

# Self-Regulating Capacities as the Key to Boosting Up English Metaphor Acquisition

Abd. Halim<sup>1</sup>

<sup>1</sup> English Department, State University of Makassar, Indonesia

Correspondence: Abd. Halim, English Department, State University of Makassar, South Sulawesi, Indonesia. Tel: 21-081-2412-1045. E-mail: abdhallimmhum@yahoo.com

Received: July 23, 2013 Accepted: August 16, 2013 Online Published: October 10, 2013

doi:10.5539/elt.v6n11p175 URL: <http://dx.doi.org/10.5539/elt.v6n11p175>

## Abstract

This study aimed to determine the degree of metaphorical meaning acquisition reflected in the ratings of Mental Lexicon Organizations (MLOs) namely subordinate, compound and coordinate; and to explore the interaction effects of the self-regulating capacities and age on the ratings. The method is quantitative. 261 out of 1278 students of English, Faculty of Languages and Literature, State University of Makassar were selected through stratified cluster random to participate in the English metaphor test and questionnaires. The data were analyzed by using t-test and Ordinal Logistic Regression. The results of the research designated that  $H_0$  that goes "metaphorical meaning acquisition is  $\leq 75\%$ " was accepted (only 65%) because the t-test value was lower than the t-table value that is  $-13.16 < 1.960$ . The predictors of emotional control and satiation had relationship with the ratings of MLOs. Thus, if one unit was increased in the predictors, it will increase the ratings (consecutively  $-0.049 = 0.95$  or equal to 5% and  $-0.294 = 0.74$  or equal to 25%). It is concluded that emotional control and satiation interacted with the age in the increase of metaphorical language. Meanwhile, the commitment did not have relationship with the ratings of MLOs. If one unit was increased in the predictor, it will lead to decrease the ratings, that is,  $0.525 = 1.69$  or equal to 69%. Thus, commitment did not interact with age in the increase of the ratings. Most probably there was another type of commitment believed by the students like incidental metaphor learning.

**Keywords:** Metaphor, acquisition, commitment, satiation, and emotion

## 1. Introduction

### 1.1 English Metaphor Learning

The most fundamental aspect in learning English as a foreign language is word knowledge or what so called by cognitivists mental lexicon. This knowledge encompasses breadth and depth, that is, how many words are known and how deep each word is known, for example metaphorical words. The words stored or entrenched in learners' cognitive system or memory are central to language learning and of critical importance since learners enriched with wide mental lexicon can easily establish or improve their language capabilities.

Our knowledge of metaphorical meanings is also attached to our mental lexicon. In some extent, yet still controversial, understanding metaphors is said to be a rather complex cognitive process (Tendahl:2009). It needs an extra cognitive process in the part of learners. In this case, a mental imagining ability is indispensable in conceptual processing by relating two rather similar but different mental spaces. "Chewing the gum", "swallowing foods", "coughing up mucus", "breaking off a stick" are instances of cognitively easily processed language. Yet, it would be, in turn, radically different when the students encounter expressions such as "chewing on an opinion", "swallowing one's pride", "coughing up a bad news", or "breaking off the friendship". This is one of the most frequently encountered problems on language learning when the language particles are used metaphorically, that is, when their literal meanings are extended to abstract or non-visible domains such as thoughts, intentions, feelings, attitudes, social and economic interaction.

By all accounts, the mental lexicon instruction, as a matter of fact, tends to be a neglected area in the foreign language learning. Nurweni and Read (Renandya, 2003) reportedly claimed in their research that on the average the first year students of universities outside Java Island of Indonesia solely achieved 1226 English words. In spite of the fact, a student of senior high school should have minimally acquired 4000-5000 English words. In

addition, in most English curriculum of junior and senior high schools, English words seem to be instructed as such, not well-planned, and solely inserted in the learning of the four language skills. As the result, many teachers of English as a foreign language voiced their grievances pertaining to the students' scanty knowledge of English words. Most of their students were unable to communicate in English because their mental lexicon was insufficient.

An effort to maximize the understanding of metaphorical language was suggested by Quirk (2008). He emphasized the importance of "visual dialogue" in metaphor learning. The cognitive thinking plays a salient role in understanding the language. That dialogue might be thought of as a critical foundational exercise to work with conceptual abstractions. By this way, one can depict an object linguistically and then the dialogue may represent the object of how it may look, smell, taste or feel. For example, the abstract concept of "education" can be seen in the sentences: Education is right; I see education as a foundation for your life; Education is filling up your mind or your brain; Education is something that cannot be taken away from you; Being educated is part of becoming an adult.

This present study emphasized the role of individual differences. Self-regulating capacities as an affective factor refer to the student's ability to actively regulate or adjust himself/herself in language learning. It is included as individual differences in language learning. This aspect assigns the emotional aspect management, and is deemed a salient and dynamical aspect since it may come to trigger out the student activeness in word learning; otherwise it becomes a kind of force or drive that impedes the student to respond. Based on the preliminary study, 34.8% of the population of this study has already reached the TOEFL scores from 400 to 475 and 65% obtained 400.

Although the age factor is not included as one of the categories of individual differences based on the table of categorization of individual differences (Ellis in Davies, 2004:529), the age is assigned to be one of the predictors in this study. The age in this case refers to the life experience or the span of time hanging out on campus. Therefore, the interaction effects of the two predictors on the three ratings of mental lexicon organizations (MLOs) namely subordinate, compound and coordinate are of interest in this study.

### *1.2 The Importance of the Problem*

Despite the obvious importance of metaphors and the complexity of cognitive processing in learning and understanding metaphorical language, little research has been done so far for the exploration endeavors about the interaction effects of self-regulating capacities and the age on the ratings of MLOs.

In order to completely spell out the nature and purpose of the study, the following set of research questions have been formulated comprising two main research questions.

