HOW METAPHORS IN LINGUISTIC STUDIES SHAPE A LINGUISTIC IDENTITY (BAGAIMANA METAFORA DALAM STUDI LINGUISTIK MEMBENTUK IDENTITAS LINGUISTIK)

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How Metaphors in Linguistic Studies Shape a Linguistic Identity?

Bagaimana Metafora dalam Studi Linguistik Membentuk Identitas Linguistik?

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Abstract: In linguistic studies, one element that needs to be considered is how metaphor functions as an identity. Using words or word combinations in a manner that is not intended to convey their literal meaning is an example of a metaphor. Because of this, we can deduce that metaphor possesses a linguistic identity and functions as a point of view. This study uses qualitative research, which refers to research that does not get its findings via statistical processes or other types of calculation. The research in question processes pliable and malleable sorts of data. This makes it possible to adjust the data structure while the research is still in progress. The study's findings indicate that metaphor can be described as a disclosure of something that has a figurative meaning. That metaphor is linked to other types of figurative language, such as metonymy and personification. Metaphors can be studied as a branch of linguistics and analyzed based on the elements of sentences or the structures of sentences. It has been demonstrated via the study of languages that the components of metaphors consist of literal expressions as well as imaginative ones that are metaphorical.

Keywords: Metaphor; Linguistic Studies; Literature; Communication

Abstrak: Dalam bidang kajian linguistik, salah satu unsur yang perlu diperhatikan adalah bagaimana metafora berfungsi sebagai identitas. Penggunaan kata atau kombinasi kata dengan cara yang tidak dimaksudkan untuk menyampaikan makna literalnya adalah contoh metafora. Karena itu, kita dapat menyimpulkan bahwa metafora memiliki identitas linguistik dan berfungsi sebagai sudut pandang. Penelitian ini menggunakan penelitian kualitatif, yang mengacu pada penelitian yang tidak mendapatkan temuannya melalui penggunaan proses statistik atau jenis perhitungan lainnya. Penelitian tersebut memproses jenis data yang lentur dan lunak. Hal ini memungkinkan dilakukannya penyesuaian terhadap struktur data selama penelitian masih berlangsung. Temuan penelitian menunjukkan bahwa keberadaan metafora dapat digambarkan sebagai pengungkapan jenis sesuatu yang memiliki makna kiasan, dan metafora terkait dengan jenis bahasa kiasan lain seperti metonimi dan personifikasi. Metafora dapat dipelajari sebagai cabang linguistik dan dianalisis berdasarkan unsur-unsur kalimat atau struktur kalimat. Telah ditunjukkan melalui studi bahasa bahwa komponen metafora terdiri dari ekspresi literal serta yang imajinatif yang bersifat metaforis.

Kata kunci: metafora; kajian linguistic; sastra; komunikasi

1. Introduction

Linguistics, the study of language, may be broken down into various subfields, the most common of which are phonetics, morphology, syntax, and semantics. The study of phonetics is concerned with the way the sounds of a language are articulated. In morphology, we talk about how words can be created and how words are formed. The study of syntax focuses on different sorts of sentences and how they are constructed. Finally, the study of semantics delves into issues concerning the meaning of words in a language, analyzing both their literal and figurative connotations. Figurative language is one of the issues explored about this non-literal meaning, and metaphor is one of the figurative languages that are brought up (Lahay, 2022). The use of language in a way that alludes to something other than what it means to imply a connection between two unrelated things is known as the usage of metaphor (Knowles and Moon in Nuryanti, 2019). There are two categories of metaphors: those that are universal to all cultures and those that are specific to one culture. The semantic field of universal metaphors is consistent throughout most languages and cultures worldwide. In contrast, the semantic field of culturally-related metaphors is exclusively specific to a single language and culture (Wiradharma & Tharik WS, 2016). Every linguistic occurrence, such as the metaphor employed before, has a cause or a motivation, and understanding such a phenomenon can be accomplished in various ways by drawing on one's prior knowledge or previous experiences in life (Janda, 2015).

