LEXICAL METAPHOR IN THE NOVEL *AYAT-AYAT CINTA* WRITTEN BY HABIBURRAHMAN EL SHIRAZY: SYSTEMIC FUNCTIONAL LINGUISTIC STUDY

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Abstract

This research reports the result of transitivity investigation of lexical metaphor in the novel Ayat-Ayat Cinta and its relevance to language learning in SMA. The purpose of this study is to describe the transitivity process in the novel Ayat-Ayat Cinta; to describe the kinds of lexical metaphor that existed in the novel Ayat-Ayat Cinta; and to describe the relevance of research finding to language learning in high school. The approach used in this research is qualitative descriptive. Method of data collection is documen which covers the script documentation of the text in the novel Ayat-Ayat Cinta and recording technique. The data analysis was done by applying identification technique with the orientation Systematic Functional Linguistics (LFS). The results of data analysis were presented by using descriptive method comprising description the data anlyzed. The result showed that the presence of metaphor in transitivity in text of the novel Ayat-Ayat Cinta is very supportive for the research. It was found that the number of transitivity processes found is 247 clauses with the division into several processes. The percentage of material process is 19%, mental process 132%, relational process 8.50%, behavioral process 5.26%, verbal process 7.28%, and extential process is 6.47%. Based on the overall classification of process, the most dominant process realized in the novel is mental process (132%). (RELEVANCE OF RESEARCH FINDING TO LANGUAGE LEARNING AT SCHOOLS)

Keywords: Language, Metaphor, Transitivity Process.

INTRODUCTION

Language, as a means of communication, cannot be separated from human being life due the essence as social creature communicating with other people. This evidence results from language existence as a medium of conveying ideas, feelings, and knowledge. It is also used to indicate and communicate changes of individual within community of society. Novel is one of communication forms using written language which is design through exploiting stylistic words to make the readers of the novel attracted. Hence, figure of speech is dominantly employed for making the message as vivid as possible. One of figures of speech mostly used in the text construction of novel is metaphor.

One of the famous novels in Indonesia novel entitled *Ayat-Ayat Cinta*. The novel was written by Habiburrahman El Shirazy. Story in the novel is designed in a very systematic way with the exploitation of literary writing system resulting in readers' great interest to read since it reflects

highly religious values. It is one of the most of time purchased novels over its period. It was also interpreted and shown on a movie. These facts resulted in consideration that this novel is eligible for an investigation, particularly on language used in its text construction structure. A crucial investigation that can be carried on the novel is investigation of lexical metaphor use from the view of Systemic Function Linguistic (SFL). Such an investigation on the novel can be specified to describing transitivity system realized in the text construction meaning, specifically lexical metaphor.

Investigation of lexical metaphor in the novel Ayat-Ayat Cinta is conducted through SFL approach with the expectation to yielding to school students and readers' increase of comprehension on discourse learning with utilization of existed approaches, such as SFL. Therefore, investigation towards the text in the novel *Ayat-Ayat Cinta* shares significant relevance to language learning at school.

Additionally, this research is focused on the description of Systemic Functional Linguistic investigation on lexical metaphor aspect and its relevance to discourse learning for students at junior high school students. Elibility to conduct such an investigation to the principle of language results form as several aspects, such as elibility of an investigation on aspects of morphology, syntaxis, semantic, pragmatic, and sociolinguitic. Sustainably investigation can be maintained over periods. Thus, continually inquiry projects are worth to be carried without limited at the investion as in this research. Regarding these facts, this research is designed to continue previous researches, particularly of linguistic field to obtain deep understanding toward the notion of language, especially lexical metaphor realisation and its relation to SFL study approach.

Systemic Function Lingutic (SFL) or often called as systemic is well-known as a medium of useful descriptive and interpretive framework for viewing language as the source of strategic power and giving meaning. In SFL perspective, language is a system of meaning and system of other elements (form and expression) realizing the meaning itself. Besides, in SFL perspective language is needed by human for three functions, such as *to describe, to exchange, and to construct experiences*. Three of these functions plays crucial role to normal human necessity and life principle. In SFL perspective, in es-

sence, two concepts of language is meaning and language is other elements (form and expression) are realized as social semiotic, and language a congruent text (denoting and referencing) (Halliday, 1994).

