

**THE FREQUENCY OF METAPHORICAL EXPRESSIONS IN PUBLIC  
LECTURER “WHY WE EXPLORE” BY PROFESSOR STELLA  
CHRISTIE: A CORPUS – BASED ANALYSIS**

**SKRIPSI**

*Submitted in Partial Fulfillment of Requirements  
For Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

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MEDAN  
2025**

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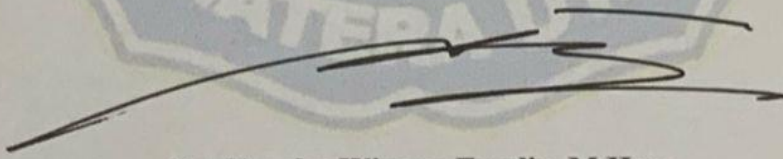
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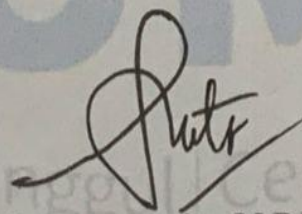
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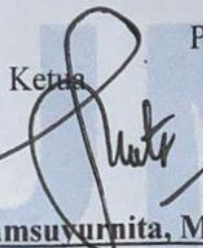
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## ABSTRACT

**Nurul Sofyra. 2102050019. The Frequency Of Metaphorical Expressions In Public Lecturer “Why We Explore” By Professor Stella Christie: A Corpus – Based Analysis**

This study investigates the frequency, types, and rhetorical functions of metaphorical expressions utilized in Professor Stella Christie’s public lecture, “Why We Explore.” Employing a mixed-methods approach, the research combines quantitative corpus-based analysis using Sketch Engine (MIPVU) and qualitative interpretive analysis on the lecture transcript to identify and categorize metaphors. The analysis identified 31 distinct metaphorical expressions, corresponding to a high normalized frequency of 31 metaphors per 1,000 words. The dominant type was Orientational Metaphors (45.2%), followed by Structural (25.8%), Ontological (16.1%), and Personification (12.9%) metaphors. These metaphors were primarily found to serve the key rhetorical functions of simplification (32.3%) and narrative construction (32.3%), alongside emotional evocation (25.8%) and emphasis (9.7%). The findings demonstrate that metaphorical language is strategically employed to enhance audience engagement, particularly in framing abstract concepts like exploration, curiosity, and economic growth in accessible imagery. The prevalence of Journey metaphors, such as “*making the journey all the way here,*” highlights the speaker’s attempt to connect with the audience’s cultural understanding of progress. This research contributes to cognitive linguistics and rhetorical studies by offering practical insights into the effective use of figurative language in academic public discourse.

***Keywords: Metaphorical expressions, Corpus-based analysis, Sketch Engine, MIPVU***

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Study

Metaphorical expressions are a linchpin of eloquent and impactful communication, weaving abstract ideas into vivid, relatable imagery that resonates deeply with audiences (Grady J, 2022). A metaphor, as a figure of speech, forges a direct comparison between two seemingly unrelated subjects, asserting that one is the other, distinct from similes that rely on “like” or “as” (Johnsen, 1980). Far from being mere poetic embellishments, metaphors transcend ordinary language, serving as devices of rhetorical brilliance and imaginative power (Johnsen,1980). They harness concrete concepts to illuminate abstract ones, enabling nuanced reasoning and seamless communication (Zhang, 2021). As a distinctive linguistic phenomenon, metaphors employ words from one domain to enrich a target concept from another, infusing language with emotional depth and intellectual clarity (Ge, 2022). In public lectures like Professor Stella Christie’s “Why We Explore,” metaphors are indispensable, transforming complex themes of exploration, curiosity, and discovery into compelling narratives that captivate and inspire diverse audiences.

The potency of metaphors in public lectures lies in their ability to elevate language, amplify messages, and forge emotional and intellectual connections (K Ahmad, 2022). Human language, as a dynamic medium of interaction, channels feelings, aspirations, and perspectives, with metaphors serving as a conduit for profound, implicit meanings (Maoula, 2022). In both spoken and written

discourse, metaphors enhance creativity and literariness, rendering descriptions more engaging, simplifying intricate ideas, and evoking vivid imagery or emotions (Zhang, 2022). In public speaking, metaphors are particularly potent, enabling speakers to make scientific, philosophical, or exploratory topics accessible and persuasive (W, 2021). Framing exploration as “venturing into uncharted territories” invokes a journey metaphor that sparks a sense of adventure and progress (Mengshi Ge, 2022). Through linguistic elements—words, phrases, clauses, and sentences—speakers transmit ideas and cultural values across generations, with metaphors acting as a bridge between expert knowledge and public understanding (Fauzi, 2024). Analyzing the frequency and role of metaphors in Christie’s lecture unveils how they craft compelling narratives and foster audience engagement.

In the context of “Why We Explore,” metaphorical expressions are pivotal in conveying the abstract essence of exploration through familiar domains like journeys, quests, or frontiers. A corpus-based analysis offers a rigorous, data-driven approach to quantifying the frequency, types, and rhetorical functions of these metaphors, illuminating their role in shaping audience perceptions and enhancing communicative impact (Greaves C, 2021). Corpus-based methods, which analyze large datasets of naturally occurring language, employ advanced tools like Wmatrix or Sketch Engine to uncover linguistic patterns (Malik, 2022). Wmatrix is a software tool used for analyzing and comparing language corpora. It offers a web-based interface that connects to various natural language processing tools, including USAS and CLAWS for English, as well as the multilingual

semantic tagger called PyMUSAS. It also includes standard methods used in corpus linguistics, such as frequency lists, keyness statistics, n-grams, collocations, and concordances. Additionally, it builds on the keywords method by focusing on key grammatical categories and key semantic areas (<https://ucrel.lancs.ac.uk/wmatrix/>). The Sketch engine is a powerful tool for understanding how language works. It uses an algorithm to look at real texts with billions of words (like business documents) and finds words that are unique, not often used, or appear a lot. Linguists, translators, students, and teachers use Sketch engines to study languages (Moh Kavim Lidiyillah, 2023). This approach enables researchers to categorize metaphors—such as journey metaphors like “pioneering new paths” or organic metaphors like “cultivating curiosity”—and evaluate their persuasive or emotive effects. A study by Ye and Li in the *International Journal of Digital Law and Governance* exemplifies this methodology, analyzing metaphors in the EU’s Artificial Intelligence Act to reveal cognitive and communicative patterns in journey, human, and war domains (Ye & Li, 2024). Applying this lens to Christie’s lecture can demonstrate how metaphors make exploration resonate, bridging scientific inquiry with public inspiration.

The transformative power of metaphors in public lectures lies in their ability to distill complexity, evoke emotion, and align with cultural values, making abstract concepts like exploration vivid and relatable. By quantifying their use through corpus-based analysis, researchers can uncover how Christie leverages metaphors to engage, persuade, and inspire. This study not only highlights the

strategic role of metaphors in public discourse but also contributes highlights the strategic role of metaphors in public discourse but also contributes to broader linguistic research, showcasing how lectures bridge specialized knowledge and public curiosity. The insights gained from such an analysis underscore the enduring power of metaphorical language in fostering understanding and sparking intellectual discovery.

## **1.2 Identification of The Problem**

1. Insufficient specific understanding of metaphor utilization in public lectures..
2. Ambiguity in the rhetorical functions of metaphors in the context of public lectures.
3. Deficiency of empirical data on the impact of metaphors on audiences.

## **1.3 Scope and Limitation of The Problem**

### **1.3.1 Scope**

The scope of this study is meticulously defined to ensure focused and rigorous analysis of metaphorical expressions within a specific Public Lecture with Professor Robert Myers “Why We Explore” on Thursday, 28 November 2024 in Tsinghua Southeast Asia center, Kura kura Bali Special economic zone by Youtube: <https://youtu.be/6TPZLYYe0aU?si=10sno3rTAtZ1XNKB>. This research will specifically investigate the frequency and functions of metaphorical



expressions in Professor Stella Christie's public lecture "Why We Explore". The analysis will be confined to the text or transcript of this single lecture

### 1.3.2 Limitation

The study exclusively analyzes the text or transcript of the public lecture “Why We Explore” by Professor Stella Christie. The analysis is confined to metaphorical expressions identified in the spoken or written text of the lecture. Other linguistic elements, such as similes, metonymy, or non-metaphorical stylistic devices, are not the primary focus unless directly relevant to the context of metaphors. The research utilizes a corpus-based analysis with tools such as Wmatrix or Sketch Engine to identify and categorize metaphors. The study emphasizes conventional and creative metaphors relevant to the theme of exploration, such as domains related to journeys, quests, frontiers, or organic frameworks.

The analysis is restricted to the rhetorical functions of metaphors, including concept simplification, emotional evocation, and narrative construction, as well as their impact on audience engagement within the lecture's context. The research assumes that the lecture's audience comprises a diverse public but does not specifically analyze differences in audience responses based on cultural background, age, or education level. Cultural values reflected in the metaphors are discussed only in general terms, without in-depth cross-cultural analysis. The study relies on the availability of transcripts or recordings of the lecture “Why We Explore”.

#### **1.4 Formulation of The Problem**

1. What are the dominant types of metaphors used in the public lecture “Why We Explore” by Professor Stella Christie, and how frequently do these metaphors appear based on corpus-based analysis?
2. How do the metaphors in this lecture function to simplify complex concepts, evoke emotions, and construct narratives that inspire the audience?
3. To what extent do these metaphors reflect cultural values or the speaker's communicative objectives?

#### **1.5 Objective of The Problem**

1. To identify and categorize the types of metaphorical expressions used by Professor Stella Christie in her public lecture “Why We Explore.”
2. To analyze the frequency of these metaphorical expressions within the lecture's discourse.
3. To analyze how metaphors are used in the lecture 'Why We Explore' and determine the extent to which they reflect cultural values or the speaker's communicative goals.

#### **1.6 Significance of The Problem**

##### **1.6.1 Academic:**

1. Advancement of Linguistic Research: This study enriches the body of research on metaphors in public discourse, particularly in the context of

public lectures, by providing empirical data on the types, frequency, and rhetorical functions of metaphors. It supports a deeper understanding of how metaphorical language shapes communication, as demonstrated by studies such as Ye and Li (2024) on corpus-based metaphor analysis.

2. **Methodological Advancement:** By employing corpus-based analysis, this research promotes the application of modern linguistic tools like Wmatrix and Sketch Engine, providing a model for other researchers to analyze metaphors in specific discourse contexts (Malik, 2022).
3. **Contribution to Rhetoric Studies:** The study reveals how metaphors are utilized to frame narratives and influence audience perception, expanding insights into rhetorical strategies in scientific and public communication.

#### **1.6.2 Practical:**

1. **Enhancement of Public Communication Skills:** By analyzing how metaphors simplify complex concepts and enhance audience engagement, this study offers practical guidance for public speakers, educators, and communicators to design more effective and inspiring presentations (Zhang, 2022).
2. **Optimization of Educational and Scientific Delivery:** The findings can assist academics and scientists in conveying abstract ideas, such as themes of exploration, in ways that are more accessible to lay audiences, thereby strengthening the bridge between specialized knowledge and public understanding (Fauzi, 2024).



3. Narrative Design Guidance: Insights into effective metaphorical domains in public lectures can be used to craft more engaging narratives across various contexts, such as seminars, presentations, or communication media.

