

An Analysis of Conceptual Metaphor Use in English Textbooks of Senior High School

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Abstract

In the teaching and learning process, textbooks are defined as the primary fundamentals. Metaphor is used in everyday language as well as in literature. One of metaphorical theories that support this statement is the conceptual metaphor theory. The conceptual metaphor is one of the theories initiated by Goerge Lakoff and Mark Johnson. The aims of this study are to identify the kinds of conceptual metaphor and describe the meaning of metaphorical expression that found in English Textbooks of Senior High School. Furthermore, this research is a qualitative method which is presented in qualitative descriptive. The researcher uses content analysis method in analyzing the data and uses documentation study in collecting the data. The data source was taken from English Textbooks of Senior High School grade 10-12 the data used in this study are words, phrases, and sentences that contain conceptual metaphor. The result of research show that there are 36 conceptual metaphor data that found in English textbooks. The types of conceptual metaphors that often appear are ontological metaphors with 19 data, structural metaphors with 7 data, and orientational metaphors with 10 data. Metaphorical expressions found in the data are in the form of words, phrases and sentences that describe their meaning.

Keywords: *Conceptual Metaphor, English Textbooks, Metaphorical Meaning.*

INTRODUCTION

Textbooks are essential learning tools for both students and teachers. In the teaching and learning process, textbooks are defined as the primary fundamentals of courses. Even though textbooks do not contain every aspect of the teaching and learning activities, their availability as a teaching resource is essential. In most cases, instructional materials are provided to serve as the foundation for a significant portion of the language input that the students receive as well as the language practise that takes place in the classroom. (H.Douglas Brown 2000) believes that textbooks are the most helpful materials for English Language Teaching (ELT). In addition, (Swastika et al. 2020) said the textbook is one kind of book used to be the materials book for the teacher and learner in the learning process. When it comes to education, the instructional material that is used becomes one of the most essential variables that will decide how well the student learns. (Çakir 2015) is defined as anything utilised in the classroom by educators to stimulate student learning. As a result, it is seen as an important aspect of any programme for teaching English to speakers of other languages. In this case, English textbooks are books used by teachers and students to support learning English in which there are materials and practices in English.

In textbooks for students and literature students, metaphor is generally considered part of a language style with a figurative meaning. Metaphors refer to the relationship between two words in forming a meaning. Because metaphor is a component of language, and language evolves. (Kovecses 2010) said today's metaphors are not only found in literary works, such as poetry, novels, and films. Metaphors are also commonly found in non-fiction, such as in news and articles. As a result, it can be concluded that metaphor is used quite often in everyday life, both consciously and unintentionally. Metaphors are not only used in spoken language, but also used in writing by many people in everyday life. Conceptual metaphor theory is an example of a metaphor theory that provides evidence for the above statement.

In their book *Metaphor We Live By*, (Lakoff and Johnson 2003) introduce the concept of the conceptual metaphor. The term "cognitive linguistic view of metaphor" is often used to describe their perspective on metaphor. According to cognitive linguists, metaphor is the interpretation of one area of thought in terms of another. Furthermore, metaphor is commonly regarded as a linguistic feature, a matter of words rather than thoughts or actions. As a result, most people believe they can function without metaphors. On the other hand, they discovered that metaphor is pervasive in everyday life, not only in language but also in thought and action.

The researcher wants readers and students understand better the use of conceptual metaphors through the simple texts they find in the English textbook and know the meaning of the conceptual metaphors. This research is expected to inform readers about conceptual metaphors because if these conceptual metaphors are applied in learning, it can be imagined how readers and students understand abstract concepts through more concrete ones. Based on the explanation above, the aims of this study are:

1. To identify kinds of conceptual metaphors used in the English textbooks Senior High School.
2. To analyze and describe the meaning of metaphorical expression used in the English textbooks of Senior High School.

LITERATURE REVIEW

Metaphor

According to (Ahmady et al. 2016) The word “Metaphor” means to borrow. In this case, expressing a sentence is borrowing aspects of an object and transferring them to the second object. Conceptually, it uses a word or phrase rather than another phrase because of the similarities. (Banaruee et al. 2019) from a literary perspective, it can be said that metaphors are used to make the language more beautiful. A metaphor is a literary device used to make language colorful and interesting. Therefore, from a literary perspective, metaphors are used to create deeper meaning for the target audience and to get them involved in the content of the message. It differs from the psycholinguistic view. Metaphors are used as a way to communicate effectively. Metaphor is a style of language that uses words or groups in the form of sentences to refer to a particular object, but not with the actual meaning. Describe something with direct and precise comparisons on the basis of characteristics that are almost similar or perhaps the same.

Conceptual Metaphor

According to (Kovecses 2010), conceptual metaphor comprises two conceptual domains, each of which is understood in terms of the other. Any coherent organization of experience is a conceptual domain. Conceptual metaphor theory (CMT) started with (Lakoff and Johnson 2003) in their book *Metaphor We Live By*. Since the publication of Lakoff and Johnson's work, many studies have been carried out that have confirmed, supplemented, and modified their original ideas. Often, these new ideas come from Lakoff and Johnson themselves. The standard definition of conceptual metaphor is that conceptual metaphor is an understanding of one domain of experience (which is usually abstract) in terms of another (which is usually concrete). Thus, based on the explanation conceptual metaphors are seen in a language in everyday lives. Conceptual metaphors shape not only for communication but also shape the way human think and act. In (Lakoff and Johnson 2003) theory, conceptual metaphor has three types: structural metaphor, orientational metaphor, and ontology metaphor.

a. Structural Metaphor

Structural metaphor refers to a single concept arranged metaphorically in other terms. Having a main evaluative function, the metaphor builds a larger group of metaphors related in meaning to one another. Structural metaphors that connect a concept with other concepts based on similarities in structure or system.

