Event by Thing: SFL-based Grammatical Metaphors in the English Language Textbook for High School Students in Indonesia

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ARTICLE INFO	ABSTRACT
	The study is to investigate grammatical metaphors on the basis of Systemic Functional Linguistics (SFL). Data were collected from one English language textbook used by students in Grade 12 of Senior High Schools in Indonesia. The textbook passages were selected according to the presented school subjects. Afterward, they were retyped and edited by breaking down the clauses into data, and finally were printed out. Based on SFL, analysis was conducted in several steps: identifying any grammatical metaphor in the data, rewording or unpacking the data into a congruent form, and next comparing the two forms and classifying them into any classes of grammatical metaphor based on their served functions. The results show that eight main grammatical metaphors used in the textbook passages. They are the realization of Event = Thing (36.5%), that of Manner = Epithet (20.4%), Event = Epithet (17.2%), Epithet = Thing (13.9%), Head = Modifier (6.4%), Conjunctive = Event (3.2%), Conjunctive = Thing (1%), and Conjunctive = Epithet (1%). The analysis concludes that the key reason of the grammatical metaphor applications found in the English textbook are mainly to dense the presented information so as High Schools' students as the main readers of the book are facilitated to process the information. Moreover, the English textbook is considered to promote any scientific writing models to Grade 12 students who are preparing to a higher education level in which scientific writing is prominently demanded.

Introduction

Language serves key role in the development of students' intelligence, social and emotional capabilities. Language supports their achievement in studying any school subjects. Language learning is expected to assist them to know themselves and their culture as well as other people's culture. It also helps them to express their ideas and emotions, and to take a part in their society.

English is a means of oral and written communication which is the process of understanding, expressing information, mind, emotion, and developing science, technology, and culture (Departemen Pendidikan Nasional, 2008:307). Communication ability is an ability in discourse, that is to understand and produce spoken or written discourse which is realized in the four major English skills; namely, listening, speaking, reading, and writing. The four English skills are used to interpret and produce discourse in social life. Therefore, English subject at school levels in Indonesia is directed to develop students' skills so that they can communicate and access variety of discourses in the English language in a certain level of literacy. Literacy is described as the mastery of spoken language, reading and writing (Garton and Pratt, 1998:1). Literacy level is categorized into four levels they are Performative, Functional, Informational, and Epistemic level (Wells, 1981). In Performative level, student is able to read, write, listen, and speak with used symbols. In functional, one is able to use language to fulfill his daily information needs as in reading newspaper, understanding signs, warnings, etc. in

information, he is able to access knowledge by using language ability, whereas in epistemic, he is able to express knowledge by using the targeted language.

High School in Indonesia consists of two main cycles: Junior High School and Senior High School. Nowadays, English learning has become one major learning across the cycles. English learning in Junior High School is targeted that the students are able to achieve functional level, whereas those of Senior High school are targeted to be in informational level, which is to access information by English language skills (Departemen Pendidikan Nasional, 2008). Nowadays, reading is one of important English skills to be possessed by Senior High School students particularly Grade 12 students. They are demanded to achieve the informational level of literacy in regard to accessing information because they are to pass the National Examination in which the most percentage of the questions is reading comprehension.

Reading is a process of understanding any printed materials or texts. To understand texts is to transform them into meaning, and the outcome of this process can be referred to as knowing or knowledge. Understanding and knowing are semiotic process. The process of the development of meaning inside the brain of students and the power house for such processes is the grammar. Human being's experiences are constituted by language then it is transformed into but it is affected by the grammar.

Based on the researcher's experiences as English teacher, school students have difficulty in comprehending texts found in the English textbook as their key handbook. It is important to be considered that failures in comprehending passages lead to failures in accessing the given information within the passages. In order that students are able to understand and comprehend the passages, they need to know the way the texts are written dealing with the words and the grammar specifically the way the phrases or sentences are structured.

Given the academic texts in school levels possess the characteristics of scientific writings, the application of grammatical metaphors in the English textbooks is inevitable. Scientific writing models are important to be applied in the school textbooks since they are related to the fields of the school subjects. Furthermore, they are massively applied when students continue to a higher level of education or university. One of the scientific writing characteristics found in the English texts is practicality. Practicality refers to the information or messages delivered in the texts become practical or simpler. Simply, practicality is to dense the given information within the texts. Consequently, the texts become difficult for students to understand. Therefore, figuring out the way grammatical metaphors is applied through this present research is expected to be important insights to produce good knowledge about the metaphors for students.

