STUDENTS AS THE HELPLESS PEOPLE IN EDUCATION
SEEN FROM THEIR METAPHOR PRODUCTION

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Abstract

This article presents the students’ views about the concept of education taken from the students’ metaphor production. The concept of education in this case consists of five aspects i.e. teacher, student, textbook, learning, and university which were written by 40 students. Then this articles compares the results of the aspects teachers, learners, and learning to the previous research to see the different views of the students. The results show that Education is considered to be journey, caring, authority, the process of doing something, business and vehicles. The similar views in this research and the previous one is in the views that a teacher is CAREGIVER, and AUTHORITY. Meanwhile the teacher as a FRIEND only occur once and teacher a SOURCE OF KNOWLEDGE did not occur. From this metaphor it can be seen that the students feel as the helpless people in the process of teaching and learning and they have just to obey the teachers.

Introduction

“Nyanyian Nazzarudin” (the melody of Nazzarudin) becomes more popular as the terms have been used by media to indicate the defence of a person suspected to have corrupted a lot of money who fought back to accuse many other people. The expression nyanyian is used to replace the word: utterances, or responses of the two people in defending themselves from the accusation. The expression nyanyian indicate not only the words but also the melody revealing the real message of the speakers. One of the free interpretations taken was that the media have tried to make an impression that the person is still free in saying anything (happily) as he is still somewhere and the police were not successful in apprehending him. In general, metaphor is defined as the use of one entity to describe other entity based on the similarity. (Knowless and Moon, 2006; Ensiklopedia kebahasaan 2009).

Previously, metaphor were used as one of the figurative languages in the literary work. However in 1980 Lakoff and Johnson published the book Metaphor We Live By and proclaimed that metaphors were not only found in the literature but in our everyday life. They also said that metaphors were not
only in the level on linguistic area but also in the level of our mind or concept. Their ideas later on were then supported by several researches such as Knowless dan Moon (2006) dan Kovecses (2010) e.g. The concept TIME IS MONEY can be expressed by the linguistic forms

You’re wasting my time
This gadget will save you hours
We need to budget our time

Thus, as TIME is considered to be MONEY, it can be wasted, saved and budgeted. According to them conceptual metaphors have two aspects i.e. SOURCE and TARGET. In the above example the SOURCE – MONEY is used to describe the TARGET – TIME.

That metaphors can reveal the attitude of a person can be seen from several researches such as Amouzadeh, M., & Tavangar, M. (2004) who made a research of the metaphors used in the advertisements used in two different time and found out the changing of the culture and attitude of the society. In America, the metaphors used in the newspaper described the real attitude of the people towards the immigrants (Anna 1999).

Education as the important aspect that people undergo has a lot of aspects physical such as facilities, teachers, student, textbook, building and management; or not physical such as the process of learning, process of transferring knowledge. In order to make the education successful, it is necessary to know the students’ attitude towards the education as it would influence the success of the education.

Knowing the students’ attitude towards the education using metaphors has been carried out by several experts such as Marchant (1992); Berneth and Mouri (1995) - both are in Cortazzi and Jin (1999); Lawley and Tompkins (2000) and Wilson (2007). Cortazzi & Jin (1999) made a research on metaphors by asking students from different nations (113 Chinese, 90 Libanist, 106 Turkists, 60 Iranians) to write about a good teacher. The results showed that in all nations the most metaphors occurring is that A GOOD TEACHER IS A FRIEND, A PARENT, diikuti dengan A SOURCE OF KNOWLEDGE, A MODEL or MORAL EXAMPLE, ACTOR). Besides, they are also influenced by their own culture. In 1992 Marchant found out that students’ conceptual metaphors for teachers are as CARE GIVER, DIRECTOR, AUTHORITY, A REFEREE. AGENT OF CHANGE. Wilson (2007), suggested the linguistic metaphors for teachers of listening as tailor, stand up comedian, sleuth, engineer, spy, doctor, fire fighter, tour guide.

