

## STATEMENT OF ORIGINALITY

Herewith, I declare that the research paper I wrote as a partial fulfillment of the requirements for the Sarjana degree and submitted to the English Education Department, the Faculty of Education and Letters, wholly constitutes my own original scientific writing.

As for the other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, September 29<sup>th</sup> 2025

The writer,



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## ACKNOWLEDGMENT

*Assalamu 'alaikum, wr wb*

*In the name of Allah, the Merciful, the Compassionate*

There is no valuable words to be said but all praises be to all praises to be Allah, the almighty God, who has sent Muhammad, Peace be upon him, to be His prophet and messenger for people all over the world. Hopefully, all of us can get the intercession in Yaumul Qiyamah.

Alhamdulillah, the researcher realizes and feels very sure that without Allah's blessing, mercy, and guidance, it would be possible for herself to finish the paper. In addition, this research paper would not have been completed without the help of others. Herewith, she would like to express my deepest gratitude to:

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2. Mr. Dr. H. Subhan, M.Ed., Dean of Education and Teacher Training Faculty at the State State Islamic University of Sultan Maulana Hasanuddin Banten.
3. Mr. Afif Suaidi, M.Hum., Head of English Education Department.
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In this paper, the researcher apologized if this paper was'nt perfect. For that, criticism and suggestions from readers are very much expected for furthur improvement. The researcher hopes this thesis is useful for her and readers.

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## ABSTRACT

**Nita Noviyanti Rahayu.** SRN 211230046. “An Analysis of Metaphors in The Movie *Enola Holmes* (2020) and Its Implications for Vocabulary Learning in English Classroom”

This research analyzes the use and translation of metaphors in the movie *Enola Holmes* (2020), with a particular focus on identifying the types of metaphors employed, examining the function of dominant metaphors used by the main character Enola, exploring how these metaphors reflect her characteristics, and their implications for vocabulary learning in English classroom. The study applies a qualitative descriptive research design, using content analysis to examine verbal metaphors found in the movie. The theoretical frameworks employed in this study draw from Lakoff & Johnson’s conceptual metaphor theory. From a total of 83 metaphors identified, the results reveal 28 structural metaphors, 16 orientational metaphors, and 39 ontological metaphors. Among them, Enola alone produced 40 utterances containing metaphors, consisting of 14 structural, 6 orientational, and 20 ontological. These findings indicate that ontological metaphors are the dominant type in Enola’s speech, suggesting her tendency to conceptualize abstract experiences by framing them as concrete entities. This reflects her independence, creativity, and critical perspective as a young detective who challenges societal expectations. The conclusion highlights three main points: (1) the movie employs all three types of metaphors proposed by Lakoff and Johnson; (2) Enola’s speech shows ontological metaphors as the most dominant; and (3) the dominance of ontological metaphors shapes Enola’s character as intelligent, rebellious, and resourceful. This study emphasizes that metaphor functions not only as a stylistic device but as a cognitive and conceptual tool that structures meaning and reflects character identity in narrative contexts. The findings further suggest that metaphor analysis can be effectively applied in classroom settings to enrich students’ vocabulary knowledge and foster positive character values, making language learning both meaningful and reflective of real-life communication.

**Keywords:** *Conceptual Metaphor, Enola Holmes (2020), Characterization, Vocabulary Learning, English Classroom*

## THE ADVISER'S APPROVAL

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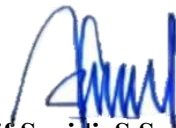


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HOLMES (2020)” AND ITS IMPLICATIONS FOR VOCABULARY  
LEARNING IN ENGLISH CLASSROOM**

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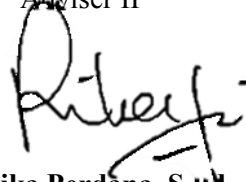
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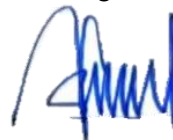
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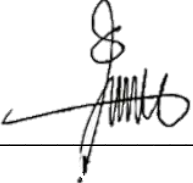
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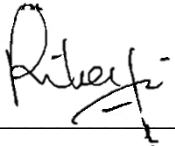
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## **DEDICATION**

This paper is especially dedicated to:

My beloved Parents

Mr. Ahmad Kotib and Mrs. Neng Yanti

My beloved young sister

Sashira Pramudita

And

My big family

Thank you for giving love, support, and never ending prayers.

## **MOTTO**

“Allah tidak membebani seseorang, kecuali menurut kesanggupannya.”

(QS. Al-Baqarah:286)

## **A BRIEF BIOGRAPHY**

The researcher, Nita Noviyanti Rahayu was born in Pandeglang, on October 28<sup>th</sup> 2003. She is the first child from 2 children of Mr. Ahmad Kotib and Mrs. Neng Yanti. She finished her elementary school at SDN Pasir Gadung III in 2015. She was graduated from MTs and MA Miftahul Huda in 2018 and 2021. She continued her study in State Islamic University of Sultan Maulana Hasanuddin Banten in english education department.

During her time of studentship, in the 5th semester, she was studying in Kampung Inggris, Pare, Kediri, Jawa Timur. She gained a lot of knowledge, especially in the field of english and research which helped her social spirit. These experiences and knowledge became the motivation and basis for completing this paper. The researcher hopes this work can provide benefits and positive contributions, especially in the development of science.

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