- 1) To what extent do the students of English as a foreign language acquire the metaphorical meanings? (Descriptive statistics)
- 2) Is there any interaction effect of self-regulating capacities and age on the ratings of MLOs? If any, in which relationship do the effects emerge? (Ordinal logistic regression)
  - 2a) Is there any interaction effect of the commitment and the age on the ratings of MLOs?
  - 2b) Is there any interaction effect of the emotional control and the age on the ratings of MLOs?
  - 2c) Is there any interaction effect of the satiation and the age on the ratings of MLOs?

In the linguistic perspective particularly cognitive linguistics, the present study is designed to ascertain the nature of metaphorical meaning acquisition of English as a foreign language related to the cognitive processes in language learning. Thus, this study is expected to deliver ideas on how the students learn, recognize and acquire English metaphorical meanings. For practical relevance, the findings can be used as the basis for further developmental research on developing effective and efficient techniques in teaching English metaphors.

### *1.3 Relevant Scholarship*

This present study is mostly based on cognitive theories on how language especially metaphor is learnt, acquired, stored and used in terms of human cognitive processes. The term "cognition" which is so popular amid cognitive scientists conceives of ideas of knowing, learning, and using a language. Until recently the theories of cognition mainly focus on how a language is represented, processed and acquired, and metaphors of a language tend to be a stunning subject of discussion in cognitive sciences. Therefore, this part conveys a host of cognitive theories stemming from cognitive psychology (as the root of cognitive linguistics) and cognitive linguistics itself.

The schema theory is one of the theories proposed by cognitivists. It is about how concepts are connected in the

human mind. It was originally proposed by Bartlett (Groome: 1999 and Stenberg: 2006). The basic idea underlying this theory is that human memory consists of high-level mental representations known as schema, each of which consists of knowledge about everything connected with a class of objects or events. Manipulating symbols in the mind, people may yield or develop novel concepts in the radial network in the cognitive system.

The efforts of people in combining and recombining mentally represented objects or events bring about the creation of new schemata that can be either assigned or not to those objects or things in the reality. This process may lead to accommodating one's knowledge to new experiences if it goes along with the environment in order to verify new hypothesis about the physical reality and then it may encourage a certain node or a piece of information in the mind. The lexeme coffee schemata presented by Cap and Kozanecka (2002), can shed light on this matter. The network of domains conjures up the predictions of the characterization of [COFFEE] that may cover: taste, smell, color and substance; while, the domain of predication may be further analyzed using subdomains like: black, green and black; grain and beverage may be encapsulated in the domain of substance; bitter is placed in the domain of taste; and aromatic is categorized in the domain of smell. This cognitive skill is generally employed when we are attempting to understand metaphors by integrating two similar but different experiential domains.

Metaphor is a non-literal use of a linguistic form, designed to lead to a perceived experiential similarities (Trask, 1999). Therefore, it is defined as a way of understanding an experiential domain in term of another experiential one. As a matter of fact, the metaphorical language is an intrinsic part of creativity by human cognition which leads to linguistic changes. It is said to be central in logical reasoning. Many cognitive linguists concentrate their energies into investigating metaphors in language use, for example, Lakoff and Johnson (Clair, 2002). They are aware of the change taking place in cognitive sciences. Cognitive linguists are not only interested in logical reasoning, but also interested in how visual thinking is used to create schemas, frames, and scenarios in language. They thus claim that metaphors are not primarily a matter of language but a matter of thought. This is because the cognitive power captures the world of spatial concrete categories, and with the help of metaphor, it transfers these concepts onto the less concrete and more abstract domain such as emotion, time, direction event structure, etc.

To understand with ease the meaning process of metaphors, Fauconnier and Turner develop the theory of conceptual blending (Davies, 2004 and Ibanez and Cervel, 2005). This theory is assigned to cognitive linguistics enterprise; especially it is a part of cognitive semantics. It was originally developed in order to account for linguistic construction and the role of language in meaning development particularly creative aspects of constructing new meanings like the use of novel metaphor. 'The surgeon is a butcher', for example, can be highlighted by using the blending theory.

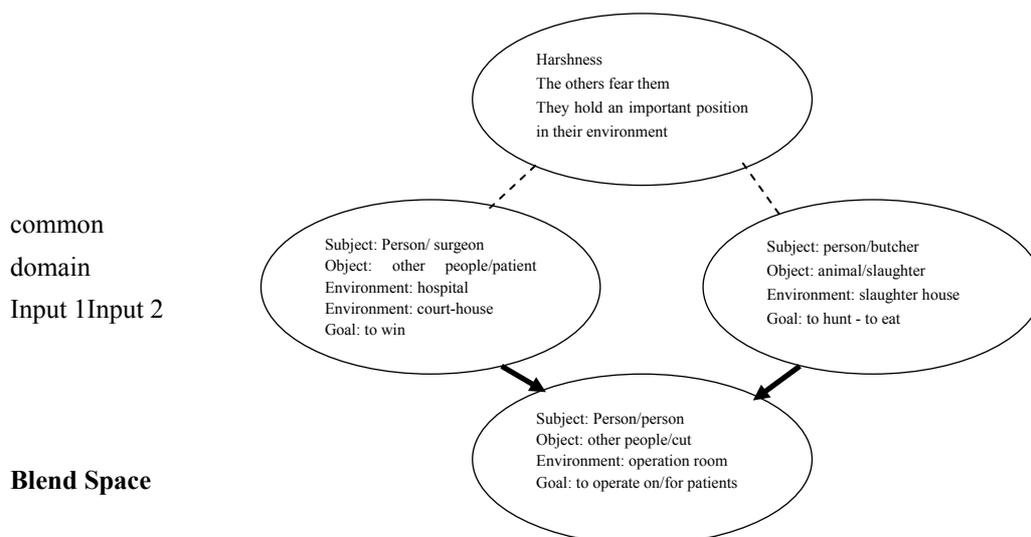


Figure 1. Conceptual blending spaces

That is to say, our ability to comprehend metaphorical language is highly related to our general cognitive ability to relate concepts of the reality. The way to relate the concepts is the central part of metaphor comprehension. Our knowledge of word and structure which is determined by the linguistic system is another part of

understanding metaphors. This linguistic knowledge must be operated on somehow by the metaphor system in order to produce a metaphoric interpretation.

