



The Use of Metaphors through Speech Acts in Learning: A Case from Indonesia

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Abstract

This study aims to reveal the utilization of the form of metaphorical meaning in learning interactions at IAIN Palopo. This descriptive qualitative research uses data sources in the form of utterances/interactions in learning that produce data in words and phrases containing the meaning of metaphorical forms obtained through recording instruments. Before analyzing the data, it was first categorized depending on the data features required by the study object. Then, data were analyzed using description, interpretation, and explanation techniques. The results showed that the form of metaphoric language features used in the discourse of learning interactions contained euphemistic meanings, censorship, experiential values, relational values, and expressive values. Each form of metaphorical meaning that is expressed forms the idea of character shape in the form of (1) perseverance/loyalty, (2) generosity/wisdom, (3) caring, (4) inappropriateness, (5) completeness, (6) complexity/difficulty, (7) reinforcement/motivation, and (8) identity. Thus, metaphors are a representation and formulation of educational, ethical values that are produced in learning interactions.

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1. Introduction

Language is an action produced in the interaction between speakers and listeners to express messages (Pandor, 2018; Schoppmann et al., 2022). Therefore, speakers try to choose appropriate language features to convey their ideas so that communication can occur well. Concerning the implementation of learning at IAIN Palopo, lecturers and students often take advantage of the metaphorical language feature as a tool to convey their ideas. IAIN Palopo, where the research is carried out, is located in South Sulawesi Province. Palopo City is an educational institution under the coordination of the Ministry of Religion of the Republic of Indonesia, whose vision and mission focus on integrating scientific knowledge, namely religious science and general science. In this case, research on metaphor is important because in the implementation of interaction learning, metaphor is used as a communication tool. A language used by language skills and supported by experience will give sensitivity stating comparisons to emphasize and make more concrete or imitation of objects, processes, and events (Mohamad, 2011; Namaziandost et al., 2019; Sulistyanto, 2019). Thus, metaphorical language features will further emphasize and concretize the meaning conveyed in words or phrases that contain euphemization aspects, sensorization aspects, experiential values, relational values, and expressive values.

Facts show that the communication process conveys one's thoughts and feelings to others, and metaphors are often used for that (Ferguson-Patrick, 2022; Gonçalves et al., 2022; Harper, 2022; Putri et al., 2017). Therefore, it was necessary to study their interpretation to understand their meaning carefully because language is the most widely used symbol. In addition, only language can "translate" one person's thoughts to another. Thus, metaphorical language features have a function in communication. Although in its use, speakers create and manipulate it to gain understanding, not only about themselves but also addressed to the listener (the interlocutor).

Studies on metaphors have been carried out in various countries with varying results (Baldó & María, 2022; Firoozalizadeh et al., 2020;

Hayrutdinova et al., 2021; Pishghadam et al., 2009). It was influenced by various variables such as language, culture, religion, and environment. The language feature of metaphor essentially states the meaning of the symbol because it contains a double meaning, which means verbal (Emzir et al., n.d.; Owens et al., 2022; Papamitsiou et al., 2020; Ricoeur, 1976). Each region or country has its peculiarities in communication, including the use of figures of speech, terms, and expressions. Thus, an extensive and in-depth study is needed to interpret to reveal the meaning symbolized. It is closely related to the phenomenon that develops in the implementation of learning at IAIN Palopo; namely, the interaction takes place by utilizing language features in the form of metaphors. This phenomenon shows a flow of communication that will impact the inaccuracy of understanding, which causes miscommunication in the interaction of the speech act. Thus, this research aims to introduce, popularize, and explain the importance of opening up the insight into the existence of metaphors in the learning communication space to activate them more effectively. Therefore, it is very important to study the utilization of language features in this paper.