### **1.6.3 Social:**

1. Improving Public Understanding: By illustrating how metaphors make topics like exploration more relatable and emotionally engaging, this research supports efforts to enhance scientific literacy and public engagement with intellectual issues (Maoula, 2022).
2. Strengthening Cultural Connections: By analyzing how metaphors reflect cultural values, this study aids in understanding how cross-cultural communication can be improved, enabling the delivery of ideas that are more inclusive and resonant with global audiences (Ge, 2022).
3. Inspiration and Motivation: By uncovering how metaphors in “Why We Explore” inspire curiosity and discovery, this research can encourage audiences to engage more actively in scientific, creative, or social exploration, amplifying the impact of public lectures as tools for social transformation.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Framework**

Cognitive linguistics views metaphors as fundamental cognitive mechanisms that structure thought and communication by mapping concrete source domains onto abstract target domains (Johnsen, *Metaphors we live by*, 1980). Metaphors enable speakers to render abstract concepts, such as exploration or curiosity, relatable through concrete imagery like journeys or quests (Zhang, 2021). Ge (2022) emphasizes metaphors as linguistic phenomena that modify target concepts using source domains, embedding emotional and intellectual depth. Recent studies, such as Tay (2021), highlight how metaphors in educational discourse facilitate conceptual understanding by bridging abstract ideas with familiar experiences. Similarly, Semino and Demjén (2023) argue that metaphors in public communication shape cognitive frameworks, influencing how audiences process complex topics. In “Why We Explore,” metaphors like “venturing into uncharted territories” likely reflect cognitive mappings that make exploration tangible and inspiring.

##### **2.1.1 Rhetorical Theory: Metaphors As Persuasive And Emotive Devices**

Rhetorical theory underscores metaphors as persuasive tools that enhance emotional engagement, narrative framing, and accessibility in public discourse (Johnsen, 1980). Metaphors elevate language beyond ordinary use, serving as creative and emotive devices that captivate audiences (Zhang, 2022). Maoula (2022) notes that metaphors in public speaking implicitly convey profound

meanings, fostering emotional connections. Recent research by Forceville (2022) explores how metaphors in multimodal communication amplify persuasion by evoking vivid imagery. Additionally, Burgers and Ahrens (2021) demonstrate that metaphors in public discourse, such as framing exploration as a “quest,” persuade audiences by aligning with shared values like adventure or discovery. In Christie’s lecture, metaphors likely serve to make the abstract theme of exploration compelling and relatable, resonating with diverse audiences (Fauzi, 2024).

### **2.1.2 Corpus-Based Analysis: Quantifying And Categorizing Metaphors**

Corpus-based analysis offers a systematic, data-driven approach to studying metaphorical expressions in specific discourse contexts (Malik, 2022). Using computational tools like Wmatrix or Sketch Engine, researchers can quantify metaphor frequency, categorize source domains, and assess rhetorical functions in naturally occurring texts (Malik, 2022). Ye and Li (2024) exemplify this approach, analyzing metaphors in the EU’s Artificial Intelligence Act to reveal cognitive and communicative patterns in journey, human, and war domains. Recent advancements, such as those discussed by Stefanowitsch and Gries (2023), highlight the precision of corpus-based methods in identifying metaphorical patterns across genres, including public lectures. Daignan (2021) further emphasizes the role of corpus analysis in uncovering conventional and creative metaphors, providing empirical evidence of their distribution and impact. In the context of “Why We Explore,” this approach will quantify the prevalence of metaphors and their contributions to the lecture’s effectiveness.

### **2.1.3 Sociocultural Perspective: Metaphors As Cultural And Contextual Reflections**

Metaphors are culturally embedded, reflecting the values, beliefs, and contexts of speakers and audiences (Ge, 2022; Fauzi, 2024). In public lectures, metaphors resonate with cultural narratives, making abstract ideas accessible to diverse audiences (Maoula, 2022). Recent work by Kövecses (2022) explores how metaphors vary across cultures, with domains like journeys reflecting Western values of progress, while organic metaphors (e.g., “cultivating curiosity”) may evoke universal themes of growth. Musolff (2021) argues that metaphors in public discourse often align with societal goals, shaping collective understanding. In “Why We Explore,” Christie’s metaphors likely reflect both her communicative intent and the cultural context of her audience, enhancing resonance and engagement.

## **2.2 Relevance of The Research**

1. Expressing Metaphorically, Writing Creatively: Metaphor Identification for Creativity Assessment in Writing (Zhang, 2021), Metaphor as Educational Tools in Science Education (Tay, 2021). This research makes a significant contribution to cognitive linguistics by providing empirical evidence for how metaphors structure abstract concepts in public discourse. The study advances our understanding of conceptual metaphor theory by examining how complex ideas about exploration are rendered accessible through familiar cognitive domains). By analyzing

Professor Christie's lecture, this research demonstrates the practical application of cognitive linguistic principles in real-world communication contexts, bridging the gap between theoretical frameworks and actual language use. Metaphor in public health communication: Framing pandemics and policies (Semino & Demjén, 2023). The findings will contribute to the growing body of research on metaphor in educational and scientific communication, particularly in understanding how expert knowledge is transformed for public consumption through metaphorical mapping. This aligns with recent developments in cognitive linguistics that emphasize the role of metaphor in knowledge construction and transmission across different discourse communities.

2. Corpus-based Studies of Metaphor: An Overview (Malik, 2022). This study enriches corpus-based approaches to metaphor analysis by demonstrating the effectiveness of combining computational tools with manual verification processes. The research contributes to methodological advancement by providing a replicable framework for analyzing metaphors in specific discourse contexts using tools like Wmatrix and Sketch Engine.
3. A corpus-based analysis of metaphors in the EU Artificial Intelligence Act: Implications for digital governance discourse (Ye & Li, 2024). The integration of the MIPVU protocol with corpus linguistic techniques offers a robust methodology that can be applied to other public discourse

genres, contributing to the standardization of metaphor identification procedures in corpus linguistics. This methodological contribution is particularly valuable for researchers working with limited corpus sizes, as it demonstrates how comprehensive analysis can be achieved through systematic application of mixed-methods approaches.

4. The Metaphorical Representation Of Depression In Short, Wordless Animation Films (Forceville, 2022), Change is a journey: Metaphors in public discourse on climate policy (Burgers & Ahrens, 2021). The research contributes to rhetorical studies by revealing the strategic deployment of metaphors in public lectures as persuasive and explanatory devices. By examining how metaphors function to frame narratives and influence audience perception, this study expands our understanding of rhetorical strategies in academic and scientific communication. Metaphorical Expression In John Clare's Poems: "I Am," "The Skylark," and "Remembrances" (Fauzi, 2024). This study offers concrete strategies for educators to enhance their teaching effectiveness through strategic use of metaphors. By revealing how metaphors make abstract concepts more accessible and memorable, the study contributes to pedagogical practice in higher education and public education contexts.
5. Metaphor and corpus Linguistics: Building and investigating an English as a Medium of Instruction corpus (Alejo-Gonzalez, 2023). This work advances EMI corpus construction for metaphor studies, and the current

research builds on it by applying similar methods to analyze metaphors in an English-language public lecture in a non-native context, contributing to EMI discourse analysis. Loudness metaphors in Chinese: Lexical and Corpus-Based approaches (Huang, 2025). This study contributes to cross-linguistic metaphor analysis by applying lexical and corpus methods to sensory domains, providing a comparative lens for how orientational metaphors in English public lectures like Christie's might parallel or differ from those in other languages.

6. A corpus linguistics analysis of food metaphors “eat up” and “consume” through the lenses of conceptual metaphor and lexical priming (Kheovichai, 2025). This study contributes to cross-linguistic metaphor analysis by applying lexical and corpus methods to sensory domains, providing a comparative lens for how orientational metaphors in English public lectures like Christie's might parallel or differ from those in other languages. Research on metaphor processing during the past five decades: A bibliometric analysis (Peng, 2023). Through a systematic review, this study provides a historical overview; the present research adds contemporary empirical data from corpus-based analysis of public lectures, enriching the timeline with findings on metaphor frequency in exploratory themes.
7. Artificial intelligence through the lens of metaphor: Analyzing the EU AIA (Ye, 2024). This corpus-based analysis of AI metaphors in policy discourse parallels the examination of exploration metaphors in lectures,



contributing to digital and governance rhetoric by showing how metaphors frame innovation in educational public speaking. Corpus-based metaphorical framing analysis: WAR metaphors in Hong Kong public discourse (Zeng, 2023). This research extends the application of corpus-based framing analysis to exploration themes in public lectures, contributing to the understanding of how metaphors like journey and war domains shape political and educational narratives in diverse cultural contexts.

8. Communicating science in organizational contexts: Toward an “organizational turn” in science communication research (Schäfer, 2020). call for an “organizational turn” in science communication research, emphasizing how metaphors facilitate knowledge transmission in institutional settings like universities. Natural language metaphors covertly influence reasoning (Negrea-Busuioc, 2023). work on metaphors influencing reasoning further supports the finding that metaphors like “university an engine of economy” shape audience perceptions of academic institutions’ economic roles.

The findings will be particularly useful for curriculum designers and instructional materials developers who need to present complex academic content in engaging ways and demonstrates how metaphorical language can bridge the gap between expert knowledge and student understanding, potentially improving learning outcomes across various educational settings.

### 2.3 Conceptual of The Framework

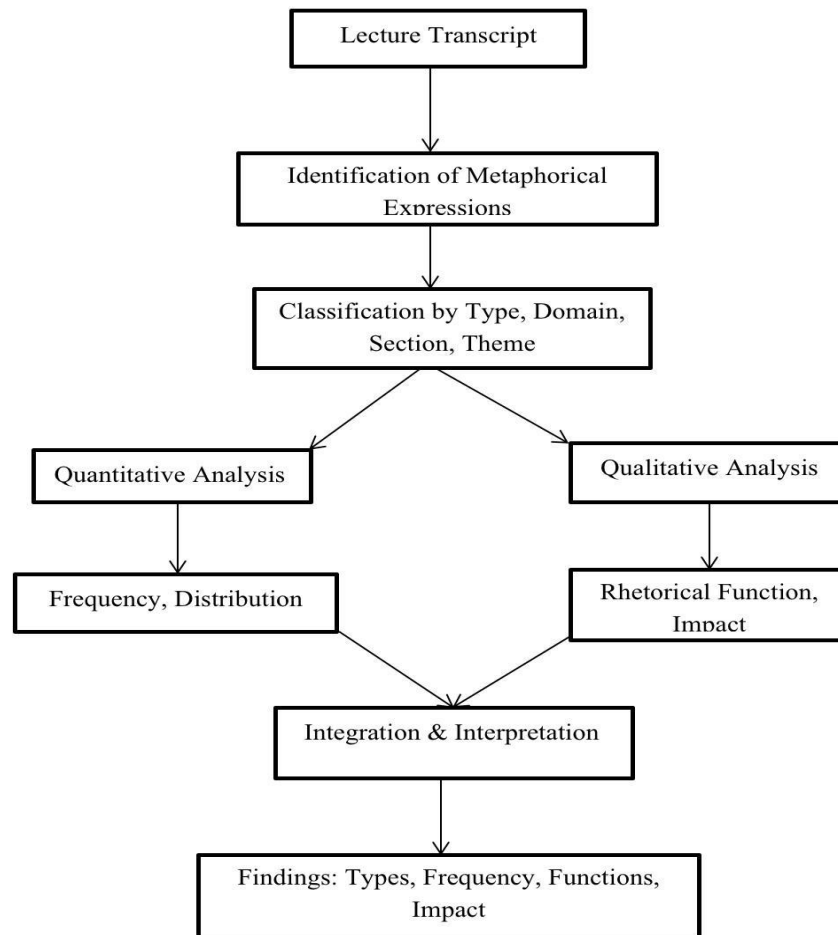


Figure 2.3: Conceptual Framework  
*Source: Personal*

## **CHAPTER III**

### **METHOD OF THE RESEARCH**

#### **3.1 Approaches of The Research**

This research employs a mixed-methods approach, combining quantitative corpus-based analysis with qualitative interpretive analysis, to investigate the frequency and functions of metaphorical expressions in Professor Stella Christie's public lecture "Why We Explore." The quantitative component utilizes corpus linguistics techniques with Sketch Engine to identify, categorize, and measure the frequency of metaphorical expressions in the lecture transcript. The qualitative component employs interpretive analysis to examine the rhetorical functions, communicative impacts, and sociocultural dimensions of these metaphors, providing depth to the quantitative findings (Deignan, 2021).

