

Metaphor in James Cameron's *Titanic*

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Abstract: The *Titanic* drama contains many figurative expressions that reflect deep emotions, life values, and internal conflicts. These figures of speech are used to describe love, fear, sadness, and hope in a more vivid and memorable way. The emotional experiences of the characters, especially Jack and Rose, are shown not only through direct dialogues but also through creative figurative language. This study aims to examine the types of figures of speech found in *Titanic*, a drama film directed by James Cameron. Using a qualitative descriptive method, this study analyzes the film's dialogues based on the conceptual figurative theory proposed by Lakoff and Johnson. This study identified three main types of figures of speech: structural, ontological (including personification and metonymy), and orientational figures of speech. The results showed that structural figures of speech were the most dominant type, appearing in 45.9% of the total data, followed by ontological figures of speech at 29.7%, and orientational figures of speech at 24.3%. This finding proves that figures of speech are not only used to beautify language but also to express feelings and views on life in a deeper and more emotional way. The allusions in *Titanic* help the audience understand the characters' thoughts and experiences better.

Keywords: metaphor, *Titanic*, drama, structural metaphor, character emotion.

1. Introduction

Literature is a creative way to express thoughts, feelings, imagination, and human experiences through language, both verbally and in writing. Literature has also existed since ancient times and is an important way to tell stories and preserve culture. In literature, we can also see the values, emotions and problems that exist in the surrounding community. Literature is also often used to convey moral messages or deeper understanding. Literature does not only contain fictional stories, literature also contains the truth of knowledge or views on life. According to Hartono (2021), literature is the use of regular and beautiful language and contains messages of humanity and education. Through literature, language can be used to convey feelings or emotional honesty. Literature is also not only used for entertainment, but can also educate, criticize and provide inspiration. There are 5 main types of literature: poetry, prose, fiction, non-fiction and drama. Poetry is a way of expressing feelings and images through rhythm. Prose uses everyday language and is usually found in novels or essays. Fiction is an imaginary story with imaginary characters and events. Non-fiction contains real information and real experiences. And, drama is literature that connects dialogue and action in a performance. All types of literature have their own role, but they all help the way humans communicate and express themselves.

Drama is a special type of literature because it can be performed or staged. Drama is made not only to be read, but also to be seen, heard and enjoyed. In drama the story is conveyed through the dialogue and movements of the characters, so that it feels more alive and can touch the emotions of the audience. According to civilization and Utami (2022), drama is a type of literature that can convey ideas through interactions and stories that are presented visually so that the audience can directly feel the emotional and social situation. The structure of drama usually consists of acts and scenes, followed by ups and downs that can trigger

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tension and resolve conflicts. through this structure, drama discusses major themes such as identity, love, justice, sacrifice or power. The audience is also involved in the drama experience as they witness the feelings, choices and consequences experienced by the characters. Unlike novels which usually describe the thoughts of characters through narratives but drama shows it through speech and action. Drama can also be studied from various perspectives such as psychological, sociological and structural or linguistic. One of the most interesting ways we can learn is through metaphor, because it can help understand the symbolic meaning used by the characters. Metaphors in drama often express hidden meanings or feelings that are difficult to express directly.

Metaphor is a way of using language by comparing one thing to another to explain something. Metaphor can help convey ideas that are difficult to explain directly especially when talking about feelings experiences or things that sound abstract. Metaphor creates meaning by connecting two different things and then showing their similarities. According to Lakoff & Johnson (1980), metaphor is not only a part of language but also an important part of the way humans think. They explain that people understand difficult ideas by connecting them to real experiences. For example, people often describe feelings with the direction of objects or movements, this shows that metaphors not only appear in language but also in the way people understand the world around them. This is also supported by Lubis et al. (2023) who said that metaphors are not only used for the beauty of language, but also to convey cultural values, beliefs and moral messages. In their planning of the Minangkabau tradition, it was found that metaphors play a very important role in traditional speeches to help parents convey advice through symbolic language. The use of metaphors is also very common in literary works, especially in drama. Characters in drama often use metaphorical expressions to show hidden feelings. Instead of directly saying what they are feeling, they describe it symbolically. This certainly makes their words stronger and helps the audience feel a deeper meaning from each dialogue. In literature, metaphors help connect language with thoughts, feelings and cultural context.