Based on the given rationale, this present study is devoted to primarily analyze how grammatical metaphors are applied in the English language textbook used by Senior High School students in Indonesia. Three main research inquiries are put forward in the present study.

1. What are grammatical metaphors used in the English language textbook for Senior High School?
2. How are the grammatical metaphors used in the English textbook for Senior High School?
3. Why does the English textbook use grammatical metaphors?

Literature Review
Grammatical Metaphor
Semiotically, a metaphor is defined as coding or interpreting meaning from two sides. A comparison occurs in the coding or metaphorical interpreting explicitly or implicitly. It is to compare any similarity between one sign with another one. The signing is as a realization of one sign whether it is unmarked or pried realization. The notion unmarked means normality whereas marked means something is not or less normally used. In metaphor, it has a tendency to the coding of marked sign or marked realization. Thus, the concept of metaphor indicates three main points, they are two sides coding, comparison, and market coding (Saragih, 2010:1). The metaphor discussed in this present study is metaphor in grammatical sense which is the replacement of one grammatical class by another (Halliday, 2006). For example, a verb means happening or action; a noun means an entity or a thing. This mode of meaning which is taking place in a child's grammar is wed as a congruent mode of grammar. Nevertheless, it is not the only one way of the grammar works. The grammatical classes such as noun, verb, adjective, etc. are not immutable. Turning one grammatical class into another can be done through the incongruent mode of grammar which is in this present study termed as Grammatical Metaphor (GM). A meaning of word is not changed although its grammatical class is changed from verb into noun.

The following exemplification indicates how the concept of metaphor is found in GM. Example (a) *in the* absence *of such laws.* The word *absence* in example (a) has a metaphorical sense. It is used to express the meaning that *something was lost.* Normally or congruently it can be expressed the word *disappeared* as stated in example (b).

Example (b) *when the laws* disappeared. It means that one meaning can be expressed through the word *disappeared* and *absence.* Moreover, it is said that the grammatical metaphor is found in the examples which have been stated above. *Disappeared* in example (b) is a verb functioning as an event, but it can be realized metaphorically referred to the grammatical metaphor by using *absence* which is a noun and functions as thing. And the replacement of *disappeared* with *absence* in order to express the meaning that s*omething* was lost is termed as marked coding or less normal coding. Thus, the way the concept of metaphor is applicable to that of grammatical metaphor.

Congruent realization is a kind of realization relationship between Lexicogrammar and semantics. This kind of relationship, or mode of meaning, represents a natural realization relation in that it occurs earlier in the evolution of language, it is learnt by children at an early age and it occurs at the beginning stage of an unfolding text (Halliday, 2006). In the congruent mode of meaning, any phenomenon, or event that happens around us or inside us, once perceived, can be construed through language into a semantic category called figure and this semantic category of figure is realized in lexicogrammar in the form of a clause. An example of *the rapid downhill driving of the bus caused the* brake *failure* can serve as an illustration. When there is a bus running, it is said *a it is running very fast down the hill* or *the driver is driving the bus very fast down the hill.* Each of the statements represents a semantic configuration of figure elements of participants *(bus, driver),* processes *(run, drive)* and circumstances *(fast, down the hill)* are realized by lexicogrammar as a ranking clause. Sometimes, another event may occur simultaneously and has been observed. If the relationship between the occurrences of two events is perceived as a causal one then it is said *the driver was driving the bus very fast down the hill, so the brake failed.* On this occasion, a sequence of events is construed through language as a sequence at semantic level which is realized in lexicogrammar as a clause complex.

Contrary to the congruent mode of meaning which is typical language in children and the language of spoken mode, the metaphorical mode meaning involving a remapping between semantics and lexicogrammar. For the same phenomenon of experience or the same sequence of events that can be construed congruently by grammar as clause (e.g. *the driver was driving the bus very fast down the hill)* or a clause complex (e.g. *the driver was driving the bus very fast down the hill, so the brake failed),* it is possible to reword them or to reconstrue them metaphorically through grammar into a nominal group as in the clause *the driver's fast downhill driving of the bus* or a ranking clause (e.g. *the driver's fast downhill driving of the bus caused a brake failure).* To reconstrue a semantic category of sequence in the form of a clause in lexicogrammar is an important linguistic resource by which buried reasoning in expository texts is achieved.