Example: *Time is Money*.

Of the expressions contained in the Time is Money metaphor, some specifically refer to money (spend, invest, budget, profit, cost), some refer to limited resources (use, have enough, run out), and many more. For valuable commodities (have, give, lose,

thank you). This illustrates how metaphorical entailments can characterize a coherent system of metaphorical concepts and expressions for those concepts.

b. Orientational Metaphor

Orientational metaphor refers to constructing a complete system of related concepts. It is also related to spatial orientations such as top-down, entry-exit, front-back, and others. The forms we have given rise to this spatial orientation. Body similar to ours and how it functions in our natural environment.

Example: *Happy is Up. Sad is Down*

The fact that the concept of Happy is oriented up leads to English expressions like "I am feeling up today." Alternatively, another example is Sad is Down, which means that when we feel sad, we feel down.

c. Ontological metaphor

Ontological metaphors that express abstract things as entities and substances. Ontological metaphor is based on how humans perceive events, activities, emotions, and ideas as concrete objects, substances, containers, or people. Ontological metaphors map language expressions into basic or essential concepts of understanding, generally mapped in the form of personification. In personification, human qualities are used for non-human entities.

Example: *My mind isn't just operating today.*

In this example, it means *the mind is a machine* here likens a *mind* entity to the physical properties of other objects. In this metaphor, an abstract noun becomes concrete noun

English Textbook

In teaching materials, teacher can use textbook to help them. Sheldon states that textbook is indispensable in ELT (English Language Teaching) contexts since it is difficult for teachers themselves to develop their teaching content (Iakovos Tsiplakides 2011). Also, textbook lesson training time by overing ready-made teaching texts and learning activities. According to Cotazzi and Jin in (Meidani and Pishgadam 2013), textbook severs many roles in EFL (English Foreign Language) classroom, namely teacher, map, resources, trainer, authority, and ideology.

Many researchers have highlighted the importance of textbooks in teaching and learning, particularly in foreign language classes. Because there are so many commercially available textbooks today, it is more important than ever to determine whether the teacher or decision-maker chose the right textbook for the right purpose. (Abd Rashid and Engku Ibrahim 2018) People who are in social situations write texts, including textbooks. As a result, textbook descriptions can be investigated as social products. In other words, textbooks determine the material conditions for teaching and learning and what elite culture or legitimacy is passed down.

METHOD

The qualitative research approach was employed in this research which is presented in qualitative descriptive. The method used in analyzing the data in this study is content analysis. Content analysis is a systematic method for analyzing qualitative data. It offers the opportunity to analyze real and descriptive content, generate categories, as well as latent and interpretive content, generate themes (Lindgren, Lundman, and Graneheim 2020). This research was carried out systematically on records or documents as data sources. According to the explanations provided by (Gheyle and Jacobs 2017), content analysis is a research methodology that is used to comprehend the contents of unstructured messages. Data can be represented as text, graphics, symbols, or even audible information. The purpose of this exercise is to decipher the meaning of the text. The researcher focuses on analyzing the types of conceptual metaphor and the metaphorical expression used in the English textbooks for Senior High School. The object of research is the text contained in the English Textbook for Senior Highschool which consists of 3 books for grades 10, 11, and 12. The data used in this study are words, phrases, sentences that contain conceptual metaphorical meanings. The data collection technique in this study is documentation. Documentation is part of the research setting as well as a source of data in qualitative research (Merriam and Tisdell 2015). The data will collect is from English Textbook of Senior High School which was obtained by physically books.

In this research, researchers used books published by the Ministry of Education and Culture of the Republic of Indonesia to analyze conceptual metaphors. Because this book is widely used by schools in Indonesia, especially public schools. The books are:

1. Budi Hermawan. et. al. (2022). *Bahasa Inggris: Work in Progress SMA/SMK/MA Kelas 10*. Jakarta: Pusat Perbukuan Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementrian Pendidikan dan Kebudayaan.
2. Mahrukh Basir. (2017). *Bahasa Inggris SMA/MA, SMK/MAK Kelas XI*. Jakarta: Kementrian Pendidikan dan Kebudayaan.
3. Widiati U. et. al. (2018). *Bahasa Inggris SMA/MA, SMK/MAK Kelas XII*. Jakarta: Kementrian Pendidikan dan Kebudayaan.

This research using data validation techniques in the form of triangulation techniques. Triangulation is an approach method used by researchers to find various perspectives related to the data found. According to (Sugiyono 2017), the triangulation technique is an examination of data that is carried out using a combination of various methods. In this study, two triangulation techniques were used, namely theoretical triangulation and researcher triangulation:

1. Researcher triangulation is carried out by more than one person in data collection and analysis. This technique is believed to expand knowledge regarding information taken from research subjects. This technique is carried out by checking the accuracy of the data that has been obtained to the validator. The researcher chosen Mr. Dhafid Wahyu Utomo as the validator because he is qualified as lecturer.
2. Theory triangulation is a triangulation method by comparing the final results of qualitative research with the theory used as a reference in research to avoid the

subjectivity of researchers towards the resulting conclusions. In this case, a comparison was made between the research results and the conceptual metaphor theory developed by Lakoff and Johnson.

