to the previous concept to understand or develop a more abstract concept. In previous studies, conceptual metaphor research was carried out with poetry, comics, songs, or other types of literary works. In this research, the author wants to analyze the conceptual metaphors used in English textbooks used by students in learning English at school. The researcher wants readers and students understand better the use of conceptual metaphors through the simple texts they find in the English textbook and know the meaning of the conceptual metaphors.

This research is expected to inform readers about conceptual metaphors because if these conceptual metaphors are applied in learning, it can be imagined how readers and students understand abstract concepts

⁷ George Lakoff and Mark Johnson, *Metaphors We Live By* (The University of Chicago Press, 2003), 5.

through more concrete ones. That is by activating the abstract concept simultaneously with a more concrete concept, which corresponds to the abstract concept. Then build a relationship between the two concepts so that the abstract concept can be felt through a more concrete concept. In addition, the author also wants to be interested in the many texts in the students' English textbooks in which there are many meanings and social messages for life.

B. Focus of the Study

The researcher focuses on analysing the types of conceptual metaphors found in English Textbooks for high school students. The scope of this research is that the researcher will only use the text in the reading activity and enrichment section of the books. So that the meaning obtained can also be varied and easily understood by students. In addition, the researcher limits this research in investigating words, phrases, and sentences that contain conceptual metaphors in the textbooks.

C. The Research Questions

Based on the background of the study, the formulation of the research question is stated as follow:

1. What kinds of conceptual metaphors are used in the English textbooks Senior High School?

2. What are the meanings of conceptual metaphors used in the English textbooks Senior High School?

D. Objectives of the Study

The researcher determines the research objective based on the research questions as follows:

1. To identify kinds of conceptual metaphors used in the English textbooks Senior High School.
2. To analyze and describe the meaning of metaphorical expression used in the English textbooks of Senior High School.

E. Significances of the Study

The researcher hopes that the research gives the useful information to students and teachers about conceptual metaphors. The significance of the research can be seen as follows:

a. Theoretically

This research helps in learning English about metaphors, especially conceptual metaphors. Conceptual metaphors may not be familiar to students, but students can understand and have knowledge about conceptual metaphors through this research. Besides that, this study can be useful for the reader to enrich their knowledge regarding conceptual metaphors and the types of conceptual metaphors.

b. Practically

The result of this research will be expected to give precious contributions to the students, lecturers, future researchers, and many more.

1. For students, high school students can know and understand that conceptual metaphors are not only part of linguistics but can also be found in their daily lives.
2. For teachers and lecturers, this research might become a meaningful contribution to teaching English. Especially in linguistic subject not only in university but also in high school level.
3. For future researchers, this study may be considered to be similar to the previous study in that it will assist them in completing their data for a research project. This study is also expected to be used by another researcher to research conceptual metaphors.

F. The Previous Study

Previous researchers have carried out several previous studies on conceptual metaphors.

First, from Alif Rus Hardiyanti in 2019, entitled *Conceptual Metaphors Used in Instagram Caption by Indonesian Teenagers: Gender*

Perspective.⁸ According to the findings of this study, male and female Indonesian teenagers in Malang use a variety of sources and target domains in their Instagram captions. According to the author, structural metaphor is the most commonly used conceptual metaphor among male and female Indonesian teenagers in Malang. Indonesian teenagers in Malang use source and target domains in their Instagram captions based on systematic correlations in everyday experiences.

Second, the research by Tasyaa' Zulfadhlina in 2021 entitled *Conceptual Metaphor in the Selected Poems of Atticus*.⁹ This study used Lakoff and Johnson's theory to determine the types of conceptual metaphors and the meaning of the metaphorical expressions found in the selected poems of Atticus. After analyzing the data, the researcher concludes that the three types of conceptual metaphor, structural, orientational, and ontological metaphor, are found in the selected poems, with the ontological metaphor being the most common type used in the poems, followed by the structural metaphor. Meanwhile, the orientational metaphor is the least used.

Third, another research by Yenny Aisyah in 2021 entitled *The Analysis of Ontology Metaphor in the Legend of Putri Hijau Comic*

⁸ Alif Rus Hardiyanti, "Conceptual Metaphors Used in Instagram Captions By Indonesian Teenagers : Gender" (Maulana Malik Ibrahim State Islamic University of Malang, 2019), 68.

⁹ Tasyaa'Zulfadhlina, "Conceptual Metaphor in The Selected Poems of Atticus'," *Universitas Sumatera Utara* 1, no. 3 (2021): 82–91.

*Book.*¹⁰ The Putri Hijau Legend The comic book has four stories and 108 pages. The discussion and analysis of data from ontology metaphors in Comic Legends Book. There was a total of 15 dialogues discovered. The outcome of the ontology metaphor analysis in the genomic legends book. It was discovered that a total of 15 dialogues used ontology metaphors, including three from The Legend of Putri Hijau, four from The Legend of Toba Lake, five from The Legend of Lau Kawar Lake, and three from The Legend of Sigale-gale Statue.

The similarities of those previous studies are to find the type of conceptual metaphor in each object determined by the researcher. Apart from that, it uses the same theory from George Lakoff and Mark Johnson because they are the originators of the conceptual metaphor theory. Another similarity is used the same research method, namely descriptive qualitative research. The three previous studies also used the same research method, this is because descriptive qualitative research is the most suitable type of research to conduct this research.

The differences in previous research, the researchers discussed the conceptual metaphors in the social media caption, comic and poems, which is different from the present study where the researcher will discuss her research on English textbooks for high school students as an object.

¹⁰ Yenni Aisyah, "The Analysis of Ontology Metaphor in The Legend of Putri Hijau Comic Book" (Universitas Muhammadiyah Sumatera Utara, 2021), 46.

Besides that, the researcher wants to dig deeper into the use of conceptual metaphors in texts in the English Textbook. Because English textbooks are teaching materials that are often used by teachers and students in learning English, in addition to introducing students to conceptual metaphors in the text in the books they study at school.

G. Organization of the Study

The researcher will arrange this study in five chapters and each chapter consists of some points to explain the chapter.

Chapter I is Introduction. This chapter contains: background of the study, focus of the study, the research questions, objectives of the study, significances of the study, the previous study, and organization of the study.

Chapter II is Theoretical Framework. Which contains: Metaphors, Conceptual Metaphors, Metaphorical Mapping, Metaphors in Education, and English Textbooks.

Chapter III is Research Methodology. Which consists of: Methodology of the Research, Instrument, Techniques of Collecting Data, Techniques of Data Analysis, and Techniques of Data Validation.

Chapter IV is Findings and Discussion. This chapter presents the results of data analysis and discussion of the types of conceptual metaphors and metaphorical expression found in English textbooks senior

high school.

Chapter V is Conclusion and Suggestion. Present the conclusions of the overall content of the research and suggestions to the readers.