Halliday (2006) discussed further the way GM is expressed in incongruent form. Initially, the researcher would like to distinguish that both the congruent and incongruent modes of grammar are 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	The boy is clever
Relation	Parataxis-Hypotaxis	Conjuction	The meeting was cancelled because the manager is sick
Location manner	Circumstance	Adverb	The child walks carefully on the floor

Comment-judgment	Modality	Modality	You may come soon
Position	Preposition	Preposition	She is in the office

(Source: Halliday, 2006)

Table 2 shows the account of GM applied to present GM deals with its classes and functions.

TABLE 2 ENGLISH 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	Proces 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	Conjunctive = Epithet	used to= previous; begin = initial
6	Circumstance Quality ⟶	Adverb/Prepositional 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 = Event	then =follow; and=complement
10	Relator Circumstance	Conjunction Preposition/Prepositional group	Conjunctive = Minor Process	When = in times of if = under condition o*f*
	[zero] Entity	[zero] Noun		= the phenomenon of …
	[zero] Process	[zero] Verb		= ...occurs
	Entity [expansion]	Noun		The government [decided] = the government's [decision]

(Source: Halliday, 2006)

The GM is presented through the comparison of Example *a* and *b.*
Example (a): our knowledge is accurate. Example
(b): The accuracy of our knowledge.
Accurate in example (a) which functions as adjective is turned into accuracy as in example (b). This turning is identified as nominalization as presented in no.1 in the quality of being accurate is coded by thing (entity) *accuracy.*

Methodology

Research Design

Design is defined as a researcher's plan of how to proceed (Bogdan and Biklen, 1992). Descriptive qualitative design was applied in this present study. It simply describes what is going on and what qualitative data show. It is considered appropriate to be used in the present study since the data are in the form of words rather than number.

The present study used content analysis. Content analysis can be defined as a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding (Krippendorff, 1980). It is the study of recorded human communications, such as books, websites, paintings and laws. It is used to determine the presence of certain words or concepts within texts or set of texts.

Data and Data Source of the Present Study: English Textbook

Textbook can be referred to as a formal manual of instruction in a particular subject, especially the one used in schools or colleges. A textbook used in the study of a subject contains a presentation or the principles of a subject (Tulip and Cook, 1991). According to Fun and Wagnalls (1972), textbooks are books used as a standard work or basis of instructions in any branch of knowledge. The instructions are intended for the development and improvement of knowledge of the students who use the textbooks. The textbooks are often accepted as fundamental resources in science classrooms because the assumption is made that students are able to interpret a text in a manner which is congruent with the author's intentions. For example, an author seeks to promote student's cognition through the inclusion of specific elements, or implies a high degree of social awareness through the incorporation. Of societal characteristics in a text, it is expected that students will, at least, perceive these emphases. Textbooks are composed based on the disciplines of study and also various determined purposes. Textbooks which are used as handbooks in Senior High Schools are various, such as English, biology, chemistry, economics, and many others.

A textbook consists of many texts which are taken as the data of the present research. Broadly, text can be defined as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theater, informal convers ation, or any occurrence of communicative language. Specifically, text can be described as a continuous stretch of spoken or written language, but particularly one which forms a discrete unit by itself and has some recognizable internal structures (Trask, 1997).

In this present research, one English language textbook is selected as the data source of the present study. The textbook contains information for students to understand. English textbooks are used as the standard materials for instructions and analysis of certain subject matters. They are filled up with passages, pictures, diagrams, sketches, flow charts, and other visual aids to facilitate the understanding of the readers. In English teaching and learning, English textbook is used to improve the students' knowledge of English. It is regarded as the textbook which can also be used to assist English teachers to achieve the learning purposes (Hansen, 1999:12). Hence, it is a reference textbook intended to be used as reference or source of information in order to improve the English knowledge of the students.

Data of the present study were collected from a whole English textbook for Senior High School students of grade 12. Among many different English textbooks used in schools, the researcher selected one textbook entitled *ENGLISH 3* as data source of the study mainly because the book is widely used by many school teachers in Senior High Schools for the purpose of English language pedagogy. The book was published by BUMI AKSARA.