The study on Self-Regulating Capacity in word learning is a new trend or paradigm in learning strategies. Zimmerman and Risemberg (Dorney, 2005) point out that self-regulation refers to the degree to which learners actively participate in their own learning activities. The concept of self-regulating capacities assigns to be more dynamic than that of learning strategies. It highlights the strategic efforts chosen by the learners to get their own high learning achievement by applying specific beliefs and processes. While, according to Snow (Dorney, 2005) self-regulation is assigned to be the aspects in which the learners manage the learning tasks based on their own volition such as the cognitive, affective, motivational and behavioral components. These cognitive components greatly encourage the learner's capacities to adjust their actions and goals. By changing the environmental conditions, the learner is expected to achieve the desired objectives. Based on taxonomies of action control strategies, Tseng et al. (Dorney, 2005) have scrutinized the self-regulating capacities in word learning by emphasizing five aspects of psychometric properties that is commitment control, metacognitive control, satiation control, emotion control, and environmental control. However, this present study was only focused on the commitment, satiation and emotional control.

#### 1.4 Hypotheses

There are four hypotheses in this study:

- 1) Metaphorical meaning acquisition of the students on the average is  $\leq 75\%$ . This hypothesis was explored through descriptive statistics.
- 2) Commitment interacts with the student's age in determining the ratings of MLOs such that the effect of commitment on the ratings increases with the age.
- 3) Emotional control (EMTC) interacts with student's age in determining the ratings of MLOs such that the effect of EMTC on the ratings increases with the age.
- 4) Satiation (STN) interacts with the student's age in determining the ratings of MLOs such that the effect of STN on the ratings increases with the age. The last three hypotheses delineated cause-effect through non-experimental design.

## 2. Method

This research employed quantitative approach. The students of English Education, English Literature and Business English, Faculty of Languages and Literature (FBS) State University of Makassar (UNM), were engaged in this study. The number of the population was 670 students of English Education, 221 students of English Literature, and 387 students of Business English. So the total number was 1278 students. The sample was taken from different semesters (2, 4, and 6), and the sample was selected by using stratified cluster random sampling (Sugiono, 2008). The number of sample was 261. The table below shows the breakdown of the sample.

Table 1. The Sample from the three programs

	English Education	English Literature	Business English
Semester 2	37	31	32
Semester 4	29	19	27
Semester 6	43	19	24
Total	109	69	83

Two research instruments used to collect the data are as follows:

#### 2.1 The English Metaphor Test

It was a multiple choice test and the options were in Indonesian language. By this way the students could obtain direct evidence of having accessed conceptual or semantic information (Bot, et al., 2005: 145). The test which consisted of 75 items was standardized through validity and reliability assessments, that is, the item test validation through t-test and split-half reliability or internal consistency by applying Spearman-Brown formula (Gay, et al., 2006: 141 and Sugiono, 2008: 185).

The result indicated that the t-test value (4.49) was higher than the t-table (1.782). It means that the scores of the

two groups were significantly different at significant level .05. Thus, the test was valid. Meanwhile, the Pearson correlation (r value) between odd and even items was 0.265. To find out the scores of internal consistency for all items (ri) was through Spearman's rho, it gave 0.44. By virtue of the table of correlation interpretation, the value was weighed fair (0.40–0.599). It means that the test was reliable.

Since this test was intended to measure the metaphorical language acquisition, there were two aspects of the test taken into account namely accuracy and fluency. To gauge the time, the researcher used the Gap Animator Program. The amount of time was determined based on the number of words in the test. One word was assumed to be read in 1.2 second. While, the metaphor acquisition was graded into three mental lexicon organizations that is coordinate (high), compound (average) and subordinate (low). The following table shows the criteria of being a member of MLO.

Table 2. Criteria of being a member of MLOs

MLOs	Range of correct scores	Time used
Coordinate	80–100	≤19 minutes
Compound	60–79	20–38 minutes
Subordinate	≤59	≥39 minutes

### 2.2 The Questionnaire of Self-Regulating Capacities

The questionnaire encompasses three predictors namely commitment (4 items), satiation (6 items) and emotional control (4 items) and each of the predictors has its own indicators. For the purpose of logistic regression analysis, the questionnaire of self-regulation was dichotomized into high and low, or the respondent's opinion or standpoint is viewed from the Guttman Scale (agree and disagree). If a participant a decimal score, for example 3.8, it was then rounded into 4, while 3.3 into 3. The scores 1 and 2 were assigned to "disagree" while the scores 3 and 4 were assigned to "agree". The data were analysed by using t-test and ordinal logistic regression. Therefore, this model conceptually ordered the students into three mental lexicon organizations (MLOs). These MLOs were deemed to be the response variables, while self-regulating capacities and age were assigned to be the predictors. It is worth noting, the ordinal logistic regression model basically provides us with the estimate value about how to increase the odd ratio.

## 3. Results

This section was intended to answer the two research questions pertaining to the analysis of metaphor acquisition and the interaction effects of self-regulating capacities and age on the ratings of MLOs.

