



**PROSIDING**  
**SEMINAR INTERNASIONAL**

**STUDI BAHASA DARI BERBAGAI PERSPEKTIF**

**DALAM RANGKA ULANG TAHUN KE-80**

**Prof. Dr. Soepomo Poedjosoedarmo**

**5 – 6 Desember 2013**



**Program Studi S2 Linguistik  
bekerjasama  
Jurusan Sastra Indonesia Fakultas Ilmu Budaya  
Universitas Gadjah Mada Yogyakarta**

## DAFTAR ISI

Kata Pengantar .....	v
Daftar Isi .....	vii
<b>Makalah Utama</b>	
Bahasa Homonisasi dan Simbolisasi Stephanus Djawanai .....	2
Metafora Bahasa Indonesia Sebagai Penghela Ilmu Pengetahuan Bahren Umar Siregar .....	13
Gajah Mada Bercanda, Humor Dosen UGM: Sebuah Kajian Sociopragmatik Dewa Putu Wijana .....	21
<b>Fonologi</b>	
Fonem Segmental Bahasa Mooi dan Distribusinya Novaria Panggabean .....	39
Bunyi Vokal dalam Lima Dialek Bahasa Sasak di Pulau Lombok Baiq Rismarini Nursaly .....	48
<b>Analisis Wacana</b>	
Representasi Kontes <i>Miss World 2013</i> di SINDONEWS.COM: Suatu Kajian Analisis Wacana Kritis Yusep Ahmadi .....	56
"MUN IS ASI" Strategi Merepresentasikan Legitimasi (Sebuah Studi Kasus pada Wacana Waspada Vaksin di Group Facebook <i>Tanya Asi</i> for <i>Thinker Parents</i> F. Sunarsih .....	66
Perempuan dalam Dongeng (Perspektif Komunikasi dengan Pendekatan Analisis Wacana Kritis) Meike Lusye Karolus .....	98

Ideologi Seksualitas di dalam Lirik Lagu-Lagu Dangdut Kontemporer Mahardhika Zifana & Wulandari Pratiwi.....	110
Konsep <i>Frame</i> (Bingkai) dalam Analisis Wacana Kritis P. Ari Subagyo.....	122
Analisis Wacana Berita Duka dalam Media Massa <i>Solopos</i> dan <i>Kompas</i> Edisi November 2012 Markhamah dan Mira Erlinawati.....	135
Makrostruktur dan Superstruktur Wacana Nasihat Khitan dalam Bahasa Jawa Sri Nardiati.....	149
<b>Antrologistik/ Etnolinguistik</b> <i>Tetenger</i> dalam Perspektif Masyarakat Jawa (Sebuah Kajian Etnolinguistik) Bambang Hariyanto.....	159
<i>Lelag</i> sebagai Cermin Sistem Kognisi Masyarakat Sasak (Analisis Etnolinguistik) Yudi Handoko Hirmawan.....	165
Mengungkap Tabir Nama Diri Masyarakat Banjar Siti Jamzaroh.....	174
Pengokohan Bahasa Betawi melalui Pelsetarian Budaya Betawi Kampung Sawah Erti Firmansyah.....	185
Upaya Pemeliharaan Bahasa Tidung melalui Pengenalan Cerita Rakyat Suku Tidung di Tarakan Kalimantan Utara Erna Wahyuni.....	202
<i>Sindiran</i> in English Written Form Erna Zulaeni.....	213
Leksikon dalam Pernikahan Adat Melayu Riau: Kajian Etnolinguistik Juli Yani dan Roza Afifah.....	223