Ten texts were collected from the textbook presented varieties of subjects which are important for Senior High School students: science and technology, economy, politic, history, civic, and culture.

TABLE 3 TEXTS COLLECTED FROM THE ENGLISH LANGUAGE TEXTBOOK FOR SENIOR HIGH SCHOOLS

No	Text	Subject	Title	Page
1	Text 1	Economy	*Banks focus on consumer loans as SBI rates declines*	6-7
2	Text2	Economy	*Trade issues may cloud world summit on environment*	8-9
3	Text 3	Science and technology	*Worldwide lunar pact needed*	16-17
4	Text 4	Art	*Untitled*	18-19
5	Text *5*	*Science*	*Learn all about glaciers, climate change on internet*	27
6	Text 6	Culture	*Unique Customs*	55-56
7	Text 7	Politic	*Polls indicate need for party reform, say analysts*	66-67
8	Text 8	History	*The Republic of Indonesia*	68-69
9	Text 9	Law	*Indonesia still struggles to uphold supremacy of law*	77-78
10	Text 10	Politic	*The Constitution*	79-80

Data Collection and Data Analysis

To collect data, a particular procedure was conducted. First, texts within the textbook *English 3* were selected based on their subjects: sciences, technology, economy, politic, history, law or civics, and culture. These are the compulsory subjects taught at high schools. Second, given that the textbook is only available in the hard copy, the selected passages of the textbook are retyped in the Microsoft word. Next, the passages are edited by breaking down the passages into clauses so as to produce data of the present study. Finally, for the convenience of the analysis, the data were printed out. In this present research, data analysis involved three current flows of activities: data reduction, data display, and conclusion or drawing verification. (Miles and Huberman, 1984). Technically, the analysis conducted according to the following procedure. First, identifying any grammatical metaphor contained in the data. Second, rewording or unpacking the data which contained the grammatical metaphor into the congruent form. Third, making comparison between clauses in the metaphorical form and those of in the congruent one. Next, from the result of the comparison, the grammatical metaphors and their functions are classified. Then, the occurrences of the grammatical functions of the metaphor are counted up. Finally, the way of grammatical metaphors and the reasons of their applications within the texts are figured out.

Results

Research Question 1: What are the Grammatical Metaphors (GM) used in the English Language Textbook for Senior High School?

GM FUNCTIONS FOUND IN THE ENGLISH LANGUAGE TEXTBOOK FOR SENIOR HIGH SCHOOLS

Table 4 lists the overall result of the SFL analysis of Grammatical Metaphor (GM) in the given textbook in which the whole GM functional categories are presented based on the number of their occurrences within the textbook. Table 4 clearly shows that the most frequent function found in the textbook is the GM function of Event realized by Thing. The least functional categories of GM found within the textbook are both Conjunctive realized by Thing and Conjunctive realized by Epithet.

TABLE 4 THE NUMBER OF OCCURRENCES OF GRAMMATICAL METAPHOR IN THE ENGLISH LANGUAGE TEXTBOOK FOR SENIOR HIGH SCHOOLS

No.	Grammatical Function of Metaphor	Percentage
1	Event = Thing	36.5
2	Manner = Epithet	20.4
3	Event = Epithet	17.2
4	Epithet = Thing	13.9
5	Head = Modifier	6.4
6	Conjunctive = Event	3.2
7	Conjunctive = Thing	1
8	Conjunctive = Epithet	1

Note: = realized by
Research Question 2: How are the Grammatical Metaphors (GM) applied in the English Language Textbook?

THE APPLICATIONS OF GM IN THE ENGLISH TEXTBOOK OF SENIOR HIGH SCHOOL
This section will explain in detail how the eight functional categories of grammatical metaphors are used within the textbook. In order to support the given explanations, excerpts provided which are taken from the collected passages in Table 3. The underlined words in the given excerpts are to show the ones that are identified as GM.

REALIZATION OF EVENT = THING
Event is a grammatical function that belongs to a verb whereas *thing* is a function works in a noun. The realization of *Event = Thing* implies that grammatical function *Event can* be realized by the grammatical function *Thing* in a noun. Based on evidences, GM found in the English textbook shows the realization of *Event = Thing.* They can be seen in the following excerpts.