2. Theoretical Framework

Metaphor is one of the language features used by speakers to express ideas to refine speech or sharpen the value of the meaning of a statement by using comparisons. Metaphor is the use of words or groups that do not express their true meaning but describe similarities or comparisons (Martani et al., 2019). Then Ricoeur (2012) explains the metaphor classified as a figure of speech to describe and classify variations in meaning so that there is the formation of terms in naming something that is applied to different things. Thus, it was known that the listeners do not immediately understand the ideas expressed through metaphors. Furthermore, it shows that the metaphors expressed by speakers in learning interactions contain symbolic forms that require the ability and competence to disassemble and understand the meaning of the metaphor. Therefore, metaphorical utterances containing symbolic meanings must be studied and interpreted to achieve the purpose of the meaning of communication in learning activities.

Metaphor is a linguistic expression whose meaning cannot be reached directly from the symbol used because the intended meaning is contained in the prediction of linguistic expressions (Akastang, 2020; Anggraini et al., 2021; Budiman et al., 2016; Nasution, 2008; Wulandari, 2018). However, speakers in conveying learning discourse often use metaphorical language features to concretize abstract concepts in certain positions. Related to this, Lakoff and Johnson (1980) provide a term with the name conceptual metaphor. Conceptual metaphor results from mental construction based on analogy, which involves conceptualizing one element to another. In other words, metaphor is a cognitive mechanism in which one realm of experience (source realm) is mapped to another realm of experience (target) so that the second realm is partially understood from the first realm. The metaphor indicates a transfer from one concept to another. The basis of this transfer is the basic principle when determining whether data is included in the metaphorical data corpus. Therefore, the terms source domain and target domain are used in conceptual metaphor theory. A domain is a cognitive entity, a mental experience, a representational space, a concept, or a conceptual complex. In this case, the concept involves intellectual issues and includes all-natural experiences so that understanding the meaning of metaphors is based on aspects of experience, including aesthetic experience (Langacker, 1987). Therefore, the form of meaning symbolized in the metaphor allows interpretation to state its function as a messenger so that the ambiguity of meaning can become concrete.

The utilization of metaphorical language features in learning interactions at IAIN Palopo through speech acts impacts the difficulty of understanding the meaning of conveying messages. Metaphors in Indonesian are used in phrases consisting of noun phrases, verbs, adjectives, and adverbs inserted into the sentence structure. The chosen metaphor is included in the sentence position based on the clarity of the message to be communicated. First, it was because the form of metaphor uses other words or expressions to describe objects or other concepts based on figures of speech or comparison (Alkan & Bumen, 2020, D'Agostino, 2022). Metaphor is a short form analogy that compares two aspects directly to

the intended object (De Andrade et al., 2022; Desai, 2022; Nabila, 2022; Taufikurrohman et al., 2021).

In another study, Pishghadam and Pourali (2011) studied the metaphorical analysis of Iranian MA University Students' Beliefs. This study aimed to investigate the metaphors used by MA students to describe university teachers and university students in both existing and ideal scenarios. The analysis can assist us in gaining insight into their underlying beliefs and determining the aspects that can influence teaching and learning. The metaphors were classified into behaviorist, cognitive, and situative learning. The data demonstrated that MA students had varying expectations of teachers and fellow students based on the findings. Therefore, disclosing and examining these metaphors might help them acquire insight into their true teaching and learning beliefs. Therefore, to effectively understand the communication message, critical thinking skills are needed to uncover the implicit meaning of the speaker in the metaphoric language features. Thus, a critical way of thinking is needed to express a problem so it can be stated transparently (Su'udiah, 2019). In academic activities, this problem is often practiced in the form of using words and phrases that form metaphorical features. It happens because the tug of war engineering language between speakers and listeners causes the birth of implicit meaning. Language actions like this cause consequences in structuring meaning that occurs through the choice of words and phrases that tend to form the meaning of violence. However, the violence of meaning is produced in a symbolic form. As a result, a discourse analysis technique is required to open up the violence of meaning to comprehend metaphor meaning effectively and quickly.

3. Methodology

This study uses a qualitative approach. It was based on data that is natural (natural setting). In addition, the data obtained directly from the research subject is complete, thorough, and does not change the shape or form of the data (Luthfiyah, 2018). It was done so that the functions and benefits of qualitative research are carried out in-depth (Moleong, 2006). In addition, qualitative research is research related to cultural studies and is interpretive (Denzin &

Lincoln, 2009). Therefore, based on the relevance of the object of study, this research is classified as a type of cultural research because it is described in detail and interpreted through language features in the form of metaphors in teaching interactions that occur orally through language actions at IAIN Palopo.