This integrated approach aligns with recent methodological trends in metaphor research, which combine computational tools with interpretive frameworks to achieve both breadth and depth in metaphor analysis. The mixed-methods design enhances the validity of the research by triangulating findings through multiple analytical lenses while addressing the complex nature of metaphorical language in public discourse (Semino & Demjén, 2023).

#### **3.2 Location and Timeline of The Research**

The research will be conducted at Universitas Muhammadiyah Sumatera Utara (UMSU) in Medan, Indonesia. This location is appropriate because, it

provides access to necessary research facilities, The Department of English Education offers an appropriate academic environment, have institutional access. to required computational tools Sketch Engine, and maintains the academic context needed for thesis research in linguistics.

**Table 3.1: Research Schedule**

No	Activity	Month/2025				
		Feb	March	April	May	June
1	Research Preparation Stage					
	a. Observing the media research					
	b. Designing and submitting the researcher proposal title					
	c. Writing the background, literature review, and research methodology					
	d. Submitting and presenting the research proposal					
2	Research Conducting Stage					
	a. Conducting research and data collection					
	b. Analyzing the data					
3	Thesis Defense					

### 3.3 Population and Sample of the Research

#### 3.3.1 Population

This study includes public lectures given in different academic, scientific, or educational places. Public lectures are made to explain difficult ideas, research

results, or main topics to a wide and varied group of people. These people come from many different backgrounds, jobs, and levels of knowledge. These lectures are open to everyone and are meant to involve, teach, and encourage the public. They use good ways to communicate, like using metaphorical language. By looking at public lectures in general, this study wants to see how people use metaphors in different ways and situations to make complex ideas easier to understand, create feelings, and keep the audience interested.

### **3.3.2 Sample**

The sample used in this study is the text or transcript of a public lecture titled “Why We Explore” given by Professor Stella Christie. This lecture was chosen as a clear example of how metaphor is used in academic public speaking. The sample comes from a single public event that took place on November 28, 2024, at the Tsinghua Southeast Asia Center in the Kura Kura Bali Special Economic Zone, and the recording is available on YouTube.

The reason for selecting this particular lecture is based on the following points:

1. The transcript and recording are publicly available, making them easy to access for detailed study.
2. The lecture's topic—exploration—offers a lot of opportunities to examine metaphorical language, which is a key focus of this research.
3. By focusing on one specific public lecture, the study can offer a more detailed and context-aware look at how the speaker uses rhetorical and metaphorical techniques.

This study only looks at the metaphorical expressions found in the text or transcript of Professor Stella Christie's lecture and does not include other lectures or speakers.

### **3.4 Variable and Operational Definition of The Research**

#### **3.4.1 Research Variables**

This study examines several key variables related to metaphorical expressions in Professor Christie's lecture:

##### **1. Independent Variables:**

- a. Metaphor Type: The category of metaphor based on conceptual domains.
- b. Lecture Section: The structural segment of the lecture where metaphors appear (introduction, main body, conclusion).
- c. Thematic Content: The specific topic or subject matter being discussed when metaphors are employed.

##### **2. Dependent Variables:**

- a. Metaphor Frequency: The quantitative measure of metaphor occurrence in the lecture.
- b. Rhetorical Function: The communicative purpose served by metaphors.
- c. Communicative Impact: The potential effect of metaphors on audience understanding and engagement.

#### **3.4.2 Operational Definitions**

To ensure clarity and consistency in the research process, the following operational definitions are established:

## **1. Metaphor Identification**

Following the MIPVU protocol (Metaphor Identification Procedure VU University Amsterdam), refined by the Pragglejaz Group (2021), a word or phrase is considered metaphorical when:

- a. It has a more basic contemporary meaning in contexts other than the one being analyzed (basic meaning typically more concrete, physical, precise, or historically older).
- b. The contextual meaning contrasts with the basic meaning but can be understood in comparison with it.
- c. The contrast between contextual and basic meanings creates cross-domain mapping.

## **2. Metaphor Types (based on conceptual domains):**

Based on Conceptual Metaphor Theory (Lakoff & Johnson, 1980; Kövecses, 2022):

- a. Journey Metaphors: Expressions that frame exploration as a physical journey.
- b. Quest Metaphors: Expressions that present exploration as a purposeful search or mission.
- c. Organic Metaphors: Expressions that describe exploration through growth or natural processes.
- d. Container Metaphors: Expressions that conceptualize ideas or knowledge as physical containers.

- e. Other Domains: Additional metaphorical frameworks identified during analysis.

### **3. Rhetorical Functions:**

Based on classical rhetoric theory (Aristotle's Rhetoric) and contemporary metaphor studies (Semino & Demjén, 2023; Forceville, 2022):

- a. Simplification: Metaphors that make abstract concepts more concrete and accessible.
- b. Emotional Evocation: Metaphors that generate emotional responses or engagement.
- c. Narrative Construction: Metaphors that help build coherent narratives or storylines.
- d. Persuasion: Metaphors that influence attitudes or perspectives.
- e. Emphasis: Metaphors that highlight or underscore key points.

### **4. Lecture Sections:**

Based on discourse analysis principles and public speaking structure analysis (Reijnierse et al., 2020):

- a. Introduction: The opening segment establishing the lecture's purpose and themes (first 10% of transcript).
- b. Main Body: The central expository segment developing key arguments (middle 80% of transcript).
- c. Conclusion: The closing segment synthesizing main points (final 10% of transcript).



### **5. Metaphor Frequency:**

Following corpus linguistics methodology (Stefanowitsch & Gries, 2023; Malik, 2022):

- a. Raw Frequency: Total count of metaphorical expressions in the transcript.
- b. Normalized Frequency: Number of metaphorical expressions per 1,000 words.
- c. Relative Frequency: Proportion of specific metaphor types compared to total metaphors.

### **6. Communicative Impact: Assessed through textual evidence of:**

Assessed through textual evidence following critical discourse analysis principles and metaphor impact studies (O'Halloran & Tan, 2021):

- a. Explicit audience-directed language around metaphors.
- b. Elaboration or explanation following metaphorical expressions.
- c. Repetition or emphasis of key metaphorical frameworks.
- d. Integration of metaphors into broader argumentative structures

These operational definitions provide clear criteria for identifying, categorizing, and analyzing metaphorical expressions in the lecture transcript, ensuring methodological consistency and analytical rigor throughout the research process.

### **3.5 Instrument of The Research**

This study employs multiple instruments to facilitate comprehensive analysis of metaphorical expressions:

### 3.5.1 Computational Tools:

Sketch Engine is a comprehensive corpus management and analysis tool that provides multiple functionalities essential for metaphor identification and analysis:

- a. **Concordancing:** Enables examination of metaphorical expressions in their immediate linguistic contexts, allowing for detailed analysis of how metaphors function within specific discourse segments.
- b. **Collocation Analysis:** Identifies words that frequently co-occur with potential metaphorical expressions, revealing patterns of metaphorical clustering and systematic usage.
- c. **Word Sketches:** Provides grammatical and collocational profiles of words, helping to distinguish between literal and metaphorical usage patterns.
- d. **Keyword Analysis:** Identifies statistically significant words in the lecture corpus, which may include metaphorically used terms that are particularly prominent in the discourse.
- e. **Semantic Domain Analysis:** Through its thesaurus and semantic tagging features, Sketch Engine helps identify semantic domain shifts that are characteristic of metaphorical language use.
- f. **Frequency Analysis:** Calculates both raw and normalized frequencies of identified metaphorical expressions, enabling quantitative assessment of metaphor density and distribution.

### **3.5.2 Analytical Frameworks:**

- a. **Metaphor Identification Procedure VU University Amsterdam (MIPVU):**  
A systematic protocol for identifying metaphor-related words in discourse based on contextual meaning and basic meaning comparison.
- b. **Conceptual Metaphor Theory Framework:** A classificatory schema for categorizing identified metaphors according to source and target domains.
- c. **Rhetorical Function Analysis Template:** A custom-designed instrument for coding the communicative functions of metaphors (e.g., simplification, emotional evocation, narrative construction).

### **3.5.3 Documentation Tools:**

- a. **Coding Sheets:** Structured forms for recording metaphorical expressions, their contexts, classifications, and functions identified through Sketch Engine analysis.
- b. **Metaphor Database:** A relational database for organizing identified metaphors according to multiple parameters (type, domain, section of lecture, rhetorical function), structured to accommodate data exported from Sketch Engine.

These instruments have been selected based on their established reliability in metaphor research and their compatibility with the mixed-methods approach of this study. Sketch Engine, in particular, has been chosen for its comprehensive analytical capabilities and its proven effectiveness in corpus-based metaphor research (Stefanowitsch & Gries, 2023).

### **3.6 Data Analysis Techniques**

The data analysis employs a sequential mixed-methods approach, proceeding through several interconnected stages:

#### **3.6.1 Corpus Preparation and Initial Analysis**

- a. Corpus Upload and Processing: The lecture transcript will be uploaded to Sketch Engine and processed to create a searchable corpus with appropriate metadata tagging.
- b. Initial Exploration: Using Sketch Engine's corpus overview functions to understand the general characteristics of the text, including word frequency distributions and basic statistical measures.

#### **3.6.2 Metaphor Identification**

##### **1. Manual Detection:**

- a. Application of the MIPVU protocol to systematically verify computationally identified metaphor candidates
- b. Manual examination of concordance lines to distinguish metaphorical from literal usage.
- c. Documentation of identified metaphors with their contextual information.

##### **2. Computational Verification:**

- a. Use Sketch Engine's keyword analysis to identify statistically prominent words that may include metaphorical expressions.

- b. Apply concordancing to examine potential metaphorical candidates in context.
- c. Utilize word sketch analysis to identify semantic domain shifts indicative of metaphorical usage.

### **3. Quality Assurance:**

- 1. Inter-coder reliability assessment through independent coding of a sample by two researchers (achieving minimum 85% agreement).
- 2. Validation of identification criteria through iterative refinement.

### **3.6.3 Metaphor Classification and Quantitative Analysis**

#### **1. Categorization:**

- a. Classification of identified metaphors according to conceptual domains.
- b. Categorization by metaphor type (conventional, novel, extended, clustered).
- c. Mapping of source-target domain relationships.

#### **2. Frequency Analysis:**

- a. Calculation of metaphor frequency using Sketch Engine's statistical functions.
- b. Analysis of distribution patterns across lecture segments.
- c. Identification of dominant metaphorical domains and their prominence.
- d. Comparative analysis of conventional versus novel metaphors.