1) *We're facing some sorts of <u>constraints</u> here that are related to trade issues* (page 8, paragraph 13, line 1). Data in the metaphorical form are reworded into the congruent one as follows.

1) We *'re facing some aspects which* <u>constrain</u> *and they are related to trade issues.*

The two forms, the metaphorical and the congruent one, are compared to figure out how the GM is used in the data. Then, it is concluded that the noun c*onstraint* which functions as *thing* instead of the verb *constrain* functioning as event. However, the meanings of the two words, *constraint* and *constrain,* are similar. The realization of *Event = Thing* is also found in Excerpt 2.

2). A time to celebrate the <u>end</u> of the winter and <u>beginning</u> of spring (Text 6, page 56, paragraph 5, line 4). The GM which indicates the realization of *Event = Thing is* found in Excerpt 2 which is clearly seen through the congruent form as the result of rewording the metaphorical form as follows:
A time to celebrate when the winter <u>ends</u> and spring <u>begins</u>. The two, verbs *ends* and begins, which functions as *events are* realized metaphorically by the nouns *end* and *beginning* functioning as *thing.*

REALIZATION OF EVENT = EPITHET
When a word is identified as verb, then it is said that the word functions as *event*. On the other hand, when it is adjective, it functions as *epithet.* Based on the analysis, the GM which indicates the realization of *event = epithet* is presented in Excerpt 3.
3). A planned seminar (text 2, page 8, paragraph 3, line 6). Excerpt 3 in the metaphorical form are unpacked into the

congruent one: *A seminar which has been planned.* The two clauses are compared to investigate the way grammatical metaphor is used in the data. The researcher found that the verb *planned* serving as *event* is metaphorically replaced by the adjective *planned* functioning as *epithet.* However, the metaphorical replacement does not change the meaning.

The GM which indicates the replacement of *Event* by *Epithet* is also found in Excerpt 4.
4). Sebastian Gunawan presented <u>plain-coloured</u> *crystal in his traditional-looking design* (text 4, page 19, paragraph 15, line 1). In Excerpt 4, GM cannot be illustrated without rewording its metaphorical form in to the normal or congruent one as follows: *sebastian Gunawan presented crystal which was coloured plainly in his designs which looked traditional*. Then, it is found that data used grammatical metaphor in order to realize *event* = epithet*.* The words *coloured* and *looked* functioning as *event are* metaphorically realized by the *Epithet coloured* and *looking.*

REALIZATION OF EPITHET = THING
Based on analysis, the GM found in the English Textbook which shows the realization of *Epithet*
= *Thing is* clearly seen in Excerpt 5.

5) The American weapons <u>superiority</u> (text 3, page 17, paragraph 5, line 8). Excerpt 5 in a metaphorical form is unpacked into the congruent one: *The superior weapons of America*. The researchers then compared the two clauses to figure out the way grammatical metaphor is used in the data. It is found that the adjective *superior* functioning as *Epithet is* metaphorically replaced by noun *superiority* functioning as *Thing.* The GM that indicates the replacement of *Epithet* by *Thing* is also found in the following data.
6) The benefit *of the scheme* (text 1, page 6, paragraph 18, line 1). Excerpt 6 was then reworded into a congruent group in order to see how *Epithet* is realized by *Thing: The scheme is* <u>beneficial</u>*.*
The adjective *beneficial* which work as *Epithet* is incongruently represented by the *Thing*: *benefit.*

REALIZATION OF HEAD = MODIFIER
Based on evidences, the GM found in the English textbook shows the realization of *Head = Modifier*.
It can be seen in Excerpt 7.
7) <u>Supremacy</u> *of law* (text 9, page 77, paragraph 2, line 4). The GM found in the expression *supremacy of law* is to describe a similarity between *supremacy* functioning as Head and *law* as its modifier. The realization of *Head = Modifier* is also found in Excerpt 8.
8) The <u>proclamation off independence</u> (text 10, page 79, paragraph 1, line 2). The GM which shows the realization of *Head = Modifier* is presented in Excerpt 8 where the Head *proclamation* is identical to its modifier *independence.* It is to say that both are closely related in expressing the information.

REALIZATION OF MANNER = EPITHET
As a word is identified as adverb of manner, it is to express that it functions as Event. On the other hand, when it serves as adjective, it is called as Epithet. Based evidences, the GM which indicates the realization of Event = Epithet is presented in Excerpt 9.