Five to six metaphors per minute. The note emerged from the results of Zaltman and Zaltman's (in Wilson & Elliot, 2016) research on how many metaphors emerge from a person's mouth in one minute when he is engaged in a conversation with another person. The results of another study by Geary (in Tarlow & Battell Lowman, 2018) even ballooned even more. Achieving 10-25 metaphors per minute. These results show that metaphors are closely related to our daily lives. According to Aristotle's rhetorical view (Akastangga, 2020), metaphor is a word used in a changing sense. A form of speech in which a word (expression, statement) denoting one thing is applied to another to give a similarity between those things. According to Haula & Nur (2019), the metaphor itself contains two terms: secondary and primary. The usefulness or nature of the metaphor is measured by factors such as a) the number of similarities (links) that exist as objects are being compared. Secondary terms refer to the description of the thing being described. Then, b) the number of equations that suddenly present themselves to consciousness it had not been aware of before. The primary phrase itself refers to the thing being described.

After being conducted mostly by philosophers for many years, major metaphor research did not begin to be conducted by linguists until the 1980s. In the late 1970s, a philosopher named Mark Johnson got interested in the writings of George Lakoff, and it was not until he went to the University of California, Berkeley campus, where Lakoff lectured, that he had the opportunity to speak with the author. The ideas that emerged from their conversations ultimately resulted in the publication of a magnificent book titled Metaphor We Live By, which has been the topic of discussion and debate up to this point (Zlatev, 2015).

Generative Semantics was the name of the new language school that Lakoff and his classmates established and co-founded, which catapulted Lakoff to the forefront of the scientific community. Once he and his colleagues, formerly MIT students, opposed the idea of Generative Grammar led by Noam Chomsky, the most renowned linguist in the United States, this flow began to weaken and stop altogether. Phenomenologically speaking, this work is an oasis in the desert of positivistic-nomothetic linguistics. As a result, an effort is being made to rethink the concept of language to bring it back to an intersubjective, behavioristic, and experiential understanding. The widespread use of metaphor in linguistics eventually made its way into psychology and, without a doubt, philosophy. Understanding this new metaphor, known as a conceptual metaphor, has resulted in the development of a new branch of linguistics known as Cognitive Linguistics and a new subfield of psychology known as Cognitive Psychology. Cognitive Psychology was previously only a study and not a field of science. In the end, the journey of the evolution of the notion of metaphor up to this point is strongly tied to the flow of cognitive linguistics. However, metaphorical thinkers do not always identify this school as their influence (Boers, 2013).

According to Gorys Keraf (in Putri et al., 2022), The use of metaphor is an example of figurative language. To begin, the existence of this force can be demonstrated by analogies or equations. In this manner, it is important to look for the qualities that highlight the parallels between the two items. The comparison, however, can be understood in two different ways simultaneously. Comparisons using a straightforward or clear linguistic style, such as "He is exactly as wicked as his brother." Comparative metaphors, on the other hand, are examples of figurative language. One example is the expression, "her teeth are like strands of dazzling pearls." In the meantime, George Lakoff and Mark Johnson have divergent viewpoints (as presented in Zain, 2014). They see metaphor as more than just a language expression in and of itself. Instead, it is presented in the form of a conceptual system. They believe that literary works and artistic expressions are not the only places where metaphor can reside or be limited to. However, the use of metaphor extends far further than that. Both believe that there is an abundance of metaphors and that they may be found in commonplace notions such as time, circumstances, fruit, cause and effect, and the aim of something. Take, for instance, the common idiom "time is money." As a result, metaphors can be found just about anywhere. The use of metaphors is second nature and cannot be denied as a component of typical communication.

To substitute the qualities of one set of relations with those of another set of relations, associations, conceptualizations, or parallels in the arrangement of those relations is a defining trait of metaphor. The analysis of metaphors has been linked to the study of poetic language and literary language employed by authors. (Kövecses, 2015). The connections between words are largely evocative; there are not many phrases that provide direct analogies. Metaphors can be found not only in literary language but also in language used in everyday life and even in the drafting of news articles published in newspapers. Metaphors have a significant role in the development of new words and phrases, such as "chair legs," "troop heads," "cardinal points," "airplane wings," and so on. At first, the words functioned similarly. For example, the wing edges that maintain

balance are akin to the chair support, the head of the troop is analogous to the head, the direction in which the wind is blowing is analogous to the eyes, and the wings themselves are analogous to the wing edges.