The descriptive qualitative design was used in this study due to several factors, some of which are described below. (1) Data sources and data are natural (because the researcher has no modification). (2) Researchers become the key instrument for interpreting. (3) The discussion and presentation of the data are interpretive. (4) The data were analyzed interactively-inductively. (5) The utilization of metaphorical language features is the main concern of this research. (6) The use of theory is only a guide for analysis, so there is no need for a theory to be compiled in advance (Bogdan, 2007; Bogdan & Biklen, 1998).

3.1. Participants

In the research that became the research subject, the lecturers and students involved in the interaction in the learning classroom consisted of 4 lecturers and 20 students in one classroom. The students are the 2nd-semester students at the English Language Education Study Program of IAIN Palopo. Lecturers consisting of 4 take turns teaching in the classroom based on a predetermined schedule. The object of research is MKDU material in Indonesian language courses. From the speech in the classroom to the corpus of research data.

3.2. Instruments

The instrument used in this study was a handycam to record the learning process. This tool is used to capture narratives/conversations that take place during learning interactions.

3.3. Procedure

The procedure in this research takes place in stages. The stages and procedures for the design of research activities are carried out through recording, transcription, corpus data, data reduction, results, and discussions.

3.3.1. Data Collection

Data collection was carried out for eight weeks. Each lecturer had the opportunity two times to

present learning in the classroom. All utterances in learning interactions were recorded and then became a data corpus. Data was collected by recording and using a tool in a handy cam to tap all the conversation results in the interaction. Researchers, as data collectors, enter the classroom to record and listen to learning activities. The position of the researcher takes place passively, only collecting data. In the next stage, all data is literate in written form to make it easier to select and classify data based on research needs.

3.3.2. Data Analysis

Data analysis was carried out using content analysis techniques and critical discourse analysis. The data that has been selected is then classified based on the characteristics and research needs. In the next stage, the data is processed and analyzed in the form of descriptions and interpretations. Furthermore, it becomes a fact of the findings in the study.

4. Results

The forms of metaphorical meanings expressed in learning interactions at IAIN Palopo can be identified, such as the forms of euphemization, censorship, experiential values, relational values, and expressive values.

4.1. Forms of Euphemism Meaning

The representation of the form of euphemization in the metaphor can be seen through the display of learning interactions. This form of meaning works hiddenly, subtly, massively, and subconsciously to express trust, obligation, loyalty, debit, reward, and mercy. It can be shown through the following data.

Data (1)

Lecturer: **Spirit of four-five**, stay awake, okay?
Student: WL (UK)!

Sentences in data (1) show that the four-five spirit phrases express the form of euphemization meaning in metaphorical language features. Speakers (lecturers) construct ideas or thoughts using metaphorical language features to express the idea of loyalty/diligence that shows an unyielding attitude and has high motivation in striving to achieve goals. This metaphor shows a high sense of responsibility and loyalty.

The use of metaphors is interpreted as a willingness to attend lectures with full attention and concentration. So, the spirit of four and five means the nation's struggle, which becomes the inner strength in seizing, defending independence, upholding sovereignty, and filling independence. Spirit is the spirit of life that gives strength and impetus to will, work, and strive. As a result, presenters use the spirit of four and five as a type of comparison that students must own and act upon as learners. This metaphorical statement as a form of refinement emphasizes the delivery of instructions to maintain a sense of responsibility in the continuity of learning.

The idea in the form of loyalty is conveyed by speakers (lecturers) subtly through metaphors showing the importance of seriousness in learning and participating in lecture activities. The idea of loyalty is intended to be an emphasis and motivation so that listeners (students) have a strong desire and enthusiasm for learning. The use of metaphor emphasizes that the spirit must manifest a sense of loyalty to build discipline in learning to achieve maximum results. Thus, the spirit of four and five manifests an unyielding attitude, honest, firm, big-hearted, and has direction and purpose. So, the speaker (lecturers) metaphor motivates and encourages students to think and work hard to become creative and productive students.