As for the concept of learning. Cortazzi (1991) in Cortazzi and Jin (1999) found out that the students’ conceptual metaphors for learning is A CLICK, LIGHT, MOVEMENT, JIGSAW and Munby (1986) LEARNING is a journey, a ROCKET and MOVEMENT THROUGH WATER. In 2000 Lawley and Penny Tompkins suggested 10 linguistic metaphors to describe learning as planting flowers, playing cards, saving account. Switching on a light bulb, eating, being a detective, peeling an onion, a quest, sculpting and wrestling.

The researches above reveal the metaphors used dealing with the aspects of education such teachers, learners and learning, however, the learners’ conceptual metaphors on education as a whole were not stated. Therefore this article tries to compare the results of the similar aspects of education and then put forward the students’ general conceptual metaphors regarding the education. The aspects mentioned are teachers, learners, a textbook, learning and university. The subjects used were 40 students from Bina Nusantara University who were supposed to fill out the blank using metaphors e.g. a teacher is __________. Students were given short passage containing metaphors of teacher, student, textbook, learning and university that can be concluded into the CONCEPTUAL metaphor of EDUCATION.
Results and discussion

The results and discussion would cover three items, i.e. the CONCEPTUAL metaphors and the their SUPERORDINATE metaphors and the linguistic metaphors expressed. The results were classified into CONCEPTUAL METAPHORS and the CONCEPTUAL METAPHORS are also classified again in the more general terms which are in this research called SUPERORDINATE metaphors.

From 40 students there were only 30 fulfilling the requirements and therefore, the discussion is only about the 30 students. However data such as a teacher is a manager, a student is a passenger, a textbook is a strategy, learning is an exercise and a university is a field was ignored as they are not related to be made as the conceptual metaphor.

From Table 1 it can be seen that there were five classifications of SUPERORDINATE metaphors of EDUCATION i.e. PROCESS, CARING, AUTHORITY, JOURNEY, AND OTHERS (TRADING AND VEHICLES). CARVING, COOKING, PAINTING, CARVING AND PROGRAMMING were included here in order to give the concept that EDUCATION IS THE PROCESS OF DOING SOMETHING for example in the concept that EDUCATION is COOKING, the teacher is the chef and the student is the food, the ingredients or the raw materials for cooking; or EDUCATION IS PAINTING, the teacher is the artist, the student is the canvas, the text is the paint, learning is the painting process and the university is the artist’s house.

The second SUPERORDINATE CONCEPTUAL metaphor is EDUCATION IS A JOURNEY. In this part, it is found out that students described EDUCATION as TRAVELLING, TOUR and RELIGIOUS LIFE.

A teacher is a pilot, a student as the passanger, a text book as the gasoline, learning is the journey and the university is the plan show the concept that EDUCATION IS TRAVELLING; while a teacher is a tourguide, a student is a tourist, a text book is the tour guide book, learning is the visiting tourism object indicate that EDUCATION IS A TOUR.

The third EDUCATION IS CARING is concluded from the conceptual metaphors of FARMING, GOING TO THE DOCTOR and SHEPERING THE SHEEP. The examples of the last two metaphors are a teacher is a doctor, a sheperd; a student is a patient, a sheep; a textbook is stetoscope, grass; learning is examining the patient, eating; the university is a doctor practice room, field.

EDUCATION IS AN AUTHORITY represents the superordinate of the conceptual metaphors of KINGDOM, PERFORMANCE (drama and orchestra), and TROOP TRAINING. A teacher is described as a king, an artist; a student is a citizen, audience; a text book is a constitution, equipment, learning is acting, being loyal; and the university is the country, the theatre.

EDUCATION IS A BUSINESS in which a teacher is a seller, a student is a buyer, a textbook is a manual book, learning is the negotiating activities and the university is the market.