The speedy expansion of global technology is accompanied by the increased speed with which information is disseminated. There are various channels via which information can be distributed, including mass media and print media. Also, the language that is employed differs (Ortony, 1979). The widespread media, and newspapers as a vehicle for disseminating language, contain a variety of genuine information that is being published regularly about what is taking place in the community. The diversity of ways of conveying the news and the language used by each daily, as well as the fact that each newspaper has its own manner of writing and picking a distinct language in the news that they write, makes each newspaper special and intriguing to examine more. The item in question is a newspaper publication (Hiraga, 1994).

2. Method

In this study, the research method used is a qualitative research method. According to Creswell & Creswell (2018), qualitative research findings are not produced by the use of statistical processes or other forms of calculation, as is the case with quantitative research. The research in question processes pliable and malleable sorts of data. This makes it possible to adjust the data structure while the investigation is still in progress. Qualitative research seeks to understand the phenomena of what is experienced by research subjects on a more holistic level, such as perceptual behavior, motivation, action, and so on. This type of research also seeks to understand these phenomena by way of description using words and language (Sugiyono, 2017). When conducting qualitative research, the researcher serves as the investigation's primary instrument.

The researchers will go out into the field and try to collect the data themselves. As researchers collect information, they refer to this information as qualitative data. Data collected in the form of information on the actual events in the field is known as qualitative data. The researchers will then process the data to gain answers to the questions that the researchers have posed. Words and actions are typically the primary sources of data collected in qualitative research (Fikri & Hasudungan, 2022). However, getting extra material in the form of written data and pictures may be necessary. Research on existing works and examination of existing documents are the two primary methods of data collecting. When the data were being processed, the researcher in this investigation used a descriptive explanation. Providing a descriptive explanation is one of the characteristics of research that is based on qualitative data. Each piece of information that was gathered was given a linguistic and verbal description.

3. Results and Discussion
3.1. Definition of Metaphor

According to Kovecses (2008), a metaphor is a way of understanding an idea through understanding it through the lens of other concepts. According to Liu and Hsieh's (2020) statement, "Metaphor has long been seen as the most important from figurative language use and is typically seen as attaining its most advanced forms in literary or poetic language." In other words, metaphor is described as the most significant aspect of using language style and reaches the greatest form in writing or literary language. This is because metaphor exemplifies how language may be used to create an effect. According to the definition provided by Baym (1961), a metaphor is "a assertion that one thing is something another, although in literal sense it is not." The use of language to allude to something other than what is applied initially or literally to illustrate some resemblance or relationship between two things is what Murray considers to be the definition of the literary device known as metaphor. In the meantime, "Metaphor is one thing in terms of another, and its essential role is understanding," as stated by Skrderud (2007). Understanding is the most important function of metaphor, which derives its meaning from other things (McGlone, 2007). To "penetrate" in the sense of "penetrate the meaning of language" is what "metaphor" means. Figurative language, such as comparisons, is referred to as metaphor, even though metaphors do not use comparable words. When we speak in metaphors, we express something that is equivalent to or worthy of something else, which is not the same thing. The word relations used in metaphors often surpass the limitations of the literal language relation constraints mutually agreed upon in everyday communication. Metaphors are regarded as a distinctive kind of language, and they can also be peculiar due to this fact. (Ibarretxe-Antuñano, 2013).

3.2. Scope of Metaphor

A complete metaphor is frequently found to be used in conjunction with a sentence that makes use of a metaphor. This is demonstrated by the fact that tenors and automobiles have been positioned simultaneously. The tenor is the name given to the primary phrase, whereas the vehicle is the name given to the second term. Likewise, the term tenor refers to something compared, whereas the term vechile refers to something used as a comparison. Nonetheless, there are situations when the author chooses to incorporate only one of the two (Bargh, 2006).