One example of a drama that uses metaphors in its story is the film *Titanic*, directed by James Cameron and can be considered a dramatic work of literature. Although conveyed through film, *Titanic* has all the main characteristics of a drama: very well-developed characters, emotional tension, moral conflict and a structured plot. This drama presents a fictional love story that takes place in the midst of the real events of the sinking of the *Titanic* by combining elements of romance with tragedy and personal freedom with social pressure. These themes are conveyed not only through the plot and dialogue but also through symbols in the setting, relationships between characters and important events. The *Titanic* can be seen as a dramatic symbol that represents human arrogance and the illusion of control. The differences in the lives of the passengers reflect social class, while the personal journey of each character illustrates the search for identity and meaning in life. In literary analysis, technique is an interesting material to study because it depicts complex human experiences through emotional and symbolic forms. This drama uses techniques in drama and metaphorical language to convey messages about love, sacrifice or the consequences of social differences.

By studying *Titanic* as a drama text, we can see how metaphors shape emotions and meanings in the story. This approach helps us understand that drama can also reflect human experiences, not only through the storyline but also through the symbols used. Therefore, *Titanic* is not only the greatest achievement in the world of cinema, but also a work of modern literature that is rich in meaning and worthy of being interpreted metaphorically. One of the uses of metaphor in *Titanic* is in a scene where Jack tries to convince Rose to choose a different life, or a life where she is free to follow her own path. This conversation takes place on the deck of a ship at night as the ship continues its journey across the ocean.

Example :

Jack : You're gonna die if you don't break free.

Rose : I don't know how to live for myself.

Jack : That fire that I love about you, Rose... **that fire's gonna burn out.**

Rose : **I feel it slipping away already.**

In this moment, Jack is talking to Rose about the parts of her that he admires, such as her strong spirit, her energy, and her independence. Jack worries that if Rose stays in her current life, surrounded by the pressures of her wealthy family and her controlling fiancé, she will slowly lose the best parts of herself. Rose agrees that she already feels like parts of herself are fading away. In this dialogue, they are not talking about actual fire or physical things that are disappearing, they are talking about feelings and identity. The tone of their conversation is serious and emotional, and full of urgency and fear of regret. The lines **"That fire's gonna burn out"** and **"I feel it slipping away"** are metaphors. The fire is not a real fire but rather a metaphor to describe Rose's passion and personal strength. Developing it as something that can be extinguished is an example of an **ontological metaphor**, where the inner spirit is treated like a physical object (fire) that can grow, fade or disappear. Likewise, saying "i feel it slipping away" gives it the quality of an object that can move or disappear. These metaphors help to convey deep emotional changes in simple, powerful dialogue. Rather than explaining everything directly, the characters use metaphors to talk about things that are difficult to express with ordinary words. The audience not only understands the meaning but also the emotional meaning behind it.

