

CHAPTER I

INTRODUCTION

This study intended to investigate metaphors used by the student teachers before teaching practicum. This chapter depicts the background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study, and the definition of the key term.

1.1 Background of study

Metaphor is an indirect expression in the form of an analogous comparison. Meaning the meaning contained in the metaphorical figure of speech is a second determination of the original meaning, that is, the meaning that does not use the word in the meaning of actually, but as a figure of speech based on the similarities between comparison. Sardani (2018) reveals metaphor is a kind of an analogy that compares two things directly, but in short form: national flower, land crocodile, baby, souvenir, etc. According to Tarigan (2013, p.15), metaphor is a comparison that implicit between two things that are not the same, simple, simple, dense and structured very neatly there are two ideas: one is a reality or something that is expressed, which is the object and the other is comparison to this fact.

In recent years, metaphors have been used in educational research as a research instrument, for they provide broad opportunities to explore and analyze participants' mental images that are not consciously recognized Nikitina & Furuoka (2008). Moreover, metaphors indirectly facilitate and simplify explanations of our experiences and personal conceptions Pragglejaz (2007).

Given these characteristics, using metaphors as a research instrument will be highly effective to reveal student teachers' specific initial core educational beliefs even implicit ones.

In Indonesia, research on metaphor is growing rapidly, especially in the field of psychology, because metaphor is pervasive in everyday life, not only in language but also in thought and action. In terms of conceptual systems, thinking and acting are metaphorical in nature Jemiparera and Pratiwi (2019). The use of metaphors serves as an important cognitive tool to explain mental images that come from their experiences. Despite the several theories of metaphor, metaphors are generally described as familiar concepts, events, or objects used for explaining other concepts, events, or objects that are more complicated and abstract Thomas and Beauchamp (2011). Research on metaphors has accelerated, especially in psychology. These studies have provided broad information about the content, structures, and functions of metaphors and shown that metaphors are not simple analogies between two things, but connected directly to a person's cognitive structure. In this sense, people use the metaphors as important cognitive devices to explain mental images derived from their experiences Duru (2015). In recent years, metaphors have been used in educational research as a research instrument, for they provide broad opportunities to explore and analyze participants' mental images that are not consciously recognized Nikitina and Furuoka (2008).

Meanwhile, problems have also emerged from the literature as an important issue. There are two major problems in Western countries. The lack of a coherent philosophy of teaching and learning that guides both the campus programmed and

the practicum, caused by little communication between the academic programmed and the practicum Darling-Hammond and Richardson (2009). As Beck and Kosnik (2002) put it, two largely separate worlds exist side by side. Firstly, cooperating teachers often see their task as a fairly practical one, a matter of initiating student teachers into the ‘realities’ of teaching; many university faculty, by contrast, feel that cooperating teachers should take an interventionist stance; they advocate adopting a ‘critical’ approach, inquiring into current practices rather merely transmitting them. Daly and Goodland (1994) comments that even if the various parties involved in teacher education ‘were to come together to assemble the parts of the vehicle each has created, the composite result would not function well’. The lack of integration of courses and fieldwork and inadequate student advising Loughran and Russel (1997). Attributed the failures of past school–university partnerships to the limited involvement of the small number of university faculty.

Moreover, metaphors indirectly facilitate and simplify explanations of our experiences and personal conceptions de Graaf et al. (2007). Given these characteristics, using metaphors as a research instrument will be highly effective to reveal student teachers’ specific initial core educational beliefs even implicit ones. In the International scope, the current study focuses on the Teacher thinking about knowledge, learning, and learners: a metaphor analysis Kalra and Baveja (2012) The study shows that student teachers used a variety of metaphors to relate and make sense of the world around them and used metaphors very often. Metaphors have expanded rapidly in recent years to cover regions of the brain to

culture and from language and gestures to art and music Champion (2008). Metaphor as a direct comparison does not use words: like, as, and the similar so that the first point is directly connected to the second point Sardani (2018) Metaphor usually used to illustrate something to convey something different. Metaphor is not only found in literary works but also in news published such as on TV, newspapers, articles, books, song especially novels with romantic nuances.

