



# Power of Metaphor in Political Contests of Indonesian Public Intellectuals

Naimah<sup>a\*</sup> 

<sup>a</sup>State Islamic University (UIN) Sunan Kalijaga Yogyakarta, Indonesia

Received 25 July 2022 | Received in revised form 27 September 2022 | Accepted 18 November 2022

## APA Citation:

Naimah. (2022). Power of Metaphor in Political Contests of Indonesian Public Intellectuals. *Eurasian Journal of Applied Linguistics*, 8(2), 77-86.

Doi: <http://dx.doi.org/10.32601/ejal.911543>

## Abstract

This research shows the power of powerful metaphors in a language or linguistic perspective. It aimed at examining the important factors like reproduction of metaphors according to the theme of contestation, its duration, use of electronic media and problems associated with their forms, class and syntactic structures in a linguistic perspective. This study used a descriptive qualitative research method to examine metaphors used by the contestants in Indonesian public intellectuals' platform. It conducted a content analysis (Creswell & Miller, 2000) and identified themes namely how metaphors occur, why living metaphors are used productively, and what the implications of the metaphor used. The study sampled 14 video recordings (of 15 debate opponents) from 04/04/2018 to 22/12/2019, from the electronic media, related to *hot issues, and trending topics* in Indonesia. The selection criteria were the use of metaphors and by contestant who were in competition with Rocky Gerung in political debates. The results showed that metaphors reflect the power, culture, and greatness of speakers in processing language and common sense. The contestation used an average time duration of 13.55 minutes contains many syntactically structured metaphors (phrases, clauses, and sentences). Each metaphor depicted the intensity of language and its structure. The implications of using metaphors make learning intelligent, imaginative, expressive, scientific, poetic, effective, and powerful ways of thinking. Contestants in the debate in pragmatic dialogue are very attractive to the attention of their listeners.

© 2022 EJAL & the Authors. Published by Eurasian Journal of Applied Linguistics (EJAL). This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND)

(<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

**Keywords:** Language and linguistics, power, metaphor, tenor and vehicle, imaginative.

## Introduction

Metaphors play an important role in the way a person communicates (Thibodeau, Matlock, & Flusberg, 2019). It is an effective strategy that can be done to counter the influence of other people. Metaphors that are defined by tenors and vehicles become a tool to convey arguments figuratively, poetically, more accurately, imaginatively, powerfully, expressively, and effectively. "Metaphor is for most people a device of the poetic imagination" (Lakoff & Johnson, 2008). A metaphor is not an event or activity that suddenly exists in a person's mind, but rather an action that is distributed throughout the brain, body, and real world (Gibbs, 2020). The use of certain metaphorical expressions is also very influential in the effectiveness of the use of metaphors (Oka & Kusumi, 2020). In metaphorical cases that cannot be understood by the interlocutor gives uncommunicative consequences (Patterson, 2017).

The study of metaphors in a linguistic perspective demands examining the imaginative power of speakers and listeners. There are at least three main things that must be considered, the form, the types, and figurative meanings of metaphors. The quantitative aspect of metaphor is that metaphorical sources are

\* Corresponding Author.

Email: [naimah@uin-suka.ac.id](mailto:naimah@uin-suka.ac.id)

<http://dx.doi.org/10.32601/ejal.911543>

more often exploited by native speakers (English) than by non-native speakers (Saneie Moghadam & Ghafar Samar, 2020). Metaphors are highly relevant and have significant implications with figurative language learning (Hoàng, 2015). Difficulty in understanding metaphors is also often experienced by people who are disturbed by the autism spectrum compared to normal ones (Kalandadze, Bambini, & Næss, 2019). Although the figurative and the literal meaning is still enforced in the understanding of metaphors (Reilly, Howerton, & Desai, 2019). In spite of being a part of a figurative language, metaphors are still a part of culture, widely used in literary works,

Political metaphors specifically ignore or criticize the strong counterpoint arguments of others, which are directly related to the target of the problem in question (Landau, Keefer, & Swanson, 2017). For instance, this is evident in arguments exchanged in the Indonesian public contestation of intellectuals aired on electronic media. Specifically, the arguments of Rocky Gerung are known for their distinctive and spectacular metaphorical content. Rocky Gerung is a renowned Indonesian philosopher, academic and public intellectual. He is also known as a socialist-leaning activist, who fought for democratic and human rights both in Indonesia and in Asia and Europe. Rocky Gerung gained popularity when he defeated 15 challengers in contests aired on Indonesia Lawyers Club (ILC), on Rosi talk shows, and YouTube. In each debate, there were several metaphors that were specific, unique, and powerful, so it was very stunning to all observers and listeners to see how Rocky brought down the opponents in the debate. The footage of these contestations can be watched or searched on YouTube. In each of these videos, Rocky Gerung's power and metaphors sparked a strong force. The language of metaphor used by him also had the potential to add scientific characteristics

Metaphors have powerful communication implications, they are very interesting, and bring to life the atmosphere conducive to contestants' mindsets. Metaphors that are effectively produced make contestants like Rocky Gerung known for their imaginative and powerful linguistic quality, despite facing opposing contestants who are academicians like professors, or senior politicians, and advisors to the presidential palace, in short, more competent in knowledge of rhetoric and language skills. This study examined the metaphorical elements in Rocky Gerung's speeches, and the power of metaphorical functions that makes his language more figurative, poetic, imaginative, expressive, scientific, and effective due to the use of metaphors.