### 3.1 Metaphorical Meaning Acquisition

Of the three programs, English Education obtained the highest number of coordinate MLO 16 (6.1%), English Literature 8 (3.0%), while Business English reached the lowest score 1 (0.3%) or 25 (9.5%) of all the three. Of the three programs, English Education achieved the highest number of compound MLO 72 (27.5%), and English Literature reached 52 (19.9%), while Business English reached the lowest 44 (16.9%) or 168 (64.4%) of all three. Subordinate MLO bespoke the lowest language acquisition. A metaphor acquirer in this case reached only <60 of score range or he made only ≤44 of correct answers. Of the three programs, Business English obtained the highest number of subordinate MLO 37 (14.7%), Education program 19 (7.2%), while Literature Program achieved the lowest number 12 (5%) or 68 acquirers (26.0%) of all three. By virtue of the data, it can be inferred that English Education notably designated the highest level of the metaphor acquisition whether coordinate or compound MLO, while Business English obtained the lowest achievement of the metaphor acquisition. The bar chart below clearly designates the frequency level of MLOs among the three programs.

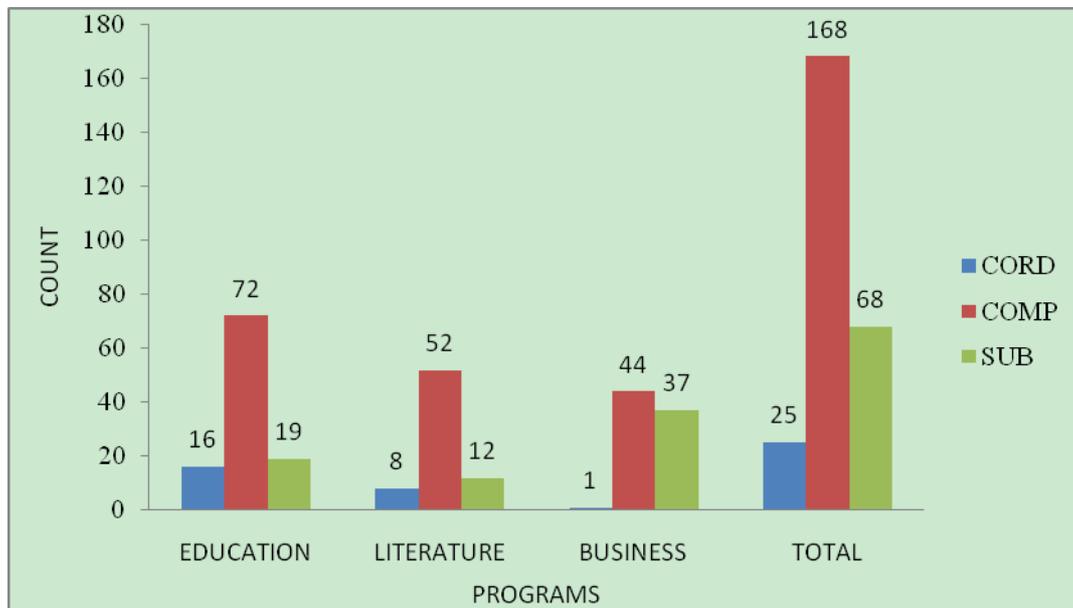


Figure 2. The frequency level of acquisition

To answer the research question “To what extent do the students acquire the metaphorical meanings?” a hypothesis of the research was then formulated as “Metaphorical meaning acquisition is  $\leq 75\%$  from the ideal score”. To analyze this descriptive hypothesis, the ideal score of the test was first of all determined, that is, the score achieved by assuming that each respondent performed the highest score in each test item. The ideal score of each test item was 1 (the highest score)  $\times$  75 (the number of the test items)  $\times$  261 (the number of respondents) = 19.575. To get the average score is by dividing that value with 261=75. The variable of metaphor acquisition which was hypothesized lower than or equal to ( $\leq 75\%$ ) from the ideal score (100%) designates  $0.65 \times 75 = 48.75$ . Thus, the descriptive hypotheses are formulated:  $H_0 = \mu$  is lower than or equal to ( $\leq 75\%$ ) from the ideal score while  $H_a = \mu$  is more than ( $> 75\%$ ) from the ideal score.

These descriptive hypotheses call for statistical evidence in such a way that the hypotheses are to be attested by using one-sample t-test. In this statistical calculation, the output of data processing yields t-test value -0.29, the means score assigned 49.01, standard deviation 9.01 and total achievement score 12.793. The t-test value was then compared with the t-table value corresponding to  $df = n - 1 = (261 - 1 = 260)$  and the significance level  $\alpha = 5\%$  for the one tail test. Based on the t-table, it gave the value 1.960 (this is an interpolated value). Since the t-test result was lower than the t-table value, it fell in the area  $H_0$  acceptance ( $-0.29 < 1.960$ ). Thus,  $H_0$  was accepted while  $H_a$  was rejected. That is to say, the hypothesis that goes “metaphorical meaning acquisition is  $\leq 75\%$ ” was accepted. As a matter of fact, the metaphorical meaning proficiency on the average was found 65% (-13.16) from the ideal value, or it can be argued that there was no difference between what was predicted in the population and the data collected from the sample. Here is a curve to visualize the statistical measure above.

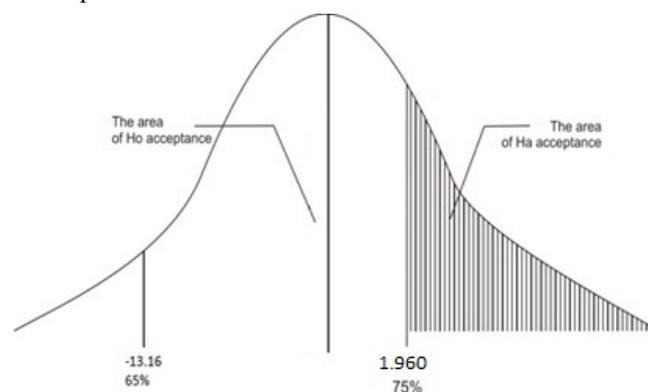


Figure 3. The curve of metaphor acquisition

### 3.2 The Interaction Effect of Self-Regulating Capacities and Age on the Ratings of MLOs

The age predictor was a salient factor in metaphor learning. It is highly related to the students' life experience.