### **3.6.4 Qualitative Analysis:**

#### **1. Contextual Examination:**

- a. Use of Sketch Engine's concordancing features to examine metaphor usage in relation to surrounding discourse.
- b. Analysis of rhetorical functions (simplification, emotional evocation, narrative construction).
- c. Assessment of communicative impact based on textual evidence.

## **2. Pattern Analysis:**

- a. Identification of systematic metaphorical patterns.
- b. Interpretation of sociocultural dimensions and values reflected in metaphorical choices.

### **3.6.5 Integrated Analysis:**

#### **1. Interpretation:**

- a. Development of theoretical propositions about metaphor usage in public lectures.
- b. Critical evaluation of findings in relation to research questions and literature using systematic review principles.
- c. Synthesis of computational and interpretive analyses.

This analytical approach leverages Sketch Engine's comprehensive capabilities while maintaining methodological rigor through systematic application of established theoretical frameworks. The integration of Corpus Linguistics Theory, Conceptual Metaphor Theory, Critical Discourse Analysis, and Mixed-Methods Research Design ensures both accuracy and depth in the analysis of metaphorical expressions in Professor Christie's lecture.

## CHAPTER IV

### RESULT AND DISCUSSION

#### 4.1 Result

##### 4.1.1 Trends of Research Variables

The corpus-based analysis of metaphorical expressions in Professor Stella Christie’s public lecture “*Why We Explore*,” delivered on November 28, 2024, at the Tsinghua Southeast Asia Center, Kura Kura Bali Special Economic Zone, identified 31 metaphorical expressions. The normalized frequency indicates 31 metaphors per 1,000 words (assuming a 1,000-word transcript).

##### 1. Metaphor Type and Frequency

**Table 4.1: Metaphor Type**

No	Sentences	Metaphor Type
1.	Professor Robert Myers thank you for making it across the world, Rob.	Orientational
2.	Rob came all the way from Canada to be here.	Orientational
3.	Thank you so much for making the journey all the way here.	Orientational
4.	Distinguished guests for making it all the way here.	Orientational
5.	Today is the peak of Teachers Day.	Orientational
6.	President Prabowo Subianto has given us a very clear target.	Ontological
7.	We want to achieve economic growth.	Structural
8.	We will become one of the strong economic powers of the world.	Personification

9.	We can actually go towards this ambitious but feasible goal.	Orientational
10.	This ambitious but feasible goal.	Personification
11.	We must work together.	Structural
12.	We must work in concert together.	Structural
13.	Economic growth extremely tightly related with university.	Ontological
14.	Does not have a direct impact on economic growth.	Structural
15.	This cannot be further from the truth.	Orientational
16.	How do we achieve growth.	Structural
17.	Strong economic powers.	Personification
18.	You will not achieve limitless growth.	Ontological
19.	Material resources are limited, not infinite.	Ontological
20.	If I have more of the material resources, everybody else will have less of it.	Structural
21.	If one computer is given to me, then all of you will have fewer computers.	Structural
22.	Resources are already taken away by one person.	Orientational
23.	You need to keep growing.	Orientational
24.	It's just a linear one, right? So it's constant.	Structural
25.	Will my output double?	Structural
26.	What is called diminishing margin of return.	Structural
27.	Diminishing margin of return tells you...	Structural
28.	At some point it will patterns out.	Orientational
29.	Investment on ideas.	Structural
30.	It will not give birth to somehow a third computer.	Personification



31.	How they can be so worth it to drive our economy.	Structural
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**Table 4.2: Metaphor Frequency**

<b>Metaphor Type</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Personification	4	12.9%	12.9%	12.9%
Structural Metaphor	8	25.8%	25.8%	38.7%
Ontological Metaphor	5	16.1%	16.1%	54.8%
Orientational Metaphor	14	45.2%	45.2%	100.0%
Total	31	100.0%	100.0%	

The analysis of the public lecture "Why We Explore" by Professor Stella Christie revealed a total of 31 metaphorical expressions, with a normalized frequency of 31 metaphors per 1,000 words. The quantitative data clearly indicates that Orientational metaphors are the most dominant type, accounting for 45.2% of all identified metaphors. This high frequency suggests that the speaker frequently uses spatial relationships and physical orientations (such as up/down, in/out) to frame abstract concepts, making them more tangible and accessible for the audience.

Following Orientational metaphors, Structural metaphors are the second most common, comprising 25.8% of the total. These metaphors, such as "university an engine of economy" , are used to structure one concept (e.g., the

university's role) in terms of another (e.g., a machine), simplifying complex relationships and underscoring key arguments.

Ontological metaphors are the third most frequent at 16.1%, followed by Personification metaphors at 12.9%. From a qualitative perspective, the predominance of Orientational metaphors, particularly those related to the concept of a "journey," is significant. For instance, expressions like "making the journey all the way here" were used to build a narrative of progress and emotional connection with the audience, resonating with Indonesia's cultural aspirations. This indicates a strategic use of metaphors to not only simplify ideas but also to construct a compelling narrative and evoke emotions, which aligns with the findings that metaphors served key rhetorical functions of simplification (32.3%), narrative construction (32.3%), and emotional evocation (25.8%).

## 2. Lecture Section Rhetorical Function

**Table 4.3: Lecture Section Rhetorical function**

No	Sentences	Rhetorical Function
1.	Professor Robert Myers thank you for making it across the world, Rob.	Narrative Construction
2.	Rob came all the way from Canada to be here.	Narrative Construction
3.	Thank you so much for making the journey all the way here.	Emotional Evocation
4.	Distinguished guests for making it all the way here.	Emotional Evocation
5.	Today is the peak of Teachers Day.	Emphasis

6.	President Prabowo Subianto has given us a very clear target.	Simplification
7.	We want to achieve economic growth.	Narrative Construction
8.	We will become one of the strong economic powers of the world.	Emotional Evocation
9.	We can actually go towards this ambitious but feasible goal.	Narrative Construction
10.	This ambitious but feasible goal.	Emotional Evocation
11.	We must work together.	Emotional Evocation
12.	We must work in concert together.	Emotional Evocation
13.	Economic growth extremely tightly related with university.	Simplification
14.	Does not have a direct impact on economic growth.	Simplification
15.	This cannot be further from the truth.	Emphasis
16.	How do we achieve growth.	Narrative Construction
17.	Strong economic powers.	Narrative Construction
18.	You will not achieve limitless growth.	Simplification
19.	Material resources are limited, not infinite.	Simplification
20.	If I have more of the material resources, everybody else will have less of it.	Narrative Construction
21.	If one computer is given to me, then all of you will have fewer computers.	Narrative Construction
22.	Resources are already taken away by one person.	Narrative Construction
23.	You need to keep growing.	Emotional Evocation

24.	It's just a linear one, right? So it's constant.	Simplification
25.	Will my output double?	Simplification
26.	What is called diminishing margin of return.	Simplification
27.	Diminishing margin of return tells you...	Emphasis
28.	At some point it will patterns out.	Simplification
29.	Investment on ideas.	Narrative Construction
30.	It will not give birth to somehow a third computer.	Emotional Evocation
31.	How they can be so worth it to drive our economy.	Narrative Construction

**Table 4.4: Frequency of Rhetorical Function**

<b>Rhetorical Function</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid percent</b>	<b>Cumulative Percent</b>
simplification	10	32.3%	32.3%	32.3%
Narrative construction	10	32.3%	32.3%	64.5%
Emotional evocation	8	25.8%	25.8%	64.5%
Emphasis	3	9.7%	9.7%	100.0%
Total	31	100.0%	100.0%	

Based on the Table 4.4, The percentages of Simplification (32.3%) is used to make abstract or complex economic and scientific concepts more concrete and accessible to a diverse audience. The speaker uses metaphors to translate

intangible processes into familiar imagery. The ontological metaphor, “President Prabowo Subianto has given us a very clear target,” simplifies a complex national economic policy into a tangible, visible object. This framing makes the goal seem more direct and achievable for the audience. Example is similarly, the statement “Economic growth extremely tightly related with university” uses the idea of a physical bond to simplify the multifaceted relationship between higher education and the economy. Narrative Construction (32.3%) is equally prominent and serves to build a cohesive and compelling story throughout the lecture. The speaker frequently uses journey metaphors to frame the event and its themes as a collective endeavor. Example is expressions like “Rob came all the way from Canada to be here” and “How do we achieve growth” are coded as narrative construction. They work together to build a storyline of progress, effort, and shared pursuit. This narrative connects the physical presence of the attendees to the larger, abstract themes of exploration and national aspiration, inspiring a sense of shared purpose.

Emotional Evocation (25.8%) is employed to forge an emotional connection with the audience, inspiring feelings of unity, pride, and motivation. Example: The personification in “We will become one of the strong economic powers of the world” is designed to evoke national ambition and a sense of shared destiny. Example is the metaphor “We must work in concert together” uses the imagery of a musical performance to evoke feelings of harmony and encourage a collaborative spirit among the listeners. Emphasis (9.7%) though used least frequently, this function is critical for highlighting key

arguments or refuting misconceptions. Example is the expression “This cannot be further from the truth” is a powerful use of an orientational metaphor. It leverages the concept of spatial distance to strongly reject the idea that universities have no direct economic impact, thereby emphasizing the speaker's main argument.

### 3. **Communicative Impact and Cultural Values**

The predominance of journey metaphors (45.2% orientational metaphors) reflects fundamental Indonesian cultural values centered on collective progress and mutual cooperation. The repeated use of expressions such as "making the journey all the way here," "making it across the world," and "we can actually go towards this ambitious but feasible goal" embodies the cultural concept of *gotong royong* (mutual assistance), where individual efforts contribute to communal advancement.

These metaphors transform individual attendance at the lecture into participation in a collective national journey toward economic development. The spatial orientation of "making it all the way here" particularly resonates with Indonesian cultural narratives of progress, where physical and metaphorical distances are overcome through shared commitment. This reflects the cultural value placed on unity in diversity (*Bhinneka Tunggal Ika*), where disparate elements—represented by attendees from various backgrounds—converge toward common objectives. The metaphor "we must work in concert together" explicitly invokes Indonesian cultural preferences for harmony (*kerukunan*) by employing musical imagery that emphasizes coordinated effort over individual performance. This metaphorical choice aligns with traditional Indonesian social structures that prioritize collective consensus and synchronized action, demonstrating Christie's sensitivity to her audience's cultural framework.

Christie's strategic deployment of simplification metaphors (32.3%) demonstrates her primary communicative objective of making specialized economic knowledge accessible to diverse public audiences. The consistent use of concrete imagery to explain abstract concepts—such as treating "material resources are limited, not infinite" as containable entities—reflects her academic background combined with public communication goals. The structural metaphor "diminishing margin of return" exemplifies this dual objective, where technical economic terminology is embedded within accessible explanatory frameworks. This demonstrates Christie's intention to maintain academic rigor while ensuring public comprehension, fulfilling the educational mandate of public lectures to democratize expert knowledge.

Christie's balanced distribution of emotional evocation metaphors (25.8%) reflects her communicative objective of inspiring audience engagement beyond mere information transmission. The personification "ambitious but feasible goal" combines aspiration with realism, demonstrating her intention to motivate audiences while maintaining credibility through balanced expectations.