9). The penetration of such credit here is <u>very low</u> (text 1, page 6, paragraph 9, line 5). Excerpt 9 in the metaphorical form is unpacked into a congruent one: *This such credit penetrates* <u>slowly</u>*.* The two clauses are compared to find out the way grammatical metaphor used in the data. Then, it is found that the adverb *slowly* which functions as *Manner* is metaphorically replaced by the adjective *very low* functioning as *Epithet.* Nevertheless, the metaphorical replacement does not change the meaning. The GM which indicates the replacement of *manner* by *Epithet* is also found in the following data.

10) as reflected by our <u>current</u> *survey* (text 9, page 77, paragraph 3, line 7).
The GM in Excerpt 10 is difficult to be illustrated unless its metaphorical version is reworded into the normal or congruent one: *As reflected by our survey* <u>recently</u>. Then*,* the researcher found that the data utilized a GM in order to realize *manner* = *epithet.* The words *recently* functioning as *manner* are metaphorically realized by the Epithet *current.*

REALIZATION OF CONJUNCTIVE = EVENT
Based on the analysis, the GM in the English text is to present the realization of *Conjunctive = Event*. This can be clearly seen in Excerpt 11.
11) <u>resulting</u> *from globalization* (text 9, page 78, paragraph 7, line 6).

The given excerpt containing a metaphorical element is unpacked into a congruent one: it *is __because__ of globalization.* The two clauses are put into a comparison so as the way GM is used in the data can be figured out. The analysis indicates that conjunction *because* serving as *Conjunctive* is metaphorically realized by the verb *resulting* functioning as *event.* The GM which indicates the realization of *Conjunctive* = Event is also applied in Excerpt 12.

12) __following__ the fall of Hongkong, Manila, and Singapore (text 8, page 69, paragraph 4, line 4). The data found in a metaphorical form is reworded into its congruent one: *Hongkong, Manila, and Singapore were defeated*. The conjunction *then* which works as Conjunctive is metaphorically replaced by the verbs *following* working as Event. This is to indicate a metaphorical replacement of Conjunctive and Event. Thus, data in both Excerpt 11 and Excerpt 12 are to say that the grammatical metaphors are found in the English textbook of Senior High School.

REALIZATION OF CONJUNCTIVE = THING

Grammatical metaphor (GM) which indicates the realization of *Conjunctive = Thing* is also the English texts for Senior High School student. This can be presented in Excerpt 13.

13) The __reason__ was that bribery, corruption and other violations were still common among law officers (text 9, page *77,* paragraph 4, line 4). GM in Excerpt 13 is considered difficult to be explained. Therefore, it is reworded into a congruent version in order to figure out how *Conjunctive* is realized by *Thing: __Because__ bribery, corruption and other violations were still common among law* officers. The clause shown in Excerpt 13 is compared with that of the congruent version. The GM in the data indicates that the thing *reason* is used instead of the conjunctive *because.* Thus, this proves that grammatical metaphor which indicates the realization of injunctive = thing is also found in the given English textbook.

REALIZATION OF CONJUNCTIVE = EPITHET

Based on the obtained evidences, GM found in the English book which shows the realization of *Conjunctive = Epithet* as seen in Excerpt 14.

14) __Further__ on 7ʰ August 1945 atom bombs were dropped (text 8, page 69, paragraph 5, line 2).

The GM in Excerpt 14 is difficult to be illustrated without rewording its metaphorical version is into a normal one: *__after that__ on 7ʰ August 1945 atom bombs were dropped.* Then*,* the researcher compared the clauses and found that the data utilized the GM in order to indicate the metaphorical representation of conjunctive through epithet in which the epithet *further is* used instead of conjunctive *after.* This is to prove that the grammatical metaphor which indicates the realization of *conjunctive = epithet* is als*o* found in the English textbook. Research Question 3:

Why does the English Language Textbook Use Grammatical Metaphors?