Distinguishing aspects of SFL study from other fields of linguistic study within the concept language as a system and other system are form and expression. These two aspects are based on two foundational concepts, namely 1) Language is the form of social semiotic resulting from the existence as social phenomena, and 2). Language is a form of construal text (mutual relation of meaning referencing and denoting) to social context (Halliday, 1994). SFL refers to language structure concenpt studying language as a social phenomena implied in the form of social sxemiotic and construal text to social context with relation to how language is used. Language used is considered to get along with appropriate function and need (Saragih, 2008:3).

To SFL study view, metaphor is limited on as something to understand and realize experience of a certain field in reference to other field (Duranti, 1997: 38). The word 'metaphor' is derived from *meta* which means a half or incomplete as well as in metaphysic (a part is physical and the part is spiritual, not all belongs to physical) and *phora* which means to denote or reference. Based on this concept, it can be said that metaphora refers to referencing something incomplete or half conceptualized indicating experience domain understanding or reference in terms of other domain. Thus, metaphora involves two perspectives on one issue. Metaphor can be considered to interpret or produce a certain concept from two dimensions, in which in balance of two divided parts within one concept. In SFL, metaphor is a form of lexis which is known as lexical metaphor.

Lexical metaphor indicates that lexical meaning is partly referenced to holistically understand other concept. For instance, a snake is a lexeme, a crawling, scaly, entwining, and poisonous animal (Saragih, 2006: 147). To exemplify this, a clause "A snake's crawling on the grass" literally reflects that something intended is an animal with crawling, scaly, entwining, and poisonous characteristics crawling on the grass. However, a clause "Diah is a snake. She is unreliable" shares meaning other than literal meaning. This kind of expression signifies the use of metaphorical concept describing human

to refer to as an animal. It can be due to Diah's unreliability deed. Therefore, something being conceptualized is partly human and party an animal. Furthermore, from four of a snake habitual characteristics (crawling, scaly, entwining, and poisonous), Diah is seen and exemplified to a partly of those characteristic of a snake, in which Diah is dangerous for others. The above illustration of lexical metaphor concept can be conceptualized as in the following table.

Table 01.
Noominal Concept (Saragih 2006: 147)
Scheme of comparative concept of human to an animal

Source	Target
Snake: Crawling, scaly, entwining, and poisonous	Diah: Can be winding (in words, attitudes, deceitful, telling a lie) and poisonous (the bad deeds can result in danger for other people)

In conclusion of the concept of metaphor as a kind of language attitude characteristic, it can be said that lexical metaphor can be interpreted into various realisation which is in general denoting two perspectives viewed phenomena.

METHODOLOGY

This research belongs to qualitative descriptive research design. Hence, the kind of data collected and analyzed was qualitative description which covers details on language structure of lexical metaphor in a novel text entitled *Ayat-Ayat Cinta*. The subject of this research was novel. The object was texts in the novel presented in written discourse and diagnosed into clauses and analyzed to identify lexical metaphor. Collection of the data was carried on by implementing population-sample system since data was obtained from one novel which was decided to be representative data in the research. The objective of implementing population-sample in colleting the data was to specify the

process of data selection to those texts with lexical metaphor realisation. Data collection method used was document, observation, and note-taking technique. Document was applied to collect the texts from the novel; observation was used to scan and observe lexical metaphor in the text; and note-taking technique was used to select clauses with lexical metaphor realisation. This technique was used since the data source was the written texts. Procedures in collecting and analyzing the data covers 1) metaphor form determination planning; 2) form analysis in accordance with lexical metaphor concept; 3) metaphor realisation percentage calculation in comparative concept; 4) metaphor percentage comparation form designing; and 5) result of metaphor analysis description and tabulation.

DISCUSSION

Identifcation Process

In this phase, the activity is on the identification of process realized in a number of clause obtained form novel *Ayat-Ayat Cinta*. The number of clauses obtained from the novel is 247. The clauses are broken down to identify transitivity process. The result of analysis showed there are some processes realized in the text in the novel comprising *material process, mental process, relational process, behavioral process, verbal process, and extential process*. Detail Sehingga setelah melalui transitivitas dalam teks distribusi yang dihasilkan berdasarkan jumlah klausa cenderung merujuk terhadap proses mental.

Material Process

Material process refers to involving physically tangible occurred acitivity. For its tangible charaterictic, *mental* process can be observed through sense. Illustration of its realisation condition analysis in the the novel *Ayat-Ayat Cinta* can be seen through the following table.