The problems raised in this study specifically include: First all important factors like the occurrence of contestation and reproduction of many metaphors; which aggravates due to the theme of contestation, its duration, use of electronic media during contestation, and the number of opponents. Second, there are problems associated with the forms of metaphors, metaphorical principal structures, and metaphorical syntactic structures in a linguistic perspective. Third, the type of metaphor often makes it difficult to identify the specific class of metaphors. This paper complements the shortcomings of previous studies, especially about how Indonesian public intellectuals argue to provide criticism through trusted electronic media. Arguments that are imaginative, expressive, and effective often use metaphors. Metaphors that can be developed productively and spectacularly only can attract the attention of the listeners. Thus, this study will introduce to the readers what actually happens in the contestation, and how metaphors make Indonesian public intellectuals powerful.

## Literature Review

Contestation occurs when people have different perspectives on something. It is an action or a process of disputing or arguing on hot issues and trending topics, within an agreed time, and over a trusted and appropriate media. The participants in such contestations are experts who are considered capable of providing explanations, enlightenment, and answering problems that occur as hot issues in society. Such discourses are mainly of political nature, and usually ahead of presidential elections (Deha, 2021; Tazri, 2019). The President of the Republic of Indonesia does not have the absolute authority to move to the capital constitutionally (Hadi & Ristawati, 2020) unless he has answered or commented upon hot issues faced by the nation. Such political discourses are completely counterproductive, and expose the pros and cons of problems involving the people in the community; and though also enjoyed by the people of Indonesia. Most of the topics are *trending topics* or phenomena that are completely counterproductive related to government policy, leadership, law, and human rights. These discourses are broadcast on various media including TV, Twitter, Facebook and YouTube, thus making it really interesting for people in Indonesia and abroad to participate, watch and listen.

Rocky Gerung, known as a major public intellectual in Indonesia, is considered capable of criticizing the policies of the government, opposing the members of the House of Representatives, and the Ministers of the Republic of Indonesia who are currently in power. The other contestants who Rocky Gerung argues with are mainly politicians, government officials, academics, and elected presidential advisors. Among the *hot issues* and *trending topic* include violation of human rights, information law and electronic transactions, anti-terrorism law, radicalism, five principles of law (Pancasila) and democracy. The contestation occurred three times in 2018 and 11 times in 2019. The content of all these discourses (14 video recordings) was aired on

TV One, Kompas TV, and YouTube.

A metaphor is a lexico-grammatical phenomenon that allows the idea of idiomaticity and expand it to syntax including translated texts (Newmark, 1988; Thawabteh, 2012). A metaphorical speech includes three main things, namely ideas linguistic expressions and communication. Ideas are objects, linguistic expressions are containers and communication is setting (Lakoff & Johnson, 2008). A metaphor makes a comparison between two different 'things' or ideas that are indirectly different (Grolier, 1982). At this linguistic level, certain features are influential in metaphors. (Glucksberg, 1997). Metaphorical form is always structured and figurative (Ullmann, 1972). The basic structure of metaphors always has tenors and vehicular rides. A 'tenor' is something or someone we are talking about, while a 'vehicle' is something or someone compared to it, that is, similarity (Stern, 2000). Thus, conceptually, metaphors have a basic structure (tenor and vehicle), and specific ideas packaged in linguistic speech, and communicated in syntactic form, phrases, clauses, or sentences,

The use of metaphors in contestation is interesting, scientific, and powerful because metaphor is a figurative language that is scientific, imaginative, expressive, and effective. The basic structure of metaphors is always a tenor (who is spoken of, very clearly), and a vehicle is a term or term borrowed from something else, as a comparison, something likened, 'similarity'. The vehicle in this metaphor is to create speech whose meaning is much wider and accurate to convey an appropriate purpose, which is not available and not conveyed by literal discussion. Metaphors become the right tool for revealing identity (Ahmad & Abd Samad, 2018), and by Lakoff and Johnson (2008), as a tool to "understand and experience one thing in another" When, metaphors are used correctly, then contestation feels more lively, more conveyed various discourses, politics, culture, academic, language (Gibbs, 2020). The relationship of tenor and vehicle in metaphors can be seen the relationship between space as matter or physical entity and space as the presence of metaphorical culture attached to it. Thus, metaphors occur and are used, due to the limited vocabulary in literal, ordinary languages.

Every metaphor can be classified as its type and class of equations. Types of metaphors are 'live metaphor' and 'dead metaphor'. A live metaphor is a metaphor that is instantly created by the author or speaker to teach or describe something in other terms (Larson, 1984). In the live metaphor, the listener is required to be able to determine the basic meaning of its connotation now, according to the context. Meanwhile, the dead metaphor is a metaphor that becomes part of the idiomatic construction of the lexicon of the language. The dead metaphor is a metaphor that can be directly understood without having to pay attention to the comparison element (Larson, 1984). Classes of similarities are compared in metaphors, that is; *physical similarities*, *characteristic similarities*, or *conceptual similarities* or *cultural similarities*. Metaphors can be understood precisely when viewed what is behind the metaphorical expression (Leech, 1969). Metaphors can be syntactically structured with phrases, clauses, or sentences (Stern, 2000). Understanding metaphors requires a fairly knowledgeable mastery of the intricacies of metaphor imaginatively.

The live metaphor is a more animate communication, because it forces the listener as well as the interlocutor to understand the meaning of the metaphor used in the conversation. In all the 14 contests participated, Rocky Gerung used as many as 526 metaphors (498 live and 28 dead). The live metaphor appeared more imaginative, expressive, interesting, effective, and more powerful than the dead ones. The live metaphors showed extraordinary power, and were quite difficult in understanding. The classes of similarities of these metaphors included physical similarities, characteristic similarities, co-conceptual, and cultural similarities. In short, the live metaphors used in contestation were of dominant type and strengthened the speaker.