FINDINGS

This part presents the data analysis based on the conceptual metaphor theory by Lakoff and Johnson. The presented data in this part are the words, phrases, or sentences which contains metaphorical expression and according to the source domain and target domain from the type of conceptual metaphor used in English Textbooks of Senior High School. The data were collected and selected from English Textbooks of Senior High School grade 10-12 publisher by Ministry of Education and Culture of the Republic of Indonesia. The researcher analysed the conceptual metaphors based on the type and validating the data with the validator.

1. Kinds of Conceptual Metaphor

Table 1.

The analysis of Conceptual Metaphor Use in English Textbooks of Senior High School.

Data No.	Types of Conceptual Metaphor	English Textbooks	Chapter	Page	Total
1.	Structural Metaphor	Bahasa Inggris:	2	34	7
2.		Work in Progress	5	109	
3.		SMA/SMK/MA		117	
4.		Kelas 10.		117	
5.		Bahasa Inggris	Enrichment	131	
6.		SMA/MA,		140	
7.		SMK/MAK Kelas XI.		161	
8.	Orientational Metaphor	Bahasa Inggris:	1	27	10
9.		Work in Progress	3	63	
10.		SMA/SMK/MA	5	111	
11.		Kelas 10.		127	
12.			6	137	
13.		Bahasa Inggris	Enrichment	118	
14.		SMA/MA,		119	
15.	SMK/MAK Kelas	130			
16.	XI.	156			
17.	Bahasa Inggris	6	84		
	SMA/MA,				
	SMK/MAK Kelas				
	XII.				
18.	Ontological Metaphor	Bahasa Inggris:	3	68	19
19.		Work in Progress	4	85	
20.			5	110	

21.		SMA/SMK/MA		110	
22.		Kelas 10.		117	
23.				137	
24.		Bahasa Inggris SMA/MA, SMK/MAK Kelas XI.	Enrichment	118	
25.				119	
26.				130	
27.				137	
28.				137	
29.				146	
30.				147	
31.				147	
32.				154	
33.				155	
34.				155	
35.		Bahasa Inggris SMA/MA, SMK/MAK Kelas XII.	1	18	
36.			6	85	
Amount					36

The table above shows, there are 36 that found in the English Textbooks of Senior High School and conceptual metaphor that often appear are ontological metaphor with the 19 data, structural metaphor 7 data, and orientational metaphor 10 data. In this study, researchers used books with two curriculums, namely the independent curriculum and the 2013 curriculum based on the conditions that occurred in the field. The independent curriculum has only been implemented in grade 10. Due to the transition from the 2013 curriculum to the independent curriculum, not many schools have implemented the independent curriculum and are still using the old curriculum. The textbook material for grades 11 and 12 has also not been published by the Ministry of Education and Culture of the Republic of Indonesia so that many schools still use the 2013 curriculum book. For an explanation of the data no listed in the table, see the description below (meaning of metaphorical expression).

2. Meaning of Metaphorical Expression

In this research, several conceptual metaphors have been found and have been categorized based on their type. In this part contains the analysis of the metaphorical expression meaning. The analysis begins sequentially from the three types of conceptual metaphors as listed in the table above. Then, the analysis continues with the metaphorical mapping (finding the correspondences between source domain and target domain) which leads to find the meaning of the metaphorical expression.

a. Structural Metaphor.

1) **Two of the best football clubs of my country played againts each other in a final match.**

Conceptual Metaphor: Football is war.

Source domain: War

Target domain: Football

This sentence has football compared to war. War as a source domain and football as a target domain. It is known that football is a sport that is in great demand and is played in groups. While war is an event due to differences or disputes. But in this sentence football has a relationship with war because in football a team needs a strategy, how to attack and how to defend to beat the opposing team. In the text on page 35 of the 10th grade English Textbook, the two best football teams competed against each other and fought in the final match. Apart from that, in football there are also teams that will win and lose just like in a war situation. Therefore, this sentence uses a structural metaphor because there is a source domain and a target domain.

2) *Times are hard for the arts.*

Conceptual Metaphor: Time is a Valuable Commodity.

Source domain: Valuable Commodity

Target domain: Time

This sentence, time is compared to valuable commodity. Valuable commodity as a source domain and time as a target domain. Valuable having considerable monetary worth; costing or bringing a high price compared with time which means period. The embodiment of this metaphor is further elaborated in the text on page 117 of the Grade 10 English Textbook, which talks about positive things in graffiti. Thus, it can be understood that time is seen as a valuable commodity because the time needed will be used wisely to produce works of art. Therefore, the metaphorical expression here means that any good work will take time. This sentence uses a structural metaphor because there is a source domain and a target domain.

3) *We are living in a world of fear. The life of man today is corroded and made bitter by fear.*

Conceptual Metaphor: World is fear.

Source domain: Fear

Target domain: world

This sentence, world is compared to fear. Fear as a source domain and world as a target domain. Fear is an expression or emotion experienced by humans, such as fear or worry, while the world is a place where many creatures live in it. But if we look at the text on page 130 of the Grade 11 English Textbook "we live in a world of fear" it is explained in the next sentence that humans are made afraid or worried by the future, ideology and so on. so that fear is a danger and that drives humans to act stupidly or recklessly. This sentence uses a structural metaphor because there is a source domain and a target domain.