4.2. The Form of the Meaning of Censorship

The representation of the form of censorship meaning displayed in metaphorical language features through the interaction of speech acts in learning is intended as a form of preserving the moral value of honor, which is expressed as a form of politeness, chastity, and generosity, which is contrasted with low morals in the form of violence, crime, inappropriateness, immorality, and greed. It can be shown through the following data.

Data (2)

Lecturer: ... on this occasion, I will meet with you again and bring new material as gifts for you, as an introduction in the future. Hopefully, it will always be successful.
Student: AAmen (UK)!

Sentences in data (2) indicate that the meaning in the form of metaphorical language features is

the subject of the conversation, namely souvenirs, which are interpreted as souvenirs that someone as a memento brings. About this description, the word souvenir is intended to provide provisions or preparations for facing future life. The use of these metaphors by speakers aims to harden meaning to make it more memorable to listeners. In addition, the use of metaphors shows that speakers (lecturers) express ideas in the form of generosity, namely an attitude of sincerity in conveying knowledge to students to be used as competencies in broadening horizons and ways of thinking creatively and productively.

The expression of the idea of generosity is declared as a moral honor. The idea is intended to help students develop competence in morals or morals. Competence in knowledge includes critical, creative, communicative, and collaborative thinking. It was a provision or preparation for the development of life in the future. So, through the metaphor, the speaker (lecturer) expresses the idea of generosity, which implies the continuity of the knowledge transformation process to students because it is considered very important for life. In this case, the speaker (lecturer) presents knowledge to develop students' insight and thinking skills. So,

Data (3)

Indonesian language is a unifying tool and a means of inter-regional communication.
E, I think it was enough with the arguments of several other groups. I will get things straight in a minute (MW).

Sentences in data (3) show that the meaning in language features is a metaphorical form which is the subject of the conversation, namely *straighten up*. The use of these metaphorical words stated by the speaker (lecturer) represents the idea in the form of concern. Therefore, the speaker feels responsible for giving a complete explanation and improving and directing the arguments that develop in discussion activities related to the discussion.

The "straighten" metaphor represents meaning in the form of a "critical and analytical" idea because it essentially makes corrections. Thus, the embodied ideas and attitudes are categorized into honorary morals because they seek to perform and display behavior, act, and think that is beneficial. Furthermore, the

straightening metaphor states that meaning contains the provision of explanations and directions based on the problems discussed, namely the function of language as a unifying tool. As a result, speakers utilize this metaphor to clarify the meaning (content) of the element being described. So, metaphorical representations that show the meaning or attitude of caring dismantle scientific values in interaction (discussion).

Data (4)

Well, group one, do not be discouraged; there will still be a chance (MW).

The sentence in data (4) shows the meaning in the form of a metaphor which is the subject of the conversation, name *discouraged*. The metaphor contains the meaning of disappointment and loss of enthusiasm because it was not following the expected wishes. The speaker (lecturer) states a prohibition on these behaviors and attitudes, which is emphasized through the word do not. The speaker's real intention is to reinforce and motivate group one students.

The use of metaphor *discouraged* expresses the idea of a form of inappropriateness that represents an attitude in a morally low manner. The idea was conveyed by speakers (lecturers) to give advice, enthusiasm, and hope to students so that they do not despair because there is still another opportunity. The speaker's affirmation of the prohibition of being disappointed, discouraged, and losing hope shows that emotional intelligence in learning needs to be directed so that it does not become an obstacle to achieving achievement.

Data (5)

His variety of language is full of pretense. Look at that beggar (MG)!

The sentence in data (5) shows the meaning in the metaphorical form's language feature, the subject of the conversation, namely pretense. Speakers explain ways, strategies, and styles of speaking. The meaning of the metaphorical form expresses insincerity, manipulation, and intentionality'. Furthermore, it was interpreted as forming a deliberately made-up attitude that does not show the truth. The speaker (lecturer) expresses the beggar's way of speaking by using the strategy of pretending to express or imitate himself, like a poor person to influence. It was

done deliberately in order to achieve the desired goal.