## Method

- **Research design**

This study used a descriptive qualitative research design to examine metaphors used in the contestation of Indonesian public intellectuals in electronic media in a linguistic perspective. The study revealed, described, and analyzed events and their implications. As it is usual with all qualitative studies (Creswell & Miller, 2000), this study also conducted a content analysis of the metaphors (data) used by all contestants and reproduced them relatively to prepare this review. The content analysis of the study focused on three important things namely how metaphors occur, why living metaphors are used productively, and what the implications of the metaphor used.

- **Sampling**

Participants of this study consisted of 15 Indonesian public intellectuals, among whom one of the contestants was Rocky Gerung, the intellectual and a public figure. Other contestants were politicians, academics, and presidential advisors. These contestants produced 14 discourses, all of which were included

in this study as primary and authentic data.

- **Instrument and research procedure**

The instruments used for this study were in the form of video transcripts of the discourses aired on ILC TV One, metro TVD, and YouTube. Each video was transcribed for the purpose of content analysis. The metaphorical data was the basis of the study, so the focus of the content analysis was to identify metaphors utilized by the contestants during contestation. A large number of live metaphors (498) and a small number of dead metaphors (28) were identified for the current study. The research procedure is carried out starting from listening to the contestation in full accuracy, looking for complete footage of all contestation events aired on television and on YouTube. The results of all recordings are repeatedly viewed again and complete transcripts of the data are carried out. The text of the recorded data is classified, reduced, and verification and even continuously analyzed to answer all urgent questions.

- **Data analysis**

Data analysis was carried out inductively from the beginning of data collection until the completion of the study. During the procedure, three problems were mapped with the findings: first, finding the number of times metaphors occurred during the contestation until. Second, identifying the specific metaphorical structure and its syntactic forms used by the contestant. Third, finding what type and class of metaphors were used factually.

## Results

There were at least three stages of this research: First, the study measured the occurrence (number of times) of metaphors in all contests, identified hot issues and *trend topics*, and how these topics were portrayed through metaphors in all 14 sampled contestations. Second, the use of metaphors was viewed from their basic structures and their syntactic formation to determine the meaning intended by the speaker. Third, the type of metaphors used, live and dead, and the implications of the metaphorical content. The results are evidence of the power of metaphor and the perspective in which linguists would explain each metaphor, its functions, and implications. These results were obtained by classifying and analyzing metaphors from the beginning to the completion.

The results were derived by taking into account several factors: the scene of the contest, number of contestation events, date of the contest, hot issues used as themes of the contests, duration of each debate, and number of times metaphors used along with their types. Other factors taken into account included who the opponents were in the contest and whether they were capable of producing metaphors. Lastly, the results also considered the manner or the context in which metaphors were used and produced during the contest and the implications that were derived from the use of metaphors in contests.

Rocky Gerung, along with 15 other intellectual figures comprising Academics, Politicians, and Presidential Advisors, was the central figure in 14 public contestations conducted in electronic media (TV & YouTube). [Table 1](#) presents the details of these intellectual contests attended by Rocky Gerung in competition with 14 other contestants and selected for Electronic Media during 2018-2019.

[Table 1](#) shows that there have been contests since 10/04/2018 until 22/12/2019 on *hot issues and trending topics* in Indonesia. The average duration of these 14 contests was 13:55' and a total of 526 metaphors were used by all contestants. All audiovisual recordings of the contests were made available on various electronic media including TV One /ILC and CNN. [Table 1](#) also mentions themes, dates, duration of each contest, and number of metaphors used in these most popular public intellectual debates. Each contestant was given a different theme according from *hot issues and trending topics*. An average duration of 13.55' was used in these contests, and an average of 38 metaphors were used by each contestant, with various structures, and types. Almost all media broadcast these contests including TV One / ILC, Dialog, CNN Indonesia, Kompas TV / Rosi, and TV One / Two Sides, and played back on YouTube. Each contestant came 'face to face' during the competition at least two times, except for certain days and dates.

The creativity of metaphors is spectacular in the contestations, which determined the contestant's victory in the contest. To master a metaphor, it is necessary to understand the function of metaphor in depth, have intelligence in imagination, experience, and habituation. Intelligence rejects common sense, references to extensive knowledge and experience, and sincerity in providing constructive criticism manifests in the metaphors used by someone. The implication is that it is

impossible for anyone of disproportionate ability to be able to use many metaphors even in large and open contests.

**Table 1:** Indonesian Public Intellectual Contestation attended by Rocky Gerung

No.	Date	Theme	Duration	Metaphor (N=526)	Media	Contestant
01	10/04/18	We Live More in Fiction Than Reality	24.54	107	TV One /ILC	Akbar Faisal
02	12/11/18	Politics of Presidential Candidates' Words	23.37	76	TV One / Dialog	Ruhut Situmpul
03	04/12/18	Assessing the Electability of 2019 Presidential Candidates	5.58	32	TV One /ILC	Irma S. Chaniago
04	15/01/19	Violation of Human Rights	27.16	23	TV One /ILC	Fachri & Tim Sukses
05	15/02/19	The Information and Electronic Transactions Act (ITE)	8.14	3	TV One /ILC	Jack Lapian
06	22/02/19	Infrastructure	5.15	22	CNN Indonesia	Nusron Wahid
07	26/03/19	Is it right to be banned by the Anti-Terrorism Act?	8.46	21	TV One /ILC	Arya Sinulingga
08	26/03/19	Is The Hoax Eradicated	2.41	29	TV One / ILC	Rhenald Kasali
09	07/05/19	Death of Voting Organizing Group (KPPS) Officer Seeking Clarity from	9.42	18	TV One e/ Dialog	Adian Napitupulu
10	18/06/19	Confusion: The Constitutional Court (MK) Lawsuit	25.40	50	TV One /ILC	Ali Muchtar Ngabalin
11	20/08/19	Should the capital move?	15.54	51	TV One /ILC	Maru Ararsirait
12	01/11/19	Radicalism When Jokowi Apologizes	15.59	22	Kompas TV/ Rosi	Ade Armando
13	28/11/19	Radicalism	20.41	38	Kompas TV/ Rosi	Budiman Sujatmiko
14	22/12/19	Legal and Democratic Records 2019. About the Argument "Jokowi Does Not Understand Five Principles"	12.40	34	TV One/Dua Sisi	Junimart Girsang
Total			189.76:14	526		
Average duration 189.76:14/13.55				Average No of metaphors 526/14 = 38		