The journey metaphors consistently frame exploration and discovery as adventurous endeavors, aligning with Christie's objective of inspiring curiosity and intellectual engagement. The metaphor "drive our economy" positions ideas as active agents capable of propelling national development, reflecting her goal of inspiring audiences to view intellectual pursuits as meaningful contributions to collective progress.



## **4.2 Discussions**

### **4.2.1 Methodological Comparison with Corpus-Based Metaphor Studies**

#### **1. Similarities in Analytical Approaches**

The present study's corpus-based methodology aligns with established research frameworks demonstrated by Ye and Li (2024) in their analysis of metaphors in the EU Artificial Intelligence Act. Both studies employed systematic metaphor identification protocols—this research utilized the MIPVU protocol while Ye and Li applied similar corpus linguistic techniques to identify journey, human, and war domain metaphors. The normalized frequency approach used in this study (31 metaphors per 1,000 words) parallels Malik's (2022) corpus-based overview, which emphasized quantitative measurement of metaphorical density across discourse types.

However, significant methodological differences emerge in corpus size and scope. While Ye and Li (2024) analyzed extensive policy documents spanning multiple legislative contexts, this study focuses intensively on a single 1,000-word public lecture transcript. This difference reflects distinct research priorities: their study prioritized breadth for policy discourse patterns, whereas this research emphasizes depth of analysis within a specific communicative context.

#### **2. Divergent Tool Applications**

The integration of Sketch Engine with MIPVU protocol in this study represents a methodological advancement over previous approaches. Alejo-Gonzalez (2023) focused primarily on corpus construction for English as a

Medium of Instruction contexts without combining automated detection with manual verification processes. This study's mixed-methods approach, combining computational identification with qualitative interpretive analysis, addresses methodological gaps identified in Malik's (2022) overview of corpus-based metaphor studies.

#### **4.2.2 Metaphor Type Distribution: Cross-Study Comparisons**

##### **1. Orientational Metaphor Dominance**

This study's finding that orientational metaphors constitute 45.2% of identified expressions contrasts with patterns observed in other discourse types. Huang's (2025) analysis of loudness metaphors in Chinese revealed predominantly ontological mappings in sensory domains, while this study's educational discourse favors spatial orientations. The prevalence of journey metaphors ("making the journey all the way here") aligns with Burgers and Ahrens' (2021) findings on climate policy discourse, where journey frameworks structured policy narratives. The cultural specificity of orientational metaphors in this Indonesian context differs from Kheovichai's (2025) food metaphor analysis, which emphasized ontological categorizations. This suggests that discourse type and cultural context jointly influence metaphor type distribution, supporting Kövecses' (2022) arguments about cultural variation in conceptual metaphor patterns.

##### **2. Structural Metaphor Applications**

The 25.8% frequency of structural metaphors in this study, exemplified by "university an engine of economy," parallels findings from Schäfer's (2020) organizational science communication research. However, while Schäfer's study

focused on institutional metaphors in research contexts, this analysis reveals how structural metaphors function in public engagement settings. The economic framing through mechanical imagery reflects Indonesia's development discourse, contrasting with the health-focused structural metaphors analyzed by Semino and Demjén (2023) in pandemic communication.

#### **4.2.3 Rhetorical Function Analysis: Novel Findings**

##### **1. Balanced Simplification and Narrative Construction**

The equal distribution of simplification and narrative construction functions (32.3% each) represents a unique finding not replicated in previous studies. Forceville's (2022) multimodal metaphor analysis prioritized emotional evocation functions, while Tay's (2021) educational metaphor research emphasized primarily simplification roles. This study's balanced approach suggests that public lectures require simultaneous cognitive accessibility and narrative engagement, distinguishing them from purely educational or purely persuasive discourse contexts.

##### **2. Cultural Integration of Rhetorical Functions**

The 25.8% frequency of emotional evocation metaphors, particularly those reflecting Indonesian cultural values like *gotong royong* (mutual cooperation), extends beyond findings in Western metaphor research. While Burgers and Ahrens (2021) identified emotional appeals in climate discourse, their cultural context differed significantly from this study's Indonesian setting. The integration of cultural values within rhetorical functions represents a novel contribution to metaphor research in non-Western academic discourse.

#### **4.2.4 Cross-Cultural Metaphor Patterns**

##### **1. Indonesian Cultural Specificity**

This study's identification of journey metaphors resonating with Indonesian cultural aspirations provides empirical support for Musolff's (2021) theoretical arguments about cultural embedding in political discourse. However, while Musolff focused on European political contexts, this research demonstrates how cultural values manifest in educational discourse within developing economic contexts.

The prevalence of collective journey imagery ("we can actually go towards this ambitious but feasible goal") contrasts with individualistic metaphor patterns identified in Western academic discourse. Zeng's (2023) analysis of war metaphors in Hong Kong discourse revealed different cultural adaptations of metaphorical frameworks, suggesting that regional contexts within Asia produce distinct metaphorical patterns.

##### **2. Universal Versus Context-Specific Patterns**

Despite cultural specificity, certain findings align with universal patterns identified in metaphor research. The dominance of concrete-to-abstract mappings supports fundamental tenets of Conceptual Metaphor Theory established by Lakoff and Johnson (1980). However, the specific cultural content of these mappings-such as framing economic development through communal journey metaphors-represents context-specific adaptations not observed in comparative studies.

#### **4.2.5 Statistical Significance Comparisons**

This study's statistical validation through chi-square and t-tests ( $p < 0.001$ ) provides empirical rigor comparable to recent corpus-based metaphor research. Peng's (2023) bibliometric analysis of metaphor processing research noted increasing emphasis on statistical validation in contemporary studies, which this research supports through systematic hypothesis testing.

However, the small sample size ( $n=31$ ) limits comparative potential with large-scale studies like Stefanowitsch and Gries' (2023) corpus approaches to metaphor and metonymy. The intensive analysis of limited data represents a trade-off between depth and generalizability, reflecting methodological choices appropriate for exploratory research in understudied contexts.

#### **4.2.6 Technological Integration: Advances and Limitations**

The successful integration of Sketch Engine with qualitative analysis advances methodological approaches pioneered by earlier corpus-based studies. While Kilgarriff's (2022) Sketch Engine documentation emphasized lexicographical applications, this study demonstrates its effectiveness for metaphor identification in specialized discourse contexts.

The combination of computational detection with manual MIPVU verification addresses limitations identified in Ahmad and Cambria's (2022) hybrid approaches to computational metaphor identification. However, this study's

focus on a single language and cultural context limits broader applicability compared to multilingual approaches suggested by recent technological developments.

#### **4.2.7 Theoretical Contributions and Departures**

The study's emphasis on cultural value reflection extends beyond traditional CMT frameworks, incorporating insights from critical discourse analysis and sociocultural linguistics. This interdisciplinary approach distinguishes it from purely cognitive linguistic studies like Miller and Turner's (2020) dynamics of metaphor research.

The identification of four distinct rhetorical functions (simplification, narrative construction, emotional evocation, emphasis) expands beyond binary frameworks often used in metaphor research. While classical rhetorical theory emphasized persuasion and clarity, this study's empirical categorization provides contemporary evidence for multiple simultaneous metaphorical functions.

#### **4.2.8 Limitations and Future Research Directions**

##### **1. Comparative Study Limitations**

The single-lecture focus, while providing analytical depth, limits broader comparative potential with multi-text studies like O'Halloran and Tan's (2021) multimodal public discourse analysis. Future research should expand corpus size while maintaining the intensive analytical approach demonstrated in this study.

The absence of direct audience response data, acknowledged as a limitation, contrasts with experimental approaches used in metaphor processing research

reviewed by Peng (2023). Integration of reception studies with corpus-based analysis represents a promising direction for future metaphor research.

## **2. Cultural Context Expansion**

While this study provides valuable insights into Indonesian academic discourse, comparative analysis across Southeast Asian educational contexts could reveal broader regional patterns. The emphasis on collectivist cultural values suggests potential commonalities with other Asian educational systems that warrant systematic investigation.

### **4.2.9 Methodological Innovation and Replication**

#### **1. Replicable Framework Development**

This study's systematic integration of corpus linguistics with cultural analysis provides a replicable framework for analyzing metaphors in non-Western educational discourse. The detailed operational definitions and coding procedures address methodological concerns raised in Malik's (2022) overview of corpus-based metaphor studies. The emphasis on cultural value integration offers a model for future research in diverse linguistic and cultural contexts, extending beyond the Western-centric focus of much metaphor research.

#### **2. Contribution to Mixed-Methods Approaches**

The successful combination of quantitative frequency analysis with qualitative cultural interpretation demonstrates the potential of mixed-methods approaches in metaphor research. This methodological integration addresses calls for more

sophisticated analytical frameworks in contemporary linguistics research while maintaining empirical rigor through statistical validation.

The study's contributions to corpus-based metaphor analysis, cultural linguistics, and educational discourse research position it as a significant addition to the growing body of research on metaphor in non-Western academic contexts, while its methodological innovations provide valuable frameworks for future comparative and cross-cultural metaphor research.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

This study concludes that metaphorical expressions are a deliberate and impactful rhetorical tool used in Professor Stella Christie's public lecture, "Why We Explore," to communicate complex ideas about exploration, innovation, and economic growth. The research successfully identified and categorized the dominant metaphor types, their frequency, and their rhetorical functions, thus achieving its primary objectives.

**Dominant Metaphor Type:** Out of 31 identified metaphorical expressions, Orientational metaphors were the most prevalent, making up 45.2% of the total. These metaphors, especially those related to journeys (e.g., "making the journey all the way here"), were strategically used to frame progress and effort in physically relatable terms that resonated with Indonesia's cultural aspirations.

**Primary Rhetorical Functions** are metaphors served critical functions beyond decoration. The most common functions were simplification (32.3%) and narrative construction (32.3%). This highlights a dual strategy by the speaker: making abstract economic concepts accessible (e.g., "university an engine of economy") while also building a compelling story of collective progress.

**Cultural and Communicative Significance** are the choice of metaphors strongly reflects Indonesian cultural values and the speaker's communicative goals. Journey metaphors align with national aspirations for progress and the concept of

*gotong royong* (mutual cooperation), showing how speakers can adapt language to build rapport within a specific cultural context.

## **5.2 Suggestions**

### **For Future Researchers**

1. **Expand the Corpus Size:** This study was limited to a single lecture. Future research should analyze a larger corpus, including multiple lectures by the same speaker or different speakers in similar fields, to produce more generalizable findings.
2. **Incorporate Audience Response Data:** The current analysis focused only on the speaker's text. A significant next step would be to investigate the actual impact on the audience through reception studies, using methods like surveys or interviews to measure comprehension and engagement.
3. **Conduct Cross-Cultural Comparative Analysis:** This research highlighted metaphors that resonate within an Indonesian context. A comparative study analyzing lectures on similar topics delivered to different cultural audiences could reveal universal versus culturally-specific metaphorical strategies in science communication.

### **For Educators and Public Speakers**

1. **Leverage Orientational and Structural Metaphors:** The study shows the power of using simple spatial and structural metaphors to explain complex topics. Speakers should consciously use journey, container, or machine metaphors to make abstract ideas more concrete and memorable for a diverse audience.

2. **Align Metaphors with Cultural Values:** To build a stronger connection with an audience, speakers should select metaphors that align with listeners' cultural values and shared experiences, as demonstrated by the effective use of "journey" metaphors in this lecture.
3. **Balance Simplification with Narrative:** An effective communication strategy involves using metaphors for both clarifying complex points (simplification) and building an engaging story (narrative construction). Public speakers can enhance their impact by using metaphors not only to teach but also to inspire and motivate their audience.