4) *Colonialism has also its modern dress.*

Conceptual Metaphor: Colonialism is a modern dress.

Source domain: Modern dress

Target domain: Colonialism

This sentence, colonialism is compared to modern dress. Modern dress as a source domain and colonialism as a target domain. In the text entitled "President Sukarno Indonesia: Speech at the opening of the Bandung Conference, April 18, 1955" page 131 of the Grade 11 English Textbook explains that colonialism is like modern

clothing which is immaterial but general in nature in the form of economic control, intellectual control, and actual physical controls. This sentence uses a structural metaphor because there is a source domain and a target domain.

5) Madame Loisel came to know the *ghastly life of abject poverty*.

Conceptual Metaphor: Poverty is ghastly.

Source domain: Ghastly

Target domain: Poverty

This sentence, poverty is compared to ghastly. Ghastly as a source domain and poverty as a target domain. The metaphorical expression in this text is that poverty is a condition that will make one's life miserable and despicable or ghastly. Ghastly is not only an expression that can be given to something that is not wearing but also something where someone lives in poverty. In the text which is on page 140 of the English Textbook grade 11 tells about Madam Loisel who feels that living in poverty is terrible. This sentence uses a structural metaphor because there is a source domain and a target domain.

6) *The development of good character should be the heart and soul of education, and should dominate the spirit of teaching.*

Conceptual Metaphor: Human personality is building.

Source domain: Building

Target domain: Human personality

This sentence, building is compared with human personality. In the meaning of building means a construction or structure. But it has something to do with human personality, where a person's characteristics can also be built like a building (construction). The text on page 161 of the 11th grade English Textbook entitled "Life and Times of Ki Hajar Dewantara" tells about how Ki Hajar Dewantara's character was formed as a philosopher educator. This sentence uses a structural metaphor because there is a source domain and a target domain.

7) *In his young age, he has won many trophies and broken records including winning the prestigious FIFA Ballon d'Or awards five times.*

Conceptual Metaphor: Victory is a brittle object.

Source domain: Brittle object

Target domain: Victory

This sentence, victory is compared with brittle object. Victory as the target domain is experienced through the source domain brittle object. Break means to be damaged and separated into two or more parts. Victory is an achievement of someone who has won a match. What is meant in the text entitled "Christiano Ronaldo" which is found on page 12 of the 10th grade English Textbook, broken the records means having found a record and beat previous records. So that in the conceptual meaning of the metaphor of victory as a brittle object, it is because that victory can continue to be broken and defeated by subsequent wins.

b. Orientational Metaphor

8) *Ratri Oktilla thought her career was over, but encouraged by her family and inspired by watching other Paralympians she picked up the racket again.*

Conceptual Metaphor: Good is up.

Source domain: Encourage and Picked up

Target domain: Good

The metaphor as in italic above indicates the orientational metaphor of Good is up. The source domain that used in this sentence is encouraged and picked up and the target domain is good. Encouraged means to be supported and cheered after falling (in the text by his family) and she picked up the racket again means she is ready to return to practice and restart her path as a badminton athlete. Happiness, health, life, and control—the things that principally characterize what is good for a person. So, what is meant by encouraged here is not about a girl who falls because she is pushed but can be interpreted as a girl who gets excited again when she is well supported by the people around her. Therefore, it can be understood that the meaning of this metaphorical expression is someone who is so passionate.

9) *Drink water when you wake up.*

Conceptual Metaphor: Conscious is up.

Source domain: Wake up

Target domain: Conscious

The metaphor as in italic above indicates the orientational metaphor of conscious is up. The source domain that used in this sentence is wake up and the target domain is conscious. Humans and most other mammals sleep lying down and stand up when they awaken. Wake up here means conscious up after sleeping. So, when a person is conscious his body must also stand up and be able to carry out daily activities. In the text on page 63 of the 10th grade English Textbook, it means that when we wake up after sleeping, we have to drink water. Therefore, it can be understood that the meaning of the metaphor indicates an increased or conscious feeling when someone wakes up from sleep.

10) *Graffiti signaled that informal social controls and law enforcement had broken down in New York's public spaces.*

Conceptual Metaphor: Less is down.

Source domain: Broken down

Target domain: Less

The metaphor as in italic above indicates the orientational metaphor of less is down. The source domain that used in this sentence is broken down and the target domain is less. Less is something that is reduced or lost. Broken down means damaged. When something is broken then it goes down. In the text on page 111 of the Grade 10 English Textbook, what is meant by damaged is something that is violated. Previously there were rules about graffiti but the rules were violated so that the rules are no longer useful. Therefore, it can be understood that the meaning of the metaphor shows that something that is less will disappear or down, such as when the rules are violated.

11) *Younger generation is slowly warming up to the idea of having art on the roadside.*

Conceptual Metaphor: Good is up.

Source domain: Warming up

Target domain: Good

The metaphor as in italic above indicates the orientational metaphor of good is up. The source domain that used in this sentence is warming up and the target domain is good. Warming up is an activity that is done before exercising. An idea is usually sought by concentrating or learning from the experiences of others. However, in the text on page 127 of the 10th grade English Textbook, it says that ideas can be carried out by warming up through roadside art. Happiness, health, life, and control—the things that principally characterize what is good for a person. Therefore, it can be understood that the meaning of this metaphorical expression is someone who is so passionate.

12) So, I'm *packing up my troubles in an old kit bag.*

Conceptual Metaphor: Control is up.