Through the metaphorical pretense, speakers (lecturers) present reflections on forms of critical thinking that represent criticism of dishonesty attitudes that show the idea of inappropriateness as a person's attitude. Even though it was the content of the study of teaching materials, speakers (lecturers) have chosen the form of metaphorical meaning as a form of reflection on inappropriate behavior. This form of behavior is classified as low morale. The purpose of the idea of impropriety is to express an attitude that is not commendable and must be avoided because of fraudulent acts that harm other parties. Thus, the presentation of metaphorical language features in learning interactions expresses character formation to express educational values.

4.3. The Form of the Meaning of Experiential Value

The representation of the meaning of experiential values displayed in metaphorical language features in learning interactions is intended to express formal aspects related to content, knowledge, and beliefs as signs or cues of experience in the social environment or matters relating to knowledge systems it is realized through the following data.

Data (6)

I point to your responsibility. Try fostering less active friends and how to be active, and I have already shared the ingredients. I have distributed the rice; just cook it. The seasoning is already in your hands, and you just need to understand it; you learn it (MW).

The phrase in data (6) illustrates the meaning of the conversation's subject, namely the cooked rice and the seasoning, in the form of a metaphor. These metaphors are interpreted as food ingredients prepared and ready to be processed, while cooked means processed to get results. Thus, the representation of the use of metaphors expressed by speakers (lecturers), namely rice and spices, is interpreted as providing lesson material that has been prepared with effective and efficient designs. In contrast, the word cooked is interpreted as a process of studying and analyzing to find

knowledge. Through metaphors, speakers (lecturers) express ideas in the form of completeness, namely, the design of the material to be taught have all been presented and given to students.

The rice, cooked, and seasoned metaphor represents an idea in the sense of completeness. It was expressed by speakers (lecturers) so that listeners (students) feel obliged to master and pay close attention to the teaching materials that have been presented. In addition, speakers (lecturers) suppress a sense of trust in students to be more active and focus on learning activities. In addition, speakers reinforce the form of a scientific sense of responsibility because they have completed their duties as lecturers, and it is the students' turn to carry out their obligations. Therefore, students' task is to study, observe, and understand coherently and coherently the teaching materials that have been presented. Furthermore, from the metaphorical presentation expressed by the speaker (lecturer), the idea of completeness also contains the value of hope because it has been fully explained.

Data (7)

We imagine that if the writing is like this, it will be complicated to ask forgiveness. So, finally, refined the simpler spelling and improved spelling (UK).

The sentence in data (7) shows that the language feature of the metaphorical form that is the subject of the conversation, namely asking for forgiveness, contains the meaning of a request for release from prosecution for making a mistake, which is usually used to show a religious attitude which is synonymous with the word repentance. The idea that the speaker (lecturer) struggles with is to state the complexity and difficulty in carrying out writing activities if a simpler spelling is not applied, such as EYD, then proceeds to PUEBI. Thus, the idea represented by the speaker is trying to describe it to be more convincing to the listeners (students) so that they focus on paying attention to the presentation of the material presented. In addition, the use of metaphors is also expected to influence the listener's mind.

The representation of the form of metaphorical meaning realized through the formation of ideas about the complexity and difficulty of learning

the form of writing is a concrete step that speakers choose as a more effective strategy. The formation of ideas through the display of metaphors is expected to influence awareness about focus and strategies in learning writing rules. So, metaphors are a step to harden and sharpen the meaning so that students can formulate an in-depth understanding of the learning outcomes. In addition, metaphors influence and convince students to understand the rules set out in the PUEBI because they are writing rules that have been reduced and simplified so that they are not difficult.

Data (8)

So, earlier, we discussed the history of language development, right? (MW).