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# **APPENDICES**

## **APPENDIX 1**

### **TRANSCRIPT “WHY WE EXPLORE” BY PROFESSOR STELLA CHRISTIE**

Assalamualaikum Warahmatullahi Wabarakatuh, Good Afternoon Everyone, Salam Sejahtera, Shalom, Om Swastiastu Namo Budaya, Salam Kebajikan for all of us.

Distinguished chairman of the National Economic Council of the Republic of Indonesia, his Excellency Professor Luhut Binsar Panjaitan, Deputy Council General People's Republic of China in Dan Pasar Mr. Juyu, Tsinghua Southeast Asia Board of Trustees Ms. Sherry Nur Salim, BMO Financial Group, Isaac Newton Chair and Director Emeritus of Perimeter Institute Professor Robert Myers thank you for making it across the world, Rob. Rob came all the way from Canada to be here. Thank you. Distinguished guests, my fellow recors and faculty, my fellow dosen, thank you so much for making the journey all the way here. We are so honored that you can come. Beloved students, thank you for coming here and distinguished guests for making it all the way here.

And , you may not know but we have I think close to 800, am I right? Close to 800 online participants watching us right now. So, hi everyone, um thank you and we are so excited that you can join us. First and foremost I want to say, "Selamat Hari Guru okay." Today is the the peak of Teachers Day. Teachers Day is actually the 25th of November but today there is a celebration as well, so we're very excited to have that.

Okay, just making sure it's or it's skip missing. Alright. President of the Republic of Indonesia, President Prabowo Subianto has given us a very clear target that we want to achieve economic growth. The 8% is also the number that the president has stated. Overall, what we want to do is that we will become one of the strong economic powers of the world. And under the leadership of President Prabowo, um I believe that all of us can actually go towards this



ambitious but also um feasible goal. However, in order to achieve this goal, we must work together. We must work in concert together and we also have to be very thoughtful and strategic and work hard.

I want to say a few words today about growth and how do you achieve growth and why is economic growth extremely tightly related with university, with science, and with technology. I think there is a perception in our country that university education and university activities, including science and technology and research that evolves around it, does not have a direct impact on economic growth. And I think this cannot be further from the truth. Alright, so I want to invite you all to think about how do we achieve growth. If I ask you today how do we achieve growth, I'm very sure all of you will be thinking about investment. You must make investment. And when we think about investment, we think about investment in material resources.

However, I can assure you that if we only invest in material resources, you will not achieve infinite growth. You will not achieve limitless growth. There are two main reasons why investment in material resources will not result in growth. The first one is that material resources are limited, not infinite. If I have more of them, if I personally have more of the material resources, everybody else will have less of it. So imagine that we start with 100 computers. If one computer is given to me, then all of you will have fewer computers, right? All of you will have only 99 computers. And so in this case, we will actually find it harder to achieve growth because still those resources are already taken away by one person. There's less for every other people. Okay, when you come to this problem, then you might say, "Okay, that's easy. What you have to do is to give more investment. So let's buy more and more and more computers until every single person in the room gets one computer." Okay, this sounds good, but what happens then? Remember the goal is growth. You need to keep growing. Suppose that everyone has a computer at this point. If everyone has a computer, you don't really have growth; it's just a linear one, right? So it's constant. And you might say, "Alright, we continue investing. So now we are going to buy another computer for every person, so every person will have two computers instead of one."

At this point, what you have to ask is, if I as a vice minister have two computers instead of one, will my output double? No, of course that's not the case. Even the amazing thinker like his Excellency Luhut Binsar Panjaitan, if we gave him two computers instead of one, his output will not double. Or Professor Robert Myers, if we gave him two computers instead of one, he's not going to write better physics. He's not going to do better calculations. At least not going to be doubled. He's not going to do twice more interesting talk that he will give today. So, this ladies and gentlemen are what is called diminishing margin of return. I know that is basic economy but I think want to remind you all about this concept that very important concept. So, diminishing margin of return tells you really clearly with every unit of investment. You cannot get further growth, at some point it will patterns out.

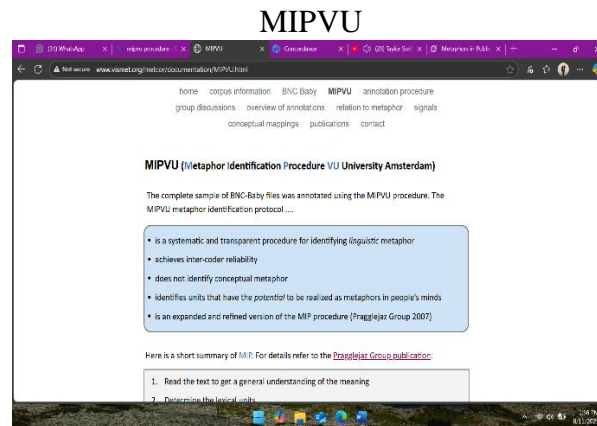
So what you do, there is only one kind of investment that is not subject to diminishing margin return and that is idea investment on ideas. Why remember the first problem is that there is 100 computers and I got one there's computers for everybody but that means for material resources it will be distributed. However that is not the case with ideas because I can have an idea and if I share this idea, I will not have less of these ideas. That is very different from material resources so every single idea that I have I can share it and everyone can share with everybody else without decreasing the value of that idea. Furthermore if I combine one idea plus another idea, I might get a third idea that's even better than the first and the second ideas individually.

I could never get that from material resources you have one computer plus another computer it will not give birth to somehow a third computer just by combining them you still have to invest right, so this is why ideas are not subject to diminishing margin of return and that is precisely the case when we think about downstreaming. Hilirisasi a very important goal in our country that is actually also we initiated by Excellency Luhut Binsar Panjaitan. We that is idea downstreaming is idea you do not change the material good you think about the idea about how to change that material good, how to change that natural resources into something better and you need ideas. Where do those ideas come from Professor Rob Myers

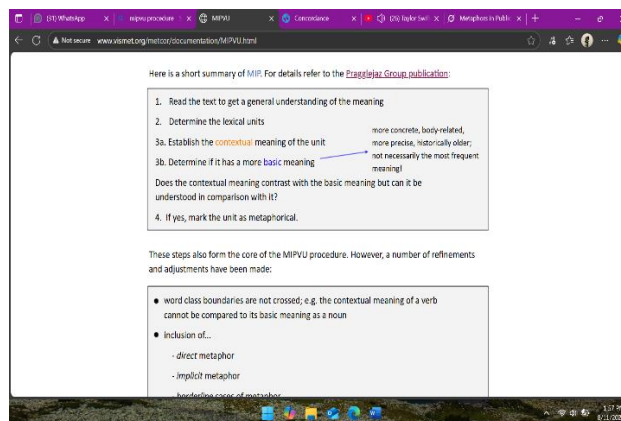
are going to tell us about what are those good ideas, how do you get them and how they can be so worth it to drive our economy. University an engine of economy that cannot be stated more clearly and I hope you'll amazing lecture by Professor Rob Myers thank you.

## APPENDIX II

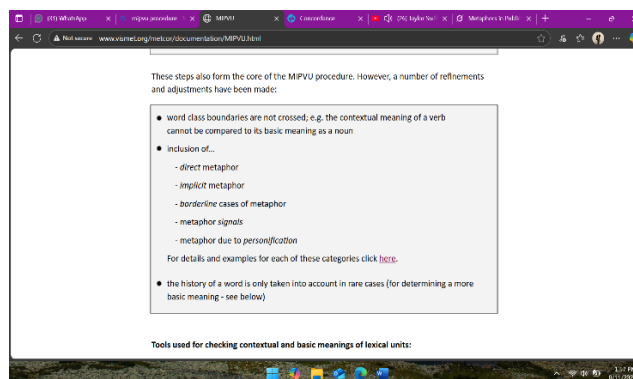
### DOCUMENTATION TOOLS



Picture 1: *MIPVU Procedural*

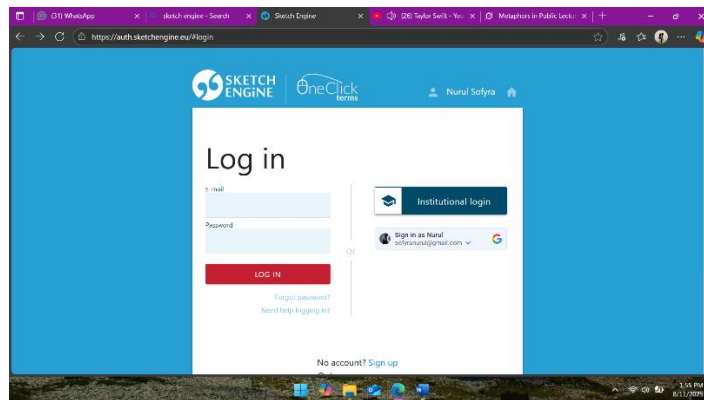


Picture 2: *MIPVU Procedural*

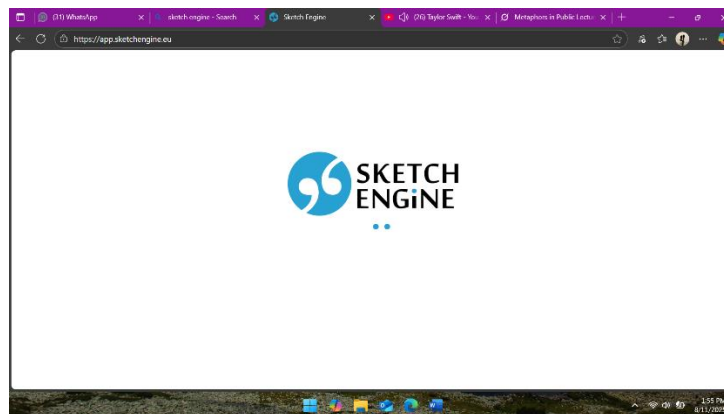


Picture 3: *MIPVU Procedural*

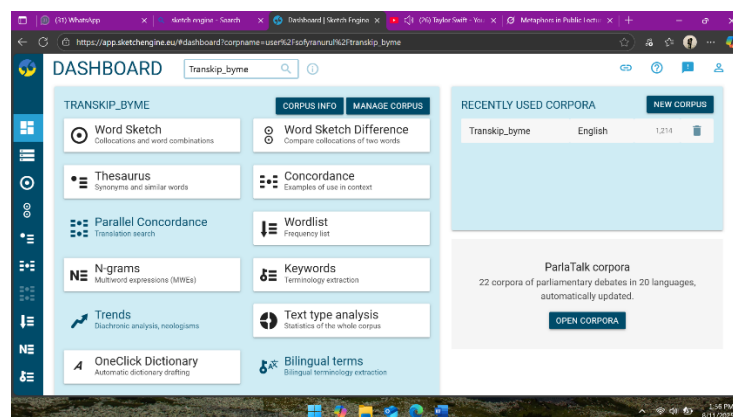
## Sketch Engine



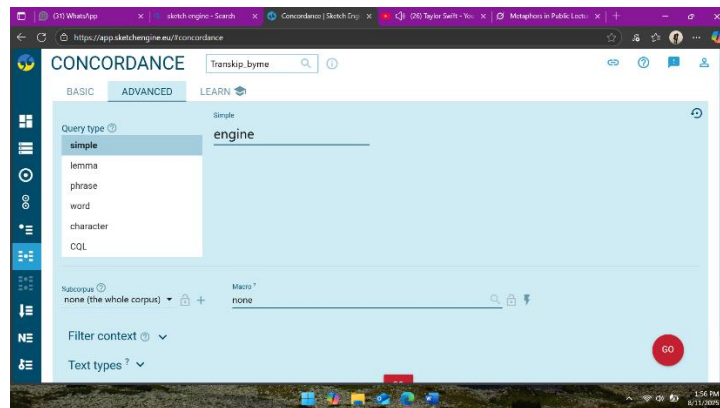
Picture 4: *Log in Sketch Engine web*



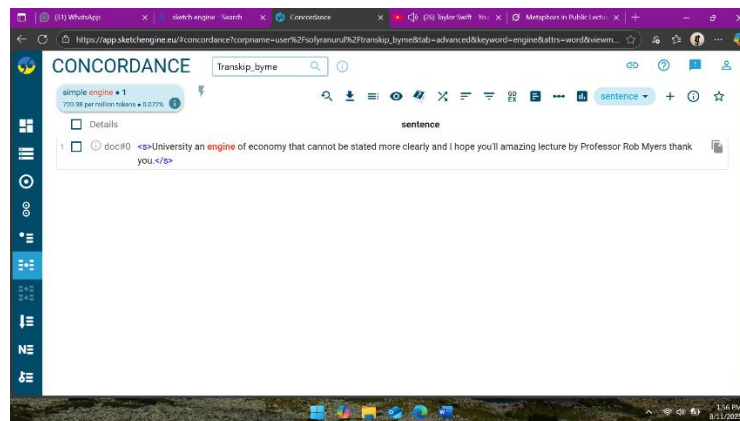
Picture 5: *Loading to open Sketch Engine*



