CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is very important to human lives. It is a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group. By using language, human beings can narrate and share their experience to others and tell some events in the pass and can study the important things from those events to be better in future by using language. It makes people are easy to speak with other one. It plays role in conversation as a social interaction instrument among people. It means that language can't be separated from human life because language has important role.

English is the primary language of several countries. As one of language from many kinds of language used to communicate and make a good relationship with their partners in social, education, science, technology, business, culture, friends, etc. It is the most essential language. It becomes the united language. In other words, English can be used as a system of interaction in society. It no doubt that English is certainly important for all people to learn it. The area of English has always become a special interest. It makes English should be taught.

Teaching English is important to do. The fact, many countries have done it especially in Indonesia. In Indonesia, teaching English is started from Primary School, Junior High School, Senior High School, and University level. The *Kurikulum Tingkat SatuanPendidikan (KTSP)* in Primary School until Senior High School expect that students are able to understand English well.In practicing English are mentioned skills which must be mastered by the students. There

are four skills, they are reading, listening, writing and speaking. These skills are very necessary to build students' ability in English.

Teaching speaking is important aspect in language learning process. It is not talk about grammar, pronunciation, vocabulary. It is an activity where the focus is on something such as language practice. Teaching can be defined as interaction between the teachers and the taught as far as it is related to importing of the knowledge to the students. The purpose of teaching speaking is the convey of learning material to express the idea. Many ways that can be used for it, for example metaphor.

Metaphor is a figurative language. It is used for most people device of the poetic imagination and the rhetorical flourish-a matter of extraordinary rather than ordinary language. It is not used in the literary works but also in everyday. The term metaphor originated literally meant "transfer". This means what was transferred was the meaning of one expression to another expression. In short, a metaphorical meaning is the literal meaning of another expression.

Based on writer's experience in teaching, the writer found that most of students like to spoke about their experience to the other one. Without aware, they like to use the figurative language, especially metaphor in daily life. Uniquely, they grow and usual with it. It makes they having own habit in their environment, because another one understand about what they spoke with their language style. Based on the reason above, the writer is interested to do this study.

According to Kovecses (2010:37),"On the basis, three general kinds of conceptual metaphor have been distinguished: structural, ontological, and orientational".

Based on the explanations above, the writer will conduct a study entitled **"An Analysis of Metaphor Used in Speaking of XI Grade Students at SMA PARULIAN 1 Medan".**

1.2 The Problem of the Study

Based on the background, the problem of the study are formulated as the following:"What kinds of metaphor are used in speaking of XI Grade Students at SMA PARULIAN 1 Medan?

1.3 The Objective of the Study

The objective of the study is to find out the kinds of metaphor used in speaking of XI Grade Students at SMA PARULIAN 1 Medan.

1.4 The Scope of the Study

There are many ways to speak. For example use language style. In language style there are some kinds, for example figurative language. There are some types of figurative language, for example metaphor. In this study, the writer limit on the kind of metaphor used on XI Grade Students in Speaking at SMA PARULIAN 1 Medan.

1.5 The Significances of the Study

The findings of the study are expected to be beneficial and be able to give a contribution to the improvement of the effective English in learning process focus on the speaking. The finding of this study will be expected to theoretically and practically significant and relevant for some matters.

1) Theoretically, this study can enrich the literature and knowledge about the importance of interaction using English in English as a Foreign Language.

2) Practically, the finding of the study will be expect to be useful for:

   1. Writer, to understand and get experience during doing research.

2. English Students Department, to enrich their knowledge and as references in speaking skill.

3. English teachers, to have skill and to motivate the students to speak well and make them more active in the learning process especially dealing with different situations by using metaphor.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoritical Framework

In conducting a research, theories are needed to explain some concepts or term apply in the research concern. The reader must have same perception on the concept of this study. It is very important to discuss and clarify the concept and theories, so that readers can get point clearly. Theoretical framework of this study is present and discuss as the following:

2.2 Language

Language is the principal means of human being to communicate one other. It means that language can't be separate from human life because language has important role people itself. It

is a method of conveying or delivering something. By using language, human beings can narrate and share their experience to others and tell some events in the pass and can study the important things from those events to be better in future by using language. Human produces language which use to talk their experience every day.

Barber, Beal & Shaw (2009:1) stated:"A human language is a signaling system. The written language is secondary and derivative. In the history of each individual, speech nor signing is learn before writing and there is good reason for believing that the same will true in the history of the species. There are communities that have speech without writing, but we know of no human community which has a written language without a spoken or signed one".