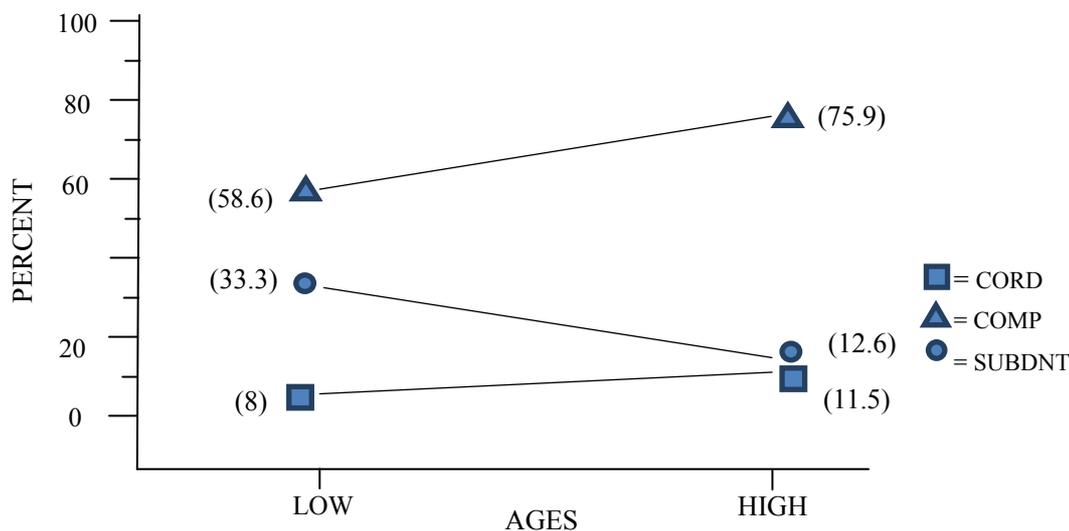


Figure 4. Relationship of MLOs to the age groups

The diagram above in general gives us a closer look in the percentage measure of the relationship of the two age groups to the MLOs. This fact leads us to conclude the SUBDNT tended to decrease in the high age group, while CORD tended to increase in this group. It means that there was an effect of the age on the ratings of MLOs.

After the data were inputted into SPSS Program Version 17, it processed them and then yielded a series of tables (SPSS outputs). These tables designated whether the model is fitted, good, parallel or significant. The following table shows the cases. By virtue of the table, it leads us to conclude that the model statistically proved eligible to be continued to the parameter estimate analysis, the table of interest.

The table titled “**Model Fitting Information**” provided some information about whether the model fitted or not by comparison of two models in the table. The “Intercept Only Model” depicts a model that does not control any predictor variables to predict the outcomes (a model without any predictors), while the “Final” model describes a model that includes the specified predictor (a model with a predictor). In this study, the probability of the model Chi-Square (10.393) was (0.034). It was requested that p-value be  $< 0.05$ . Since the significance level in this table was  $0.034 < 0.05$ , we lead to conclude that the null hypothesis that goes “there is no difference between the model without predictors and the model with predictors” could be rejected. This means that the model was relevant to elucidate the effects of the predictor variables towards the outcome variables.

“**Goodness of-Fit**” is another table in the ordinal regression output for detecting whether the model adequately fits the data. It is requested that the p-values (sig.) be  $> 0.05$ . By virtue of the table, it gave the p-values (0.901 and 0.796).  $> 0.05$ . However, if no warning message was given or the number of subpopulations (cells) with zero frequencies was small, with the p-value  $> 0.05$ , we could conclude that this model adequately fitted the data.

The other table attesting the model was labeled “**Test of Parallel Line**”. It assesses whether the assumption of all categories having the same parameters is reasonable or not, or it shows whether a set of coefficients for all categories is appropriate. In this case, it is requested the p-value (sig.) for the “General” in the table be  $> 0.05$ . By virtue of the table of test of parallel line, it gave the p-value 0.717. It means that the p-value in the table was  $> 0.05$ . It leads us to conclude that all categories with the same parameters were parallel and reasonable (Chan, Y. H: 2005).

Table 3. Testing the logistic regression model

Type of the Test	Results	Criteria
Fitting Information	$0.034 < 0.05$	Fit
Goodness of Fit	$0.90$ and $0.79 > 0.05$	Good
Parallel Line	$0.71 > 0.05$	Parallel
WALD	$0.00 < 0.05$	Significant

The first predictor to be analyzed through ordinal regression in order to see the interaction effects of self-regulating capacities and age on the ratings of MLOs was the predictor of commitment. It refers to a strong persistence by the students to reach promptly targetted learning goals and to overcome all impediments in metaphor learning. There were four indicators on the commitment predictor: (a) utilizing a certain way to reach a learning goal in metaphor learning; (b) believing to reach a certain goal more quickly than expected in metaphor learning; (c) being persistent up to the goal has been reached; (d) being confident to overcome all problems in metaphor learning.

By virtue of the regression table, the coefficient for anyone who disagreed with the indicators in the commitment was found positive (0.525). That means it was associated with the positive score on the ratings of MLOs that is the odd ratio of the lower to higher ratings (1.771) and followed by the coefficient of high age (0). This fact leads us to conclude that the coefficient for anyone who disagreed with the indicators in the commitment in word learning was likely to assign the higher ratings of MLOs, if compared to those who agreed with. In other words, there was no relationship of CTM and age on the ratings of MLOs. Thus, an increase of one point in the commitment leads to decrease 0.525 in the expected ordered log odds.