Metaphorically speaking, there are two components involved. The difference between metaphor and metaphor is that metaphor is observed from a more restricted position. In the first interpretation, metaphor is a parallel figure of speech, metonymy, synecdoche, hyperbole, and other similar devices. In contrast, a second school of thought considers metaphor to be a symbolic occurrence that involves the employment of slang. From this vantage point, we can differentiate between metaphors that belong more to the field of linguistics and metaphors that belong more to the field of literature. The distinction between the two can be made easily by noting that linguistic metaphors are predictable, whereas literary metaphors are up to interpretation and are more creative.

The repercussions that professionals in these two disciplines have no choice but to accept are not insignificant in any way. There is no denying that linguists and literary experts have engaged in a heated discussion on this topic. One of the many topics people argue about is the difficulty of using metaphors. As a result, language and literature become increasingly divided as a result of this. Experts in literature say that the study of literary works by linguists is insufficient because literary language is a unique language that requires specific examination. This is since literary language is a unique language. Hellen Vendler claims in the article "Linguists Are Just Those Who Are Less Educated in Reading Poetry" (2009:21) that although linguistics has a lot of promise, linguists are currently the only people who are less educated in reading poetry. This opinion was later disproved by Saban (2006), who stated that linguistic criticism is an objective description of texts, in contrast to traditional criticism, which only uses random descriptive jargon and only amateur comments employing pseudo-grammatical words.

3.3. Types of Metaphors

In Sitanggang et al 2022.'s research, Beekman and Callow state that a metaphor has three components that make it up. The first is the subject, which refers to the matter or the debated item. The second component is the picture, which is the symbolic component of the figure of speech that is utilized to describe the subject matter in the context of comparison. And finally, the point of similarity is the section that demonstrates how the subject matter and the image are alike. There is not always a clear articulation of the metaphor's three components. There are situations when one of the three components, namely the topic, a part of the image, or the point of similarity, is assumed to be known. According to Swandewi et al. (2021), metaphor can be broken down into four categories depending on the picture used. There are four types of metaphors: metaphors with anthropomorphic images, metaphors with animal images, metaphors with abstract to concrete images, and metaphors with synesthesia, which refers to the exchange of sensory reactions and experiences.

The use of metaphors that fit within the category of anthropomorphism is a widespread phenomenon. The users of the language desire to evaluate the degree to which the experience is comparable to that of themselves or their bodies. The mouth of the bottle, the heart of the city, the shoulder of the road, and so on are all examples of anthropomorphic metaphors that may be found in many different languages. In the meantime, language users frequently use metaphors that involve pictures of animals to represent a condition or reality in nature, based on the experiences of language users. A common practice is to apply metaphors derived from animals to plants; examples include "cat whiskers," "aloe vera," and "elephant ears." This metaphor frequently associates humans with humorous, ironic, derogatory, or exceptional connotative pictures. Consider, for instance, the Jungle Representative Council (MPR).

The third point is that metaphors are more abstract than concrete. This kind of metaphor transforms abstract expressions into more concrete expressions. In many circumstances, the expression transfer can still be understood, but in other instances, etymological tracing needs to be addressed to satisfy metaphors. For example, the

phrase "lightning quick" alludes to a very high speed. The metaphor with the image of synesthesia, one metaphor based on the transfer of the senses, the transition from one sensation to another, is an example of this metaphor. For example, people often hear the phrase "pleasant to hear" while referring to music in everyday language, even though "excellent" is always associated with the sense of taste.

The sense of sight is engaged to distract from the sense of taste being stimulated. According to Chen (2020), a metaphor comprises of conventional nature since it is based on its own nature, specifically by bringing up the issue of dead metaphors or supplying new interpretations. Because of their systemic character, metaphors do not have a singular origin or destination; they can be extended. For example, the very definition of asymmetry is a metaphor in the form of a sign.

Instead of comparing two ideas, metaphor can be considered the transfer of qualities from one thing to another. For example, consider the fact that life itself is a journey. Travel is not a synonym for life; however, it can mean either arrival or arriving at a destination. In conclusion, the properties of abstraction include asymmetry and the use of concrete examples to communicate abstract concepts and goals. According to Citron and Goldberg (2014), the common understanding of the term "metaphor" is that it represents one object superimposed over another.