Clark (1997:3) states that language stands at the center of human affairs, from the most prosaic to the most profound. Language also is a system of arbitrary, vocal symbols which permit all people in a given culture to communicate or to interact. According to Hornby (2003:240), "Language a system of sounds and words used by human being to communicate and express their thoughts and feelings". Based on the explanation above, they can be concluded language is a tool of human communication to express our personal reaction to the situation, and to stimulate a response in someone else.

2.3 English

English is a global language and use in activities such as education, technology, social status, and modernization. According to Ali h (2012:1) says that "English is the most important language in the world". It is important thing in the human's daily life because English becomes one of language that understood by the people from all of the world, so they who can use the language feel no worry that the other people will not know it.Brown (2004:118) mention that:

1. English is not frequently learned as a tool for understanding and teaching US or British cultural values. Instead, English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research.

2. English is increasingly being use as a tool for interaction among nonnative. Well over one half of the one billion English speakers of the world learn English as a second (or foreign) language. Most English language teachers across the globe are nonnative. English speakers, which means that the norm is not monolingualism, but bilingualism.

Based on definition above, the writer can conclude that English is international language is a world language that used in international trade by all factors that has grammatical rules in others to avoid misunderstanding in using English.

2.4 Teaching of English

Teaching speaking is to teach the learners to use sentences stress intonation pattern and the rhythm of the second language and use language as a mean of expressing values. Teaching is related to the teacher, students and what things to teach or also called material of teaching. In Indonesia, English is learned in many areas such as at school, courses home, and many others.

Teaching is any action performed by an individual (the teacher) with the intention of facilitating learning in another individual (the learner). According to Tardif (1989:11), teaching is any action performed by an individual (the teacher) with the intention of facilitating learning in another individual (the learner).Tyson and Caroll (1970:33) state that "Teaching is a way working with students and teacher in the school". A process of interaction, the teacher does something to student; the students do something in return. It can be concluded that teaching is an interaction between the teacher and the learner to do something.

2.5 Speaking skill

Speaking is process of sharing with another person, or with other person, one's knowledge, interests, attitudes, opinions, ideas. Delivery of ideas, opinions, or feelings is some important aspects of the process of speaking which speaker's idea become real to listeners. According to Rodgers (1963:92), speaking is an important ability for the students who study English as a second language based on four skills in English: Listening, Speaking, Reading, and Writing. Speaking is an interactive process between a speaker and listener, In speaking, there is process of communication which conveys the message from a speaker to listener. A speaker has to encode the message from a listener has to decode or interpret the message which contains information. Good speaking activity should engage the message which contains information. Good speaking activity should engage the students by making them want to take part. It means that the students should be active. One way of doing this is to maximize the range of language they will use. In this case, it is necessary to use acceptable from of correct language they will use. In this case, it is necessary to use acceptable from of correct language which involves grammar, pronunciation, intonation. In producing the correct forms of language, the students need to practice the language they are learning.

Speaking skill is the mastery of a speaker to speak in a language incorporating some factors namely accent, grammar, vocabulary, fluency, and comprehension. The mastery of those factors in some degrees in considered to be "able" to speak a good, if not appropriate, English.

2.5.1 Speaking

In *Oxford Advanced Dictionary,* the definition of speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the

speaker as psychological, and physical (acoustic) stages. Speaking skill is described as the ability to express oneself in life situation, or the skill to report acts or situations in precise words, or the skill to converse, or the ability to express sequence of ideas fluently. When students are asked to use the spoken language in the classroom, they are required to take part in a process that does not only involve knowledge of target forms and functions. Brown (2004;`140), stated that " Speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of a test- takers listening skill, which necessarily compromises the reliability and validity of an oral production test".

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and envolving. However, speech is not always unpredictable.

Speaking is a crucial part of second language and learning and teaching. Speaking is the language skill which has been developed since childhood and processed by listening skill at the time of the speaking ability was acquired. The main aim of speaking is communication, which conveys the message from the speaker to listener. Speaking is totally natural. Speaking is in a language other than our own is anything but simple. Speaking is a productive aural/oral skill. It consist of producing systemic verbal utterances to convey meaning. Thus, in conclusion, speaking is a process of how people express words to convey an idea and opinion.

2.5.2   The Purpose of Speaking

According to Harmer (1990-269), says the purpose of speaking is to inform or to communicate what is in the speaker's mind to the listener. Communication occurs because there is communicative purpose between speaker and listener the purpose of communication for the speaker could be:

    1.They want to say something

    2.They have some communicative purpose: speakers say something because they want something to happen as a result of what they say.

    3.They select from their language store. Speakers have an inventive capacity to create new sentences.