To interpret further the relationship of commitment to the ratings could also be executed through percentage analysis by exponentiating the coefficient values of logistic regression, that is  $\text{Exp.}(0.525) = 1.69 - 1$  or equal to 69%. This fact leads us to conclude that the relationship of anyone who disagreed to the indicators and the high ratings was 69%. What all of this means is that there were probably other ways used by the high-rating respondents. Therefore, the hypothesis that goes “Commitment interacts with students’ age in determining the ratings such that the effect of commitment on the ratings increases with the age” was rejected because the coefficient for anyone who disagreed with the commitment indicators (0.525) and whose high age (0) tended to assign the high ratings (1.771).

This finding leads us to conclude that the commitment was not related to the success of metaphor learning. The commitment did not interact with the age in the increase of the metaphorical language acquisition. That is to say, this fact was not relevant to our common sense that anyone with strong commitment in word learning leads to the successfulness thereof. Basically they were committed students yet in different ways.

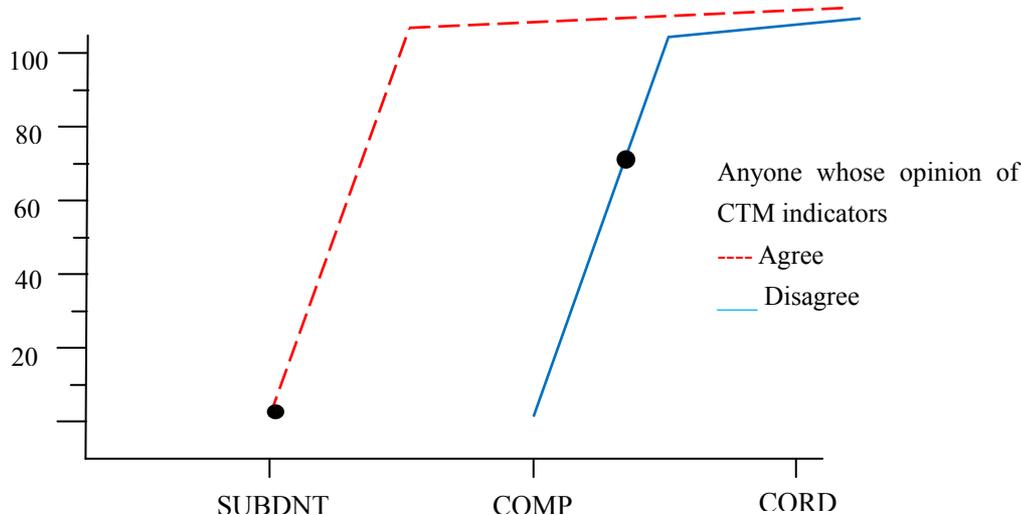


Figure 5. Interpreting the relationship of the CTM to the ratings

The second predictor to be scrutinized was EMTC (emotional control). There were four indicators in the EMTC predictor: (1) knowing how to alleviate stress in metaphor learning; (b) getting satisfied with the chosen ways for eliminating stress in metaphor learning; (c) halting learning when feeling stressed in metaphor learning; (d) directly dissolving the problem when feeling stressed in metaphor learning.

By virtue of the table of parameter estimate, the coefficient for anyone who disagreed with the EMTC indicators (-.049) was likely to assign the low rating (-1.656) and followed by the coefficient of the low age (-.813), while, the coefficient of anyone who agreed with the EMTC indicators (0) was likely to assign the high rating (1.771). It means that there was a **relationship** of EMTC and age to the ratings. Thus, an increase of EMTC leads to an increase of odd (-.049) in the expected ordered log odds.

When the coefficient of the emotional control was interpreted through percentage analysis, it was found that  $\text{Exp.}(-.049) = 0.95$  or equal to 5%. This fact leads us to infer that the relationship of anyone who disagreed with the EMTC to the low rating was only 5%. Although the contribution of this predictor was only 5% in this study, our common sense tells us anyone who cannot control emotion tends to fail in metaphor learning. The diagram showed us the case. Thus, the hypothesis that goes “Emotion interacts with students ‘age in determining MLO such that the effect of emotion on MLO increases with the age” was statistically accepted because those who disagreed with the emotion assigned the low rating of MLOs, and then defined by the low age, and vice versa.

This fact leads us to conclude that emotional control interacted with the age in the increase of metaphorical language acquisition. Having the low emotional control and age leads to the low metaphorical language acquisition. If emotional control and age are increased, the metaphorical language acquisition will increase thereof. That is to say, it is relevant to our common sense that anyone with strong EMTC in metaphor learning leads to the successfulness thereof.