All the metaphor by contestants were used productively, fluently, spectacularly, and comprehensively. Table 2 exhibits that every metaphor displayed a syntactic structure with phrases, clauses, and sentences and could be classified according to their tenor and vehicle. It was observed that the forms of metaphors used in the contest were unique, and could be learned and developed. Language used in metaphors could be classified as scientific language and considered good by academics and the wider community (Choo, Lin, Singh, & Ganapathy, 2017).

Table 2 shows the form of metaphors that are productively and structurally used in contestation, delivered by Rocky Gerung, the Indonesian public intellectual. Each metaphor describes its basic structure (tenor and vehicle) that is meaningful, and syntactically structured (phrases, clauses, and sentences,) in addition to being recorded on video. During the contestation, it turned out that Rocky Gerung conveyed a lot of metaphors (526). The terms of choice used as a vehicle that is compared to tenor describe problems that are becoming hot issues. The name of the object as a tenor, and its distinctive and sharp metaphorical terms as its vehicle surprised listeners and struck their imagination to understand them. These metaphors represented a number of contexts, namely academic situation, government, politics, government policies, law, human rights, socio-cultural, and economic matters.

Besides, each metaphorical form showed tenor and vehicles expressed figuratively, with the ability to describe trend issues wrapped in syntactic structures. A tenor is something or someone that is talked about, such as Corruption Eradication Commission (KPK), Human Rights, Arguments, Pancasila, Mysteries, Democracy, Law, Fiction, Justice, Opposition etc. Vehicles are used to show the progress or downfall such as 'Indonesian democracy decreased by 20 points' or words and phrases like hoax, power, public trust, evil, don't think, lost, rat, don't want to be dismantled, chaotic, hidden, disabled, stupid, anxiety, critical, bad, down, scattered, walking etc. The metaphorical element in such syntactical structures described the



characteristics that were clearly given to the tenor, which it adhered to, and showed profound meaning, helping in developing the second language competence (Littlemore & Low, 2006).

**Table 2: Metaphorical Forms and Principal Structures & Their Syntax (Delivered by Rocky Gerung**

No	Metaphorical Form	Tenor	vehicle	Structure of syntax
1a	Hoaxes are evil ( <i>Hoax itu jahat</i> )	<i>Hoax</i>	<i>jahat</i>	Clause
b	Power does not think ( <i>kekuasaan gak berpikir</i> )	<i>kekuasaan</i>	<i>gak berpikir</i>	Clause
c	Public trust is gone ( <i>Publik trest hilang</i> )	<i>public trust</i>	<i>hilang</i>	Clause
2a	Corruption Eradication Commission arrests rats ( <i>KPK menangkap tikus</i> )	<i>KPK</i>	<i>menangkap tikus</i>	Sentence
b	The roots are not dismantled ( <i>Akarnya gak mau dibongkar</i> )	<i>Akarnya</i>	<i>gak mau dibongkar</i>	Sentence
c	Principles of Human Rights are chaotic ( <i>prinsip2 Hak Asasi Manusia kacau</i> )	<i>prinsip2 HAM</i>	<i>kacau</i>	Sentence
3a	Arguments are very strong ( <i>argument sangat kuat</i> )	<i>argument</i>	<i>sangat kuat</i>	Clause
b	The Pancasila anniversary launched a scientific magazine ( <i>Ulang-tahun Pancasila diluncurkan majalah ilmiah</i> )	<i>Ulangtahun Pancasila</i>	<i>diluncurkan majalah ilmiah</i>	sentence
4a	Hidden Mysteries ( <i>misteri tersembunyi</i> )	<i>misteri</i>	<i>tersembunyi</i>	Clause
b	Our democracy is flawed ( <i>demokrasi kita cacat</i> )	<i>demokrasi kita</i>	<i>cacat</i>	Clause
5a	People become fools ( <i>rakyat jadi dungu</i> )	<i>rakyat</i>	<i>jadi dungu</i>	Clause
b	Anies, Governor of reason ( <i>Anies Gubernur akal</i> )	<i>Anies</i>	<i>Gubernur akal</i>	Clause
6a	The president tested his mind on campus ( <i>Presiden diuji pikirannya di kampus</i> )	<i>Presiden</i>	<i>diuji pikirannya di kampus</i>	Clause
b	He's headlined everywhere. ( <i>Dia jadi headline dimana-mana</i> )	<i>Dia</i>	<i>jadi headline dimana mana</i>	sentence
7a	The cabinet sowed anxiety ( <i>kabinet menebar kecamasan</i> ).	<i>kabinet</i>	<i>menebar kecamasan</i>	Clause
b	Islamic State; Communist state; Liberal state; critical thoughts ( <i>Negara Islam; Negara komunis; Negara liberal; pikiran kritis</i> )	<i>negara</i>	<i>Islam; komunis; liberal; kritis</i>	Phrases
8a	They don't-make sense ( <i>mereka gak-masuk-akal</i> )	<i>.mereka</i>	<i>gak-masuk-akal</i>	Phrases
b	Bad law ( <i>hukum buruk</i> )	<i>hukum</i>	<i>buruk</i>	Phrase
c	State-Owned Enterprises are taken over ( <i>Badan Usaha Milik Negara diambil alih</i> )	<i>BUMN</i>	<i>diambil alih</i>	Clause
9a	Political manipulation in elections ( <i>manipulasi politik dalam pemilu</i> )	<i>manipulasi</i>	<i>politik dalam pemilu</i>	sentence
10a	The president has no burden ( <i>Presiden tidak ada beban</i> )	<i>Presiden</i>	<i>tidak ada beban</i>	Clause
b.	Potential to rob ( <i>potensi merampok</i> )	<i>potensi</i>	<i>merampok</i>	Phrase
11a	Political process (moving) capital ( <i>Proses politik (pindah) ibukota</i> )	<i>Proses politik</i>	<i>(pindah) ibukota</i>	Sentence
b	Kalimantan is the lungs of the world ( <i>Kalimantan itu paru paru dunia</i> )	<i>Kalimantan itu</i>	<i>paru paru dunia</i>	Clause
12a	Power deteriorating ( <i>kekuasaan memburuk</i> )	<i>kekuasaan</i>	<i>memburuk</i>	Clause
b	The government is not open ( <i>pemerintah tidak terbuka</i> )	<i>pemerintah</i>	<i>tidak terbuka</i>	Clause
13a	Indonesian democracy declines (20 points) ( <i>demokrasi Indonesia turun (20 poin)</i> )	<i>demokrasi Indonesia</i>	<i>turun (20 poin)</i>	Clause
b	Justice is scattered ( <i>keadilan tercecer</i> )	<i>keadilan</i>	<i>tercecer.</i>	Clause
14a	Fiction activates imagination ( <i>Fiksi mengaktifkan imajinasi</i> )	<i>Fiksi</i>	<i>mengaktifkan imajinasi</i>	sentence
b	The word was killed by politicians ( <i>kata itu dibunuh oleh politisi</i> )	<i>kata itu</i>	<i>dibunuh (oleh politisi)</i>	sentence
c	The opposition is running ( <i>Oposisi berjalan</i> )	<i>Oposisi</i>	<i>berjalan</i>	Clause