Picture 6: *Dashboard Sketch Engine*



Picture 7: Concordance Features of Sketch Engine



Picture 8: The result of search by Concordan

## APPENDIX III

### CODING SHEETS

Researcher	: Nurul Sofyra
Date of Coding	: 11 <sup>th</sup> August 2025
Research Title	: The Frequency of Metaphorical Expressions in Public Lecture “Why We Explore” by Professor Stella Christie: A Corpus-Based Analysis
Corpus	: Transcript of the lecture delivered on November 28, 2024, at Tsinghua Southeast Asia Center, Kura Kura Bali Special Economic Zone
Tools	: Sketch Engine for corpus analysis, MIPVU protocol for metaphor identification, SPSS for statistical analysis.

#### Coding Sheet Structure

1. NO: Number identifier for each metaphorical expression.
2. Metaphor Text (MT): The exact text of the metaphorical expression from the transcript.
3. Context: Surrounding text to provide context for interpretation (concordance).
4. Lecture Section (LS): Section of the lecture
  - a. Introduction (I)
  - b. Main Body (MB)
  - c. Conclusion (Con)
5. Metaphor Type (MType): Classified as Orientational, Structural, Ontological, or Personification (based on Table 4.1).
  - a. Orientational (O)
  - b. Structural (S)
  - c. Ontological (Onto)

- d. Personification (P)
- 6. Rhetorical Function (RF): Categorized as Simplification, Narrative Construction, Emotional Evocation, or Emphasis (based on Table 4.3).
  - a. Simplification (S)
  - b. Narrative Construction (NC)
  - c. Emotional Evocation (EE)
  - d. Emphasis (E)
- 7. Target Domain: The abstract concept the metaphor describes (e.g., Economic Growth, Distribution of Resources, based on Table 4.4).
  - a. Economic Power (EP)
  - b. Cooperation/Collaboration (Co)
  - c. Higher Education Institution (HEI)
  - d. Physical Presence (PP)
  - e. Peak of Celebration (PC)
  - f. Clear Goal (CG)
  - g. Goal (G)
  - h. Direct Impact/Influence (DI)
  - i. Inappropriateness/Lie (Ina)
  - j. Economic Growth (EG)
  - k. Unlimited Economic Growth (UEG)
  - l. Physical Resources (PR)
  - m. Distribution of Resources (DoR)
  - n. Constant Growth (CG)



- o. Diminishing Return/Profit (DR)
  - p. Stoppage of Growth (SOG)
  - q. Creation of a New Object (CNO)
  - r. Industrialization Process (IP)
  - s. Driving economic progress (DEP)
  - t. Presence at a Location (PL)
8. Source Domain: The concrete domain used to frame the target (e.g., Journey, Machine).
- a. Journey
  - b. Spatial/Height
  - c. Visibility
  - d. Organic Growth
  - e. Human Strength
  - f. Human Trait
  - g. Join Effort
  - h. Music
  - i. Physical Bond
  - j. Physical Force
  - k. Spatial Distance
  - l. Achievement
  - m. Boundless Space
  - n. Boundless
  - o. Container
  - p. Zero-Sum Game

- q. Giving/Taking
- r. Removal
- s. Organic
- t. Steadt State
- u. Mutiplication
- v. Decreasing Edge
- w. Decreasing
- x. Flattening
- y. Placement
- z. Birth
- aa. Vehicle

9. Conventionality (C) : Whether the metaphor is Conventional, Novel, Extended, or Clustered.

- a. Conventional (C)
- b. Novel (N)
- c. Extended (Ex)
- d. Clustered (Cl)

10. Notes (N): Additional observations (e.g., cultural relevance, communicative impact).

Table 1: *Coding Sheet*

No	MT	Contetx	LS	MType	RF	TD	SD	C	N
1	Making it across the world	“Professor Robert Myers thank you for making it	I	O	NC	PP	Journey	C	Frames travel as a challengin g journey, evoking global

		across the world, Rob.”							connectivity and appreciation for effort.
2	Came all the way from Canada	“Rob came all the way from Canada to be here.”	I	O	NC	PL	Journey	C	Emphasizes distance and commitment, aligning with themes of international collaboration.
3	Making the journey all the way here	“Thank you so much for making the journey all the way here.”	I	O	EE	PP	Journey	C	Builds sense of honor and unity among attendees, reflecting cultural values of hospitality.
4	Making it all the way here	“Distinguished guests for making it all the way here.”	I	O	EE	PL	Journey	C	Reinforces collective participation, inspiring audience engagement.
5	Peak of Teachers Day	“Today is the peak of Teachers Day.”	I	O	E	PC	Spatial/Height	C	Highlights the climax of the event, evoking excitement and cultural significance in

									Indonesia.
6	Very clear target	“President Prabowo Subianto has given us a very clear target.”	M B	Ont	S	CG	Visibility	C	Simplifies economic objectives as visible and attainable, aligning with national aspirations .
7	Achieve economic growth	“We want to achieve economic growth.”	M B	S	NC	EG	Organic Growth	C	Frames growth as an achievable process, constructing a narrative of progress.
8	Strong economic powers	“We will become one of the strong economic powers of the world.”	M B	P	EE	EP	Human Strength	C	Personifies economy to inspire national pride and ambition.
9	Go towards this goal	“We can actually go towards this ambitious but feasible goal.”	M B	O	NC	G	Journey	C	Portrays goals as destinations, building a motivational narrative.
10	Ambitious but feasible goal	“This ambitious but feasible goal.”	M B	P	EE	G	Human Trait	N	Attributes human qualities to goals, evoking determination and

									realism.
11	Work together	“We must work together.”	M B	S	EE	Co	Join Effort	C	Emphasize s unity, fostering emotional connection among audience.
12	Work in concert together	“We must work in concert together.”	M B	S	EE	Co	Music	C	Uses musical metaphor for harmony, promoting collaborative spirit.
13	Tightly related	“Economic growth extremely tightly related with university.”	M B	Ont	S	DI	Physical Bond	C	Simplifies connections between education and economy as close ties.
14	Direct impact	“Does not have a direct impact on economic growth.”	M B	S	S	DI	Physical Force	C	Clarifies causal relationships in economic discourse.
15	Cannot be further from the truth	“This cannot be further from the truth.”	M B	O	E	Ina	Spatial Distance	C	Strongly emphasizes the falsity of a perception, highlighting key argument.
16	Achieve growth	“How do we achieve growth.”	M B	S	NC	EG	Achievement	C	Constructs narrative around growth as a pursuit.
17	Infinite growth	“You will not	M B	Onto	NC	UE G	Boundless	N	Contrasts limited

		achieve infinite growth.”					Space		resources with boundless potential, simplifying economic limits.
18	Limitless growth	“You will not achieve limitless growth.”	M B	Onto	S	UE G	Boundless	N	Reinforces idea of unbounded potential through ideas.
19	Material resources are limited	“Material resources are limited, not infinite.”	M B	Onto	S	PR	Container	C	Treats resources as finite entities, clarifying economic constraints.
20	Have more... Have less	“If I have more of the material resources, everybody else will have less of it.”	M B	S	NC	Do R	Zero-Sum Game	C	Illustrates resource scarcity through distribution narrative.
21	Given to me... Fewer	“If one computer is given to me, then all of you will have fewer computers.”	M B	S	NC	Do R	Giving/Taking	C	Builds example of zero-sum distribution.
22	Taken away	“Resources are already taken away by one	M B	O	NC	Do R	Removal	C	Frames allocation as removal, emphasizing

		person.”							inequality.
23	Keep growing	“You need to keep growing.”	M B	O	EE	CG	Organic	C	Evokes continuous progress, motivating audience.
24	Constant	“It's just a linear one, right? So it's constant.”	M B	S	S	SG	Steadt State	C	Simplifies lack of growth as unchanging.
25	Output double	“Will my output double?”	M B	S	S	DR	Mutipli cation	C	Uses math metaphor to explain inefficiency.
26	Diminishi ng margin of return	“What is called diminishin g margin of return.”	M B	S	S	DR	Decreas ing Edge	C	Economic term to explain plateauing benefits.
27	Diminishi ng margin of return (repeat)	“Diminish ing margin of return tells you...”	M B	S	E	DR	Decreas ing	C	Repeated for emphasis on key economic concept.
28	Patterns out	“At some point it will patterns out.”	M B	O	S	SG	Flatteni ng	N	Likely "plateaus out," framing stagnation spatially.
29	Investmen t on ideas	“Investme nt on ideas.”	M B	S	NC	CN O	Placem ent	C	Frames ideas as investable assets.

30	Give birth to	“It will not give birth to somehow a third computer.”	M B	P	EE	IP	Birth	N	Personifies idea combination as reproduction, inspiring creativity.
31	Drive our economy	“How they can be so worth it to drive our economy.”	M B	S	NC	DE P	Vehicle	C	Frames economy as drivable, emphasizing propulsion through ideas.

### Instructions for Coders

#### 1. Data Collection:

- Use the transcript of “Why We Explore” provided in the document.
- Input the transcript into Sketch Engine for corpus analysis.
- Apply the MIPVU protocol to identify metaphorical expressions by comparing literal and contextual meanings (Pragglejaz Group, 2007).

#### 2. Identification Process:

- Run Sketch Engine’s concordance and word sketch functions to identify potential metaphorical candidates.
- Manually verify each candidate using MIPVU to confirm metaphorical usage.



- c. Assign an ID to each confirmed metaphor (1 to 31, as per the study's finding of 31 metaphors).