Recent studies on metaphor have explored its use across a range of disciplines using Lakoff and Johnson's (1980) conceptual theory of metaphor, which shows how metaphors can shape understanding, communication, and learning. Duarve, Culver, and Paquette (2020) have a little about the development of wheelchair curling coaches in Canada using the metaphor of "landscape" that describes the coaching journey as a complex, expansive space, shaped by social learning and personal growth. Their study uses metaphor to describe complex, disordered systems. Bilgim and Yesilyurt (2021) explore college students' views on the coronavirus using metaphor analysis. College students often describe COVID-19 using metaphors such as "enemy," "prison," or "storm," which convey feelings of fear, stress, and uncertainty. These metaphors not only demonstrate the use of language, but also emotional reactions during a global crisis. Malik et al. (2022) conducted a text-based analysis of metaphor studies, focusing on the occurrence of metaphors in large text datasets from media and academic language. They focused on the structural patterns and themes of metaphors that frequently appear in everyday real language. Corni (2023) highlighted the role of metaphors in physics teacher education, showing how complex scientific concepts are simplified through metaphors such as "electricity flows like water" or "force as a push", which can help students and teachers build understanding. Finally, Lubis et al. (2024) examined metaphors in the proverbs in the babako ceremony in the Minangkabau wedding tradition. Their study found ontological and personification metaphors that can convey cultural advice and moral teachings in traditional oral literature. The pyramid uses the same metaphor theory and examines how metaphors can reflect culture, thinking, and communication. However, each study has its own different focus ranging from education, sports, public health, to cultural traditions.

2. Literature Review

Metaphor is one of the most important things in human language and way of thinking. metaphor is not only used to make words sound more beautiful, but also helps explain complex and unreal ideas through comparison. With metaphor, someone can describe something by connecting it to something else, so that it can provide a deeper meaning and a stronger emotional message. According to Lakoff and Johnson (1980), metaphor is not only part of language, but is part of the way humans can think. They explain that humans can understand an experience by defining it into another experience, for example understanding time as money or love as a journey. In their theory, comparisons like this are not only poetic, but also a way of thinking. That is, humans unconsciously use metaphors to be able to understand the world around them. This idea is supported by Lubis et al. (2023), who emphasize that meta-

phor is the most important part of culture and communication. In their research on metaphors in traditional Minangkabau ceremonies, they found that metaphors can be used to pass on cultural values and moral lessons from one generation to the next. The metaphors used in ceremonial speeches are not just for decoration, but contain deeper meanings to reflect wisdom, respect, and emotion. This can show that metaphors can be more than just a style of language, but are a way of building meaning, passing on culture, and establishing relationships between people. In literary works, metaphors are used as an effective medium to convey feelings, inner complexes and social messages. Especially in drama, when the characters speak with emotional dialogue, metaphors help express what they feel without having to say it directly. Metaphors that support hidden emotions appear through symbolic language. According to Lakoff and Johnson's Conceptual Metaphor Theory, there are three main types of metaphors: orientational, ontological, and structural metaphors. Each metaphor operates in a different way but still has the same purpose, namely to help humans understand imaginative or emotional ideas about concepts that are more real and easy.

1. Orientational Metaphor

Orientational metaphors are metaphors that use direction or position. They can help describe feelings and conditions by using words like up/down, inside/outside, front/back. They come from real-life experiences. For example, when someone is happy, they may be going through a high or feeling "up." When someone is sad, they may be feeling "down". In language, this can appear in phrases like "I'm feeling down," or "he's on top of the world". They not only describe moods, but they can also influence how people talk about those feelings. In literature and drama, orientational metaphors are often used to describe changes in emotion, such as when a character is feeling deep sadness, or rising with hope. Concepts like this make the experience much more emotional and easier to understand and imagine. In addition, they give meaning to a scene without a long explanation.

Example:

Noah : I wrote you every day for a year.

Allie : You wrote me?

Noah : **It wasn't over, it still isn't over.**

Allie : It wasn't over for me, either.

In this scene, Noah & Allie are talking about their past love. Allie used to think that he had given up on her because she never received a letter from him. But now Allie knows that Noah actually wrote her a letter every day and never stopped loving her. Noah says that their story is not over, and Allie admits that her love for him is still the same. This conversation shows that their bond is still strong, even after being separated for years. They are not only reminiscing about the past, but also showing that their feelings are still the same until now. The sentence **"It wasn't over, it still isn't over"** uses the word over, which usually means something that is over or finished. But here, the word is used metaphorically. Saying that something is "not over" means that it is still going on. This is an example of an Orientational Metaphor, because it uses direction or position such as "finished" or "past" to describe the mood. Instead of saying "our love is still going on", Noah and Allie use the metaphor "not over" to show that their feelings are still the same. The word "over" alone relates to physical space (such as something being at the top or having been passed) but in this metaphorical context, it is used to describe emotional stability. This shows that people often use direction and space to express their feelings.