Wacana Ritual “ <i>Ngembang</i> ” di Kecamatan Sajira Lebak-Banten (Kajian Etnolinguistik) Khoerotun Nisa, Liswati, Sulistianah.....	234
Bahasa Mantra: Karakteristik Kelisanan, Identitas Kultural, dan Angan-angan Kolektif Orang Using Heru S.P. Saputra.....	245
Analisis Metafora Bahasa Jepang: Dimensi Sosiokultural Bangsa Jepang dalam Retorika Berbahasa Esther Hesline Palandi.....	260
Konsep Hidup dan Mati dalam Leksikon <i>Khaul</i> Buyut Tambi Nuri Novianti Afidah dan Nurul Purwaning Ayu.....	270
Ungkapan Verbal yang Berfungsi Melestarikan Lingkungan pada Masyarakat Samin Hari Bakti Mardikantoro.....	283
<b>Sociolinguistik</b>	
Dynamic Strategies of English Department Students Unand in Doing Request Via Short Message Service Ike Revita.....	295
Bahasa dalam Teks Hukum Sriyono.....	304
Kode Tutur dan Pemilihan Bahasa Tokoh dalam Novel “Saraswati” Karya Kanti W. Janis (Kajian Sociolinguistik) Afi Fadilah.....	314
Pengkajian Pemakaian Bahasa Lisan Lefrand Rurut.....	331
Slang in 9Gag.com Site: The Sociolinguistic Study Latif Amrullah.....	339
Kekerasan Verbal Pada <i>SMS Uneg-Uneg Koran Meteor Jogja</i> Ahmad Wahyudin.....	356

Bahasa Jawa dan Upaya Revitalisasinya Nanik Sumarsih.....	378
Peran Ibu dalam Pemertahanan Bahasa ( <i>Language Maintenance</i> ) Sunda (di Desa Cikahuripan Kecamatan Cisolok, Kabupaten Sukabumi) ( <i>Kajian Sociolinguistik</i> ) Nurfaizah, Al'aeni Almardiyah, Lusi Setiyanti, Ria Angraeni .....	385
Prof. Dr. Soepomo Poedjosoedarmo Sebagai Pelopor Pendekatan Kontekstual dalam Kajian Bahasa di Indonesia Praptomo Baryadi.....	394
<b>Sintaksis</b> Pronomina Persona dalam Bahasa Muna Sahur Saerudin.....	405
<i>Mood dan Transitivity</i> dalam <i>iPhone S5 User Guide: Kajian Tata Bahasa Fungsional</i> Lusi Setiyanti, Ria Angraini, Erma Istiqomah dan Nurfaizah.....	416
<b>Morfologi</b> Abreviasi dalam Istilah IT Henda Suhenda.....	431
Nomina Agentif dalam Bahasa Indonesia melalui Sufiksasi Derivasional Bahasa Inggris –er Ruli Hapsari.....	437
Pemakaian Partikel Fatis Bahasa Jawa Pesisir Utara Jawa Tengah Ermi Dyah Kurnia.....	447
Verba dalam Dialek Melayu Sekadau: Suatu Pengenalan Chong Shin.....	458
The Complexity of Plural Forms of Nouns In German Sulis Triyono.....	468
Elevative Deixis in Wano Willem Burung.....	476

<b>Terjemahan</b>	
Terjemahan Bahasa Jawa Berbasis Konteks Pembayun Miji.....	492
<b>Pragmatik</b>	
Apology Modifications of Non-Native English Students Agis Andriani.....	499
What is it to Know the Meaning of Linguistic Expressions? (A Overview from Truth-Condition Theory of Meaning) Iko Kusmanto, D. Edi Subroto, dan Sudaryanto.....	506
Permintaan Maaf dalam Tindak Tutur Masyarakat Banjar Sri Wahyu Nengsih.....	519
Tindak Tutur Ekspresif dan Persuasif Guru-guru SD dalam Pembelajaran <i>Peer Teaching</i> di Hotel Grand Setiakawan Surakarta Muhammad Rohmadi.....	526
<b>Linguistik Historis Komparatif</b>	
Perbandingan Genetis dan Tipologis Bahasa Bunak Timor dan Abui Yunus Sulistyono.....	535
<b>Morfosintaksis</b>	
Linguistik <i>Naqliy</i> dan Linguistik <i>Aqliy</i> : Sebuah Kajian Terhadap Linguistik Arab dan Persinggungannya dengan Linguistik Umum Agus Salim.....	547
<b>Komunikasi Antar Budaya</b>	
Keragaman Bahasa dan Budaya: Problematika dan Perannya dalam Komunikasi Antarbudaya Akhdad Haryono.....	556
<b>Psikolinguistik</b>	
Pembelajaran Bahasa Inggris pada Anak Usia Dini Sudah Siapkah Otak untuk Terpapar Bahasa Kedua pada Usia Anak tanpa Merusak Proses Penguasaan Bahasa Pertama? Studi Neuropsikolinguistik Andi Dian Rahmawan.....	570

