



An Analysis of Rhetorical Devices in The Wizard Liz's Motivational Speeches on YouTube

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ABSTRACT

This study aims to analyze the rhetorical devices used by The Wizard Liz in her motivational YouTube videos. This study focuses on identifying and classifying both schemes and tropes found in the video by using theory from Corbett and Connors (1999). The method used is qualitative descriptive analysis, with three selected videos as the primary data sources. The data source is from the videos that were uploaded in 2024, with titles such as "Understand how valuable you are", "How to manifest a new life", and "Watch this to believe in yourself". The video contains 57 rhetorical devices. The results show that The Wizard Liz frequently used rhetorical devices such as anaphora and rhetorical questions. The findings support Corbett and Connors' theory that such devices are powerful tools in persuasive communication. In conclusion, The Wizard Liz uses rhetorical techniques in her motivational content to create emotionally engaging and impactful messages for her viewers.

1. INTRODUCTION

YouTube has become one of the most popular platform for watching videos and a place where people can create and share their videos. This trend is evident in the increasing number of users and content creators on platforms like YouTube. According to Sandvine's Mobile Internet Phenomena Report, an internet traffic monitoring firm, YouTube is the leading video streaming application, accounting for 20.4% of global downstream traffic (Sandvine, 2021, as cited in Databoks Katadata, 2021). With its growing influence, YouTube has become a popular platform for content creators, allowing users to share a wide range of videos. Among these, self-improvement and personal development have gained more attention. Most recently, motivational speeches have gained popularity (Nazim & Yousaf, 2021), inspiring and empowering audiences through personal experiences, success stories, and self-improvement advice. The basis of motivational speeches is persuasion (Lawrence, 2015). Understanding one's audience and their needs, comprehension, attitudes, and beliefs is critical in delivering an impactful presentation (Lawrie, 2021).

One of the popular figures who embodies this motivational style is The Wizard Liz. Among the many content creators who provide motivational content, she is one of the most influential people in digital motivational content. Liz initially rose on TikTok

before expanding to YouTube, where she now has over 8.14 million subscribers and has accumulated more than 246 million total views as of March 2025 (Social Blade, 2025). Her videos, which prioritize self-improvement, confidence, and personal growth, strongly resonate with young audiences, particularly among Generation Z.

Liz's motivational content is not only about the positive messages she shares but also about how she delivers them. This is why rhetoric becomes relevant to discuss in her YouTube content. Rhetoric is often referred to as the "art of speaking" and is essential for everyone. Rhetoric is typically understood as the art or skill of delivering speeches and persuading others. More broadly, it is the art of using language effectively. Rhetorical skills help individuals express their ideas impactfully, build credibility, and connect with others. In the past, rhetoric may have been restricted to the courtroom or political fields, but now, it is important in every aspect of our lives.

Rhetorical devices, as a part of rhetoric, have become interesting to study because Liz not only shares information but also influences and encourages her audience to change. In motivational videos, the use of repetition, metaphor, simile, and rhetorical questions not only enhances the speech's beauty but also strengthens its emotional power, leaving a lasting impression on the audience. These devices also enable content creators to deliver messages that resonate with and relate to their audience, encouraging reflection and action for positive change. For example, the words she used in her videos, like (1) "*You are the prize*", which acts as a form of metaphor, and (2) "*Why are you chasing someone who doesn't even want you?*", which is considered as a rhetorical question that she asked her audience. These examples do more than inspire, they help build confidence and a strong sense of identity in her listeners. Therefore, rhetorical devices are important components in shaping an effective persuasive speech, as demonstrated by The Wizard Liz in her YouTube videos.

