

CHAPTER II

REVIEW OF THE LITERATUR

This chapter reviews the theoretical and determines the metaphor used by the student teachers before teaching practicum. It contains a review of the previous studies, a discussion of metaphors used by the student teachers, and a group of metaphors.

2.1 An Overview of Metaphor

2.1.1 Definition

Metaphor is part of figurative language that involves comparison or simile, metaphor, allegory, personification, irony, alliteration, anaphora, euphemism, hyperbole, litotes, onomatopoeia, oxymoron, synecdoche and understatement. From many part of figurative language, the researcher analyzed the specific that includes in figurative language. Furthermore, Metaphor is a figurative language that makes an implicit, implied, or hidden comparison between two things that are unrelated, but which share some common characteristics. Metaphor is a kind of analogy that compares two things directly but in a concise form. Metaphor as a direct comparison does not use words: like, as, and so on, but the first issue directly related to the second point. The process of occurrence gradually explanation of the similarities and the first point removed Keraf, (2009: 139). Metaphor is one of a number of important tools that can use to understand partially what is impossible to understand partially full of, for example, feelings, aesthetic experiences, moral practices, and consciousness spiritual. Efforts to use

imagination in no way negate rationality. This means that the utilization of metaphor requires imaginative rationality Lakoff dan Johnson (1980).

Commonly, metaphor study in literature focuses on poetry in literature class. This paper focuses on the way to make use metaphor to Metaphor is simply a word as a comparison toward another word. In another word, this comparison is not merely the same in concept, but it sometimes reveals deeper meaning toward the subject discussion. Metaphor is an effective way of thinking to comprehend certain abstract concept. The mechanism starts from broadening the meaning of the concept by comparing with concrete concept that represents the abstract concept. In the conceptual metaphor the both concepts above have special term namely source domain and target domain. The target domain is the domain that we try to understand through the use of source domain (Kovecses, 2010:4)

Metaphor is a figure of speech in which a word or a phrase literally denoting one kind of object or idea applied to another to suggest a likeness or analogy between them. It is well known that the definitions show us clearly the idea of putting the word into another without the meaning of this word to have the literal meaning, but their purpose is to highlight the resemblance and likeness between them Ortony (2019). Metaphor is a means of expressing poetic imagination, a means of expressing a specific rhetorical style of expression that is different from that seen in ordinary language. Metaphor also interpreted as something that permeates everyday life, not only into language but also into thoughts and actions. The concept system used as the basis for thinking and acting is basically metaphorical Lakoff dan Johnson (1980).

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Metaphor is a word or phrase applied to an object or concept that it does not literally denote in order to suggest comparison with another object or concept. Assuming that it is possible to determine a satisfactory criterion for "literal denotation" McInerney (2017). Metaphor is a kind of analogy that compares two things directly. In this study, the author compares the metaphor. Metaphors use words that do not have deep true meaning. Traditionally, Metaphor is seen the most important form of use of figurative language and is usually considered to have attained a perfect form in literary language or the language of poetry Saeed in Giyoto (2013). The basic structure of metaphor is very simple, that is something that displays, and there is something that is used a comparison. Banaruee et al. (2019) style Metaphor is a style of language that compares one thing to another and metaphor seen in terms of its use of something to compare the other to the other.

Metaphor is a form of inner creation its use must begin with the perception of the world of reference and a metaphorized picture of events. Perception itself is a formation of responses to the outside world that directly or indirectly accompanied by giving a certain meaning. Perception is subjective. So is giving meaning Parera (2004). In a metaphorical relationship, the determination this can do by looking at the characteristics of the possible word relationships compared in a paradigmatic way. For example, the statement of stiffness of the ship at the port can be replaced with a rigid body composition at the port Parera (2004).

The outstanding statement of Shakespeare of metaphor that it is not only a rhetorical ornament but it is a concept of thought representing process of thinking. Cameron (2003:27) states that metaphor can lead our thinking to a discourse event traces of previous uses and of previous discourse event. This process of tracing is the process of mind in interpreting student experiences context and also criticizing their interpretation toward certain context. It is about philosophical meaning that metaphor gives opportunity for logic to say untruth that actually has truth. This is like comparing two things.

2.2 Metaphor Used By The Student Teachers

The experiences of the students teacher are the most important part in succeeding the objective of teaching metaphor in creative writing. In their world, metaphor is unconsciously close to them. They often expression does not incidentally come up in their mind without any reflective thinking about their experience.

Metaphors provide avenues for investigating and developing a student's identity. Sumsion (2002) argues, metaphor is meaning that encapsulates our current understanding while broadening our understanding. Research on student teacher has long had a relationship between metaphor Zhao (2010). Even Based on this emerging research base using metaphors before teaching practice, this study focuses on only one metaphor of student teacher before teaching practicum at a certain time and point. Students teacher is students who experience a learning situation, Cameron and Deignan (2003) state that, students are required to contend with their own ideas to become a teacher, they ask to do task of trying to integrate their knowledge and they are required to understand teaching from theoretical and practicing it.