Speaking purpose is fundamentally an instrument act. In the classroom the language student is expected to learn correct pronunciation and speech patterns. Based on the definition above, the researcher concludes that the purpose of speaking is to share what the speaker wants to communicate to the listeners and to get information from the speaker and understand the spoken at normal speed, the ability to answer questions which require short or extended answer.

2.5.3 Elements of Speaking

In Speaking there are some element.According to Harmer (2001:269), the elements necessary for spoken production are the following:

1.Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech. In connected speech sounds are modified, omitted, added or weakened.

2.Expressive devises :native speaker of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal(paralinguistic) means how they are feeling. The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion intensity.

3.Lexis and grammar: spontaneous speech is marked by the use of a number of common lexical phrases, especially in performance of certain language function.

4.Negotiation language: effective speaking benefit from the negotiated language we use to seek clarification and to show the structure of what we are saying.

2.5.4 Basic Types of Speaking

According to Brown (2004:141), there are five basic types of speaking, namely, imitative, intensive, responsive, interactive, and extensive(monolog) speaking namely:

1. Imitative Speaking

At one end of a continuum of types of speaking performances is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be included in the criteria on performances. We are interested only in what is traditionally labeled 'pronunciation'; no inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is

in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

2. Intensive Speaking

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; and translation up to the simple sentence level.

3. Responsive Speaking

Responsive speaking includes interaction and comprehension but at the somewhat imited level of very short conversations, standard greetings and small talk, simple request and comments, and the like. The stimulus is almost always a spoken prompt(in order to preserve authentically), with perhaps only one or two follow-up questions or retorts.

4. Interactive Speaking

The differences between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchange and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose

of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

5. Extensive(monolog) Speaking

Extensive oral production includes speeches, oral presentations and story telling, during which the opportunity for oral interaction from listeners is either highly limited(perhaps to nonverbal responses) or ruled out all together. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule certain informal monologues such as causally delivered speech (for example, my vacation in the mountain, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

2.6 Skill

Everybody has a skill. Kaptana as quoted Hotaman (2008:3) said that skill is proficiency, ability, and the proficiency of doing something. In similarity, Anggiat M. Sinaga and Sri Hadiati as quoted by Yusdi (2011:5) defines a person's skill as a base which itself is related to the execution of the job effectively or very successful. Of course, each person's skill to do a job is different, because the knowledge, understanding, proficiency, values attitudes that exist in every human being. Furthermore, Robbinas quoted by Yusdi (2011:5) said that the skill is a current assessment of what one can do.

Based on the above understanding is it can be concluded that the proficiency or the potential ability of an individual to master the skills in performing or working on a job/task sincerely and without compulsion or an assessment of a person's actions. That's why, for this

research the writer would like to know whether the students has skill to use metaphor in speaking.

2.7   Figurative Language

Figurative language is the use of words that go beyond their ordinary meaning. It requires the readers to use their imagination to figure out the intended meaning of the speaker or writer. For example, if someone says," it's raining cats and dogs". It does not mean that there are many cats and dogs within the rain, but it tells us that it's raining very hard. According to Holt et al. (1963:367), figurative language is sometimes called metaphorical language, or simply metaphor because its Greek ancestor *metapherein*means to carry meaning beyond its literal meaning

(*meta*= is + *pherein*= to bring – i,e,, to bring beyond). In other words, figurative language is a way of talking about language when it moves beyond the concrete. Figurative of language such as metaphor, for example, achieve their effect by using a concrete representation of something else to create a semantic effect beyond the original meaning. It looks at how language can be used to create images to carry the additional meaning.

In general, figurative language is that kind of language which departs from the language employed in the traditional, literal ways of describing person or objects or situation. Using figurative language is making imaginative description in fresh way. Fresh way means adding effects to the figurative without deviating the real meaning of the figurative. Figurative language describes many devices of language that allow people to speak non-literally, to say one thing and mean another. It always makes people to notice a comparison between the thing that is disparate or different.

Figurative language constitutes the cornerstone of the literariness or ornamental nature of literary language, as it enables the writer to exploit and manipulate the latent potentials of language, in sundry ways, for specific stylistic effects (Yeibo, 2012:180). There are some types of figurative language. The types of figure can be observed, its basic function is always to carry meaning from the literal to the figurative level. Here are some types of figurative language (Holt et al, 1963:367):

1. Simile: a stated comparison, introduced by *like* or *as*. For example, "My love is like a red rose." "There is no frigate like a book." In other words, a simile takes two things that are essentially unalike and makes an explicit comparison between them by using words such as *like, as*.