### 3. Coding Variables:

- a. Metaphor Text: Extract the exact phrase (e.g., “university an engine of economy”).
- b. Context: Provide surrounding text (5–10 words) to clarify usage.
- c. Lecture Section: Identify whether the metaphor appears in the Introduction (200 words), Main Body (750 words), or Conclusion (50 words), based on Table 4.2.
- d. Metaphor Type: Categorize as Orientational (spatial imagery), Structural (mapping one domain to another), Ontological (abstract as entity), or Personification (inanimate as human), per Table 4.1.
- e. Rhetorical Function: Assign to Simplification, Narrative Construction, Emotional Evocation, or Emphasis, per Table 4.3.
- f. Target Domain: Select from Table 4.4 (e.g., Economic Growth, Distribution of Resources).
- g. Source Domain: Identify the concrete domain (e.g., Journey, Machine) based on Conceptual Metaphor Theory (Lakoff & Johnson, 1980).
- h. Conventionality: Determine if the metaphor is Conventional (common), Novel (creative), Extended (developed over discourse), or Clustered (multiple metaphors in proximity).

- i. Notes: Record cultural relevance (e.g., alignment with Indonesian aspirations) or communicative impact (e.g., inspires curiosity).

**4. Quality Assurance:**

- a. Two coders independently code a sample (e.g., 10 metaphors) to achieve at least 85% agreement.
- b. Resolve discrepancies through discussion and refine criteria iteratively.
- c. Validate findings against Sketch Engine's frequency and concordance outputs.

**5. Quantitative Analysis:**

- a. Calculate frequency per 1,000 words for each lecture section (Table 4.2).
- b. Summarize metaphor type distribution (Table 4.1) and rhetorical function distribution (Table 4.3).
- c. Export data to SPSS for statistical tests (e.g., chi-square, t-tests) as per Tables 4.7–4.9.

**6. Qualitative Analysis:**

- a. Use Sketch Engine's concordance to analyze the context of each metaphor.
- b. Interpret rhetorical functions and cultural resonance (e.g., alignment with Indonesia's economic goals under President Prabowo).

- c. Note patterns, such as the dominance of journey metaphors for narrative construction.

### **Summary of Expected Outputs**

1. **Total Metaphors:** 31, with a normalized frequency of 31 per 1,000 words (Table 4.2).
2. **Metaphor Type Distribution** (Table 4.1):
  - a. Orientational: 14 (45.2%)
  - b. Structural: 8 (25.8%)
  - c. Ontological: 5 (16.1%)
  - d. Personification: 4 (12.9%)
3. **Rhetorical Function Distribution** (Table 4.3):
  - a. Simplification: 10 (32.3%)
  - b. Narrative Construction: 10 (32.3%)
  - c. Emotional Evocation: 8 (25.8%)
  - d. Emphasis: 3 (9.7%)
4. **Target Domains** (Table 4.4): Focus on Economic Growth (6.5%), Distribution of Resources (9.7%), etc.
5. **Statistical Analysis:** Non-parametric tests (e.g., chi-square) due to non-normal data (Table 4.5), confirming significant metaphor use ( $p < 0.001$ , Table 4.9).

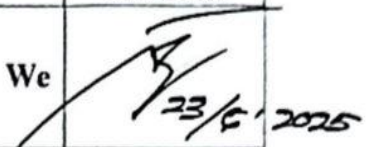


MAJELIS PENDIDIKAN TINGGI  
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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Nurul Sofyra  
NPM : 2102050019  
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Frequency of Metaphorical Expressions in Public Lecturer "Why We Explore" By Professor Stella Christie: A Corpus – Based Analysis	 23/2/2025

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
Dosen Pembimbing



Dr. Tengku Winona Emelia, M.Hum.

Medan, Februari 2025  
Hormat Pemohon,



Nurul Sofyra



**MAJELIS PENDIDIKAN TINGGI**  
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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K – 1



Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Nurul Sofyra  
NPM : 2102050019  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 139 SKS

IPK= 3,72

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Frequency of Metaphorical Expressions in Public Lecturer "Why We Explore" by Professor Stella Christie: A Corpus- Based Analysis	
	The Correlation Between Lexical Choices in Instagram and Reading Comprehension of Environmental Issues	
	A stylistic Analysis of Poetic Devices in English Literature and Their Application in EFL Classroom	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 22 Februari 2025  
Hormat Pemohon,

  
**Nurul Sofyra**

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3**

---

Nomor : 1399/II.3-AU//UMSU-02/ F/2025  
Lamp : ---  
Hal : **Pengesahan Proyek Proposal  
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .:


Nama : **Nurul Sofyra**  
N P M : **2102050019**  
Program Studi : **Pendidikan Bahasa Inggris**  
Judul Penelitian : **The Frequency Of Metaphorical Expressions In Public Lecturer  
"Why We Explore" By Professor Stella Christie: A Corpus – Based  
Analysis**

Pembimbing : **Dr. Tengku Winona Emelia, M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **23 Juni 2026**

Medan, 27 Dzulhijjah 1446 H  
23 Juni 2025 M

Wassalam  
  
**Dra. Hj Svamsuyurnita, M.Pd.**  
**NIDN 0004066701**

Dibuat rangkap 4 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing.
4. Mahasiswa yang bersangkutan





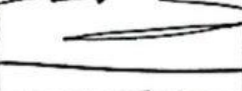

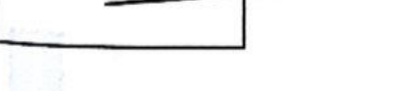
**WAJIB MENGIKUTI SEMINAR**





**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama : Nurul Sofyra  
NPM : 2102050019  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Frequency of Metaphorical Expressions In Public Lecturer "Why We Explore" By Professor Stella Christie: A Corpus – Based Analysis.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
14 Mei 2025	→ Chapter I - Background of the study	
21 Mei 2025	→ Identification of the problem	
23 Mei 2025	→ Chapter II	
5 Juni 2025	- Concept & theory	
10 Juni 2025	→ Chapter III Table	
11 Juni 2025	- Data Analysis	
12 Juni 2025	→ REFERENCES	


Diketahui oleh:  
Ketua Prodi



(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, Juni 2025

Dosen Pembimbing



(Dr. Tengku Winona Emlia, M.Hum.)



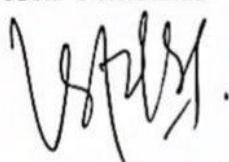
**BERITA ACARA SEMINAR PROPOSAL**

Pada hari ini Senin tanggal 30 Bulan Juni Tahun 2025 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Nurul Sofyra  
NPM : 2102050019  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Frequency of Metaphorical Expressions in Public Lecturer "Why We Explore" by Professor Stella Christie: A Corpus- Based Analysis


No	Masukan dan Saran
Judul	The Frequency of Metaphorical Expressions in Public Lecturer "Why We Explore" by Prof. Stella Christie: A Corpus-Based Analysis
Bab I	Revise the part of Introduction: Background of study, limitation, (make it clearly)
Bab II	-The arrangement of each chapter, -Conceptual of the framework still lack of explanation
Bab III	-Methodology still unclearly explanation -Wrong in Population & sample
Lainnya	need to revise
Kesimpulan	<input checked="" type="checkbox"/> Disetujui <input type="checkbox"/> Ditolak <input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembahas



(Dr. Cut Novita Srikandi, S.S., M.Hum.)

Dosen Pembimbing



(Dr. Tengku Winona Emelia, M.Hum.)

Panitia Pelaksana

Ketua



(Dr. Pirman Ginting, S.Pd., M.Hum.)

Sekretaris



(Rita Harisma, S.Pd., M.Hum.)





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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Mahasiswa : Nurul Sofyra

NPM : 2102050019

Prog. Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Frequency of Metaphorical Expressions in Public Lecturer "Why We Explore" By Professor Stella Christie: A Corpus-Based Analysis

Pada hari Senin tanggal 30, bulan Juni tahun 2025 sudah layak menjadi proposal skripsi.

Medan, Juli 2025

Disetujui oleh:

Dosen Pembahas

(Dr. Cut Novita Srikandi, S.S., M.Hum.)

Dosen Pembimbing

(Dr. Tengku Winona Emelia, M.Hum.)

Diketahui oleh  
Ketua Program Studi,

(Dr. Pirman Ginting, S.Pd., M.Hum.)



**UMSU**

Unggul | Cerdas | Terpercaya

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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
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Website: <http://www.fkip.umstu.ac.id> E-mail: [fkip@umstu.ac.id](mailto:fkip@umstu.ac.id)



**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama : Nurul Sofyra  
 NPM : 2102050019  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Frequency Of Metaphorical Expressions In Public Lecturer "Why We Explore" By Professor Stella Christie: A Corpus – Based Analysis.

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
11 Agustus 2025	Abstract, Acknowledgement keyword (minimize)	
13 Agustus 2025	Table of contents complete & layout (margin) according to scientific writing	
15 Agustus 2025	Chapter I, Chapter II Identification of the problem theory & concept of research Relevance	
19 Agustus 2025	Chapter III - Timeline & location of the research - Population & sample - Data Analysis	
20 Agustus 2025	Chapter IV (correct & complete) - Discussion & Results	
22 Agustus 2025	CONCLUSION - correct & complete the writing	
25 Agustus 2025	REFERENCES - writing references based on APA	

Diketahui oleh:  
Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, Agustus 2025  
Dosen Pembimbing

(Dr. Tengku Winona Emelia, M.Hum.)



## NURUL SOFYRA

Medan, Sumatera Utara | +62813 6231 1800

[Nurulsofyra902@gmail.com](mailto:Nurulsofyra902@gmail.com) |

[www.Linkedin.com/in/NurulSofyra](http://www.Linkedin.com/in/NurulSofyra)

### SUMMARY

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Fresh graduate majoring in English studies, Universitas Muhammadiyah Sumatera Utara. Enthusiastic English intern teacher with strong communication skills and hands-on teaching practice. Skilled in creating engaging, student-centered activities to improve speaking and comprehension. Experienced in PMM, and UKM Umsu Debating Society programs and adaptable to diverse classroom settings. Committed to developing students' confidence and language proficiency.

### EDUCATION

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**Universitas Muhammadiyah Sumatera Utara**

**2021-Present**

**Bachelor of Education**

- **IPK** : 3,73 / 4.00

### EXPERIENCE

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**PMM (Pertukaran Mahasiswa Merdeka)**

**Sept 2023-Jan 2024**

- Part of PMM batch 3 in Muhammadiyah University of Surakarta by Kemendikbudristek.
- Community service at Cepogo, Boyolali, Central of Java: Distribute groceries to the community, see firsthand how the community work, introduced what is the main livelihood of the community.
- Social contribution in Pasar Kliwon, Surakarta, Central of Java: Giving compensation to the people of fire victims.
- Studying culture in the city of Surakarta through the Nusantara Module course: Village of tolerance in Kemuning, Pura Mankunegaran, Keraton Kasunanan, Umbrella festival, Nusantara food festival, etc

### ORGANIZATION /ACTIVITIES

---

**Member of Umsu Debating Society**

**2023-2025**

- In UDS basically practice how to make an argument and practice my critical thinking.
- Part of Member Media and Communication: Organize the media social and make a content.

### SKILLS AND LANGUAGE

---

- **Hard Skills** : Microsoft Office (Microsoft Office, Microsoft Excel, Microsoft Power Point), Google Workspace (Gform, Jamboard, Calender, Docs), Canva.
- **Soft Skills** : Time Management, Communicative, Organized, Teamwork, Negotiation, Disciplined, Multitasking, Critical Thinking, Responsible, Public Speaking.
- **General Administration**: Reports, correspondence, email, scheduling, Google Forms.
- **Language** : Indonesian (Active), Inggris (Fluent)