The overall results can be seen from the table below
Compared to Cortazzi and Jin (1999), Wilson (2007), Marchant (1992) in Cortazzi and Jin (1996) the results of the teachers’ metaphors produced by the students show some similarities and differences. The metaphors that are the same as Cortazzi and Jin (1999) regarding the Libanists and Chinese students are teachers as a gardener, and actor. While with Marchant (1992), the conceptual metaphors are similar in CAREGIVER and AUTHORITY. Meanwhile, the term THE AGENT OF CHANGE can be applied If the role is the agent in the PROCES of making something such as chef, carpenter. Teacher as a FRIEND which occur in Libanists, Chinese and English students was mentioned at all by one participant. There is only one student mentioning teacher as parent while all the participants from the other researches do. The teacher as the SOURCE OF KNOWLEDGE which occur in Chinese, Japanese and Libanonist could not be found at all in this reseach.

Related to the metaphors of students or learners, the participants tend to make them as the objects of the agents i.e if the teacher is a doctor, the student is the patient; if the teacher is a pilot, the student is the passanger; and if the teacher is the tourguide, the student is the tourist; if the teacher is the seller, the student is the buyer. In most cases, the relationship between teachers and students reflected in the metaphors produces, students were the ones who were really the subordinate in terms of obedience. This can be seen in a lot of metaphors produced e.g. the teacher as a king, pilot, chef, tourguide, performer, then the students becomes a citizen, ingredients, tourist, audience. The students have to obey the teachers like a citizen to the king, the ingredients and they have no power towards the chef, the tourists have to follow the tourguide and the audience do not take part in the performance. Thus students play the passive role.

All the differences between this research and the other researches which was conducted around 10 years ago and compared to the latest research i.e. Wilson (2007), the similar findings are only in teacher as doctor, tourguide and artist. One of the similarity is that both Wilson and this research did not mention teachers as a friend and the source of knowledge. The fact that learners do not consider their teachers as the source of knowledge is actually understandable as compared to the situation ten years ago, knowledge is now spread widely and can be accessed by the students using internet. Besides, the teaching nowadays tend to consider teachers as the facilitator and the tendency is student centered learning in which it is understood that teachers are not the only source of knowledge. Nevertheless, this fact seems contradicted to the fact of the relationship between teachers and student in which students just become the object who always have to obey their teachers.

The second possibility of the differences is the coverage of the question asked by the researches. In this research, the question is a teacher is __________. In Cortazzi and Jin (1999), a good teacher is _______; while in Wilson (2007), he just suggested the metaphors for the teachers who taught listening. Despite the differences of the situation, the basic concept of the students in the past and nowadays regarding their teacher can still be seen.

The conceptual metaphors for learning according to Bernet and Mouri (1995) in Cortezzi and Jin (1999), are LEARNING IS A JOURNEY, LEARNING IS A COMMODITY, LEARNING IS RAISING A BIRD. While Lawley and Tomkins (2000) elicited 8 metaphors from 10 students i.e. learning is planting flowers, playing cards, saving account, switching on a light bulb, eating, being a detective, peeling an onion, a quest, sculpting and wrestling. Meanwhile the result of this research the learning follows the conceptual metaphor i.e. in the TRAVELLING, learning is the journey; in TRADING/COMMODITY, learning is the buying process and in the GOING TO THE DOCTOR, learning is examining the patient. Again, the possibility of the difference might come from the
different nature of the test, in which in this research students were given the example using metaphors which are related so that they can be formed into one conceptual metaphors.

Conclusion

This article presents the students’ views on education and compares the aspects of teacher, students, and learning to the previous articles to see the difference and similarities. Regarding the concept of education, it is found out that EDUCATION IS A PROCESS, CARING, AUTHORITY, JOURNEY, AND OTHERS (TRADING AND VEHICLES). The views that EDUCATION IS WAR as occured in JAPAN were not found. The similarities on the students’ views regarding teachers are that TEACHER IS CARE GIVER and AUTHORITY (HOLDER). The outstanding difference is that TEACHER IS NOT A SOURCE OF KNOWLEDGE anymore for students. The differences can be caused by different culture or atmosphere especially different time of researches and slightly difference in the test. Regarding LEARNING, the similarities are that LEARNING IS A JOURNEY, LEARNING IS A COMMODITY. The data in this research also indicate that in the process of teaching and learning students considered themselves as the helpless people who have to obey their teachers only.

Bibliography