Sentences in data (8) show that the meaning in language features is a metaphorical form of the conversation's subject, namely *already peeled*. The term's structure includes the metaphorical meaning, specifically, that work has been or has been skinned to separate the skin and content. From the description, speakers (lecturers) express the hardness of meaning by explaining, discussing, and elaborating on the content and knowledge of the history of language development in a critical, coherent, and coherent manner to the roots. In this regard, speakers (lecturers) represent ideas in the form of completeness of the history of the development of the Indonesian language.

The speaker's choice of the "peeled" metaphor is intended to sharpen the meaning of information about past learning. In addition, the speaker wants to emphasize and ensure the implementation of learning that has actually taken place and is carried out completely. So, metaphors are intended to form ideas to encourage and motivate listeners (students) to do and participate in learning based on the perception of developing knowledge and understanding.

4.4. The Form of the Meaning of Relational Values

Representation of the form of relational value meaning displayed in metaphorical language features through the interaction of learning speech is intended to express formal aspects of social interactions and relationships. It can be shown through the following data.

Data (9)

I think this is sociolinguistics; there was one course when I was studying Indonesian sociolinguistics. So, there are sociolinguistic courses that discuss language, but because this is MKDU, yes, only the edges. The first is called the variety of languages in terms of speakers (MG).

The sentence in data (9) shows that the language feature of the metaphorical form that is the subject of the conversation, namely only the edges, is interpreted as the edge or end of something. Thus, the form of metaphorical meaning, which describes a concrete explanation of the relationship between Sociolinguistics and MKDU (generally basic courses). The speaker wants to explain by giving the impression that the language variety material is not completely discussed and does not enter the core of the material. In addition, speakers describe the scope and position of the MKDU courses.

Speakers choose metaphor as a form of information delivery strategy because it sharpens the message so that listeners (students) understand and measure the presence of the material. It was known because the idea conveyed in the metaphor states the classification or limitation of the learning material. In this case, the speaker states the hardness of meaning by connecting MKDU and various language materials. It was discussed for a reason, and this material is within the scope of MKDU. However, only a small part is different from the discussion in the Sociolinguistics course, which discusses specifically. Thus, the idea is conveyed by explaining the existence of formality in the discussion of various languages in MKDU. It shows that the speaker (lecturer) expresses the idea of strengthening the material being discussed. Synonyms reinforced it, i.e., only and only tend to express emphasis. The idea of strengthening as a sharpening understanding of information about various languages whose existence in MKDU courses is different from Sociolinguistics courses.

Data (10)

Student: Yes, I know that the answer you have shown is specifically for Nurfadilah K., but in this forum, there are many heads; of course, there are many opinions and

differences, so I mean, I do not blame your opinion (IW).

Sentences in data (10) show that a language feature is a metaphorical form that is the subject of the conversation, namely many heads. Descriptively shows the meaning of several numbers of people. These metaphors are interpreted as a way of thinking or each person's perspective expressing opinions to build interaction. Thus, the greater the number of people in the discussion activities, the more diverse the perspectives and ways of thinking influence opinions or perceptions. Students (speakers) use the metaphor of many heads to express relationships with the meaning of various perspectives or produce different opinions.

Speakers use the metaphor of "many heads" in learning interactions to realize the idea of openness in a concrete way to the discussion participants. It was based on the logic of the value of the relation; namely, the number of participants in the discussion will lead to more diverse opinions. Consequently, the speaker discusses the relationship and compares the number of participants and the range of viewpoints to describe the type of reinforcement. The purpose of the idea of reinforcement is that discussion participants must understand and accept openly the opinions submitted because the number of participants is large so that consequently, there are differences of opinion.

4.5. The Form of Expressive Value Meaning

The representation of the form of expressive value meaning displayed in metaphorical language features through the interaction of learning speech acts is intended to express formal aspects related to the subject that forms social identity or the relationship between them. It can be shown through the following data.

Data (11)

Yes, well, today is the second face-to-face meeting with Mother. Moreover, thank you for being here today (UK).