Source domain: Trouble

Target domain: Control

The metaphor as in italic above indicates the orientational metaphor of control is up. The source domain used in this sentence is trouble and the target domain is control. In the text on page 137 of the 10th grade English Textbook, someone packs up the troubles they face into a bag. Packing up here means she controls the problem, so it doesn't get messier. When a person controls his problem then she will be able to improve her feelings, or her body will improve or up. Therefore, the meaning of the metaphorical expression in this sentence is that controlling is a good way for us to stay in a situation so we can improve or up ourselves.

13) At last, as she was about to *fall asleep*, morning broke and the sun rose.

Conceptual Metaphor: Unconscious is down.

Source domain: Fall asleep

Target domain: Unconscious

The metaphor as in italic above indicates the orientational metaphor of unconscious is down. The source domain that used in this sentence is fall asleep and the target domain is unconscious. The opposite of consciousness is the upward metaphorical concept, the unconscious is downward. When someone is sleeping she will fall or lay her body on the bed. At that time, her consciousness had down or disappeared. In the text on page 118 of the Grade 11 English Textbook the metaphorical expression fall asleep means unconsciously asleep.

14) She *won't give up till she has her own will.*

Conceptual Metaphor: More is up.

Source domain: Won't give up

Target domain: More

The metaphor as in italic above indicates the orientational metaphor of more is up. The source domain that used in this sentence is won't give up and the target domain is more. Give up means surrender, a situation where someone is no longer passionate in the text on page 119 of the 11th grade English Textbook says she won't give up, which means she will keep fighting, more and on until she gets what she wants. Therefore, the meaning of the metaphorical expression in this sentence is to go more and on is something that can increase or up passion.

15) He has learned how to release the *immense forces locked in the smallest particles of matter*.

Conceptual Metaphor: Force is up.

Source domain: Locked

Target domain: Force

The metaphor as in italic above indicates the orientational metaphor of force is up. The source domain that used in this sentence is locked and the target domain is force. Physical size typically correlates with physical strength, and the victor in a fight is typically on top. In his text which is on page 130 of the 11th grade English Textbook, he manages to unleash the greatest power locked in the smallest particle of matter, which means he has also forced that power out so he can fight to the fullest. Therefore, the metaphorical expression that is found in this text is forcing can increase someone's desire so that he can maximize it in carrying it out.

16) She is *going to get well*.

Conceptual Metaphor: Healthy is up.

Source domain: Get well

Target domain: Healthy

The metaphor as in italic above indicates the orientational metaphor of sad is down. The source domain that used in this sentence is get well and the target domain is healthy. Get well here means healthy again, when we are healthy we are physically up. In the text on page 156 of the 11th grade English Textbook it says she is going to get well, meaning she will return to health and when she is healthy it will restore her stamina and she will return to normal. It's different when we feel unhealthy, our body will feel down. Therefore, it is understandable that the metaphorical expression in this sentence is when someone is healthy, they will feel up, if unhealthy, they will feel down.

17) His daughter was also *turned down* after she registered at a different school because her name was still listed for SMKN 47 Jakarta.

Conceptual Metaphor: Less is down.

Source domain: Turned

Target domain: Less

The metaphor as in italic above indicates the orientational metaphor of less is down. The source domain that used in this sentence is turned and the target domain is less. Less is something that is reduced or lost. Turned down means minimize or refuse. However, in the text which is on page 84 of the 12th grade English Textbook, turned down means refusing, in the text a person informant talks about his daughter who was refused entry to school. This is also related to the less expectations of these parents so that their daughter is accepted at the school. Therefore, it can be understood that the meaning of the metaphor shows that something that is less will disappear or fall.

c. Ontological Metaphor

18) "You look sad today" me: I'm sad every day, I just didn't have the energy to hide it today.

Conceptual Metaphor: Mind is machine.

Source domain: Machine

Target domain: Mind

The metaphor as in italic above indicates the ontological metaphor of mind is machine. Mind as the target domain is experienced through the source domain machine. Sadness is an emotional feeling that is felt by humans and affects their minds. In the text on page 68 of the 10th grade English Textbook, it is said that sadness can be shown or not shown. They give us different metaphorical models for what the mind is and thereby allow us to focus on different aspects of mental experience. The machine metaphor gives us a conception of the mind as having an on-off state, a level of efficiency, a productive capacity, an internal mechanism, a source of energy, and an operating condition.

19) It is OK and healthy to stop eating while you still have *some room in your stomach*.

Conceptual Metaphor: Stomach is container.

Source domain: Container

Target domain: Stomach

The metaphor as in italic above indicates the ontological metaphor of stomach is container. The stomach as the target domain is experienced through the source domain container. Considered as a container because there is an orientation 'in' that makes the stomach filled or entered. Here the container is likened to a vessel or room. The stomach is part of the human body to accommodate food, drink and nutrition. Just like the text on page 85 of the 10th grade English Textbook, the stomach is like a room to be filled with food. The meaning of this conceptual metaphor is that if an entity enters, the container or space is filled, while if the entity leaves, it will be empty.

20) *Graffiti is a form of expression because it gives the reader or viewer the chance to see something different from their everyday life.*

Conceptual Metaphor: Graffiti is an entity.