2. Ontological Metaphor

Ontological metaphors consider ideas/emotions as real objects. This metaphor allows the thoughts, feelings, or experiences to be talked about as if they were objects or beings. This metaphor helps people to describe their deepest feelings with gestures. Ontological metaphors are divided into two important parts, namely: Personification and Metonymy.

A. Personification

Personification occurs when a non-human object is given human actions. For example, someone might say, “the wind whispers” or “my heart compels me to stay.” This is not meant to be taken away, but it helps convey the emotion or conflict that arises when an object or feeling is given life. In drama, personification can be found when a character expresses their emotions using language that makes those emotions feel human. This adds depth to what they are saying, because it shows their feelings in actions, not just in words. However, personification makes unreal feelings seem more real, and allows the audience to feel what is going on in the character’s heart. This is not only an element of literature, but also a way to understand emotions as something real and active.

Example:

Allie: I can’t sleep at night anymore.

Noah: Why not?

Allie: **Because my heart won’t rest.**

Noah: I understand.

This scene occurs when Allie tells Noah that she can’t sleep well. However, instead of saying that her mind is keeping her awake, she uses the word ‘heart’. This shows that she feels very restless, like there is an inner pressure and confusion that is difficult to calm her down. Noah listens to Allie without needing further explanation. He has understood her feelings, even though she does not express them directly. The sentence **“Because my heart won’t rest”** is an example of Personification, a type of ontological metaphor. In this sentence, the heart is given the human action of not being able to “rest”. The heart, in the physical sense, does not make decisions or choose whether or not to rest. However, in this metaphor, the heart represents Allie’s emotions. Saying that her heart won’t rest means that she feels restless and restless. This metaphor helps describe feelings in a way that feels physical and real. According to Lakoff and Johnson (1980), personification allows people to understand emotions by treating like humans.

B. Metonymy

Metonymy is when something is referred to by something closely related to it. It is not a direct comparison like a metaphor, but it still produces a related meaning. For example, saying “the crown speaks” would refer to the king or queen, not the object on their head. Or when someone says “Hollywood made this movie,” they are referring to the film industry. Metonymy helps simplify complex ideas that are often used in moving speeches to strengthen their message and meaning. In drama, characters may use metonymy to talk about people, institutions, or feelings without directly naming them. This makes the dialogue sound more real and meaningful, and connects it to social or cultural values.

Example:

Allie : I should go.

Noah : Why?

Allie : **My parents will kill me.**

Noah : They won't.

Allie is afraid that if she stays too long with Noah, her parents will be angry. However, instead of saying "my parents will be very angry", she uses the phrase "they will kill me". This is not a real threat or an actual thing. It is a common expression used to show fear of punishment or trouble. Allie uses this phrase to show how much influence her parents have over her actions and how much guilt she feels. The phrase "**My parents will kill me**" is an example of Metonymy, which is similar to ontological metaphor. In this context, "kill" represents a different concept, namely anger or punishment. Her parents are not really going to hurt her, but she feels that their anger is very serious. Metonymy works by replacing a concept with something closely related, in this case, punishment represents the extreme word, "kill" and this type of metaphor helps express strong feelings quickly and powerfully.