Strategi Komunikasi dan Perkembangan Bahasa Anak Teti Sobari.....	575
Problematika Penggunaan Kaidah Bahasa di Masyarakat (Alternatif Solusi Pemecahannya Melalui Penerapan Teknik NLP) Wikanengsih.....	587
<b>Pengajaran dan Pembelajaran Bahasa</b> <i>Discourse Competence</i> sebagai Modal Guru dalam Implementasi Kurikulum 2013 Yayuk Eny R.....	597
Promoting <i>Sarjana</i> Paper Writing Skill through the Indigenous Wisdom <i>Katresnanism Based Approach</i> and Althusser's Problematic: A Case Study in CCU Class of PBI USD Yogyakarta Antonius Herujiyanto.....	599
The Interaction Strategies Applied by Elementary School Students in an English Classroom Diani Nurhajati.....	623
Wacana "Sungguh-Sungguh Terjadi" sebagai Salah Satu Bentuk Wacana Persuasif serta Pemanfaatannya dalam Pelajaran Bahasa Indonesia di SMA/MA Sudaryanto.....	632
Bahasa sebagai Kajian Ilmu Interdisipliner Nani Sunarni.....	642
Belajar Bahasa Melayu Pidato: "Pidato Memukau, Khalayak Terpukau" Ratna Inzah Datuk, Haji Mohd Asri.....	649
Communicative Competence in The English Classroom Nargis.....	657
Development of Professional Knowledge based among B.Ed English Students Markus Budiraharjo dan Caecilia Tutyandari.....	

Representasi Makna Istilah Komentator Sepak Bola dalam <i>Mice Cartoon</i> Ike Ayuwandari, Millah N. Haq, Yuniar Siti Wahyuni.....	766
<b>Linguistik Kognitif</b> Bentuk-bentuk Metafora Temporal Bahasa Indonesia (Tinjauan Awal) Icuk Prayogi.....	776
A Cognitive Linguistics Analysis of Indonesian Love Metaphors Truly Almendo Pasaribu.....	785
<b>Perubahan Bahasa</b> The Historical Development of Copula <i>be</i> in English: An Analysis of Old and Middle English Texts (A Preliminary Study) Ikmi Nur Oktavianti.....	797
<b>Analisis Kontrastif</b> Beberapa Fakta Klitik dalam Bahasa Inggris, Bahasa Indonesia, Arab, dan Spanyol Sebuah Studi Kontrastif Japen Sarage.....	812
Analisis Kontrastif Klausa Tanya Bahasa Inggris dan Bahasa Melayu Kuantan Tasliati.....	822
<b>Semiotik</b> Bahasa Pencitraan Islam dalam Film <i>Taken</i> (2008) dan <i>Taken 2</i> (2012) (Analisis Semiotik) Lusi Setiyanti, Ria Angraini, Erma Istiqomah, dan Nurfaizah.....	834



## A COGNITIVE LINGUISTIC ANALYSIS OF INDONESIAN LOVE METAPHORS

Truly Almendo Pasaribu  
Universitas Sanata Dharma  
tr.almendo@gmail.com

This study aims at investigating conceptual metaphors of love expressed by postgraduate students majoring in Linguistics. It is conducted to find out how metaphors conceptualize the emotion of love. The data of the research are taken from questioners distributed to the students. In elaborating the metaphors, this paper considers Cognitive Linguistics as the most suitable approach because it deals not only with language, but also its relation to human conceptualization. The result shows that such an abstract concept as love is conceptualized by various type of conceptual metaphors in Indonesian, those are: (1) LOVE IS FOOD, (2) LOVE IS A PLANT, (3) LOVE IS A BEAUTIFUL OBJECT, (4) LOVE IS A WARM TEMPERATURE, (5) LOVE IS LIGHT, (6) LOVE IS MADNESS, (7) LOVE IS FORCE, (8) LOVE IS A LEARNING MATERIAL, (9) LOVE IS A JOURNEY. The research into metaphor can be expanded further, especially with regard to other target and source domain.