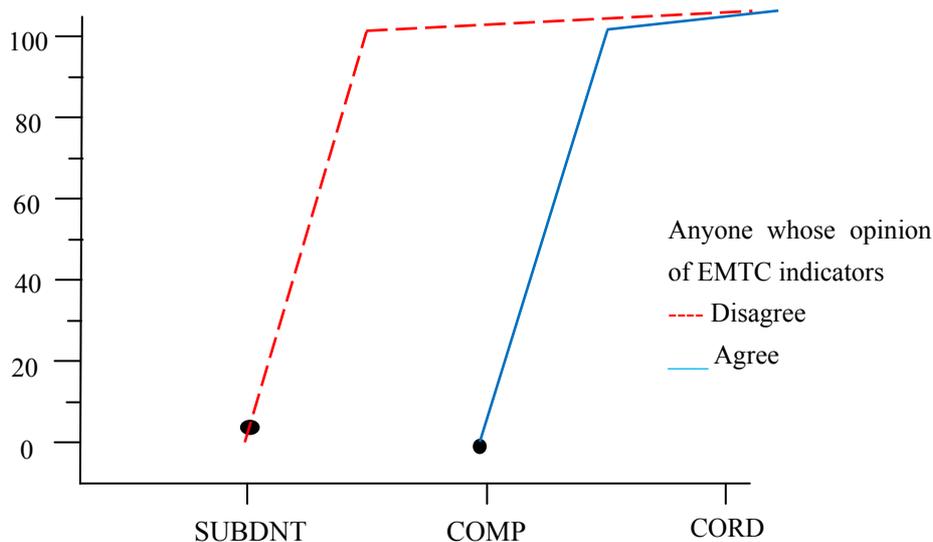


Figure 6. Interpreting the relationship of the EMTC to the ratings

The third predictor to be scrutinized was STN (satiating control). There are six indicators of satiation: (a) easily becoming curious to the novelty in metaphor learning; (b) feeling satisfied with the ways of eliminating boredom during metaphor learning; (c) feeling confident to overcome any sense of boredom during metaphor learning; (d) knowing how to adjust mood so as to energize the metaphor learning process; (e) feeling satisfied with knowing new words for continuously learning; (f) feeling satisfied for succeeding doing difficult word exercises.

By virtue of the table of parameter estimate, the coefficient of STN was found to be negative (-.294). That means it was associated with the low rating (-1.656) and followed by the coefficient of the low age (-.813). This result leads us to infer that anyone who disagreed with the STN indicators was more likely to assign the lower rating, if compared to those who agreed with. In other words, we can say there was a relationship of STN and age to the ratings.

When the coefficient of STN was interpreted through percentage analysis, it was found that  $\text{Exp.}(-.294) = 0.75$  or equal to 25%. This fact leads us to infer that the relationship of satisfaction to the ratings was 25%. It means that there would be 25% increase if one unit was changed in the satiation. The diagram below showed the case.

Thus, the hypothesis that goes “STN interacts with students’ age in determining the ratings such that the effect of satiation on the ratings increases with age” was statistically accepted because anyone who was dissatisfied (-.294) and whose low age (-.813) tended to assign the low rating (-1.656), while anyone who was satisfied (0) and whose high age tended to assign the high rating (1.771).

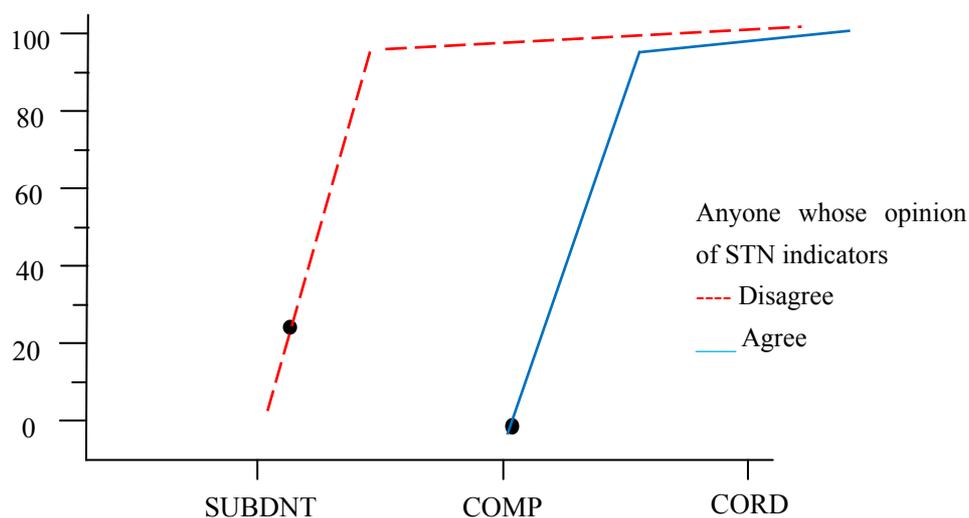


Figure 7. Interpreting the relationship of the STN to the ratings

This finding leads us to conclude that satiation interacted with the age in the increase of metaphorical language acquisition. Having the low satiation and age led to the low metaphorical language acquisition. If satiation and age are increased, the metaphorical language acquisition will increase thereof. That is to say, this fact is relevant to our common sense that anyone with high satiation and longer experience in metaphor learning leads to the high metaphorical language acquisition. Thus, this fact was notably relevant to our common sense that less satisfaction in metaphor learning will bring about failure, while more satisfaction leads to successfulness.

#### 4. Discussion

On the very outset to date metaphor has become a debatable area amid cognitive linguists. Some of them believe that the meanings of metaphors may be construed just like lexicals. In the sense, there is no difference of interpretation between lexicals and metaphors. In such being the case, the students just need less time to grasp the meanings of metaphors. While, some other researchers argue that more cognitive processing efforts are needed when the students are attempting to understand a metaphorical expression. Consequently, they use up more time to grasp the meanings.

By virtue of the research results, it can be argued that most of the students engaged in this present study need more cognitive processing efforts in understanding the metaphor because on the average, their metaphor acquisition did not reach >75%. Only 9.6% (25) can be assigned to be coordinate MLO, the ones whose accurate and fluent interpretation to metaphors and most of them were from the high age group. Thus, most of them cognitively processed the metaphorical expressions by first of all going to the lexical meaning, and then attempted to translate into Indonesian. By this way, they needed more time to understand the metaphors. Their image was most likely dependent on the concepts in their first language. The faculty to relate one experiential domain in terms of other experiential domain was still insufficient to recognize and retrieve the metaphors.

The results of the ordinal regression above lead us to conclude that only commitment was not positively correlated with the rating of MLOs since anyone who disagreed with the commitment was assigned to be the member of the high rating, while anyone who agreed with was assigned to be the low rating. Meanwhile, the predictors of emotional control and satiation control were construed to have a relationship with the rating of MLOs. That is, anyone who disagreed with the emotional control and satiation was assigned to be the low rating of MLOs, while anyone who agreed with the indicators tended to assign the high rating.