The use of metaphors also indicated the use of a language different from any ordinary language mostly because each metaphor always had a specific vehicle to give to its tenor (Abdul-Hakim & Dogbey, 2015). It is interesting to note that the Indonesian public intellectuals gave a sharp constructive criticism through their metaphors during contestations. This gives the impression that a contestant who used these metaphors

should have expertise in a number of disciplines like Philosophy, Politics, and Law. Each metaphor is also a testimony of a contestant's extensive knowledge; demonstrates their logical and rational reasoning that becomes the source of their power to argue using metaphors productively.

The kinds of metaphors used in the sampled speeches comprised 498 live and 28 dead metaphors. These metaphors belonged to different classes, though they likened in their physical, characteristic, and conceptual or cultural similarities. Table 3 presents types of metaphors and their similarity classes.

**Table 3:** Types of Metaphors and Their Similarity Classes

No	Metaphors	Type	Similarity
1a	Public trust is gone ( <i>public trust hilang</i> )	Live	Conceptual
b	People become fools ( <i>rakyat jadi dungu</i> )	Live	Characteristic
2a	Head of the National Intelligence Agency ( <i>kepala Badan Intelijen Nasional</i> )	Dead	Physical
b	The President's purplishness ( <i>kedunguan Presiden</i> )	Live	Characteristic
3a	Contents of the head of the chairman of the General Elections Commission ( <i>isi kepala ketua Komisi Pemilihan Umum</i> )	Live	Physical
b	Very strong arguments ( <i>argument sangat kuat</i> )	Live	Characteristic
4a	Head of State ( <i>Kepala Negara</i> )	Dead	Physical
b	Doctor's mother solves mystery ( <i>ibu Dokter memecahkan misteri</i> )	Live	Conceptual
5a	They are coordinated bullying ( <i>mereka dikoordinir bullying</i> )	Live	Conceptual
b	Common sense center ( <i>pusat akal sehat</i> )	Live	Conceptual
6a	His metaphor, winter is coming ( <i>metaphor nya, winter is coming</i> )	Live	Conceptual
b	Ma'ruf Amien is a bit silly ( <i>Ma'ruf Amien agak konyol</i> )	Live	Characteristic
7a	Sin in a corner of the city ( <i>dosa di sudut kota</i> )	Live	Cultural
b	Critical thoughts ( <i>pikiran kritis</i> )	Live	Characteristic
8a	World bank ( <i>bank dunia</i> )	Dead	Physical
b	Cronies play ( <i>kroni bermain</i> )	Live	Conceptual
9a.	The college takes care of democracy ( <i>Kampus itu merawat demokrasi</i> )	Live	Conceptual
b	Political year ( <i>tahun politik</i> )	Live	Conceptual
10a	The fact is pessimistic ( <i>faktanya pesimis</i> )	Live	Characteristic
b	Capital city ( <i>Ibukota</i> )	Dead	Physical
11a	Vacant land ( <i>lahan kosong</i> )	Live	Characteristic
b	Oxygen for the president's intelligence ( <i>oksigen buat kecerdasan presiden</i> )	Live	Conceptual
12a	Shopping budget ( <i>anggaran belanja</i> )	Dead	Conceptual
b	Opposing thoughts ( <i>pikiran oposan</i> )	Live	Conceptual
13a	Public opinion ( <i>opini public</i> )	Live	Cultural
b	Holy book ( <i>kitab suci</i> )	Dead	Characteristic
14a	The woman is the rules of evil ( <i>perempuan itu the rules of evil</i> )	Live	Characteristic
b	The political empire is dirty ( <i>Kerjaan politik itu jorok</i> )	Live	Characteristic