**Keywords:** metaphors, emotion, cognitive linguistic

It is a truism that language functions as a channel to express our basic feelings like anger, sadness, fear, and joy. Consciously or not, people pervasively communicate their feelings metaphorically in order to portray the abstract concepts with other more familiar concepts. It is indeed assumed, at least by psychologists and linguists, that metaphors are important tools of cognition and communication, providing us with unfamiliar ways of conceptualizing familiar things, and familiar ways of conceptualizing unfamiliar things (Lakoff and Johnson, 1980 in Ortony and Fainsilber, 1981:181). Therefore, it is not uncommon to find people use and create metaphor abundantly as reflection of their abstract feelings.

Although appear frequently in communication, sometimes metaphors are taken only for granted. For most people they are just a device of poetic imagination or an ornament of language. Perhaps they think that metaphor is only for those involved in literature discussions only. They are not aware how abundantly metaphors are used in daily communication. In addition, metaphors are not a characteristic of language alone, they are also a matter of thought. Metaphors are tools that reflect our conceptualization of the world. Although concept is a property of our mental sphere and a part of our mental reality, one way to find it out is by looking at language. Accordingly, metaphor should not be taken for granted because it can reveal a great deal about our conceptualization of emotions.

It is strongly assumed that metaphor reflects how we perceive certain things. Wahab (1991:65) states that in creating metaphors, the writer is influenced greatly by its environment. The

writer's perception of natural and social phenomena cannot be separated from their environment. What is experienced by the language users affects how they perceive or create metaphors. For example, the writer of novels or poetry often uses their experience in creating metaphors. If the language users have rich experience, then creation of metaphor to express their feelings will likely vary (Wahab 1991:66). Lakoff and George (1980) come out with a more radical view that most of the ordinary conceptual system is metaphorical in nature on the basis of linguistic evidence. They introduce a way to identify in detail metaphors that structure how we perceive, how we think and what we do.

Although metaphor is an old topic, it has always been an interesting on-going discussion among linguistic scholars. Abdul Wahab (1986) analyzes Javanese metaphor for his dissertation. He finds that metaphors are scattered almost in every aspect of Javanese culture. He also elaborates metaphor from psycholinguistic approach by using Haley's theory about human spatial perception (1991). Meanwhile, Lakoff and Johnson (1980) introduce cognitive linguistic approach to understand metaphor.

The previous research inspires the researcher to elaborate the conceptual metaphor of love. It is noticeable that the emotion spreading almost everywhere in our life is love. Love is abundantly expressed in literature work such as poems, novels or even Holy Scripture. Metaphorical expressions are not found abundantly only in the literature works, but also are also bombarded in our daily lives. Accordingly, the current paper focuses on analyzing the conceptual metaphors of love expressed by Indonesian Linguistics postgraduate students of Gadjah Mada University. It is interesting to know what metaphors are produced considering that the students are coming from different cultural and academic background.

This study aims at investigating conceptual metaphors of love expressed by Linguistics postgraduate students of 2011. It is devoted to addressing the question, "What are the conceptual metaphors of love produced by the students?" With this goal in mind, the will be divided into four sections. Firstly, under theoretical framework, this paper elaborates a brief review of Cognitive Linguistics and Conceptual Metaphor Theory, which are followed by the explanation of data collection. Next, this research explicates the findings and discussion of the conceptual metaphors of love produced by Linguistic Students of Post-graduate program. Finally, it concludes with major ideas and findings of the research.

### **Theoretical Framework**

A brief review of cognitive linguistics and conceptual metaphors, as effective means of interpreting the metaphorical expression of love, are given below.

### **a. Cognitive Linguistics**

In elaborating metaphor, which is not only a style of language but also a matter of conceptualization, this paper considers cognitive linguistics the most suitable approach. This modern branch of linguistics studies language based on assumption that language reflects patterns of thought (Green & Evans, 2006:5). By studying language from this perspective, we are studying the patterns of human conceptualization. Although conceptualization is in our mental sphere, language offers a window to reveal it by seeking into our cognitive function. Language is providing insights into the nature, structure and organization of thoughts and ideas. Therefore the current study which is aiming at elaborating metaphorical expressions and our conceptualization is conducted under the branch of cognitive linguistics.