To explore this further, this study focuses on rhetorical devices as linguistic tools to help achieve a purpose and strengthen the effectiveness of communication, especially in motivational speech. Given the strong impact of rhetorical techniques in Liz's speeches, this study is particularly focused on analysing the use of rhetorical devices in motivational content. As Harris (2013) explains, these tools are not simply decorative, they are powerful techniques that shape the tone and impact of a message. In the digital era, especially in motivational content, the combination of rhetorical appeals and stylistic devices remains highly effective. This is evident in the speeches of The Wizard Liz, where powerful word choices and delivery strategies reflect how rhetorical principles continue to inspire and move audiences today. Thus, this study focuses on analysing the rhetorical devices in her speeches to understand how language is used to create impact and inspire change.

Various aspects can be examined in The Wizard Liz's motivational speech. For example, other researchers might explore Speech Act Theory to analyse how the speaker performs acts, like advising, motivating, or instructing, through language. Despite the variations in possibilities, this study specifically focuses on rhetorical devices, which play a crucial role in enhancing the persuasive and emotional strength of the message. Harris (2013) describes rhetorical devices as tools that support both

spoken and written expression. Being skilled in using these devices helps people make their communication clearer, more emotional, and shows the artistic quality of their communication.

There are some definitions and examples from experts related to rhetorical devices. This research will utilize the theory from Corbett and Connors (1999), which divides rhetorical devices into two main categories: schemes and tropes. In schemes, there 4 types that belong here, which are the scheme of balance, scheme of unusual or inverted word order, scheme of omission, and scheme of repetition.

Previous studies have addressed this research topic. The survey by Maretha and Kongthai (2016), titled "The Use of Verbal Rhetorical Devices to Construct Readers' Ideology in Online News Headlines." It examined how rhetorical language in online news headlines can shape readers' opinions, particularly in news related to Gerwani, a banned Indonesian women's group from the New Order era. The researchers analyzed 139 headlines from 14 international news websites, covering the years 1999–2016. They identified eight types of rhetorical devices, including metonymy, parallelism, testimonial, alliteration, rhetorical questions, and irony.

Most headlines (106 out of 139) used these strategies, with metonymy being the most frequent (37.41%). The study employed qualitative methods and data sheets, revealing that rhetorical tools help news editors guide readers' thoughts, rather than inform them. These tools were used to shape how people understand history and politics through headlines.

In another study, Laongpol (2021), titled "A Contrastive Study on Rhetoric in COVID-19-Related News Headlines from Native and Non-Native English Online Newspapers," compared COVID-19 news headlines from two sources: the BBC (an English-native source) and the Bangkok Post (a non-native English source). She analyzed 594 headlines from two weeks in April 2020. The aim was to determine which rhetorical devices were used most frequently and how their use differed between native and non-native news sources. Based on the theories of Shams (2013) and Picello (2018), she looked at 14 types of rhetorical devices, including alliteration, metaphor, pun, and hyperbole. The results showed that alliteration (40.66%) and metonymy (33.22%) were used the most. Some rhetorical types, such as simile and allusion, were only featured in the Bangkok Post. The study showed that rhetorical choices in news headlines are not only used to attract readers' attention but also depend on the media culture.

Gunawan, Muhaimi, and Amrullah (2019), in their study titled "Rhetorical Metaphor in Barack Obama's Speech," examined the use of metaphors in Barack Obama's speech in Berlin in 2008. They wanted to know which metaphors Obama used and what they meant. Using a qualitative method and document analysis, they identified nine metaphorical expressions, including "the continent still lay in ruin," "Soviet shadow," and "new crossroads." These metaphors helped Obama describe serious topics in more emotional and powerful ways. For example, he used them to talk about war, unity, and hope. The study demonstrated that metaphors are effective in making speeches more persuasive and meaningful, particularly in political contexts.

Although these studies help us understand how rhetorical language works in news and speeches, they all focus on written texts and don't talk about motivational

content in digital media, such as YouTube videos. None of the studies utilizes Corbett's and Connors (1999) rhetorical framework, which categorizes rhetorical devices into two main types: tropes (concerning meaning, such as metaphor or irony) and schemes (about form, including repetition or word order). Additionally, the type of language used in motivational videos, which aim to inspire and persuade the audience simultaneously, is still rarely studied, especially in digital settings.