The use of metaphors in education carries a great importance for professional development of the educators, and educational applications as well. It is possible for student teachers to reflect and improve their applications and thoughts by using metaphors. By helping student teachers to reflect their applications in order to implement their practice teaching more efficiently, and to understand their roles and responsibilities in the classroom, metaphors assist them to chance and improve their in class applications Clarcken (1997).

2.3 Group of metaphor

Group of metaphors is divided into several parts, namely (1) metaphors with anthropomorphic images, (2) metaphors with animal images, (3) metaphors with abstract to concrete images, and (4) metaphors with imagery or exchange/sensory perception Hasani (2013).

2.3.1 Anthropomorphic

Anthropomorphic is attributing human traits to animals, inanimate objects or other non-human things. The term originated from the Greek words anthropo (human) and morph (form). Obviously, anthropomorphism is a very abstract phenomenon, thus, an example, of a stone in the shape of a person will relate to this concept. Furthermore, personification might be considered as one of the forms of a metaphor; its meaning is that any inanimate object is described as a person. It is a quite popular trope in literature. Examples of personification include: The wind howled, the calm water hides many secrets, the little town huddled against the exposed cliff face.

Users' language wants to compare the similarity of experience with what is contained in themselves or their own bodies. Anthropomorphism is a literary device that attributes human characteristics to non-human entities, like animals and plants, or inanimate objects. Writers commonly use anthropomorphism in fairy tales, fables, and other types of stories. Examples of anthropomorphism are Disney characters, like Mickey and Minnie Mouse or the candlestick, teapot, and clock in *Beauty and the Beast*; the animals in George Orwell's novella *Animal Farm*; and brand mascots, like Cheetos' Chester Cheetah"

2.3.2 Animal

Animal image is metaphor, usually used by language users to describe reality in nature according to the experience of language users. Metaphors with animal elements tend to applied to plants, such as mustaches cat, aloe Vera, and elephant ears. Those that give a sense and spirit to nature or natural phenomena.

For example: - An angry sky. In this metaphor, life is planted in the sky, and made her an angry spirit. Anger is one feature of the organism. "student star". A bright student at school (as something concrete or real) is expressed as a student star (as something vague or abstract).

2.3.3 Abstract

Abstract metaphor is a process where we draw something very abstract or random and then ask someone to create meaning from it. Since the image is abstract, one's mind has to fill in details to make sense of the image. metaphor means abstract to the concrete; it is an expression that abstract into a more concrete expression. Sometimes the expression is still transparent but in some cases, etymological tracing is required considered to fulfill a certain metaphor.

For example, that is, one incredible speed, lightning fast, muzzle, the tip of weapon etc.

Example of sentences: "student star". A bright student at school (as something concrete or real) is expressed as a student star (as something vague or abstract).

2.3.4 Imagery

Imagery metaphor is one type of metaphor based on the direction of the senses, the displacement from one sense to another. In expression, everyday people often hear the phrase "good to hear" for music although the meaning of delicious is always with the sense of taste; pleasant to the eye. This is the sense from the sense of taste to the sense of sight. All things related to the heart and feelings include this image. Example: sad, happy, love, emotion, and so on.

Example of sentences; vision that is the flower is very beautiful; the sky is blue like the sea. Kiss that is The flower is very fragrant; Her perfume is very good. Hearing that is the singer's voice is simply charming; the birdsong is very beautiful. Feelings that is the child loves his parents very much, the boy loves his cat very much.

2.4 Kind of Metaphor

Some experts consider the metaphor as “queen” of figure speech, because when viewed in process of its formation, so many types of other figure of speech. Based on Rani (2019) says that there are two forms of metaphor, there are Metaphor Presented and Metaphor Absentia.

2.4.1 Metaphor in Presented

Metaphors in presented a metaphor that is explicit. Example: She likes a rat in office (simile). Here there are two elements be compared appears. If we compare figure of speech meaning with simile to metaphor assimilation, it would appear to be different. Similes is an utterance with comparison explicit that conveyed with preposition and conjunction like as if, as like, example, parable, as.

Example: Andien is the flower of Kramat Mulya Village, overcoming the attention of the men who stop there.

Meaning : The word (village flower) means Andien is the most beautiful girl.