### **b. Conceptual Metaphor Theory**

From a perspective of cognitive linguistics, most of our concepts are abstract concepts like time, emotions, communication, minds, and ideas. These abstract concepts are defined metaphorically in more concrete concepts like space, motion, food, objects, etc. In other sense, metaphor is a way of saying one concept in terms of another. In this paper, conceptual metaphors are written in capital letter: TARGET DOMAIN IS SOURCE DOMAIN. The target domain is usually in the form of abstract entity. The source is the (usually more concrete) concept from which we draw inferences about the target. In this case, concrete reference can refer to abstract reference depending on its context (Wijana, 2010: 74).

Metaphor consists of a source domain and a target domain. The mapping is typically partial. It maps the structure in the source domain onto a corresponding structure in the target domain (Lakoff, 1987:288). This statement is in line with Kövecses who states that a conceptual metaphor consists of two conceptual domains, in which one domain is understood in terms of another (2010:4). Source domain is the domain which provides structure by virtue of metaphor. This is achieved by cross-domain mappings projecting structure from the source domain onto the target domain thus establishing a conventional link at the conceptual level. (Evans 2007:202). On the other hand, target domain is the domain being structured by virtue of metaphor. This is achieved due to cross-domain mappings projecting structure from the source domain onto the target domain thus establishing a conventional link at the conceptual level (Evans 2007:210). In other words, the source domain is the one from which we draw metaphorical linguistic expressions to understand another conceptual domain, called the target domain.

Lakoff and Johnson famous example of metaphorical concept ARGUMENT IS WAR explains how human thought processes are largely metaphorical (Lakoff, 1980:6). Metaphor allows us to understand a relatively abstract or inherently unstructured subject matter, for example “argument”, in terms of a more concrete, or at least a more highly structured subject matter, for example “war”. We are able to create metaphor like this because there are metaphors in our conceptual system. In this paper, when we say ARGUMENT IS WAR, we are talking about the conceptual metaphor. In this case, ARGUMENT is the target domain and WAR is the source domain. Within the theoretical framework of Conceptual Metaphor Theory, this paper elaborates various metaphorical expressions underlying such an abstract concept as the LOVE concept. The application of this theory demonstrates how conceptual metaphor is effective in analyzing our conceptual world and in investigating social and cultural aspects of human cognition.

### **Data Collection**

In collecting the data, the researcher is supported by questioners which are distributed among Linguistics postgraduate students of 2011. From 50 questioners, 34 questioners are returned to the researcher to be analyzed. Firstly, some linguistic metaphors are collected and selected from the questioners. After that, the data are classified based on their source domain analyzed from the context. Poedjosoedarmo (Unpublished: 20) mentions that contextual research is a research based on the context of the data. The next section discusses the conceptual metaphors and the metaphorical expressions that structure of this concept.

### **FINDINGS AND DISCUSSION**

This section of the paper is devoted to elaborating the analysis of the conceptual metaphors of LOVE. After the data are selected from the questioners, the writer investigated the source domain projected upon the target domain of LOVE. Afterwards, this paper explains the structure of this concept.

#### **a. Conceptual Metaphors: LOVE IS FOOD**

In the conceptual metaphor LOVE IS FOOD, a love is associated with food. From their componential analysis, food and love are exactly two different kinds of thing. However, in the process of metaphorical representation, the LOVE concept is structured in the concrete domain of food. Food is used as a source domain because it has been with us ever since the beginnings of humanity. It serves as deeply entrenched source domain.

- 1) Takkan hilang dan takkan pernah pudar rasa cinta yang telah kau berikan.  
*The taste of love that you give ynever fades away and lose its taste*
- 2) Cinta itu seperti makan sambal. Semakin lama makan nasi dan sambal semakin nikmat. Sampai di suatu titik kita akan berpeluh-peluh keringat dan menangis kepedasan. Tanpa sambal, kita tidak akan bisa makan dengan nikmat.  
*Love is like eating sambal. The more we eat sambal and rice, the more delicious it becomes. We will sweat and cry because it's too hot. But without sambal, we cannot eat with pleasure.*
- 3) Cinta itu rasanya manis.  
*Love is sweet.*
- 4) Manis dan enak nya (cinta) membuat orang ingin makan lagi.  
*The sweetness and the taste of love make people want to eat more.*
- 5) ...cinta bisa basi maupun awet.  
*...love can be expired or well-preserved*