Therefore, this study focuses on analyzing the rhetorical devices in her speeches to understand how language is used to create impact and inspire change.

2. RESEARCH METHOD

This study used a qualitative descriptive approach in interpretive analysis. According to Creswell (2014), qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The purpose of this study was to analyze the rhetorical devices used by The Wizard Liz in her motivational videos. The data were examined in natural settings and interpreted based on how the message was delivered.

The data source was a collection of selected videos from *The Wizard Liz's* official YouTube channel. These videos were selected based on specific criteria, including high viewership and relevance to motivational themes. The data for this study were taken from three YouTube videos released in 2024 entitled "Understand how valuable you are", "How to manifest a new life", and "Watch this to believe in yourself". Each video ranged from 16–25 minutes.

Data collection was conducted using a non-participant observation method. The researcher watched, transcribed, and categorized the rhetorical devices found in the videos. Orthographic transcription was applied to convert the spoken data into written form. The data analysis process involved transcribing, coding, and categorizing rhetorical devices into schemes and tropes based on Corbett and Connors (1999), and interpreting how these devices contributed to persuasion and motivation.

Creswell (2014) emphasizes that qualitative analysis is not linear but flexible, allowing the researcher to move back and forth between data, codes, and interpretations until patterns and meanings are clearly understood.

1. Organizing and preparing the data

In this initial step, the writer collected and arranged the raw data for analysis. It involved transcribing selected motivational videos by The Wizard Liz into written form. The transcription follows an orthographic style, meaning it converts spoken language into standard written text without including non-verbal elements such as tone or intonation.

2. Reading through all the data

After transcribing the selected videos, the writer read through the text multiple times to gain a general understanding of the content. During this stage, short notes or memos are written to highlight initial impressions, interesting expressions, or emerging rhetorical patterns.

3. Coding the data

Next, the writer identified key parts of the text and assigns short labels or

“codes” to represent the main idea of each section. In this study, the data taken from The Wizard Liz's video transcript were manually coded by identifying and labelling parts of the text that contain rhetorical devices, including schemes and tropes, based on Corbett and Connors' framework.

4. Generating descriptions and themes

Once the coding was complete, related codes were grouped into broader themes. These themes reflect the dominant rhetorical devices found in the videos, such as metaphor, simile, rhetorical questions, and other persuasive language techniques.

5. Interpreting the meaning of themes/descriptions

In this part, the writer explored the deeper meaning behind each theme. The analysis focused on how The Wizard Liz used rhetorical devices to deliver her message and how these devices contribute to the persuasive effect of her content.

6. Presenting the findings

Finally, the results were presented in a clear and structured format. Each theme was explained in detail and supported by direct examples from the transcripts, illustrating how specific rhetorical devices function within the speaker's message and delivery.

3. RESULTS

Below are the findings and analysis of rhetorical devices, with a focus on schemes and tropes. Schemes can be categorized into four main types, namely the scheme of balance, the scheme of unusual or inverted word order, the scheme of omission, and the scheme of repetition. Each of these types includes various specific rhetorical devices. In contrast to the scheme, tropes are not categorized. Instead, tropes stand on their own and include figures like metaphor, simile, hyperbole, rhetorical questions, and others.

The writer has collected all data from 3 videos on The Wizard Liz YouTube channel entitled “Understand how valuable you are”, “How to manifest a new life”, “Watch this to believe in yourself”. In this discussion, fifty-seven (57) rhetorical devices were found in The Wizard Liz's motivational speeches, which belong to rhetorical devices based on Corbett and Connors (1999). Below is the analysis of the data found in the video.

3.1 Schemes

A scheme is a change in the usual order or structure of words. It focuses on how the words are arranged. Corbett and Connor (1999) explain that the scheme focuses on word order, sounds, and patterns rather than the meaning of the word. Here are some schemes found from The Wizard Liz's video.