3. Structural Metaphor

Structural metaphors are more complex metaphors. They help people understand concepts using other structures. This type of metaphor affects how people understand the system of relationships or life as a whole. The most common example is "an argument is a war." People say things like "He defended his point of view," or "She attacked that idea," using the war structure to describe a disagreement. Another example is "time is money," which leads to phrases like "save time," "waste time," or "waste time." Metaphors provide a complete pattern for people to understand something complex. In literature and drama, structural metaphors reveal how characters view the world. For example, describing a relationship as a 'fight' or a 'journey' tells the audience how the character experiences love, struggle, or change. These metaphors add emotion and depth to a story, helping people understand the events and relationships within it.

Example:

Noah : We're fighting.

Allie : We always fight.

Noah : **That's what we do we fight.** You tell me when I'm being an arrogant son of a bitch, and I tell you when you're being a pain in the ass.

Allie : So what?

Noah and Allie talk about the problems in their relationship. They both agree that they do fight a lot. But Noah tries to explain that fighting is part of how they express their feelings. For him, fighting is not a negative thing, but rather shows that they are honest and passionate about their relationship. He wants Allie to see that love is not perfect, and that their fighting does not mean that their relationship is weak. The sentence "**That's what we do, we fight**" is a Structural Metaphor, where the understanding of the relationship is structured around the concept of battle or conflict. In this metaphor, fighting has become a way to explain the relationship. This metaphor helps people understand how close they feel through situations like conflict. Rather than saying "we express love through fighting," this metaphor describes love as a reciprocal relationship, similar to a fight. According to Lakoff and Johnson, structural metaphors help people organize one experience using another form or system, and in this case, the emotional ups and downs are framed as a recurring struggle.

3. Method

This study uses a qualitative descriptive method to study the use of metaphors in James Cameron's Titanic. According to Beknazarova et al. (2021), qualitative research emphasizes the cycle of meaning by analyzing language as a depiction of human thinking and experience. This approach is suitable for use in literary analysis because it allows researchers to understand

the symbolic and emotional meanings that can be conveyed through character dialogue and story setting. The main data sources in this study are the dialogues in the drama, especially those that show the use of figurative language in the form of metaphors. The dialogues were selected based on their relationship to the main themes of the film, such as love, identity, social class, and self-change. This analysis was carried out based on the Conceptual Metaphor Theory developed by Lakoff and Johnson (1980), which divides metaphors into three main types: Orientational Metaphor (based on direction), Ontological Metaphor (which consider an abstract concept as a physical object), and Structural Metaphor (which use one child's nerves to apply to another concept). Each metaphor found is grouped into these categories and analyzed based on the situation or theory.

3.1. Algorithm/Pseudocode

Writing algorithms or pseudocode can be an alternative for explaining scientific paper content. The algorithm must be cited in the main text. Below is an example of writing an Algorithm. You need to use "Algorithm_head_FAITH" and "algorithm_step_FAITH" styles.

Algorithm 1. Algorithm Title

INPUT: xxx, yyy

OUTPUT: zzz

1: Step 1

2: Step 2

3: Step 3

4: Step n

3.1.1. Subsubsection

Bulleted lists look like this:

- First bullet;
- Second bullet;
- Third bullet.

Numbered lists can be added as follows:

1. First item;
2. Second item;
3. Third item.

The text continues here.

3.2. Formatting of Mathematical Components

Equations, theorems, and proofs must be cited in the main text. For example, the author could write the sentence: "Eq. (1) is used to calculate blablabla". This is example 1 of an equation:

$$a = 1, \tag{1}$$

The text following an equation does not need to be in a new paragraph. Use "punctuate_text_FAITH" style.

This is example 2 of an equation:

$$a = b + c + d + e + f + g + h + i + j + k + l + m + n + o + p + q + r + s + t + u \tag{2}$$

The text following an equation should not be in a new paragraph. Use "punctuate_text_FAITH" style.