Source domain: Entity

Target domain: Graffiti

The metaphor as in italic above indicates the ontological metaphor of graffiti is an entity. Graffiti as the target domain is experienced through the source domain entity. Graffiti is a type of artwork displayed on walls. But in the text entitled "Why Should Graffiti be Considered Art?" page 110 of the 10th grade English Textbook, it is said that graffiti is a form of showing expression, while graffiti is an inanimate object and expression can only be done by living things. That means graffiti becomes an entity where it seems as if it lives. Therefore, the meaning of the expressive metaphor contained in this sentence is the use of inanimate objects either in the form of abstract objects or concrete objects that are given human-like characteristics or activities in aspects of life.

21) *A stock of knowledge doesn't hurt; instead, it is a door that leads to understanding and more positivity.*

Conceptual Metaphor: Knowledge is an object.

Source domain: Hurt

Target domain: Knowledge

The metaphor as in italic above indicates the ontological metaphor of graffiti is an entity. In this sentence, knowledge that is identified as a state that is seen as an object is hurt. So, the target domain is knowledge and the source domain is hurt. As in the text on page 110 of the 10th grade English Textbook it says that knowledge cannot hurt. Hurting is a state that can be felt and created by humans or animals. While knowledge is an insight possessed by humans and is an inanimate object. Referring to the context of the text, it is also understood here that knowledge refers to emotions that make a person not feel hurt or blamed. Therefore, the meaning of the metaphorical expression shows that knowledge is also related to emotional feelings.

22) Their voices are the *voices of our future*.

Conceptual Metaphor: Voice is future.

Source domain: Future

Target domain: Voice

The metaphor as in italic above indicates the ontological metaphor of voice is future. Future as a source domain and voice as a target domain. The future is a time whose arrival is unknown but has continuity with the present. Meanwhile, voice is a sound that can be issued by anyone or anything. In this case voice can relate to the future because the future can be voiced or expressed in various ways. If we look at the text on page 109 entitled "Why Should Graffiti be Considered Art?" English Textbooks grade 10 has the meaning that graffiti is a form of expression from painters and is voiced through graffiti paintings. Therefore, this sentence views "voice" as a valuable resource or tool for shaping the future, drawing from the domain of ontological metaphor.

23) There is no *accounting for taste*.

Conceptual Metaphor: Accounting is taste.

Source domain: Taste

Target domain: Accounting

The metaphor as in italic above indicates the ontological metaphor of accounting is taste. Taste as a source domain and accounting as a target domain. Taste is a condition to try the flavor or quality of something. Accounting is the theory and system of managing, maintaining, and auditing a company's bookkeeping or financial calculations. In this case accounting relates to taste, but if we look at the text on page 117 of the 10th grade English Textbook it says that there is no accounting for taste, which means that taste cannot be considered. Therefore, this sentence is like saying that accounting is similar to how we taste something, with taste, preference, quality, and inner deliberation conceptual terms related to taste.

24) With a *heavy heart* the fisherman went to the middle of the sea.

Conceptual Metaphor: Heart is an object.

Source domain: Heavy

Target domain: Heart

The metaphor as in italic above indicates the ontological metaphor of heart is an object. In this sentence, heart that is identified as a state that is seen as an object is heavy. So, the target domain is heart and the source domain is heavy. As the text on page 119 of the 11th grade English Textbook says, it was with a heavy heart that the

farmer went to sea. A heavy heart here means unwilling or not wanting to do that. Whereas in this text the heart is a part of the human body that cannot be measured physically but emotionally. Referring to the context of the text, it is also understood here that heaviness refers to emotions that make someone reluctant to do something or not according to their wishes. Therefore, the meaning of the metaphorical expression shows that a heavy heart is also related to emotional feelings.

25) There were great black waves, *swelling up likes mountains with crowns of white foam upon their heads.*

Conceptual Metaphor: Black waves is container.

Source domain: Container

Target domain: Black waves

The metaphor as in italic above indicates the ontological metaphor of mountain is container. Black waves as the target domain is experienced through the source domain container. Considered as a container because there is an orientation 'upon' that makes the black waves filled or entered. Here the container is likened to a vessel or room. Black waves are a natural phenomenon that exists in the sky. In the text on page 119 of the 11th grade English Textbook. The black waves fill and swell so that they look like mountains and have a crown. Meanwhile, swelling and having a crown can only be felt by humans. The meaning of this conceptual metaphor is that if an entity enters, the container or space is filled, while if the entity leaves, it will be empty.

26) He has learned how to make the *desert bloom and the plants of the earth increase their bounty.*

Conceptual Metaphor: Desert and plant are human thought.

Source domain: Human thought

Target domain: Desert and plant

The metaphor as in italic above indicates the ontological metaphor of desert and plant are human tough. Desert and plant as the target domain are experienced through the source domain human tough. The desert is a place that rarely receives rain and plant life is sparse with suburbs. However, in the text contained on page 130 of the Grade 11 English Textbook, the desert can bloom, the gift in question is that every opportunity that comes along can be put to good use through human thought. Therefore, the metaphorical expression it can be explained that desert and plant is used to understand abstract concept in human thought.

27) Madame Loisel *breaks into tears.*

Conceptual Metaphor: Tears is an object within container.

Source domain: Object with in container

Target domain: Tears

The metaphor as in italic above indicates the ontological metaphor of mountain is container. Black waves as the target domain is experienced through the source domain container. Considered as a container because there is an orientation 'upon' that makes the black waves filled or entered. Tears flow from the eyes due to the presence of one's emotional feelings. In the sentence on page 136 of the 11th grade English Textbook, tears can break. Break here is flowing and falling as well as objects. Therefore, it can be understood that the meaning of the metaphorical expression

shows that the tears that break are like tears that fall and are influenced by one's emotional feelings.