These examples show one kind of conceptual metaphors of love namely LOVE IS FOOD. It partially structures our thoughts about love. The students don't just talk about love in terms of food, but they feel the sweetness and bitterness of love. Example (1) deliberately describes that LOVE can be tasted. Furthermore, as seen in example (2), LOVE gives them pleasure just like FOOD. Moreover, love can become addictive as confirmed in example (3) and (4). Example (5) shows that love can be both spoiled and well-preserved. These metaphors of love allow the students to understand a relatively abstract subject matter of love in terms of a concrete one. From the above discussion, we can perceive that the concept of LOVE is delivered by the concept of FOOD. LOVE is partially structured, understood, performed and talked about in terms of FOOD.

#### b. **Conceptual Metaphor: LOVE IS A PLANT**

Another conceptual metaphor found in the data is LOVE IS A PLANT. From their componential analysis, plant and love are exactly two different things. However, love which is in the realm of abstract concept is understood in terms of a plant which is closer to human physical experience. People cultivate plants for a variety of purposes: for eating, for pleasure, for making things, and so on. When the students use the concept metaphorically, they distinguish various parts of plants. They are aware of the many actions they perform in relation to plants.

- 6) Ketika kita menanam cinta, kita butuh benih yang baik...  
*When we plant love, we need a great seed.*
- 7) Banyak orang yang senang manakala cinta itu masih bersemi.  
*Many people are happy when love springs.*
- 8) Cinta dirawat dengan saling pengertian.  
*Love is taken care with understanding*
- 9) Mencintai tetapi selalu menuai duka.  
*Love always harvests sadness.*
- 10) Cinta dijaga dari hama yang berupa ketidakpercayaan  
*Love is kept away from the plaque of not trusting one's lover.*

From these examples, we can see that the concept of LOVE is understood by the concept of PLANT. We don't just talk about love in terms of food, but we plant and seed love as seen in example (6). Love is able to have a season of spring just like plant in example (7). In addition, example (8) shows that love can be taken care of with understanding. Like plant, example (9) adds that love can "harvest" sadness. Love must be kept away from plague as in example (10). From these examples we can see that the concept of love is understood in terms of plant.

### **c. Conceptual Metaphor: LOVE IS A BEAUTIFUL OBJECT**

In this conceptual metaphor, love is associated with something beautiful to see. In the process of metaphorical representation, the LOVE concept is structured in the concrete domain of an eye-catching object.

- 11) Cinta adalah anugrah yang terindah pada hamba-Nya.  
*Love is a beautiful blessing for His servant .*
- 12) Kau begitu sempurna, dimantaku kau begitu indah  
*You are perfect, in my eyes you are so beautiful.*
- 13) Cinta sangat indah dipandang.  
*Love is a very nice thing to see.*

Example (11) shows that love is a beautiful object given by God. Love is often described as something pleasurable to see as found in example (12) and (13). In these three examples, we can see that the concept of LOVE is delivered by the concept of BEAUTIFUL OBJECT. Although they are different kinds of thing, LOVE is partially understood in terms of BEAUTIFUL OBJECT. The concept is metaphorically structured that love is visible and beautiful. The function of beautiful object and love is to please the eye. The function and action of love is understood in experiencing the function and action of beautiful object.

### **d. Conceptual Metaphor: LOVE IS A WARM TEMPERATURE**

LOVE is also associated with WARM TEMPERATURE. LOVE is the target domain which is expressed by WARM TEMPERATURE as a source domain. The two different domains are associated because temperature is extremely basic human experiences. We always experience heat, cold, and warm in our daily live. We can feel warm or cold as a result of the temperature of the air that surrounds us. We often use the temperature domain metaphorically to talk about our attitude and emotion to people. In these examples, love is an emotion that is considered to be warm.

- 14) Cinta itu dapat menghangatkan orang lain, juga dapat menghangatkan diri sendiri.

*Love can warm other people and yourself.*

15) Biarkan [cinta]ku menjadi selimut yang menghangatkanmu dari dinginnya malam.

*Let my love be a blanket that warms you from the cold of the night.*

16) Mencintai dan dicintai adalah merasakan kehangatan dari dua sisi.