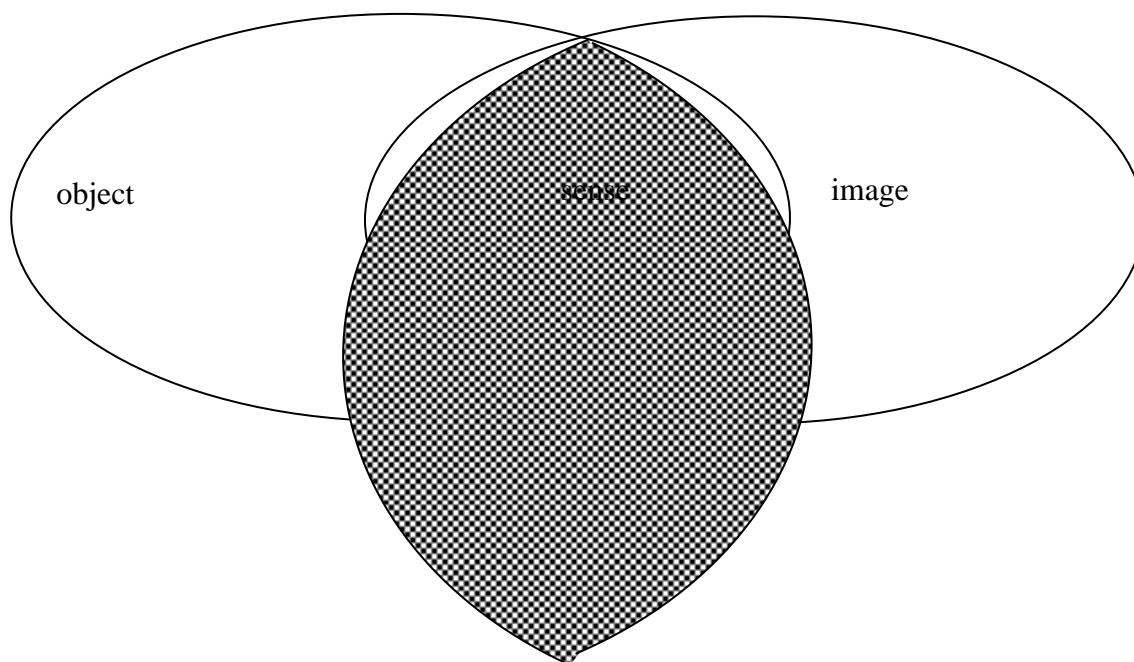
Table 3 shows the data on the type of metaphor, its class of similarity and the type, whether live or dead. Live metaphors were found relatively more than dead metaphors because vehicles in live metaphors are very varied, and are different from the metaphors used in general communication. In the sampled speeches, relatively few dead metaphors were found. The similarity class in metaphors tends to have a characteristic image, traits that are generally familiar to ordinary people with the words they choose (strong, supportive, critical, pessimistic, dirty). Hence, physical, conceptual/cultural similarity were not used as much as characteristic, suggesting that everything is interesting and important to use.

## Discussion

This research is testimony to the fact that metaphors make language more powerful, especially when metaphors are used in various academic, political, cultural, and social settings. On the linguistic level, certain features are influential in metaphors such as tenor, vehicle, syntactical structures and types and classes the metaphors belong to Glucksberg (1997). The metaphorical structure is simplified to understand through "the thing we are talking about (Tenor) and that to which we are comparing it (Vehicle)" (Ullmann, 1972); or it is understood through syntactic structure of phrases, clauses, or sentences (Lakoff & Johnson, 2008). Nonetheless, metaphors in a linguistic perspective proved to be very imaginative, descriptive, expressive, poetic, scientific, and very dense in meaning. This choice of language is influenced by sociolinguistic factors more broadly (Fahmee & Fung, 2016). Thus, metaphors are commonly developed in scientific communication widely, and they are able to improve the quality of communication.

The Indonesian public intellectual contestation proved a good platform for research in language and

linguistics through the power of metaphors. The research domain comprises contestants' experiences with facing difficulties and failures in responding to meaningful arguments with metaphors, and even finding best measures to reproduce the development of science by utilizing the use of metaphors productively. Research has proved that metaphors are full of meaning; they convey political, philosophical, and constructive criticism of policy, or education. Metaphors, which are figurative, are important to study and develop professionally and productively in speech society and in the world in order to understand their true sense or meaning. To be able to understand the metaphorical meaning implied in metaphorical speech, [Figure 1](#) depicts the intersecting sense or meaning between the object and image of the metaphors.



**Figure 1** Sense intersecting between the object and image of the metaphors

A metaphorical speech can be best understood by understanding the intersecting relationship between object, sense and image. An '*object*' is described as the main character in a metaphor, an '*Image*' is the impact caused by a metaphor, which is universal; and a '*sense*' represents the typical meaning, similarities or dissimilarities in metaphors ([Newmark, 1988](#)).

In order to understand metaphors, it requires intelligence, skills of ideology imagination, creative thinking, and moving the nerves of the human brain to carry out the cognitive activities ([Asman, Suyadi, & Huda, 2021](#)). It was evident that metaphors used in contestations were beyond bias, they followed the principle of truth in conveying ideas, provided critical and intelligent thinking, suggesting that speakers are already experts in their linguistic knowledge and skills.