2.4.2 Metaphor in absentia

Metaphor in Absentia Metaphor in absentia is a metaphor that formed based on the abuse of meaning. As well as the simile, metaphor contained in two words

or other form whose meaning compared. However, one of the elements of language than, does not appear, is implicit. The character of implicit causes a changing of reference and irregularities of meaning, so that it makes problem collocation, namely the suitability of the meaning of two or several linguistic units is appearing in a row in the same speech. These Things might be a problem in understanding of metaphor. Example: So many mean the wants to get sweaty of flower. Example sentence:

Example: Many young people in the village of Candinata want to marry the village of Mawar.

Meaning: the word (village rose) can have many meanings, for example; girl, beautiful, unmarried woman.

2.5 Teaching Practicum

Teaching practicum is one of core element of pre-service teachers education program to apply their teaching knowledge into action Hamaidi et al. (2014). Teaching practice has been considered as one of the most important and influential stage in teacher education Kea cdkea@ncat.edu and Trent (2013). Teaching practicum is central element of teacher education programs because it provides student-teachers firsthand experience Kiggundu and Nayimuli 2009; Klassen and Durksen (2014). A. shumba (2011) define teaching practicum as a period when teacher students helped to practice the educational theories and principles they have learned in the classroom when they teach students at the partnership school. Thomas and Beauchamp (2011) also states that teaching

practice is indispensable in bridging the gap between what teachers and students learn in the program and what the reality of teaching in the classroom.

Teaching practicum for student teachers becomes one of the essential stages in which they have a chance to apply what they have learned during the academic program in the real teaching situations Zailani Jusoh (2012). By following this kind of activity, student-teachers will have a chance to experience many valuable things, such as getting practical classroom experience, putting theories into practice, gaining insight from observing experienced teachers, improving lesson planning ability, improving ability in designing. not only that, we can developing materials, sharpening their teaching ability, strengthening their understanding of teaching in terms of theory and practice, and improving decision-making ability in teaching by looking and exploring into themselves and other's teaching practices Klassen and Durksen (2014). Practicum not only serves as a bridge between theory and practice in teaching and learning, but context in which student teachers develop personal teaching competencies Smith and Lev-Ari (2005, 291)

Field-based experiences influence student teachers' professional development profoundly as it gives them opportunities to experience real classrooms Kerryann Walsh et al. (2008). Yan and He (2010) view teaching practicum as critical to the development of student teachers because they can apply practical pedagogical knowledge acquired during the didactic lessons and workshops. While different countries operate different teaching practice systems, they share the ultimate goal to let student teachers demonstrate specific competencies that they are expect to have mastered at different stages in their pre-service stage. It is their first hands-

on experience with their pedagogical skills and ‘it is the best way to acquire professional knowledge and competences as a teacher’ Yan and He (2010). It also serves as a ‘protected field for experimentation and socialization within the profession’ Yan and He (2010). Thus, it sets the stage for success or failure in student teaching and a student teacher’s future in education are determine by what happens during their training period.

2.6 Previous of the study

Some study reported that there are some challenges faced by student teachers during teaching practicum. One of them is the study employed by Leke-ateh, Assan, and Debeila (2013), in their study stated that the main challenges is about management of teaching practicum itself. The challenges spread over several issues, such as from preparing for teaching practice, mentor’s involvement and participation, the role of a supervisor from the University, location of practicing schools.

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).

Commonly, metaphor study in literature focuses on poetry in literature class. This research focuses on the way to use a metaphor. Metaphor is simply a word as a comparison toward another word. In another word, this comparison is not merely the same in concept, but it sometimes reveals deeper meaning toward the subject discussion. Metaphor is an effective way of thinking to comprehend certain abstract concepts. The mechanism starts from broadening the meaning of the concept by comparing with concrete concept that represents the abstract concept. In the conceptual metaphor, the both concepts above have special term namely source domain and target domain. The target domain is the domain that we try to understand with the source domain (Morphology n.d.) The outstanding statement of Shakespeare of metaphor that it is not only a rhetorical ornament but also it is a concept of thought representing the process of thinking. Cameron and Deignan (2003) metaphor can lead our thinking to a discourse event traces of previous uses and of previous discourse events. This process of tracing is the process of mind in interpreting student experiences context and criticizing their

interpretation toward certain context. It is about philosophical meaning that metaphor gives opportunity for logic to say untruth the actually has the truth. This is like comparing two things that similar.

Moreover, there are two ways to understand metaphor that classified by two important relations. First, in relation to individual words, metaphor is a basic process of words formation and word meaning. The concept and meaning lexicalized or expressed in words through metaphor. Second, in relation to discourse, metaphor is important because of its functions explaining, clarifying, describing, expressing, evaluating, and entertaining. There are many reasons why we use metaphors in speech or writing: not least, because there is sometimes no other word to refer to a particular thing. But where we have a choice, we choose metaphors in order to communicate what we think or how we feel about something, to explain what a particular thing is like; to convey meaning in a more interesting or creative way, or to do all of these Nedelcea, Ciorbea, and Ion (2012).