2. Metaphor: an implied comparison, with *like* or *as* omitted. For example, "Life's but a walking shadow"–instead of saying Life is *like* a walking shadow. It means that a metaphor takes two things that are unalike and makes an implicit comparison. The link between the two things may be signaled by the use of the verb 'to be'.

3. Personification: giving human characteristics to an object, animal, or an abstract idea. Personification is a metaphor, of course, in the sense that there is an implied comparison between a nonhuman thing and human being. For example," There Honor comes, a pilgrim pray." "My little horse must think it queer/to stop without a farmhouse near."

4. Hyperbole: an exaggeration used for special effects. For example, "Drink to me only with thin eyes";"Go and catch a falling star."

5. Irony: A statement whose real meaning is completely opposed to its professed, or surface, meaning. For example, "The czar is the voice of God and shall live forever."

6. Metonymy: describing one thing by using the term for another thing closely associated with it. For example, "the crown" used for "the king."

7. Synecdoche: using a part for the value. For example, "Fifty winters (years) passed him by." Or using the whole for the part: for example, "the halycyon year", meaning summer.

8.Paradox: a statement whose surface, obvious meaning seems to be illogical, even absurd, but which makes good sense upon closer examination. For example, "light is the darkest thing in physics."

9.Dead Metaphor: a metaphor which has lost its figurative meaning through endless use. For example," the back of the chair"; "the face of the clock."

10. Allusion: a reference to some well-known place, event, or person. Not a comparison in the exact sense, but a figure in the sense that it implies more than its narrow meaning ,for example, No! I am not Prince Hamlet, nor was meant to be." "Miniver loved the Medici." There is a stubborn torch that flame from Marathon to Concord."

To express something is important to attend the beauty of the words or the language use. To arrange the words into a beautiful meaning can be used metaphor. By using metaphor, is better way to make interesting conversation. More ever, to give a meaning of what the speaker want to and mean. The hearer will be easier to understand. Therefore, the writer choose metaphor

2.8 Metaphor

Metaphor is one of figurative language, which is implied in aims to compare two different unrelated object, it is also reflected in our daily language and to make them more colorful and dramatic. Jufrizal and Refnaldi (2007:43) say that metaphor is a figure of speech which concisely

compares two things by saying the one is the other. Keraf (2004:139) mention that metaphor is a kind of analogy that compares one thing to another without using words, *like, as if,* and *as* so that the first thing is relieved directly to the second.

According to Lakoff and Johnson in Lawler, (1983:16), metaphor is a device of poetic imagination and the rhetorical flourish. They also said that metaphor is a way of conceiving of one thing with the other thing and its primary function is to understanding. In addition, Schendl(2001:43) states metaphor is kind of semantic change in general, extension of the meaning that involves the transfer of term because of an imagined similarity so that it is found the new meaning. In the case of extension, the meaning of words becomes more general and related with how people are conceptualizing something in their mind. When human is thinking about one word the meaning can be different.

The functional view of metaphor as ways of controlling our social and natural environment to the more recent cognitive theories that see metaphors as processes "by which we understand and structure one domain of experience in terms of another domain of a different kind" by Johnson (1997:38).Metaphor is counted among the 'change of meaning' and thus figures in the 'historical' part of a treatise whose central axis is provided by synchronistic constitution of state of language (Ricoeur, 2003:129).

In the cognitive linguistic, view, metaphor is defined as understanding one conceptual domain in terms of another conceptual domain, Kovecses (2010:4). The conceptual domain from which we draw metaphorical expressions to understand another conceptual domain is called source domain, while the conceptual domain that is understood this way is the target domain. For example, when we talk and think about life in terms of journeys, about arguments in terms of war, about love also in terms of journeys, about theories in terms of buildings, about ideas of

food, about social organizations in terms plants, and many others. He also said that, a convenient shorthand way of capturing this view of metaphor is the following: conceptual domain a is conceptual domain b, which is what is called a conceptual metaphor.

Metaphor is usually described as variation in the use of words or in the expression of meanings, Halliday(1994:341). Knapp and Watkins, M (2005:54) mention that a metaphor is a figure of speech where one thing is named as another. According to Karova (2003:3), metaphor as a transfer of predicates from one domain where they properly belong to some other domain where they do not belong, but where they can be transferred if there is a certain similarity between what is being transferred and where it is being transferred to. The effect is to draw an association, comparison or resemblance in the mind of the reader that enhances the imagery being created by the writer. For example, the playground was a cauldron of activity.