The findings of this study also depicted the extraordinary power of metaphors in political communication, particularly in contestation, where metaphors could even defeat the use of literal / ordinary language. The reason is that the use of a large number of metaphors, have very strong implications on its speakers, and such a practice is not comparable to the use of ordinary language. Metaphorically charged arguments in a meaningful linguistic perspective convey ideas (meanings) as objects. Linguistic expressions are vehicles and communication is the setting ([Lakoff & Johnson, 2008](#)). Metaphors that are used productively, automatically provide learning to the listener to understand it. For this reason, metaphorical speech deserves to be developed in the wider community, and should be used widely in social media, electronic media, and in print. Metaphors developed through electronic and social media is seen and understood by public at large, both domestically and abroad.

This research study on metaphors is different from previous researches on metaphors. [Reilly et al. \(2019\)](#), for example, found metaphors 'hammered' into literal and metaphorical actions; [Stampoulidis and Bolognesi \(2019\)](#) studied metaphors as rhetoric of numbers with pictures, for example, one of the live metaphors used as an example was "He has no brain" in which the word 'He' refers to 'a magazine editor', and 'no brain' is a vehicle that means figurative. Because, the brain is a part of the human organ or central nervous system, inside the head of each person who is not explicitly visible, so it is able to control all functions of the human body, like controlling the breathing, heart flow, digestion, and hormone secretion and excretion. With their help, man is also able to interpret information from the outside world, control thoughts, speech, memory, movement, and external stimuli. It wants to convey a message, short and an



aquatic, but it cannot be delivered in literal, ordinary language.

Last, but not the least, arguments embodied in a metaphor also provided many benefits to the people of Indonesia, especially the linguists, academics, and the outside community for new references from the metaphorical speech. Each metaphor showed how important is the imagination, and developing an understanding of objects around. The use of scientific language, expressive, effective, through the metaphor of life makes more contestation more powerful. Metaphors make the interlocutor's reaction more emotional. The terms on loan, *vehicles* used in metaphors expand and improve speech. The metaphorical speech with *metaphorical rules*, is not necessarily understandable, without proper imagination.

## Conclusion

Symbolically, linguistics is a container where the speech has a meaning expressed through ideas and the context of the speaker. It turns out that the power of metaphor is not comparable to literal language in speech or debate, since every metaphor has a different type or category; a metaphorical level, and a syntactic structure. Its figurative quality is distinctive, the meaning is implied, and portrays the linguistic and cultural background of its speakers. There are various ways of looking at the benefits of a metaphor. The imaginative nature of a metaphor forces the listener to use his thinking power in capturing its implicit meaning while the descriptive nature of the metaphor describes what it equates with the rest. Likewise, the expressive nature of the metaphor makes the speaker have a special power in creating meaning or ideas in his speech and the poetic nature of metaphors indicates the presence of rhythm, and rhyme so that the metaphor sounds beautifully spoken with a certain sound pressure, which arouses the emotions of the listener due to its aesthetic impact. Lastly, the scientific nature of the metaphor contains science, and requires the listener to have knowledge about a person or something that is discussed in depth.

This research had certain limitations. First, it was confined only to contestation events conducted by Indonesian public intellectuals in electronic media, with hot issues, and trending topics. Second, the study focused only on the metaphorical content and syntactical structures of the speeches and did not study other linguistic aspects like lexical and semantic. Third, the study focused only on the aspect of authentic occurrence of metaphors, their structures, types and classes and they were used by Rocky Gerung in a linguistic (syntactical) perspective. There are many other issues about metaphors or language like semantic and lexical that can be studied more broadly in future research.

The study recommends that researches *on metaphors* should be used to study the development of language, its productivity and its scientific nature. If metaphors are effective, expressive, and imaginative, they educate the listener or reader to pay special attention to the rhetoric element if comparisons made in them.

## References

- Abdul-Hakim, U., & Dogbey, E. (2015). Kasem metaphoric extensions of yi 'eye' and yuu 'head' expressions. *Journal of Education and Practice*, 7(1), 26-31. doi: <https://doi.org/10.11648/j.ijla.20190701.16>
- Ahmad, N. K., & Abd Samad, A. (2018). Metaphors as proxies for identity: A case study of a teaching English to young learners (TEYL) teacher. *3L, Language, Linguistics, Literature*, 24(4), 143 – 157. doi: <http://doi.org/10.17576/3L-2018-2404-11>
- Asman, A., Suyadi, S., & Huda, M. (2021). Character Education as Brain Education: Spiritual Neuroscience Studies in Islamic Education. *Jurnal Tarbiyatuna*, 12(2), 77-86. doi: <https://doi.org/10.31603/tarbiyatuna.v12i2.4278>
- Choo, L. B., Lin, D. T. A., Singh, M. K. M., & Ganapathy, M. (2017). The significance of the academic word list among ESL tertiary students in a Malaysian public university. *3L, Language, Linguistics, Literature*, 23(4), 56 – 65. doi: <http://doi.org/10.17576/3L-2017-2304-05>
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into practice*, 39(3), 124-130. doi: [https://doi.org/10.1207/s15430421tip3903\\_2](https://doi.org/10.1207/s15430421tip3903_2)
- Deha, D. (2021). Retorika Populisme dalam Kontestasi Politik di Indonesia. *Jurnal ISIP: Jurnal Ilmu Sosial dan Ilmu Politik*, 18(1), 1-13. doi: <http://dx.doi.org/10.36451/j.isip.v18i1.69>
- Fahmee, F., & Fung, Y. M. (2016). Language Choice in Online Written Communication among Maldivian Professionals. *3L: Southeast Asian Journal of English Language Studies*, 22(2), 49 – 66. Retrieved from <http://journalarticle.ukm.my/10692/1/11345-39657-1-PB.pdf>
- Gibbs, R. W. (2020). My Great Life with “Metaphor and Symbol”. *Metaphor and Symbol*, 35(1), 1-1. doi: <https://doi.org/10.1080/10926488.2020.1712779>
- Glucksberg, H. (1997). *Washington Vs. Glucksberg*. University Publications of America. Retrieved from <https://supreme.justia.com/cases/federal/us/521/702/>
- Grolier. (1982). *The encyclopedia Americana international*. Grolier, Danbury, Conn. Retrieved from <https://worldcat.org/en/title/8033271>
- Hadi, F., & Ristawati, R. (2020). Pemindahan Ibu Kota Indonesia dan Kekuasaan Presiden dalam Perspektif Konstitusi. *Jurnal Konstitusi*, 17(3), 530-557. doi: <https://doi.org/10.31078/jk1734>