*To love and be loved are to feel warm from the two sides.*

17) Jika hatimu sedingin es, aku akan menjadi heater yang menghangatkan hatimu sehingga hatimu akan mencair untukku.

*If your heart is as cold as ice, I will be a heater that warms your heart so that it will melt for me.*

From these examples, we can see that the concept of LOVE is delivered by the concept of TEMPERATURE. The students talk about love in terms of temperature because in our conceptual system they feel that the function of love is similar with the function of warm temperature, that is to give satisfaction as seen in example (14), (15), and (16). We also see how love can make the heart, which is metaphorically describe as cold as ice, warm in example (7). Love is understood in terms of warmth which is within the domain of temperature. The students experience love like they experience warmth.

#### **e. Conceptual Metaphor: LOVE IS LIGHT**

Furthermore, the concept of LOVE is delivered by the concept of LIGHT. Although different from love, light is used as a source domain because light and darkness are also basic human experiences. The properties of light and darkness often appear when we speak and think metaphorically.

18) Cinta itu adalah cahaya yang menerangi ruang yang gelap gulita.

*Love is light that that lightens the room of all embracing darkness.*

19) Cinta itu cahaya.

*Love is light.*

20) Cinta menyinari gelapku.

*Love lightens my darkness*

21) Sungguh aku ingin menerangimu [mencintai] selamanya.

*Truly, I would enlighten (love) you forever.*

22) Cinta itu tak pernah lelah menyinari siang, tak pernah bosan menerangi malam.

*Love never feels tired to lighten the day, never feels bored to lighten the night.*

Light is something perceivable by human beings. This property is used to understand metaphors as clearly stated in examples 18 - 22. The students understand and experience love in terms of light that comes from sources like candle, lamp or sun. The examples show that love shines to enlighten the darkness. The concept is metaphorically structured because light gives us a clue about how we experience love.

#### **f. Conceptual Metaphors: LOVE IS MADNESS**

Madness as stated in Cambridge Dictionary is defined as “the state of being mentally ill, or unable to behave in a reasonable way”. In other words, madness is the ultimate lack of control. Rationality is something that we experience well so that we can measure when something is outside rationality, which cause lack of control. Love and madness are two different things, but through metaphor they are associated together.

23) Cinta itu tidak mengenal logika.

*Love doesn't know logic.*

24) Cinta itu dunia kebalikan.

*Love is the world upside down.*

From these examples, we can see that the concept of LOVE is delivered by the concept of MADNESS. Example (23) indicates that love doesn't know logic, which means that it is something outside our rationality. Example (24) “the world upside down” adds a unique metaphorical description about love which is in line with madness. Although madness and love are exactly two different kinds of thing, love is understood and talked about in terms of madness.

#### **g. Conceptual Metaphors: LOVE IS FORCE**

Forces almost occur in various forms everywhere in our daily life. There are various kinds of forces: gravitational, magnetic, electric, and mechanical. We see these forces affecting us in many ways. Force is associated with love although they are different things.

25) Cinta itu sesuatu yang bikin kita *on the way* atau semangat!

*Love is something that makes us strive!*

26) Cinta selalu memotivasi dan menghidupkan. Bukan sebaliknya.

*Love always motivates and enlivens us. Not the other way around.*

27) Cinta mampu memberi inspirasi kepada semua anak adam.

*Love is able to give inspiration to all Adam's generation.*

28) Energi cinta ada padaku.

*The energy of love is in me.*

Love here drives, inspires and gives us energy. Love is described as a mechanical object that forces something and produces an effect of energy in our live. From these examples, we can see that the concept of LOVE is delivered by the concept of FORCE. Force is something that moves us, just as what the students understand and feel about love.

#### **h. Conceptual Metaphors: LOVE IS A LEARNING MATERIAL**

Linguistics students have been involved in the academic world for years. The concept of learning is so close to them that it appears as the source domain to express love.