28) *You make any dress come to life, my dear.*

Conceptual Metaphor: Dress is human.

Source domain: Human

Target domain: Dress

The metaphor as in italic above indicates the ontological metaphor of dress is human. Dress as the target domain is experienced through the source domain human. In his text entitled "Vanity and Pride" on page 137 of the 11th grade English Textbook, Monsieur Loisel said that Madame Loisel could make all dresses come alive. Dress is a long dress that is usually worn by women for formal events or parties. Dress is an inanimate object and cannot live. The meaning of dresses that can live here is that the dresses worn always look beautiful and elegant even though the dresses are cheap. Therefore, the meaning of metaphorical expression in the use of inanimate objects either in the form of abstract objects or concrete objects that are given human-like characteristics or activities in aspects of life.

29) *Rancho kept scanning the sky for signs of rainfall and he was quite confident that it would rain.*

Conceptual Metaphor: Sky is an object.

Source domain: Scanning

Target domain: Sky

The metaphor as in italic above indicates the ontological metaphor of sky is an object. In this sentence, the sky which is identified as a state which is seen as an object is scanning. So, the target domain is sky and the source domain is scanning. Scanning is a cursory process in understanding an object. In the text entitled "Letter to God" on page 146 of the 11th grade English Textbook, scanning the sky means glancing repeatedly at the sky. The sky is the part of the earth's surface that is above and where the clouds gather. Referring to the context of the text, it is also understood here that scanning the sky is looking at the sky to see signs of rain. Therefore, the meaning of this metaphor shows that scanning the sky is also related to emotional feelings.

30) *God knows everything but I think I should write to Him and ask directly what I want.*

Conceptual Metaphor: Write and ask are entity.

Source domain: Entity

Target domain: Write

The metaphor as in italic above indicates the ontological metaphor of write and ask are entity. Write and ask as the target domain are experienced through the source domain entity. In the text on page 147 of the 11th grade English Textbook, Rancho wanted to write a letter and ask God directly. However, we know that this cannot be done. We can't write letters and talk directly to God, but God can hear what we want. For this reason, human feelings can be connected to God. For this reason, in this sentence is writing a letter and asking directly to God is a form of the entity of human life experience. Therefore, the meaning of metaphorical expression in the use of

inanimate objects either in the form of abstract objects or concrete objects that are given human-like characteristics or activities in aspects of life.

31) Rancho was thankful for the day his parents had *sent him to school*.

Conceptual Metaphor: Sent is entity.

Source domain: Entity

Target domain: Sent

The metaphor as in italic above indicates the ontological metaphor of sent is entity. Sent as the target domain is experienced through the source domain entity. The word send describes an event as an entity, that is, an event that lexically means to convey to various addresses. Sending is usually used to convey letters, goods, and the like that can be seen. However, in the text on page 147 of the Grade 11 English Textbook, Rancho's parents sent him to school, which means that Rancho must learn and gain knowledge from school. Because the meaning of in this sentence is to send means to transfer the knowledge contained in school to someone so that person can learn. Therefore, metaphorical expression in the use of inanimate objects either in the form of abstract objects or concrete objects that are given human-like characteristics or activities in aspects of life.

32) The icy fingers of Pneumonia also *touched Jhonsy*.

Conceptual Metaphor: Pneumonia is entity.

Source domain: Entity

Target domain: Pneumonia

The metaphor as in italic above indicates the ontological metaphor of pneumonia is entity. Pneumonia as the target domain is experienced through the source domain entity. Pneumonia is an inflammation of the lungs caused by infection. In the sentence entitled "The Last Leaf" which is on page 154 of the 11th grade English Textbook, this pneumonia touched Jhonsy the sufferer. Touched here looks like the real activity of reaching someone through their illness. But it has the meaning of having attacked the sufferer through the infection. Therefore, the meaning of metaphorical expression in the use of inanimate objects either in the form of abstract objects or concrete objects that are given human-like characteristics or activities in aspects of life.

33) *An old, old ivy vine, gnarled and decayed at the roots, climbed half way up the brick wall*.

Conceptual Metaphor: An old ivy vine is human.

Source domain: Human

Target domain: An old ivy vine

The metaphor as in italic above indicates the ontological metaphor of an old ivy vine is human. An old ivy vine as the target domain is experienced through the source domain human. In the sentence entitled "The Last Leaf" found on page 154 of the 11th grade English textbook, an old ivy vine is a tree. But the tree looked gnarled like an old man and climbed up the wall like a living creature could. Though a tree cannot do such a thing. The meaning of an old ivy vine is a tree that is old and its trunk can spread far up the wall. Therefore, the meaning of metaphorical expression in the use of inanimate

objects either in the form of abstract objects or concrete objects that are given human-like characteristics or activities in aspects of life.

34) I wanted to die but the *last leaf stayed on the vine to teach me a lesson.*

Conceptual Metaphor: Leaf is an object.

Source domain: Teach

Target domain: Leaf

The metaphor as in italic above indicates the ontological metaphor of leaf is an object. In this sentence, the leaf which is identified as a state which is seen as an object is teach. So, the target domain is leaf, and the source domain is teaching. Teach is the process of conveying knowledge to someone. In the sentence on page 155 of the 11th grade English Textbook, Jhonsy gets a lesson because he sees the last leaf that lives on a vine. The last leaf gives valuable lessons to someone like a teacher who gives knowledge to the students, and it affects her feelings. Therefore, the meaning of this metaphor shows that teaching from the last leaf is also related to emotional feelings.