Theorem-type environments (including propositions, lemmas, corollaries etc.) can be formatted as follows:

Theorem 1. *Example text of a theorem. Theorems, propositions, lemmas, etc. should be numbered sequentially (i.e., Proposition 2 follows Theorem 1). Examples or Remarks use the same formatting, but should be numbered separately, so a document may contain Theorem 1, Remark 1 and Example 1.*

The text continues here. Proofs must be formatted as follows:

Proof of Theorem 1. Text of the proof. Note that the phrase “of Theorem 1” is optional if it is clear which theorem is being referred to. Always finish a proof with the following symbol.

The text continues here.

4. Results and Discussion

No.	Kinds Of Metaphor	Number	Percentage (%)
1.	Oriental Metaphor	9	24,3%
2.	Ontological Metaphor		
a.	Personification	7	18,9%
b.	Metonymy	4	10,8%
3.	Structural Metaphor	17	45,9%
	Total	37	100%

1. Oriental Metaphor

Jack : Rose, you can't go back to that life.

Rose : I don't know what else to do.

Jack : **If you return, you'll fall back into that dark place.**

Rose : I'm already sinking just thinking about it.

In this scene, Jack tries to convince Rose not to go back to her old life, which was full of pressure, control, and unhappiness. Rose feels torn between choosing her freedom or going back to something familiar even though it hurts. Jack says that if Rose goes back, she will only go back to sadness and emptiness. The phrases **“If you return, you'll fall back into that dark place”**. Do not describe physical movements but moods. According to Lakoff and Johnson (1980), orientational metaphors use directions such as up or down to describe feelings. In this dialogue, falling and sinking represent negative feelings such as fear, hopelessness, and depression. Going “down” is often used to express feelings of sadness or loss of self-control. These words help the audience understand Rose's conflicting feelings in simple and more familiar language. That is why this dialogue is an example of Oriental Metaphor.

2. Ontological Metaphor

A. Personification Metaphor

Jack : What are you feeling right now?

Rose : I don't know... it's confusing.

Jack : **Your heart is screaming for something more.**

Rose : It just won't stay quiet anymore.

In this scene, Jack tells Rose that his true feelings are very strong and should not be hidden. Rose also admits that she can no longer hold back her emotions. The sentence **"Your heart is screaming for something more."** is an example of Personification. The heart is given the ability like a human, such as screaming or talking when in reality the heart cannot do that. This shows that Rose's emotions are not just something small or calm, but big and strong. This helps the audience understand how much Rose wants to change. According to Lakoff and Johnson, personification can help people describe feelings by giving them human actions or traits. In this context, Rose's desire to be free is described as something alive and wanting to be heard.

B. Metonymy Metaphor

Rose: I need to go back.

Jack: Do you want to?

Rose: **The name Dawson would destroy my family.**

Jack: But it means everything to me.

In this scene, Rose is expressing her words about what her family will do if she is seen to be in contact with Jack. Jack comes from a lower social class, while Rose is from a wealthy family with a reputation to uphold. The sentence **"The name Dawson would destroy my family."** is an example of Metonymy, because it uses a name to represent something bigger and more complex, namely Jack himself, and the consequences of being in a relationship with Jack. Metonymy simplifies a complex idea by naming the part that represents it. Instead of saying "being with you will ruin my family's reputation" Rose says it by using "your name" as a symbol of the entire situation. This figure of speech is often used in emotional conversations because it is short, strong, and has a lot of emotional content. This helps Rose convey the burden she feels from her family and society, without having to explain the detailed history one by one.

3. Structural Metaphor

Jack : You're gonna die if you don't break free.

Rose : I don't know how to live for myself.