When this happens, metaphors take on the role of shorthand for various idiomatic forms, non-literal expressions, or representations. In their opinion, a metaphor can exist on one of three different levels. The first category is that of surface metaphors and metaphorical structures. This form is typically used in regular discourse, such as "this problem is simply the tip of the iceberg" or "planning for my golden years is like climbing a steep rocky slope." This kind of metaphor is meaningful in and of itself and includes jumping off places that allow for thinking about or exploring deeper feelings.

Second, metaphor ideas that lay underneath surface metaphors yet are not truly buried in our minds but are nonetheless accessible through metaphors. These themes are vital for marketers to consider since they are general dimensions comparable to surface metaphors. Finally, the themes of metaphor reflect a reflection of the third level of the basic point of view known as profound metaphors. According to Zaltman (in Lee et al., 2009) seven deep universal metaphors can be used as references: 1) Balance includes the ideas of harmony, balance, adjustment, and maintenance. Examples include physical, moral, social, aesthetic, and social balance; 2) Transformation (transformation) involves a state or state change. For example, a change to a new leaf, a child wearing make-up to play the role of an adult. This transformation can be positive or negative; 3) Journey (journey) as the saying goes, life is a journey. One of the famous is from Confucius which reads. A journey of a thousand miles begins with a small step. This journey can be fast or slow, it can also go up or down the mountain; 4) Container (packaging). This metaphor refers to something being put in or out of a refuge or trap. We can be in a state of good or bad feelings or save money or energy; 5) Connection is one of the deep universal metaphors which refers to the feeling of belonging or being wasted. A person can connect with friends through social networks and feel disconnected when losing a job or sending a child to

college; 6) Resource is a metaphor that refers not only to food, drink, money, or fuel. But it can also be a friend or family member. For example, someone is called a walking encyclopedia or a handyman tidying things up; 7) Control (control) this type of metaphor does not only refer to those who are in power or have the authority or also refers to ordinary people. For example, when a person is sick, he will feel helpless. Social norms can also dictate how people should behave and lose control is often signaled as a setback.

Many metaphor analyzers divide the types of metaphor differently depending on their point of view. Basically, metaphors can be classified into two groups of metaphors, namely conventional metaphors and original metaphors or also called non-conventional metaphors. Mildred L. Larsson calls conventional metaphors "Dead Metaphors". On the other hand, Dobrovol'skij & Piirainen (2021) argues that conventional metaphors are metaphorical expressions whose meaning can be directly understood without having to think about the comparison of the constituent words due to the existence of these metaphors tend to be no longer realized by speakers and sometimes the shape is similar to idioms.

Meanwhile, according to Gibbs (2006), conventional metaphors are metaphors that are no longer new. This type of metaphor has lost its character because it is often used and incorporated into everyday vocabulary. According to Engstrøm (1999), conventional Metaphor indicates that people do not need to think for a longer period and can immediately understand the intent of the speaker or writer when using a typical metaphor. For instance, "Time has run out." Then, Lakoff and Johnson divide conceptual metaphors into three distinct categories, which are as follows: According to Lakoff and Johnson, the notion of conceptual metaphors can be broken down into three categories, which are as follows: 1) A metaphor based on structures The conceptualization of an item that is produced metaphorically through the utilization of previous conceptualizations. This idea is based on the systematic correlation of events that people have every day; 2) Metaphors Used for Orientation The intertwined figurative concepts of circumstance, geography, and geographical location. In a metaphor known as an orientational metaphor, the concepts being discussed are spatially connected. 3) Ontological Metaphors present a concept as both an entity and a substance to better understand it.

According to Mildred L. Larsson, a non-conventional metaphor is an expression generated by the author or speaker when he wishes to explain something unknown by comparing it to something understood. This is according to Larsson's explanation of how an expression is formed. In contemporary writing and poetry, the frequently come across either conventional metaphors or original metaphors. Because this is an original sort of metaphor that the poet only owns, it is required to have a better understanding of the context of the sentence or the words that make up the metaphor to comprehend its substance and meaning. Because the terms that people here or read do not match the literal meaning, it is common practice to utilize non-conventional metaphors or innovative metaphors to draw the interest of readers or listeners.