35) It's called the '*soul of Seattle*'.

Conceptual Metaphor: Seattle is entity.

Source domain: Entity

Target domain: Seattle

The metaphor as in italic above indicates the ontological metaphor of Seattle is entity. Seattle as the target domain is experienced through the source domain entity. Seattle is a city located in Washington, United States of America. However, in the text entitled "Six Things to Do if You Visit Seattle" on page 18 of the 12th grade English Textbook, it says that there is one place in the city of Seattle which is a center for shopping and food, so this place is called the soul of the city. Soul is the inner life that humans have that occurs through feelings, thoughts, or dreams. But the soul in this sentence has the meaning of the city center. The most interesting and most visited place in the city. Therefore, the meaning of metaphorical expression in the use of inanimate objects either in the form of abstract objects or concrete objects that are given human-like characteristics or activities in aspects of life.

36) Public admission; *vie for seats with other students throughout the country.*

Conceptual Metaphor: Vie for is entity.

Source domain: Entity

Target domain: Vie for

The metaphor as in italic above indicates the ontological metaphor of vie for is entity. Vie for as the target domain is experienced through the source domain entity. Vie for is competition. In the text on page 85 of the 12th grade English Textbook. The students are vying for seats. While the chair or seat is a place to sit made of wood and not up for grabs. The real meaning in this sentence is competition to get into the school they want. Therefore, the meaning of metaphorical expression in the use of inanimate objects either in the form of abstract objects or concrete objects that are given human-like characteristics or activities in aspects of life.

DISCUSSION

Lakoff and Johnson stated that metaphor is not only a form of figurative language used to create poetic imagination in literary works, but metaphor also plays a role in everyday human life. Metaphors do not only act as language, but human thoughts and actions as well. Concept human systems such as ways of thinking, experiencing, and acting are mostly composed of metaphors. Because what humans do, what humans think, and what humans experience are forms of metaphors, which are then called conceptual metaphors. English Textbooks as the main material in schools have an important role to introduce conceptual metaphors to students. The English textbooks that they study everyday have conceptual metaphor meanings. Researchers want this conceptual metaphor to be recognized by high school students.

It is important to note that metaphors are subjective and can be interpreted differently by different people or in different contexts. The categorization of a metaphor may also depend on the perspective of the analyst. Therefore, the researcher should consider using multiple methods and data sources to triangulate findings, such as examining metaphor use in different contexts, analyzing different examples of language use, and consulting with other experts or researchers to validate interpretations.

In (Hardiyanti 2019), entitled *Conceptual Metaphors Used in Instagram Caption by Indonesian Teenagers: Gender Perspective*. (Hardiyanti 2019) According to the findings of this study, male and female Indonesian teenagers in Malang use a variety of sources and target domains in their Instagram captions. According to the author, structural metaphor is the most commonly used conceptual metaphor among male and female Indonesian teenagers in Malang. Indonesian teenagers in Malang use source and target domains in their Instagram captions based on systematic correlations in everyday experiences.

In research by (Tasyaa'Zulfadhlina 2021) entitled *Conceptual Metaphor in the Selected Poems of Atticus*'. This study used Lakoff and Johnson's theory to determine the types of conceptual metaphors and the meaning of the metaphorical expressions found in the selected poems of Atticus. After analyzing the data, the researcher concludes that the three types of conceptual metaphor, structural, orientational, and ontological metaphor, are found in the selected poems, with the ontological metaphor being the most common type used in the poems, followed by the structural metaphor. Meanwhile, the orientational metaphor is the least used.

The differences between this research and previous research are that the researcher describes conceptual metaphors in English Textbooks. While two previous researchers examined conceptual metaphors from literary works of poetry and Instagram captions. There are similarities in the results with researcher Tasya Zulfadhlina who examines conceptual metaphors in poetry. That which is most often found is the type of ontological metaphor. Meanwhile, researcher Alif Rus Hardiyanti who examines conceptual metaphors in Instagram captions, structural metaphors are the most commonly found. Which is different from the present study where the researcher will discuss her research on English textbooks for high school students as an object. Besides that, the researcher wants to dig deeper into the use conceptual metaphors in texts in the English Textbook Because English textbooks are teaching materials that are often

used by teachers and students in learning English, in addition to introducing students to conceptual metaphors in the text in the books they study at school.

CONCLUSION

After analyzing the data, the writer concludes that three types of conceptual metaphors namely structural, orientational, and ontological metaphors are found in the selected texts. Ontological metaphors are the most frequently used type in these sentences with 19 data and followed by other sentences, namely orientational metaphors with 10 data. Meanwhile, the fewest structural metaphors were found with 7 data. This proves that in High School English Textbooks there are conceptual metaphors and their types and are based on systematic correlations in everyday experiences. The concepts of target domain and source domain are also used to analyze metaphorical expressions and correlate the meanings of the two domains.

From this research it is known that conceptual metaphors can be found in English Textbooks as subject matter in schools that are used daily. Just as the understanding of the conceptual metaphor is a metaphor that can be found in everyday life, not only in literary works. By finding conceptual metaphors in English textbooks that students use in learning, it is hoped that students will be able to understand and have knowledge about conceptual metaphors in their daily learning activities.

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