RATIONALES OF THE APPLICATIONS OF GRAMMATICAL METAPHORS WITHIN THE ENGLISH LANGUAGE TEXTBOOKFOR SENIOR HIGH SCHOOLS STUDENTS

The reasons why grammatical metaphor is used in the English textbook for Senior High School students are to compact the information in the passages, and also to help the students understand the information. The way passages are written closely related to the lexical choices and the grammatical structures in which they are presented in clause either simple clause or clause complex. The condensation of information is conducted through grammatical metaphor (Halliday, 2006). Grammatical Metaphor (GM) is considered important to condense a clause complex of two or more clauses into a single simple clause following the downgrading it into a group, group to word, and word to morpheme. The most dominant function of the grammatical metaphor identified in this present study is the realization of *Event* by *Thing*. This function increases the number of nouns or nominal groups which is termed as nominalization. It changes any lexical word into a noun. Evidences indicate that the GM application affects the complexity reduction of the grammar into the simplicity of clause structure. On the other hand, it increases the lexical density because the number of lexical items per clause increases as well.

The application of GM in the English textbook for Senior High School students is encouraged by the context of situation. Systemic Functional Linguistics considers the Tenor (the participants involved), the Field which is the subject being discussed, and the Mode, the medium of the message delivered (Halliday, 2006). The students whom the textbook addressed to are studying in an informal education environment and they should be familiar with a model of standard language as language used in written texts tend to be a model of scientific writing language.

The field, the subjects being discussed in the English textbook, is mainly discipline of studies about which the students are studying at school, such as science, economy, history, and many others. Hence, the way the subjects presented is based

on the characteristics of scientific text, namely objective, impersonal, technical, practical, and written language. The written language tends to have high lexical density and low grammatical intricacy. The mode of the ideas presented is in written mode which relates to fourth characteristics of the scientific text, which is practical. Practicality means the simplicity rather than the complexity of grammatical structures. The ideas are formulated in a simple grammatical structure by down grading or rank shifting the grammatical units particularly clause into group, and group to word, namely clause, group or phrase, word, and morphemes. It is through nominalization, process of changing any content word into noun or thing, which results the low grammatical structure.

The high occurrence of GM causes the high lexical density and the low grammatical structure. The low grammatical structure potentially assists the students more easily understand how the clauses are grammatically structured since the grammar aspect is difficult to be understood by senior high school students. However, it increases the number of lexical items or lexical words and it causes the information in text is condensed more and more, consequently it becomes more difficult to be interpreted by the students who are lack of literacy mastery in the scientific texts.

The function of GM in the textbook is aimed to help students to understand the shared information all the way through the texts. Nevertheless, it makes them confused in understanding the information. It is because they are lack of knowledge of vocabularies, for example, the word *absence is* usually used for human being not for thing. In common ways, it will be easier for the students to understand the sentence when the word *disappeared is* used instead of *absence.*

Conclusion and Suggestions

With reference to the research findings, the following conclusions are drawn. Firstly, there are eight grammatical metaphors categories found in the English textbook of Senior High School. They are 1)

realization of *event = thing, 2)* that of *epithet = thing, 3) event = epithet, 4) head = modifier, 5) manner = epithet, 6) conjunctive = event, 7) conjunctive = thing, 8)* and *conjunctive = epithet.* Secondly, the way the grammatical metaphor is used in the English textbook of Senior High School is through the replacement of the grammatical function of metaphor 1) *event* with *thing, 2) epithet* with *thing, 3) event with epithet, 4) head* with *modifier, 5) manner* with *epithet, 6) conjunctive* with *event, 7) conjunctive* with *thing, 8)* and *conjunctive* with *epithet.* Thirdly, the reasons why the English textbook of Senior High School used grammatical metaphor are to make the information contained in it more compact, and to help the students more easily understand the information.

In relation to the withdrawn conclusions, several constructive points are suggested to any involved parties. The students are expected to have a good reading skill in order that they are able to comprehend the textbook and as their assistance to access the compact information in it. The English teachers are suggested to teach more the reading comprehension in order that the students have a good reading skill in reference with the targeted literacy level. The school headmasters are suggested to be careful in selecting the appropriate textbooks which will be used as student handbook. Hence, good cooperation between headmasters and English teachers is necessary. The textbook writers and publishers are expected to be more oriented to the quality of the textbook contents which should be really appropriate to the students rather than being profit- oriented ones. The final suggestion is offered to other researchers to conduct further studies and researches on grammatical metaphor in other phenomena and media, for instance, in a higher or lower education level in order to view the resulted comparisons and also as a constructive contribution to a better learning.

About the Author

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