Sentences in data (11) show that the language feature of the metaphorical form is the subject of the conversation, namely face-to-face, which means meeting each other's eyes directly between the speaker and the listener. Through

metaphor, the speaker (lecturer) expresses identification about the lecture meeting that it was right at the second meeting that we met face to face. Speakers use metaphors to give an impression and enthusiasm and build a sense of closeness with listeners so that listeners are expected to be moved and more motivated in learning.

The use of face-to-face metaphor shows that the speaker (lecturer) expresses the idea of an expressive form, namely expressing intentions and feelings that strengthen and remind listeners (students) about the accuracy of the number of meetings. Thus, the direct meeting is an action that describes an expressive attitude to express opinions as a direct, reactive statement. The idea of the expressive form of reinforcement is expressed by identifying meetings that state the roles and positions of speakers and listeners in the interaction to create an identity between them, the speaker's job is to present the material, and the listener's role is to receive the learning material.

Data (12)

Well, there is still more to add a new face.
Please (MW)!

Sentences in data (12) show that the language features of the metaphorical form are the subject of the conversation, namely *new face*, which means that new participants who appear or appear are expected to change the atmosphere in a positive direction. Besides that, it also means people who have not provided answers or arguments in discussion activities. So, the existence of the use of metaphor reflexively describes the identity and classifies listeners.

The use of the new face metaphor describes the listener's characteristics that are associated with their attitude and existence. Therefore, the idea represented by the speaker in the metaphor is identity because it gives a form of signification to the listener. The impact of using metaphors is not only to map but also to specialize participants. Thus, the violence of meaning is realized that focuses and specializes on the attitudes and behavior of participants. The speaker aims to realize the idea of identity, which is to immediately activate and involve participants in learning, which is clarified by statements and requests to add answers. Therefore, the idea of identity formation is a

speaker's strategy to reflect representative distribution to students to get the opportunity to speak so that all participants are directly involved in learning because they get the opportunity by way of appointment.

5. Discussion

Based on the results of the data description, it was found a representation of the utilization of metaphoric language features in learning interactions at IAIN Palopo. The language features of metaphor are represented in euphemization meaning, sensorization, experiential value, relational value, and expressive value. The form of meaning is manifested in the features of the metaphorical form to express a message or ideology. The representations of the metaphors that are chosen in the learning interaction are described, among others, namely: the spirit of four-five states a message of loyalty and motivation, souvenirs state a message of generosity and strategies to convince, straightens states a message of concern, direction, and clarity, discourages, pretends expressing a message of impropriety means advice, enthusiasm, and attitude. Next, the metaphorical form of rice, cooked, seasoned, already peeled to state the message of completeness related to studying, observing, motivating, and encouraging. Next, the metaphorical form of forgiveness conveys a message of complexity, difficulty, and persuasion. Then the metaphorical form only on the edges expresses a message of reinforcement in the context of open learning. Next, the metaphor of many heads expresses messages of reinforcement and openness to ego attitudes (logic relationships). The face-to-face metaphor expresses an identification message for reinforcement and motivation, while the new face metaphor expresses an identity message or activates. Then the metaphorical form only on the edges expresses a message of reinforcement in the context of open learning. Next, the metaphor of many heads expresses messages of reinforcement and openness to ego attitudes (logic relationships). The face-to-face metaphor expresses an identification message for reinforcement and motivation, while the new face metaphor expresses an identity message or activates. Then the metaphorical form only on the edges expresses a message of reinforcement in the context of open learning. Next, the metaphor of many heads expresses messages of

reinforcement and openness to ego attitudes (logic relationships). The face-to-face metaphor expresses an identification message for reinforcement and motivation, while the new face metaphor expresses an identity message or activates.