Jack : **Life's a gift, and I don't intend to waste it.**

Rose : **I didn't know I was wasting mine.**

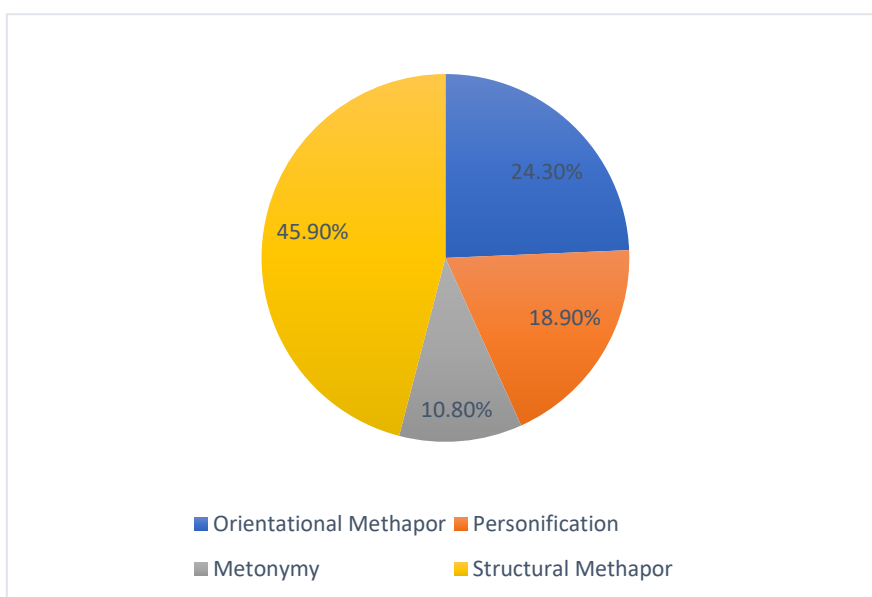
In this scene, Jack tries to convince Rose to change her life. Jack wants Rose to stop living according to what others say, and start living for herself. Rose feels confused and trapped by her family's rules and expectations. Jack reminds her that life is something special that should be enjoyed. Rose starts to realize that she is not really living her life the way she wants. The conversation is emotional, and makes Rose think deeply about her choices. In this sentence **"Life is a gift,"** it is a metaphor. It compares life to a gift. A gift is something valuable, something that should be enjoyed and cherished. So when Jack says this, he means that life is something special that should not be wasted. This is called a structural metaphor because it uses the structure or idea of one thing (a gift) to help explain another (life). Jack also says that he does not want to waste his life, just like someone who doesn't want to throw away a gift.

Rose's response, **“I don't know I'm wasting mine,”** showing that he understands what Jack means. He begins to see his life in a new way. Such metaphors help make big ideas, like the meaning of life, easier to understand through something simple and familiar. Showing that he understands what Jack means. He begins to see his life in a new way. Such metaphors help make big ideas, like the meaning of life, easier to understand through something simple and familiar. Showing that she understands what Jack means. He begins to see his life in a new way. Such metaphors help make big ideas, like the meaning of life, easier to understand through something simple and familiar

5. Comparison

Comparison with state-of-the-art is an important part. This section can provide a more measurable illustration of your research contribution. This section can also be added to a brief discussion. If you feel that this section is insufficient and unsuitable to be a separate section, the author(s) can integrate this section with section four (Results and Discussion).

6. Conclusions



This study shows that the use of metaphors in *Titanic* plays a very significant role in expressing the emotions, inner conflicts, and life experiences of the characters. Metaphors are used to describe love, fear, sadness, hope, and the struggles of the characters in facing choices, relationships, and freedom. Therefore, this study provides a deeper understanding of how metaphors are applied in modern drama, especially in exploring the emotional depth and personal identity in storytelling. Structural metaphors (45.90%) are the most dominant type in this drama. This shows that the language used often describes life as a journey, a gift, or a struggle, which helps the audience understand the perspectives and personal development of the characters. This adds to the beauty of the use of language, because it can express deep emotions in a more meaningful and creative way. In addition, it shows that metaphors are not just a stylistic feature, but also a powerful tool to convey human experiences in drama. Metaphors are used creatively in *Titanic* to convey emotional messages, describe personal and social struggles, and build stronger connections between characters and audiences. Through metaphor, the film conveys values about love, courage, and the meaning of life in a rich, expressive, and memorable way.

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