Even while not all metaphorical thinkers subscribe to this school of thought, the long and winding road that led to the conception of the idea of metaphor as we know it today is eventually inextricably linked to the progression of cognitive linguistics. Concerning this article, it is a straightforward examination of theoretical metaphors, in which metaphors are contrasted with other ideas that are comparable to or even the same as one another. In this context, metaphor can refer to either a style of language or a figure of speech (figure of speech), or it can refer to a linguistic notion. Either way, two different kinds of metaphors are examined. The examination of the two can be an explanation of the overlap of various comparative metaphors, as well as a means of theorizing Indonesia's catching up with scientific backwardness related to metaphors.

Metaphor is a type of language that is widely recognized to have a metaphorical meaning. Metaphorical meanings are typically understood to have meanings that are not literal, figurative, connotative, figurative, not actual meaning, and parables. A comparison of two concepts is made in an extremely condensed manner, and the words "like," "like," and "like" are left out of the metaphor. Metaphor is a type of figurative language. Here are some words that can be used to imply marking. According to this interpretation, a simile and a metaphor are the same thing; the only difference between the two is whether explicit or implicit comparing phrases are used.

On the other hand, metaphors are frequently utilized as a euphemistic tool for speech, sometimes known as a polite tool for communication. Euphemisms, believed to be linked figures of speech that stress nuance, are often discussed in textbooks and lectures. Like litotes and exaggeration, this figure of speech refers to itself as a figure of speech that takes the shape of another figure of speech. Litotes is a figure of speech about simplicity, a condescending style of language, whereas hyperbole is about exaggerating something to an extreme level.

"to consume," it can be compared to a game of football that takes place in the animal world. As can be seen from these three examples, a metaphorical figure of speech is a figure of speech employed by other figures. As a method or technique of working with a meaningful equating between two things (figuratively and not figuratively), metaphor is more obvious in this instance than the other three figures of speech, which tend to focus on content in the form of figures of speech that act in metaphorical processes. Hence, litotes, hyperboles, and euphemisms are all metaphor components, in terms of the mechanism.

Because metaphors and analogies represent a mode of thinking analogous to one another, cognitive linguists frequently link the two concepts. There is a connection between analogy and metaphor in the sense that metaphor is included within analogy; but, from the perspective of cognitive psychology, analogy and metaphor are the same thing. When taken to its logical conclusion, even examines the possibility that all communication and language is metaphorical.

3.4. Metaphor Components

Based on the explanation above, it is revealed that the structure of a metaphor can be divided into three components: (1) the concept or thing being discussed so that it is

better understood (topic or vehicle); (2) concepts that have been understood (image or tenor); and (3) the meaning or quality that shows the similarities between the image and the topic (ground or "point of similarity"). Thus, in the example "Teacher is the sun of the nation" above, "Guru" is the "topic", "the sun" is the "image", and "illuminates" and "warms" the "point of commonality". The three components of metaphor building are not always explicitly stated. Sometimes, one of the three parts (topic, part of the image, or point of similarity) is stated implicitly. In this regard, Orrecchioni distinguishes metaphor into two types: metaphor in praesentia, which is explicit and metaphor in absentia, which is implicit.

In the metaphor "Tono is a land crocodile", for example, the two elements being compared appear–"Tono" as the vehicle and "land crocodile" as the tenor). In the metaphor "Many youths want to marry the rose of the village", the word rose is compared in absentia to a girl. In this context, "rose" as an image appears, while "girl" as a topic does not appear. Thus, there is an implicit comparison. To find out the point of similarity in metaphors like this, knowledge is needed about the context in which the metaphor is used, an understanding of the meaning of 'rose' in the speaking community, and other implicit elements.

3.4.   Metaphor Function

The function of using spoken form of metaphor is grouped into several types of functions, namely:

A. Information Function
   The function of information is the metaphorical use of language utterances whose function is as a means to convey information about the thoughts and feelings of the speaker to the interlocutor.
B. Expressive function
   Metaphors have an expressive function, namely the delivery of the use of language speech in a metaphorical way that contains an expectation in accordance with the expectations and desires of the speaker to the interlocutor.
C. Directive function
   Metaphor as a directive function if the language speech metaphorically contains elements that can affect attitudes, independence.
D. Fatigue function
   Fatigue function if the language utterance metaphorically contains elements that can inform the message to keep the relationship somewhat harmonious.

