

**AN ANALYSIS OF IDEATIONAL METAPHORS IN STUDENTS'
EXPOSITION WRITINGS**

A THESIS

Submitted in partial fulfilment of the requirement for the Master's Degree in
English Language Education



By
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AN ANALYSIS OF IDEATIONAL METAPHORS IN STUDENTS' EXPOSITION WRITINGS

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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
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PAGE OF APPROVAL

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STATEMENT OF AUTHORIZATION

I, M. Ibnu Mustofa, hereby declare that the thesis titled "**An Analysis of Ideational Metaphors in Students' Exposition Writings,**" submitted in partial fulfillment of the requirements for a master's degree in English Language Education at Universitas Pendidikan Indonesia, is the result of my own independent research, conducted under the guidance of my supervisors. I acknowledge that I have referenced and cited ideas and statements from various sources throughout the thesis. All such citations are properly credited.

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AN ANALYSIS OF IDEATIONAL METAPHORS IN STUDENTS' EXPOSITION WRITINGS

ABSTRACT

Grammatical metaphors and nominalization play crucial roles in academic writing. However, studies on how grammatical metaphor and nominalization are used by students in writing exposition texts have not been widely reported. This study aimed to analyze how teaching instructions can enhance the students' analytical exposition text writings in terms of structure, linguistic features, and ideational metaphors. It also sought to explore how the effective deployment of ideational metaphors helps develop students' analytical exposition writing in terms of linguistic features. This study employed textual analysis as the research design. The data were collected from nine student texts from low, middle, and high-achieving groups. The findings show that the instruction contributed to students' ability to write analytical exposition texts featuring appropriate schematic structure, linguistic features, and ideational metaphors in their analytical exposition texts. It was found that high-achieving students had the highest deployment of ideational metaphors while their low-achieving counterparts had the lowest deployment. The metaphors most frequently used in student texts were a shift from Process to Thing, Quality to Thing, Circumstance to Quality, Relator to Process, and Process to Quality. The other shift types were less frequently used, such as a shift from Relator to Circumstance, Congruent Process (Process A) to Incongruent Process (Process B), Phase of Process to Thing, Conation to Thing, and Modality of Process to Thing. Additionally, it was found that the effective deployment of ideational metaphors helps develop students' exposition writing in terms of technicality, abstraction, and reasoning. Based on the findings, it is recommended that teachers introduce students to various types of ideational metaphors that align with the linguistic features of genre-specific texts to enhance their writing skills.

Keywords: Analytical Exposition Texts, Ideational Metaphor, Student Writing, Systemic Functional Linguistics.

ANALISIS METAFOR IDEASIONAL DALAM TULISAN EKSPOSISI SISWA

ABSTRAK

Metafora gramatikal dan nominalisasi memainkan peran penting dalam penulisan akademis. Namun, penelitian mengenai penggunaan metafora gramatikal dan nominalisasi oleh siswa dalam teks eksposisi masih terbatas. Penelitian ini bertujuan untuk menganalisis bagaimana instruksi guru dapat meningkatkan kualitas tulisan teks eksposisi siswa, terutama dalam aspek struktur, fitur linguistik, dan metafora ideasional. Selain itu, penelitian ini juga berupaya mengeksplorasi bagaimana penerapan metafora ideasional yang efektif dapat membantu mengembangkan tulisan eksposisi siswa dalam hal fitur linguistik. Penelitian ini menggunakan desain analisis tekstual. Data dikumpulkan dari sembilan teks yang ditulis oleh siswa dengan berbagai tingkat kemampuan akademik: tinggi, sedang, dan rendah. Temuan penelitian menunjukkan bahwa instruksi guru berkontribusi pada kemampuan siswa untuk menulis teks eksposisi yang lebih baik, terutama dalam struktur skematis, fitur linguistik, dan penggunaan metafora ideasional. Hasil penelitian juga menunjukkan bahwa siswa dengan kemampuan akademik tinggi cenderung menggunakan metafora ideasional lebih banyak dibandingkan dengan siswa berkemampuan akademik rendah. Metafora yang paling sering digunakan dalam teks siswa meliputi pergeseran dari *Process* ke *Thing*, *Quality* ke *Thing*, *Circumstance* ke *Quality*, *Relator* ke *Process*, dan *Process* ke *Quality*. Sementara itu, jenis metafora ideasional yang paling jarang digunakan meliputi pergeseran dari *Relator* ke *Circumstance*, *Congruent Process (Process A)* ke *Incongruent Process (Process B)*, *Phase of Process* ke *Thing*, *Conation* ke *Thing*, dan *Modality of Process* ke *Thing*. Selain itu, ditemukan bahwa penggunaan metafora ideasional yang efektif dapat membantu mengembangkan tulisan eksposisi siswa dalam aspek *technicality*, *abstraction*, dan *reasoning*. Berdasarkan temuan tersebut, peneliti merekomendasikan agar guru memperkenalkan berbagai jenis metafora ideasional yang selaras dengan fitur linguistik teks sesuai genre yang difokuskan untuk meningkatkan keterampilan menulis siswa.

Kata Kunci: Teks Eksposisi Analitis, Metafora Ideasional, Tulisan Siswa, Linguistik Fungsional Sistemik.

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