Table 02. Example of Data
"Kalau tak ingat,bahwa tidak semua orang diberi nikmat belajar di bumi para nabi ini."(hal 6)
If not remembered that, not all men are given comfortablility to study in this prophetic world. (page 6)

If	it is not remembered	that	not all men	are given comfortablility to study in this prophetic world.
Material = process	Circumstance: perspective	Participant II: Senser	Material process	Circumstance: Place
Verbal group	Adverbial group	Nominal group	Verbal group	Adverbial group
Predicate	Adverbial	Object	Predicate	Adverbial

In the above example, material process realisation can be seen. It is done in physical form, which is comprehensible in the phrase *tidak*

semua orang 'not all men'. It is tangible concept that can be seen with the action of the senser in phrase *belajar di bumi para nabi* 'to

study in this prophetic world' as a tangible existence. The number of material obtained in the text is 47 clauses. Each of the clauses is categorized into material that includes some examples, such as *tidak semua orang* 'not all men', *kulit putih antara dua matanya mengkerut* 'white skin between his eyes is shrivelled', and *aku* in some data on words above refers to material.

Mental Process

Mental process refers to acitivity or action involving sencse, cognition, emotion, and perception inside human body. It is concerning inwardly side of human body which is related to mental or psychological aspect of life.

Table 03. Example of Data
"Salam penghormatan, kasih dan cinta yang tiada pernah pudar dan berubah dalam segala musim dan peristiwa."(hal121)
Peace of homage, love, and affection, which never end and never change under any circumstances and event.
(page 121)

Peace of homage	love, and affection	which never end	and never change	under any circumstances and event.
Circumstance: Perception	Mental Process	Participant II: Senser	Mental process	Circumstance: time
Verbal group	Adverbial group	Nominal group	Verbal group	Adverbial group
Adverbial	Object	Adverbial	Adverbial	Predicate

In the analysis above, it is shown that mental process is realized explaining an event of activity or action as in phrase *salam penghormatan* 'peace of homage' which indicates the action and followed by the phrase *kasih dan cinta* 'love and affection' reflecting emotion, attitude, and mental occurred inside the human. Based on the result of data analysis, it is obtained that there are 327 clauses explaining the realisation of mental process which can be understood of the appearance of words such as, *diberi nikmat* 'given comfortability', *kasih sayang* 'love of affection', and *luluh hatinya* 'she as a crushed heart'

The overall result of analysis presented in distribution table yields conclusion that condition of transitivity process realisation in the text of the novel vary on each type of process itself. For instance, among 247 clauses exist, percentage of realisation of *Material Process* is 19%, *Mental Process* is 132%, *Relational Process* is 8.50%, *Behavioral Process* is 5.26%, *Verbal Process* is 7.28%, and *Extential Process* is 6.47%. The type of process realized in the text of the novel is *Mental Process* (132%). Activity in data alaysis process further to the previous phase is further identificstion of lexical metaphor, which covers dignosing the text into clauses to find out process in order to specific references.

Conceptual Comparation Scheme

Building on the the report of data analysis elaborated above, types of lexical metaphor is found in the novel *Ayat-Ayat Cinta*. The types of lexical metaphor, found in the novel, are illustrated through the following table.

Table 04.
Lexical Metaphor Distribution

No	Type	Number of clause	(%)
1	Nominal-Nominal Concept	40	25,97
2	Nominal-Verbal Concept	76	49,35
3	Nominal-Ajdektival Concept	30	19,48
4	Two Social Community Concept	2	1,29
5	Sound Signifier Concept	6	3,89
	Total	154	100

Nominal-Nominal Conceptual Lexical Metaphor

Peristiwa sebagai benda yang terbakar
Seperti matahari yang telah jutaan tahun membakar tubunya. (hal 16)
Aku di lepas dengan linangan air mata dan selaksa doa. (hal 21)
Matahari – Tubuhnya (1)
Aku (manusia) – Air Mata (2)

Incident is as burnt object
Like million years-aged sun burns off his body (page 16)
They let me away with tears and a good deal of prayer sound (21)
Sun-His body (1)
I (human) – Tears (2)

Table 05.
Nominal Concept Lexical Metaphor

Source domain	Target domain
-It is visible	-Result of activity -Visible,observable

Nominal-Verbal Lexical Metaphor

Object is as human

Angin sahara terdengar mendesau-desau.(hal 18)