Table 1. Table 1.1 Component Text Analysis on Metaphor.

No	Component	Description
1.	Subject	Humans (individual/group fish producers and buyers)
2.	Activity	Verbal and non-verbal behavior
3.	Process	Psychic and non-psychic
4.	Design	Topic, image, point of similarity

5.	Factor	Internal: Physiological, attention, interest, need direction, experience, mood.
		External: price, need
6.	Object	Consumers and non consumers
7.	Goal	Cognitive, affective and psychomotor aspects
8.	Norm Standard	Religion, social, science, law
9.	Effect	(+) Loyalty
		(-) Craftiness

In many ways, metaphor can be seen of as the "field" or "mother" of other figures of speech. It appears that metaphors are being extended to other figures of speech that are extremely technical, and sometimes they even look the same as other figures of speech. The second conclusion is that conceptual metaphors are an extension of concepts from metaphorical figures of speech and have the peculiarity of using ideas from cognition (psychology) as the basis for their construction. This brings us to the third and conclusion. Conceptual metaphors can be found in figurative forms of aesthetics and rhetoric and for the sake of pragmatic considerations; nevertheless, their scope extends much further than this.

Figurative meanings, synonymous with metaphors, are another name for metaphors. Figura comparativa is the branch of linguistics that studies metaphor, classified as a comparative figure of speech. Many different interpretations have been provided by various knowledgeable individuals working in the field of language and literature. Metaphor is derived from the Greek words meta, which means "to surpass," and pherein, which means "to carry," according to its etymological history. Aristotle was the one who initially proposed using this phrase. When it comes to metaphor, Aristotle is quoted as having two different points of view. According to the first point of view, metaphor is a logical device that can be used to express intangible ideas.

On the other hand, the second viewpoint contends that metaphor is a mode of expression that is far more straightforward and literal. The first school of thought maintains that people use metaphors in their speech regularly, and that this occurs both consciously and unconsciously. Metaphors are a direct tool utilized by human beings in conceptualizing and explaining abstract ideas. Even while the second opinion discusses the utilization of metaphors that are only appropriate for works of literature, it should be noted that metaphors are regarded as independent components.

4. Conclusion

The roots of the concept behind the word "metaphor" are the Greek words "meta" and "sphere" (metasphere). As seen in the words "metalanguages," "metaphysics," "metathesis," "metabolism," and "metallurgy," the prefix "meta" denotes "related to." Sphere denotes space, environment, sphere. Hence, the meaning of metaphor is "things related to surrounds." A linguistic expression is another way that metaphor can be expressed. This implies that metaphor is a mode of expression that possesses the

qualities of language and is a viewpoint. In addition, the use of metaphor depends on rationality and imagination. Understanding the meaning of metaphor is dependent on aspects of experience, including aesthetic experience, because in this instance, the concept does not only concern intellectual issues but also includes all natural experiences. As a result, understanding the meaning of metaphor is based on experience. Based on this, the existence of metaphor is expressed as the expression of the sort of anything that has figurative meaning, and metaphor is related with other types of figurative language such as personification and metonymy. Metaphor can be studied as a branch of linguistics and analyzed based on the elements of sentences or the structures of sentences. Studies in linguistics have shown that the components of metaphors take the form of literal phrases and expressions of metaphorical imagination. This can be viewed as evidence that metaphors incorporate both types of expressions. Understanding and communicating the nature of something that may be interpreted metaphorically is fundamental to metaphor. This can be done by identifying the kind of object that can be metaphorically described. To comprehend, it is essential to implement the fundamental notion of comparison. For instance, the meaning of the sentences "A is B" and "A is the same as B" will be seen as synonymous. This comprehension demonstrates that metaphor holds a more general position for all meanings with comparison connotations. Understanding metaphors through various cognitive processes is the foundation of this approach.

Declaration of Conflicting Interest

I hereby declare that there is no conflict of interest in this research.

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