Newmark (1988:30) defined metaphor as any figurative expression it can be a word used in its figurative sense (for example, the French in a figurative sense call *forth*), personification of abstract concepts. According to Zanotto, Cameron and Cavalcanti (2008:1), people use metaphor in the ordinary moments of their lives. In family and work situations, they use metaphor to explain their thoughts and ideas to other people, and to express delight, caring, approval, as well as their more negative counterparts.Structurally, metaphor are divided into simple that are represented by a single lexical unit, and compound or common, which may be represented by word-group, a phrase, a sentence or a whole text.

Metaphor is only justified in the more popular or journalistic type of information text, where the reader's interest has to be roused. In fact, as Lakoff and Johnson in Newmark (1988:207)' have shown, conceptual thinking is impregnated with metaphor which are basic, universal more or less dead and frequently translated literally (they are 'congruent' metaphors) though the

translator is barely aware of the image: e.g, *le culte de vesprit*critique*?*.The entire word of the mind is metaphorical, since it is neither concrete nor literal.

Ritchie (2013:4) mention that metaphor has been variously defined in terms of substituting one word for another word with an apparently different meaning, comparing one idea to another, or creating an implicit analogy or simile. According to Huford, Heasley, and Smith (2007:331), metaphors are conceptual (mental) operations reflected in human language that enable speakers to structure and construct abstract areas of knowledge and experience in more concrete experiential terms.

From some definition above, those are explained that metaphor is linguistic expression to describe and understand one kind of thing of another in different way and it demonstrates resembles between two or more similar things(the image and the object). Metaphor help us to communicate what people think of feel about something, explain what a particular thing is like and convey a meaning in more fascinating way.

2.8.1 Types of Metaphor

There are many types of metaphor. According to Newmark (1988:106) distinguish six types f metaphor: dead, cliché, stock, adapted, recent and original, and discuss them in relation to their contextual factors and translation procedures.

1. Dead Metaphor

This type of metaphor is "frequently relates to universal of space and time, the main part of the body, general ecological features and the main human activities"(p.106). Dead metaphors have lost their figurative value through overuse and their images are hardly evident. Some

example of a dead metaphor include 'at the bottom of the hill', 'face of the mountains' and 'crown of glory'

2. Cliché Metaphor

This type of metaphor is known to have outline its usefulness, and is "used as a substitute for clear thought, often emotively, but without corresponding to the facts of the matter"(p.107). Some examples include 'a jewel in the crown", to make one's mark' and 'backwater'.

3. Stock or standard Metaphor

This type of metaphor is defined as "an established metaphor, which in an informal context is an efficient and concise method of covering a physical and/or mental "situation both referentially and pragmatically"(p.108). He also states that stock metaphors, in contrast to dead metaphors, are "not deadened by overuse"(ibid). the example of this type also mentioned by Newmark are: 'to oil the wheels', 'he's in a giving humor', and 'he's on the eve of getting married'.

4. Adapted Metaphor

This type of metaphor is actually a stock metaphor that has been adapted into a new context by its speaker or writer, for example, the stock metaphor 'carrying coals to Newcastle' can be turned into an adapted metaphor by saying 'almost carrying coals to Newscastle'.

5. Recent Metaphor

This type of metaphor is produced through coining and is spread in the SL rapidly. Examples of this kind are 'spastic', meaning stupid, and 'skint', ,meaning without money.

6. Original Metaphor

This type of metaphor is "created or quoted by the SL writer", and in the broadest sense," contains the core of an important writer's message, his personality, his comment on life" (p.112).

According to Goatly (1997:126) there are eight types of metaphor as in the following explanation:

1. Active Metaphor

An active metaphor is one kind of metaphor which has a close relationship between the main subject and modifier. It can be called as live metaphor. It depends on the interaction of the vehicle (unconventional referent) and the particular topic (conventional referent), which is being referred to, and their grounds will consequently be variable according to the context. For example: 'you are my sunshine". It means that the subject is drawn to have similarities with sunshine that can give warmth and life.

2. Inactive or Dead Metaphor

Inactive metaphor is metaphor where the topic is referred to directly, through a conventional and fixed meaning of V-term and vehicle is available, but all wire in parallel under normal processing, otherwise their ground may be perceived in the topic concept so predictable. Inactive or familiar metaphor often gives information which can provoke an affirmative or negative response. This could be are open to agreement negative question and yes or no question. This could be different interpretation according to the culture of the user of metaphor. This metaphor has become inactive as they used repeatedly and entered entry in dictionary with the second meaning. For example: while literally means a color, meanwhile it substitutes holiness or pureness in Chinese culture; red is also literally a color but it symbolize bravery and death in some culture like in Indonesian, yellow is a color but it is a symbol of death in Chinese culture.