The use of metaphors in learning interactions at IAIN Palopo is an option to state ideology to develop the character of education. The characters conveyed contain reinforcement, motivation, convincing, direction, clarity, and advice. It was a function of utilizing metaphors, namely conveying or reinforcing ideological messages (Kooi Lian et al., 2021; O'Siochru et al., 2021; Santoso, 2012), whereas Suwatno (2020) explained that the metaphor states expressing one's experience based on the exchange of senses as a form of concrete response to the function as a refinement of the meaning of speech. Thus, the feature of metaphorical language becomes a very interesting medium to convey the idea of character building in the context of education. Therefore, the education space represents the implementation of character implementation. So, the choice of metaphor, character building, and learning are three interrelated aspects in supporting the improvement of attitudes and competencies. The use of metaphors manifests an attitude of politeness in speech because it refines and expands the meaning of the speech value. According to the explanation (Ancient, 2011; Nabila, 2022), speech events are a way of conveying more than what is said. That is, the message is broader when compared to what is expressed. Thus, either directly or indirectly, metaphor is very loaded with character. No narrative appearance contains character values, but According to the explanation (Martani et al., 2019), Metaphors give strength because they contain two ideas, namely in the form of facts and processed thoughts. Therefore, the phenomenon of metaphorical empowerment is very important because it is related to the context of education that aims to build character, attitude, and critical thinking intelligence.

Metaphor is one of the language features that tend to refine speech so that the meaning or

message conveyed affects the development of attitudes and character. The speaker chooses the refinement of meaning concerning nature because essentially every human being wants to be appreciated and given appreciation (Doucette et al., 2022). Further explained, Sumarsono (2014) states that pronouncing language features will cause perlocutionary power, i.e., the speech will affect the listener, both real and expected. This effect is manifested in the values contained in the language features of metaphors which are one of the goals of education.

The facts show that experience and education can form attitudes and beliefs. Thus, it was necessary to use metaphorical language features (connotations) to stimulate and influence student attitudes and beliefs (Day & Verbiest, 2021; De Andrade et al., 2022; Parera, 2004). Therefore, metaphorical narratives in learning interactions must be cultivated because they practice the ways and attitudes of speaking and represent the meaning of the character. According to the explanation (Güven & Argun, 2022), although the use of metaphors in political discourse conveys views and ideas indirectly expressing criticism and evaluation, it represents the efforts of the political elite to maintain etiquette and manners in speaking. Furthermore, it was revealed by Namaziandost et al. (2019). So, concerning the empowerment of metaphors in learning interactions at IAIN Palopo, the language features of the metaphor used not only state an explanation of competence but also display polite attitudes and speech to express the provision of indirect motivation, reinforcement, explanation, and advice aimed at shaping student character. Thus, metaphor is a representation and formulation of educational, ethical values produced in learning interactions.

In connection with this description, to concretize the explanation of symbolic forms through the language features of metaphor, the following is presented in detail in the table about critical ideas expressed in Indonesian language learning discourse.

Table 1*Characteristics of Metaphors in Indonesian Language Learning Discourse*

No.	Sub-aspect	Characteristics of Symbolic Shapes	Critical Ideas	Value	Rhetorical Function
1	Sub-aspect euphemism	Spirit four five	loyalty	Expressing Determination	Statement of willingness
2	Sub-aspect sensorisme	Souvenirs	Concern	Animator	Motivation
		Straighten	Generosity	Justification process	Concern
		Discouraged	Impropriety	The attitude of disappointment (unacceptable)	Failure
3	Experiential value	The rice, cooked, seasoning	Completeness	Maximum material presentation	Statement of responsibility
		Ask for forgiveness	Hassle	Express material difficulties	Mismatch
		It was peeled	Completeness	In-depth discussion of the material	Maximum presentation
4	Relational value	Many heads	Strengthening Relationships	Everyone has different opinions	Diversity
5	Expressive value	Face-to-face	Identity Strengthening	Expressing an attitude of familiarity	Meeting
		New face	Identity	Expressing an attitude of identification	Characteristics

Based on the research results described in the previous section, it was concluded that the form of metaphorical meaning generated in learning interactions at IAIN Palopo as character formation in conveying messages consists of forms of euphemization and sensorization of experiential values, relational values, and expressive values. Each form of meaning expresses ideology as a form of a character statement. Character formation expressed in the form of ideology, namely: (1) perseverance/loyalty, (2) generosity/tact, (3) caring, (4) inappropriateness, (5) completeness, (6) complexity/difficulty, (7) strengthening/motivation, (8) openness, and (9) identity.

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