Based on the fact, it can be argued that most of the incisive students on metaphors did not incline themselves to a certain mechanical way in metaphor learning. English metaphors by no means were learnt through mechanical ways like memorizing, drilling, note-taking, etc. It is teacher-centered approach. They were learnt most likely by

means of incidental word learning like film and television viewing, goggling, face-booking, chatting, reading short stories and novels, etc. Therefore, they tended to seek language inputs by whatever way as long as they felt so happy with it. Those fun-based activities have become experiences that were embodied with the brain. This embodied experience and logical reasoning were operated on by them to overcome the metaphorical impediment. Those activities altogether did not induce stress in metaphor learning since they were a kind of fun activity.

The students of coordinate MLO were not a type of person whomoved on with a certain targetted goal in word learning. They also got concerned withtheir metaphorical capability so that they were not so sure to be able to solve any problem that they encountered. Both failure and success in metaphor learning came to the existence in their life. After all, they were so satisfied and optimistic when they utilized a certain way in learning English words or metaphors, especially when they could solve the difficult problem by using their embodied experience and logical reasoning, which is relating and integrating concepts. Anyhow, they were a type of person whose a high curiosity to know meanings of words. They were so keen in the stress managementpertaining to metaphor learning because they could tolerate and accommodatethemselves with the stress, or what so called 'stress management'. In short, they were a type of so easy-going but very curious persons. Thus, the satiation control can be maintained through exciting methods like fun-based activities, while, the emotional control is by means of reducing mechanical ways in learning metaphor like memorization, note-taking and drill. Having a certain target in word learning merely brought about the stress since the students thought they should pursue the target.

In short, there were three capacities possessed by the successful students in metaphor learning: (1) Their commitment is in the form of curiosity to know the metaphorical meanings when they came across the metaphorical words during the fun-based activities; (2) the ability to alleviate the stress in metaphor learning through fun-based activities; (3) their ability to satiate their tasks and sustain their good mood in metaphor learning. However, we still need more information about the learning strategies used by the coordinate group of students in English metaphor learning.

## 5. Conclusion

The research results lead us to conclude that the students with coordinate MLO acquired the English metaphors most probably by means of incidental or situational not by instructional learning. They tended to learn English metaphors through fun-based activities like film watching, goggling, face-booking, games, etc., rather than mechanical ways like word memorization and drill, note-taking, etc., as depicted in the questionnaire. If the condition of emotional and satiation control were increased along with the bodily experience obtained during their study, it would thereby increase the rating of MLOs for whole students. However, they should seek the other type of commitment rather than what is conveyed in the questionnaire, for example, incidental word learning through singing western songs, reading novel and short story, watching western films and TV programs, goggling, etc. The students were curious to know the metaphorical meanings when they came across metaphorical words in those activities.

## References

- Bot, Kees, De, et al. (2002). *Second Language Acquisition*. Routledge Taylor and Francis Group: London.
- Cap, Piotr, & Magdalena, Kozanecka. (Eds.) (2002). *Studies in Language and Linguistics: Selected Readings for Students of English Philology*. The English Department at the Academy of Humanities and Economics (AHE): Lodz, Poland.
- Chan, Y. H. (2005). Biostatistics 305: Multinomial Logistic Regression. *Singapore Med J*, 46(6), 259. Retrieved from [http://www.nuhs.edu.sg/wbn/slot/u3344/Biostats305\\_Multinomial.pdf](http://www.nuhs.edu.sg/wbn/slot/u3344/Biostats305_Multinomial.pdf)
- Clair, Robert, N. (2002). *Metaphor and Linguistic Creativity*. Trinity University.
- Davies, Alan, & Catherine, Elder. (Eds.) (2004). *The Handbook of Applied Linguistics*. Blackwell Publishing: Victoria.
- Dorney, Zoltan. (2005). *The Psychology of the Language Learners: Individual Differences in Second Language Acquisition*. Lawrence Erlbaum Associates: New Jersey, London.
- Gay, et al. (2006). *Educational Research: Competencies for Analysis and Application*. Pearson Men-ill Prentice Hall, Columbus, Ohio.
- Groom, David, et al. (1999). *An Introduction to Cognitive Psychology: Processes and Disorders*. Psychology Press Taylor and Francis Group: London and New York.
- Ibanez, Fransisco, J., Ruiz, de Mendoza, & Sandra, Pena, Carvel. (Eds.) (2005). *Cognitive Linguistics: Internal Dynamics and Interdisciplinary Interaction*. Mouton de Gruyter. Berlin, New York.

- Lakoff, George, & Mark Johnson. (1980). *Metaphors we live by*. The University of Chicago Press, Chicago.
- Quirk, John H. (2008). Meanings through Metaphors: Visual Dialogue and the Picturing of Abstraction. A Synthesis. Critical and Creative Thinking Program, Massachusetts Boston. Retrieved from [www.cct.Umbedu/quirk.pdf](http://www.cct.Umbedu/quirk.pdf).
- Renandya, Willy, A. (Ed.) (2003). *Methodology and Materials Design and Language Teaching*. SEAMEO Regional Language Centre. Singapore.
- Sternberg, Robert J. (2006). *Cognitive Psychology* (4th ed.). Wadsworth: Belmont.
- Sugiono. (2008). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R & D*. Alfabeta: Bandung.
- Tendahl, Markus. (2009). *A Hybrid Theory of Metaphor: Relevance Theory and Cognitive Linguistics*. Palgrave Macmillan: Hampshire.
- Trask, R. L. (1999). *Key Concept in Language and Linguistics*. Routledge: New York.

### Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/3.0/>).