3. Subjective Metaphor

Subjective Metaphor is the description of metaphor because the speaker has different ideological and physical view of the word from the hearer or some which involve the

presentation of another's speaker thought or representation. For example:"you are child to me", based on the speaker's perception 'you' act or quality as being a child, even though others may not think so because there is a distinct physical or psychological view.

4. Mimetic Metaphor

Mimetic Metaphor is the unique metaphor that extend to non-verbal expression straying beyond linguistic text into visual aid plastic art. It demands the readers to imagine a word which the assertions are literally true. For example:" The carpet had anoriental tree on it". It means that the carpet had a picture of oriental tree on it, not the real tree on it.

5. Phenonmenalistic Metaphor

Phenonmenalistic metaphor is the use of language to refer to the real language, and in this case referring to an imaginary world. If the text is fictional then will be consistently referring to an imaginary world. For example: "Lord of the flies" is a novel metaphor which suggest that there is Alife events happening in animals just like human being. It is actually just an imagination, not real one and it is to compare both lives which have similarities.

6. Precision Metaphor

Precision Metaphor is the process or quality that is made more precise by being related, through modification, to specific order to identification can be in form of a linguistic unit, example a word, a clause, or a sentence. For example:" My cry for help was the rat when a terries shakes it". It means that the person was crying not the rat. The precision of his cry was like a rat fearing that it was being caught by a terrier (a kind of dog). The reader can measure the exact precision of quality or quantity of something; in this case cry by understanding the modification(in this sentence, when a terrie shake the mouse).

7. Symbolism Metaphor

Symbolism Metaphor is a particular kind of substitution of the interpretation. For example:" Do not your chicken before they are hatched". This sentence symbolism that it is prohibited to predict the result of a profist something to be done before it comes true.

8. Approximate Metaphor

Approximate metaphor is kind of a metaphor that uses the approximate number of expressions to describe an action or thin. For example:"He put in his face the water and half-gulfed, half eat it". There are no exact approximation. This approximation is only the best way to tell them communicatively.

Kovecses (2010:37) proposesthree kinds of metaphor. The theory is used in this study. They are:

1. Structural Metaphors

It is a way of understanding one concept often an abstract one in terms of another (often a more concrete one). The structural metaphor is the metaphor that has similarity of structure or system. So that, it can be identified structural metaphor there is similarity of structure and system in structural metaphor. In this kind of metaphor, the source domain provides a relatively rich knowledge structure for the target concept.

For example:

We're *passed up* on Christmas

We're *getting close* to Christmas

His stay in London extendedover many years.

2. Ontological Metaphors

It is a type of metaphor in which something concrete is projected into something abstract. Then, ontological metaphor is nonphysical phenomenon in human experience that is described as the concrete physic phenomenon. It conceives of the experiences in terms of objects, substances, and containers, in general, without specifying exactly what kind of object, substance, and container is meant. In general, personification as a form ontological metaphor. It is enable to see more sharply delineated structure where there is very little or none.

For example:

Cancer finally *caught up* with him

The computer *went dead* on me

Life is *cheated* me

3. Orientational Metaphors

It is kind of metaphor that are found in daily life and also known spatial metaphor. The name "orientational metaphor" derives from the fact that most metaphors that serve this function have to do with basic human spatial orientations, such as up-down, center-periphery, and the like. It can be overlaid on structural metaphors. The metaphor has oriented in dichotomy up-down. Up is more, healthy, rational, control, happy, and virtue. On the other hand, down is less, sick, unconscious, sad, lack, and non rational. Orientational metaphor arises specifically because of the kinds of bodies people have as a human beings and the kinds of environment people live in.

For example:

Speak *up,* please.

Keep your voice *down,* please.

I'm feeling *up* today

He's really *low* these days.

2.8.2 The Principle of Metaphor

Originally, the term of metaphor comes from Greek word meaning 'transfer'. It derives from 'meta' implying a change, and 'pherein' meaning *tobear, to carry.* In Modern Greek, the word metaphor also means transfer or transport. Metaphor is a figure of speech which consisely compares two things by saving that the one is the other. It is considered implied comparison (without using 'like' or 'as' / *bagaikan, seperti, laksana, serupa, sebagai*).

For example:

The tongue is fire "lidahadalahapi"

In the above example, a tongue (*lidah)* is compared to the *(api)* because they share the same characteristic, which is able to destroy things. A tongue can do it by the words it utters and fire can do it by the destructive power that it has.

2.8.3 The Purpose of Metaphor

The general purpose of metaphor is to state relationship between things or categories of objects by using ideas about these items. Metaphor reminds people that practically everything has a relationship, a similarity with everything else, whether vegetable, mechanical human, mineral, virtual, or whatever. For example, the most famous marble metaphor, " The earth is a big blue marble".(http://wikipedia.com)

In addition, these are several advantages of using metaphor. First, metaphor enlivens ordinary language. Creative writes have the power to make the ordinary strange to make life more interesting. Second, metaphor is generous to.