3.1.1 Scheme of Balance

Schemes of balance involve parallel structures that present ideas in a grammatically similar and rhythmically similar form. The balance of structure enhances clarity, coherence, and emphasis. 2 types lie under this category, namely parallelism and antithesis.

In the videos, there was only one type that was found, namely, parallelism. The analysis of parallelism in data is explained below:

3.1.1.1 Parallelism

According to Corbett and Connors (1999) parallelism is the similarity of structure in a pair or series of related words, phrases, or clauses. It helps to create rhythm, clarity, and emphasis in writing or speech. Below are the examples of parallelism found in The Wizard Liz videos:

V1.S07

You will also not be around everyone,
be everywhere, sit with anyone and let
them have access to you.

The first point in the scheme of balance is parallelism. In this case, the sentence is a clear example of parallelism. Parallelism refers to the repetition of similar grammatical structures of phrases or clauses, enhancing both clarity and rhetorical impact. In this sentence, Liz mentioned a series of actions using a repeated verb word structure: “be around everyone,” “be everywhere,” “sit with anyone,” and “let them have access to you.” Each clause follows a consistent pattern, beginning with a base verb (be, sit, let) followed by a prepositional or object phrase. This grammatical repetition created a rhythm that strengthens Liz’s authority and highlighted the important message the listener. Thus, this sentence’s use of parallelism not only improves its rhythm and clarity but also enhances the persuasive power of Liz. Another example of parallelism can be seen from the data below:

V1. S08

I can be as big as I want to be and as I
decide to be

This is the second example of parallelism. In this case, the sentence contains two parallel comparative clauses: “as big as I want to be” and “as I decide to be.” Both follow a similar syntactic pattern: as + [subject] + [verb] + to be, which ensures grammatical alignment and rhythmic flow. This repeated structure emphasizes Liz’s determination to achieve greatness, success, or self-worth. The use of “want” and “decide” as the main verbs highlights two personal desires and deliberate choices, while the consistent construction keeps the sentence cohesive. Syntactic repetition not only enhances clarity but also lends a persuasive tone to the statement. It makes the statement easier to remember and more emotionally resonant. In a motivational speech, parallelism like this is effective because it emphasizes abstract ideas, such as self-growth and freedom, in a structure that feels organized and emphatic. To conclude, the sentence employs parallelism to emphasize the empowering message that self-definition is both a matter of inner desire and a conscious decision.

The next example of parallelism can be seen below:

V1. S10

Because in life, we never arrive. In life,
we never stop learning. In life, we keep
evolving

This is the third example of parallelism. In this case, the sentence repeats the phrase "In life, we..." at the beginning of each clause, followed by different actions: "never arrive," "never stop learning," and "keep evolving." All three clauses follow the same grammatical pattern: prepositional phrase ("In life") + subject ("we") + verb phrase ("never arrive / never stop learning/keep evolving"). The repetition of this structure is intentional and consistent, which is exactly what defines parallelism. Liz emphasizes that life is an ongoing process, it is never static. The matching sentence patterns help highlight the shared theme of growth and continuous movement, and the rhythm makes the message more memorable and rhetorically strong.

To conclude, parallelism is a powerful rhetorical device that enhances both the clarity and emotional impact of her messages. The repetition of similar grammar structures, such as phrases that begin with the same syntactic pattern, creates a rhyme and emphasizes her point in her speech. This structural repetition allows her to highlight key themes like personal boundaries, self-empowerment, and ongoing growth. The consistent use of parallel forms not only makes her ideas more memorable but also strengthens the persuasive tone of her delivery.