- 29) Cinta adalah sesuatu yang tak pernah tuntas kau pelajari.  
*Love is something that cannot be learned adequately.*
- 30) Cinta adalah ilmu.  
*Love is science.*
- 31) Cinta itu seperti morfologi, sama-sama sulit dipahami.  
*Love is like morphology, both are difficult to understand.*
- 32) Cinta itu seperti hipotesis, bisa diduga, susah dipastikan.  
*Love is like a hypothesis, we can assume, but it is difficult for us to make it certain,\.*

Example (29) and (30) shows that love is a learning material. That love is difficult to understand just like learning is portrayed by example (31). Example (32) adds that love has similar characteristics with making hypothesis, in which they are both assumable but they are difficult to be understood. These characteristics belong to the domain of learning. From these examples, we can see that the concept of LOVE is delivered by the concept of LEARNING MATERIAL, although the two have different componential analysis.

#### **i. Metaphorical Concept: LOVE IS JOURNEY**

Semantically analyzed, love is different from journey, but they are connected in conceptual metaphor. In the conceptual metaphor LOVE IS A JOURNEY, life of a person is associated with travelling along the life time. In the process of metaphorical representation, the love concept is structured in the concrete domain of journey. The structures mapped from the source domain of JOURNEY to the target domain of LOVE.

- 33) Kau adalah samudera yang tak pernah habis kujelajahi.  
*You are an ocean, my never ending journey.*
- 34) Janganlah engkau menghancurkan cinta yang telah lama kita arungi bersama.  
*Don't destroy the love that we have sailed together for so long.*
- 35) Engkaukah tujuan dalam perjalanan cintaku?  
*Are you the destination of my love?*

From these examples, we can see that the concept of LOVE is delivered by the concept of JOURNEY. When we talked about journey, we have path, process, movement, and destination. This concept is applied to the concept of love by the students as seen in the examples above. The physical setting of the ocean is utilized in expression number (33) and (34). The SEA JOURNEY source domain is used metaphorically to describe love to some physical characteristics: wide and long journey. Example (35) adds that love has a destination just like journey. Journey and love are exactly two different kinds of thing and to different kinds of action. But LOVE is partially structured, understood and performed about in terms of JOURNEY as revealed by the metaphorical linguistic expressions.

## CONCLUSION

The major point to take away from the discussion above is that metaphors present how people conceptualize the more complicated concept of love in terms of another concept, specifically concrete concepts which are experienced physically by the speakers. The analysis of the data shows that such an abstract and elusive concept as love is expressed by various type of conceptual metaphors, those are: LOVE IS FOOD, LOVE IS A PLANT, LOVE IS A BEAUTIFUL OBJECT, LOVE IS A WARM TEMPERATURE, LOVE IS LIGHT, LOVE IS MADNESS, LOVE IS FORCE, LOVE IS A LEARNING MATERIAL, LOVE IS A JOURNEY. We have seen based on cognitive linguistic analysis that different metaphors of love present different aspects of this feeling. It would be impossible to become aware of various shades of such an abstraction as love without these metaphors. The research into the structure of this concept could be expanded further, especially with regard to other source domains and mapping.

## REFERENCES

- Evans, Vyvyan. and Melanie Green. 2006. *Cognitive Linguistics: An Introduction*. Edinburgh: Edinburgh University Press.
- Kovecses, Zoltan. 2010. *Metaphor: A Practical Introduction*. 2<sup>nd</sup> ed. Oxford: Oxford University Press.
- Lakoff, George and Mark Johnson. 1980. *Metaphors We Live By*. Chicago: University of Chicago Press.
- Lakoff, George. 1993. "The Contemporary Theory of Metaphor". In Ortony, Andrwe. 1993. *Metaphor and Thought*. Cambridge: Cambridge University Press.
- Poedjosoedarmo, Soepomo. Penentuan Metode Penelitian, Tidak Diterbitkan.
- Suhandano. 2004. "Klasifikasi Tumbuh-tumbuhan dan Bahasa Jawa: Sebuah Kajian Linguistik Antropologis". Disertasi. Yogyakarta: UGM
- Wahab, Abdul. 1991. Kesemestaan Metafora Jawa. Dalam Isu Linguistik Pengajaran Bahasa dan Sastra. In *Isu Linguistik Pengajaran Bahasa dan Sastra*. Surabaya: Airlangga University Press.
- Wijana, I Dewa Putu. 2010. *Pengantar Semantik Bahasa Indonesia*. Yogyakarta: Pustaka Pelajar.