2.9   Previous Research

The writer takes the review of relate literature from other graduating paper as the principles or comparisons with this study.

1. The first, is taken from Septiana, Atika (2010) entitle "***An Analysis of Metaphor Used by Teenagers and Adults in Daily Conversation in Minangkabau L***anguage". The objective of the study is the find out the types of metaphor are used teenagers and adults in daily conversation in Minangkabau language, but objective in this study is to find out the kinds of metaphor used in speaking. The theory of metaphor that developed by Kovecses and it used as the theoretical framework.

2. The second, is taken from Marbun, Melysa (2006) entitle **"An Analysis of Students' Difficulties in Translating Metaphor from English into Indonesia".**The objective of the study is to find out the students difficulties in translating metaphor from English into Indonesia, but objective in this study is to find out the kinds of metaphor used in speaking.

2.10   Conceptual Framework

Speaking is the one of the ways to express ideas, feelings, experiences and knowledge to other people in formal or informal situation. Lacking the ability to communicate orally, people cannot succeed in school or society. Hence, the main purpose of language learning is to develop speaking proficiency.

Figurative language is widely used in any form of communication such as in daily conversations, articles in newspaper, advertisements, novels, poems, etc. There are several kinds

of figurative language, among them are the following: simile, metaphor, alliteration, hyperbola, idiom, personification, apostrophe, onomatopoeia, oxymoron, and synecdoche.

Metaphor is figure of language which concisely compares two things by saying that the one is the other. It is considered as implied comparison without using "like" or "as". For example: Just ignore them, their ideas are rubbish.

In conducting the study, it is important to present sense theories related to this study to get the same perception on every variable between the writer and the reader. Metaphor is the kinds of use language or figurative language.
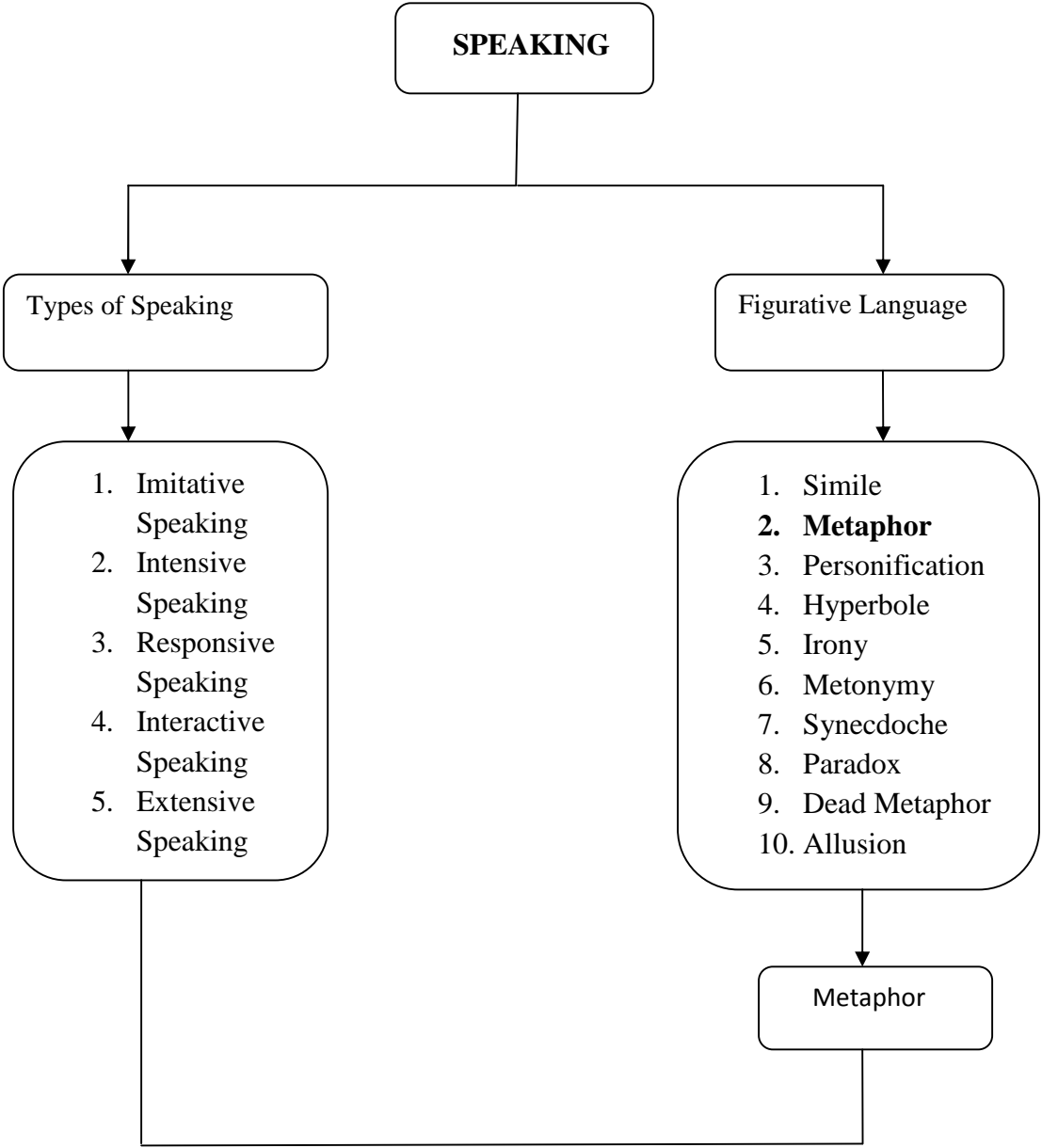
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                        ┌─────────────────┐
                        │    SPEAKING     │
                        └────────┬────────┘
                                 │
            ┌────────────────────┴────────────────────┐
            ▼                                          ▼
┌──────────────────────┐                  ┌──────────────────────┐
│  Types of Speaking   │                  │ Figurative Language  │
└──────────┬───────────┘                  └──────────┬───────────┘
           ▼                                          ▼
┌──────────────────────┐                  ┌──────────────────────┐
│  1.  Imitative       │                  │  1.  Simile          │
│      Speaking        │                  │  2.  **Metaphor**    │
│  2.  Intensive       │                  │  3.  Personification │
│      Speaking        │                  │  4.  Hyperbole       │
│  3.  Responsive      │                  │  5.  Irony           │
│      Speaking        │                  │  6.  Metonymy        │
│  4.  Interactive     │                  │  7.  Synecdoche      │
│      Speaking        │                  │  8.  Paradox         │
│  5.  Extensive       │                  │  9.  Dead Metaphor   │
│      Speaking        │                  │  10. Allusion        │
└──────────┬───────────┘                  └──────────┬───────────┘
           │                                          ▼
           │                              ┌──────────────────────┐
           │                              │      Metaphor        │
           │                              └──────────┬───────────┘
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Figure 2.10 "An Analysis of Metaphor Used in Speaking of XI Grade Students at SMA YAPIM Medan (S, Angel.2018)