Angin sahara menampar mukaku dengan kasar. (hal 18)

Debu bergumpal-gumpal bercampur pasir menari-nari di mana-mana.(hal 18)

Angin sahara kembali menerpa wajahku. (hal 21)

Data: Angin Sahara – mendesau-desau (1)

Angin Sahara – Menampar mukaku (2)

Debu bergumpal-gumpal – pasir menari-nari (3)

Angin Sahara – Menerpa Wajahku (5)

Sahara sounds a soft rusling. (page 18)

Sahara slaps on my face badly. (page 18)

Clumped sandy dust flies through air everywhere. (page 18)

Sahara attacks back on my face. (page 21)

Data: Sahara – sounds a soft rustling (1)

Sahara – claps on my face

Clumped sandy dust – flies through air

Sahara – attacks back on my face

Table 06.
Nominal-Verbal Lexical Metaphor

Source domain	Target domain
- capability to do activities related to physical behavior, such as crackling, passing through something, dating, and moving from a place to others.	- Concerning reflective, reservable, and manageable features.

Types of Nominal-Nominal Lexical Metaphor

Grounded on the result of data analysis (illustrated in table 1), it is found that there are five types of discovered metaphor with consists of 154 units. Lexical metaphor with Nomina-Nomina concept is found in 40 clauses (25.97%). This kind of metaphor is at second position of dominant types realized in the overall number of clauses obtained from text in the novel. Such fact signifies that the writer of the novel *Ayat-Ayat Cinta* tends to use Nomina-Nomina concept of Lexical metaphor and dominantly use more general terms in realizing phenomena involving comparation between two words. Implicitly the writer will use Nomina-Nomina lexical metaphor if the concept to be described is unchangeable to a general term.

Table 7. Example of Data
"Aku di lepas dengan linangan air mata dan selaksa doa."
'I was let away with tears and a good deal of prayer sound'

I	was let away with	with tears and a good deal of prayer sound
Extential Process	Circumstance: Participant	Tangibility
Predicate	Adverbial	Subject
		Signified Theme

In the clause above, a concept of extrication is compared with other domain as tears signified in the form of tears (water). Intention of the writer is to try to give introduce feeling implied into language to illustrated condition felt by or thought by the actor in the story during dipping into the world of education, strated from leaving to prophetic world.

CONCLUSION

Building on the result of data analysis on lexical metaphor and its relevance to language teaching at school, some conclusions can be drawn on as elaborated in the following. At the initial process of activity in identifying transitivity system in the text in the novel *Ayat-Ayat cinta*, there were 274 clauses reached. There were also some types of processes related to transitivity found, such as material process, mental process, relational process, verbal process, and extential process. Furthermore, in identifying lexical metaphor realisation, there were 154 clauses involving lexical metaphor realisation. There six types of lexical metaphor with different concepts found, namely lexical metaphor with nominl-nominal concept, lexical metaphor with nominal-verbal/verbal-nominal concept, metafora lexical metaphor with nominal-adjectival concept dan lexical metaphor with social or ideological concept. The most dominant type of laexical metaphor realized was lexical metaphor with nominal-verbal/verbal-nominal concept. Based on the evidence of lexical metaphor realisation in the text in the novel, it understandable that in literary text writing, lexical metaphor with nominal-verbal/verbal-nominal is dominantly used as certain event is observed on as something animate involving action or activity.

In addition, research finding relevance to language learning at school illustrated from the result of questionnaire distribution to a number of language students at senior high school. The result of questionnaire distribution showed po-

tentially supportive reference to eligibility of SFL-based transitivity analysis, particularly of the analysis lexical metaphor and transitivity processes realized in literary text over teaching textbooks. Additionally, questionnaire was distributed to over 47 students of senior high school. The result of questionnaire analysis showed that there were only 10 students who admitted that they found difficulties in comprehending the teaching activity with SFL approach, but the rest addimited that they could follow and comprehend the teaching activity as well as it resulted in their satisfaction. Hence, the result of questionnaire analysis also was describeable on students' comprehension improvement, in which there were 9.93% percent of the total number of the students stated that they obtained meaningful improvement, whereas there only 0.6% among them who could not obtained good improvement. Therefore, it can be implied that language learning conduction with the orientation of SFL approach is effective and is supportive in the effort to increasing the level of students' improvement in learning, particularly language.

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