Metaphor is the most important thing to understand some of what cannot Fully understood: our feelings, aesthetic experience, spiritual awareness and moral practice Lakoff dan Johnson (1980). But not only about the importance of figures of speech, but figures of speech also have weaknesses, namely not all readers or listeners can be easily interpreted, listeners or readers sometimes find it difficult to understand or define certain figurative language. There must really pay attention to every word and sentence in order to be able to know what the maker of the sentence means. Rosa, Sofyan, And Tarigan (2018) says that through words it is still very unclear to explain something, therefore equations, comparisons and other words or phrases are used. Different from some previous opinions, so it can be said that figurative language is used as a tool to strengthen one understands of the sentence or idea that is made. Figurative language is used to explain and describe a certain situation.

Metaphors use words that do not have deep true meaning. Traditionally, metaphor seen as the most important form of use of metaphor and is usually considered to have attained a perfect form in literary language or the language of

poetry Hidayah and Oktavia (2019). The basic structure of metaphor is very simple, that is something that displays, and there is something that using as a comparison. Banaruee et al. (2019) style Metaphor is a style of language that compares one thing to another and metaphor is seen in terms of its use of something to compare the other to the other.

This study aims to examine student-teacher schemes in the form of metaphors at the beginning and towards the end of practicum learning. This research needs to be done because it makes it easier for someone to know the metaphors used by students before practicum. This study also aims to provide input for institutions to improve the quality of the concept and implementation of teaching that is given to prospective student teachers before they do the practicum. The question that this research tries to answer: what kinds of metaphors do teacher students use during teaching practicum?

1.1 Scope of the study

This study aims to determine what the metaphor used by the student teachers before teaching practicum.

1.2 Research Question

The following research question that guided this study: “what the metaphor used by the student teachers before teaching practicum?”

1.3 Purpose of The Study

Based on the research background, this study aims: determine what the metaphor used by the student teachers before teaching practicum.

1.4 Significance of The Study

This study offers several important insights into a number of aspects of theoretical and pedagogical benefits. The findings of this study can use as a reference for those who wish to conduct research in what the metaphor used by the student teachers before teaching practicum. In addition, it can have a positive impact on all levels of the academic community.

First, this research will be beneficial for students. A research makes useful recognizes what the metaphor used by the student teachers before teaching practicum.

Second, for teachers or lecturers, this research can identify categorical changes in metaphors. After knowing everything, the lecturer can add to the shortcomings of categorical changes in metaphors.

The last, this research becomes a reference for schools that metaphors before and after teaching practice experience categorical changes in metaphors.

1.5 Definition of key terms

For the purpose of this study, the terms defined listed as the following:
Metaphor: The word metaphor originates from the Greek word metapherein (“to transfer”), where meta means “among” and pherein means “to bear, to carry”. Therefore, in the English language the word “metaphor” could signify “a transfer of meaning from one thing to another”. Aristotle in his “Poetics” gave the following definition of metaphor: “Metaphor consists in giving the thing a name that belongs to something else; the transference being either from genus to species, or from species to genus, or from species to species, or on the ground of

analogy Gibbs (1994:210). Metaphor are defined as a figure of speech or literature that uses pictures, stories, or real things to represent things that are less real or intangible qualities or ideas. It also be described as a figure of speech where it is implied a comparison is made between two different things that actually have something in common.

Meanwhile Metaphors use words that do not have deep true meaning. Traditionally, metaphor seen as the most important form of use of metaphor and is usually considered to have attained a perfect form in literary language or the language of poetry Hidayah and Oktavia (2019). The basic structure of metaphor is very simple, that is something that displays, and there is something that using as a comparison. Banaruee et al. (2019) style Metaphor is a style of language that compares one thing to another and metaphor is seen in terms of its use of something to compare the other to the other.

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be said that figurative language is used as a tool to strengthen one understands of the sentence or idea that is made. Figurative language is used to explain and describe a certain situation.

Student Teachers: Student teacher or practicum teachers are colleges, universities, or students who teach under the supervision of a certified teacher to qualify for a degree in education or someone who teaches at a particular school for a limited period under supervision as part of a course to qualify as a teacher

Teaching practicum: Teaching practice is the main activity of implementing Field Experience Practice (PPL), where students are directly involved in the teaching and learning process (PMB) with the aim that students gain direct experience in teaching and learning activities in the classroom.