CHAPTER III

RESEARCH METHODOLOGY

This chapter conducted the research method used in this study. It was conduct the presentation of the research design, the subject of the study, instrument of collecting data, technique of collecting data, and technique of analyzing data.

3.1 Research Design

In this research, the writer was use descriptive qualitative design. According to Creswell (2009:172)" Qualitative inquiry employs different philosophical assumptions; strategies of inquiry; methods of data collection, analysis, and interpretation". Qualitative research is characterized by verbal description as its data. The descriptive qualitative design means collecting, analyzing and interpreting the data. The writer found the dominant types that the students used metaphor in speaking. Explanation on chapter two, metaphor has three types, such as structural, ontological, and orientational. Here, the writer chooses them on the research.

3.2 The Subject of the Study

The subject of the study were the students of XI Grade at SMA PARUIAN 1 Medan. The writer took two classes of that school with consist of 25 students in a class. There are XI IPA 1 and XI IPS 1. The subject were 50students. So, the writer was focus on XI Grade of IPA 1 and XI IPS 1. The technique the writer use to took the sample was random sampling technique.

3.3   The Instrument of Collecting Data

The data of this study were collected by recording the students of SMA PARULIAN 1 Medan. In this case, the data were collected from the utterances of the students who are speaking that consist of metaphor about sad experience, choose one topic (lost favorite thing, lost parents, break) and then analyzed based on the kinds of metaphor.

3.4   Technique of Collecting the Data

To collect the data, the writer was used the procedures as following:

1. Asking the students to choose one topic

2. Recording their voices

3. Transcribing the voice

4. Classifying the metaphor that find in their speak

5. Identifying the metaphor by theory of Kovecses

3.5   Technique of Analyzing Data

After collecting data, the writer analyzed the data with following:

1. Collecting the data by underlining the metaphor

2. Classifying the metaphor based on kinds of metaphor

3. Concluding the analysis and interpret the analysis of the data