- Hoàng, Đ. H. T. (2015). Metaphorical language in second language learners' essays: Products and processes. Retrieved from <http://hdl.handle.net/10063/4195>
- Kalandadze, T., Bambini, V., & Næss, K.-A. B. (2019). A systematic review and meta-analysis of studies on metaphor comprehension in individuals with autism spectrum disorder: Do task properties matter? *Applied Psycholinguistics*, 40(6), 1421-1454. doi: <https://doi.org/10.1017/S0142716419000328>
- Lakoff, G., & Johnson, M. (2008). *Metaphors We Live By*. University of Chicago Press. Retrieved from <https://books.google.com.pk/books?id=r6nOYYtxzUoC>
- Landau, M. J., Keefer, L. A., & Swanson, T. J. (2017). "Undoing" a rhetorical metaphor: Testing the metaphor extension strategy. *Metaphor and Symbol*, 32(2), 63-83. doi: <https://doi.org/10.1080/10926488.2017.1297619>
- Larson, M. L. (1984). *Meaning-based translation: A guide to cross-language equivalence*. University press of America. Retrieved from <https://worldcat.org/en/title/37806256>
- Leech, G. N. (1969). *A linguistic guide to English poetry*. Hong Kong: Longman Group UK Ltd. doi: <https://doi.org/10.4324/9781315836034>
- Littlemore, J., & Low, G. (2006). Metaphoric competence, second language learning, and communicative language ability. *Applied linguistics*, 27(2), 268-294. doi: <https://doi.org/10.1093/applin/aml004>
- Newmark, P. (1988). *A textbook of translation* (Vol. 66). Prentice hall New York. Retrieved from [https://www.academia.edu/download/45828515/A\\_Textbook\\_of\\_Translation\\_by\\_Peter\\_Newmark.pdf](https://www.academia.edu/download/45828515/A_Textbook_of_Translation_by_Peter_Newmark.pdf)
- Oka, R., & Kusumi, T. (2020). Distinctive Features Influence Perceived Metaphor Aptness and Preference for Metaphor Use. *Metaphor and Symbol*, 35(1), 12-22. doi: <https://doi.org/10.1080/10926488.2020.1712780>
- Patterson, K. J. (2017). When is a metaphor not a metaphor? An investigation into lexical characteristics of metaphoricality among uncertain cases. *Metaphor and Symbol*, 32(2), 103-117. doi: <https://doi.org/10.1080/10926488.2017.1297622>
- Reilly, M., Howerton, O., & Desai, R. H. (2019). Time-course of motor involvement in literal and metaphoric action sentence processing: A TMS study. *Frontiers in psychology*, 10, 371. doi: <https://doi.org/10.3389/fpsyg.2019.00371>
- Saneie Moghadam, M., & Ghafar Samar, R. (2020). Metaphor in second language academic writing. *Language awareness*, 29(3-4), 255-271. doi: <https://doi.org/10.1080/09658416.2020.1786577>
- Stampoulidis, G., & Bolognesi, M. (2019). Bringing metaphors back to the streets: A corpus-based study for the identification and interpretation of rhetorical figures in street art. *Visual Communication*, 1470357219877538. doi: <https://doi.org/10.1177/1470357219877538>
- Stern, J. (2000). *Metaphor in Context*. MIT Press. Retrieved from <https://books.google.com.pk/books?id=VxfR3kTw210C>
- Tazri, M. (2019). Politik Hujat dalam Sistem Komunikasi Politik Indonesia (Studi Fenomenologi Cebong-Kampret). *CommuniVerse : Jurnal Ilmu Komunikasi* (Vol 4 No 2 (2019): Juni), 9-15. Retrieved from <http://jurnal.univrab.ac.id/index.php/cmv/article/view/851/560>
- Thawabteh, M. A. (2012). Translation and Conflict: Two Narratives of the Same Coin. *3L: Southeast Asian Journal of English Language Studies*, 18(4), 215 – 226. Retrieved from <https://www.researchgate.net/profile/Mohammad-Thawabteh/publication/257339069>
- Thibodeau, P. H., Matlock, T., & Flusberg, S. J. (2019). The role of metaphor in communication and thought. *Language and Linguistics Compass*, 13(5), e12327. doi: <https://doi.org/10.1111/lnc3.12327>
- Ullmann, S. (1972). *Semantic an Introduction to The Science of Meaning*. Oxford Basil Blackwell. Retrieved from <http://hdl.handle.net/10955/2907>