3.1.2 Scheme of Omission

Schemes of omission involve the intentional omission of conjunctions, clauses, or words that are implied by context, producing a more concise or emotionally charged effect. There are two types of schemes of omission, namely asyndeton and ellipsis. In the data, there was only one type that was asyndeton found. The analysis of asyndeton in data is explained below:

3.1.2.1 Asyndeton

According to Corbett and Connors (1999), Asyndeton is the deliberate omission of conjunctions between a series of related clauses or phrases. This creates a fast-paced, emphatic, or dramatic effect. The analysis of asyndeton in data is explained below:

V1. S05

Your teacher, your culture, your toxic
friends, your toxic ex

This is an example of asyndeton. Normally, there will always be a conjunction that connects things in between, but in this sentence, the word "and" is left out on purpose. By removing the conjunction, the sentence sounds more direct, fast, and intense. It created the feeling that these influences are coming at you one after another, without pause. Repeating the word "your" each time also gives the sentence a strong and almost blaming tone, pointing out that all these people or things have affected you personally. Asyndeton is used to create a sense of urgency, pressure, or power. This phrase uses asyndeton to make the message sharper, more powerful, and more emotional.

In the video, Liz used asyndeton to create a sense of urgency, intensity, and emotional force. The omission of conjunctions, the sentence faster and more direct, this device gives the impression that the listed elements are overwhelming and

continuous. Additionally, the repetition of “your” adds a personal tone, emphasizing how each influence affects the audience directly.

3.1.3 Scheme of Repetition

Schemes of repetition use repetition of sounds, words, or phrases for emphasis, rhythm, and persuasion. These schemes often generate emotional appeal and memorability. There are some Common types under this category, namely anaphora, alliteration, assonance, epistrophe, epanalepsis, anadiplosis, climax, antithesis, and polyptoton. In the data, there were only anaphora, epistrophe, and climax. The analysis of anaphora that was found in the data is explained below.

3.1.3.1 Anaphora

According to Corbett and Connors (1999) anaphora is the repetition of the same word or group of words at the beginning of successive clauses or sentences. It emphasizes a point and creates a strong emotional effect. Below are the examples of anaphora found in The Wizard Liz videos:

V1. S04	I don't care how someone has made you feel
	I don't care whether it is your teacher....
	I do not care

This is the first example of anaphora. In this case, it is a rhetorical device where the same word or phrase is repeated at the beginning of several clauses or sentences. In this case, the phrase “I don't care” (and one variation: “I do not care”) is repeated 4 times at the start of multiple lines. This repetition helps build a strong, powerful tone. It gives the message a sense of determination and urgency. Liz emphasizes her message that she does not care how someone has her feel, and that is what she is trying to say to her listener too. The repetition also creates a kind of emotional pressure, encouraging the listener to move past what's been holding them back. Another example of anaphora can be seen below:

V1. S06	You have the power to change things in your life.
	You have the power to move and go for what you actually want.

Next, this is also an example of anaphora. This is another clear example of anaphora, where the phrase “You have the power” is repeated 2 times at the beginning of two consecutive sentences. In this case, the repetition of “You have the power” encourages the listener to believe in their ability to change. It delivers a strong message of empowerment and self-control. The structure also creates rhythm and flow, making the speech feel more motivational. This kind of repetition is effective in inspiring confidence, especially in a self-help or personal growth context. Another example of anaphora can be seen below:

V2. S09	I deserve to take up space	of seen
	I deserve to put my content out there and	
	I deserve to be seen	

This is another example of anaphora from the passage, because the exact phrase “I deserve” is repeated 3 times at the beginning of multiple clauses. Anaphora happens when the initial words or phrases are intentionally repeated at the beginning of successive lines, clauses, or sentences. In this case, the phrase “I deserve” appears at the beginning of all three sentences (even though the last one starts with “And,” the main clause still begins with “I deserve”). Liz emphasizes her message by repeating the same phrase at the beginning to make her listener remember what her messages are. The repetition follows a pattern that signals intentional structure. The verbs that follow, to take up space, to put my content out there, to be seen, are different, but the beginnings are all the same. This kind of repetition is what defines anaphora. It is not just about meaning; it is about how the sentence is built. Another example of anaphora can be seen below:

V2. S16	Her lesson wasn't to seek love in a partner Her lesson was to love herself first Her lesson was to come home to herself first
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This is a strong example of anaphora, that is the repeated word in the beginning of the sentence. Here, the phrase “Her lesson” is repeated 3 times to focus the listener’s attention. Liz shared the story about a woman who learned her lesson in love and life. The first line tells us what her lesson was not: that she did not need to find love from someone else. The next two lines shift the focus inward: her real lesson was to love herself and to reconnect with who she is. That last part, “come home to herself,” is a powerful message. It means feeling safe and whole just by being with yourself. The repetition helps the message stick and makes it feel more emotional and inspiring. Another example of anaphora can be seen below:

V2. S17	You only see the bad things right now You only see the suffering right now.
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In this example, Liz repeated “You only see...” at the start of both sentences. Liz spoke about how most of us only focus on the bad things instead of the good things in life. It highlights how someone might be stuck focusing only on the negative. The phrase makes us think about how our current mindset might be blocking us from seeing the good in life. The repetition makes the message more direct and personal, as if Liz is gently helping someone realize they’re seeing the world through a narrow lens.

Liz used anaphora as a key rhetorical device to create rhythm, emphasis, and emotional intensity. The repetition of the same word or phrase at the beginning of successive sentences or clauses, Liz strengthens the motivational tone of her speech and makes her message more memorable. Each repeated phrase draws the listener’s focus to the main point, reinforcing the idea through structure as well as meaning. Anaphora not only adds flow and clarity but also builds a persuasive and empowering atmosphere, which is especially effective in self-help and personal growth contexts.

3.1.3.2 Epistrophe

According to Corbett and Connors (1999), epistrophe is the repetition of the same word or group of words at the end of successive clauses. It provides emphasis and rhythm, often making the repeated words memorable. Below are the examples of epistrophe found in The Wizard Liz videos:

V1. S10	Some people are not good for you. Toxic people are not good for you. People that drain you are nor good for you.
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This is an example of epistrophe, a rhetorical scheme categorized under schemes of repetition. Epistrophe occurs when the same word or phrase is repeated at the end of successive clauses or sentences. In this case, the phrase “are not good for you” is repeated 3 times exactly at the end of the statements. While the beginning of each sentence changes, some people, Toxic people, People that drain you, the ending remains fixed. This consistent repetition after each clause is the defining structural feature of epistrophe. It is not just about repeating an idea; it is about repeating the exact phrase in the exact position, at the end. This proves that Liz is not just speaking emotionally, but is using a deliberate rhetorical structure to emphasize the message. The passage demonstrates epistrophe according to the definition and examples provided by Corbett and Connors.

Liz used epistrophe as a deliberate rhetorical strategy to emphasize a central idea through repetition at the end of successive clauses. The repetition at the end of three different statements reinforces Liz's message with clarity and rhythm

3.1.3.3 Climax

According to Corbett and Connors (1999), climax is the arrangement of words, phrases, or clauses in order of increasing importance or intensity. It builds momentum and can produce a powerful, dramatic effect. Below is an example of a climax:

V1. S10	When you expand yourself, you expand yourself with knowledge, you become more beautiful
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This sentence is an example of climax, which is a rhetorical scheme under the category of schemes of repetition and progression as defined by Corbett and Connors (1999). Climax refers to the arrangement of words, phrases, or clauses in order of increasing importance or intensity. It is not just about repetition, but about progressive buildup, where each part becomes stronger, more meaningful, or more emotionally charged than the one before. In this sentence, Liz built the structure in three stages: it begins with the simple act “you expand yourself”, followed by the more specific and deeper action “you expand yourself with knowledge”, and then ends with the strongest statement “you become more beautiful.” Each step builds on the previous one, not just in structure but in emotional and intellectual weight.

The progression here is subtle but effective. At first, the expansion is general (you expand yourself), then it is qualified with a powerful tool, knowledge, which implies

growth of the mind or spirit. This final phrase holds the most value in the sequence, making it the climactic point. Liz's choice to place beauty at the end shows intentional emphasis, moving from an internal process to an external or visible transformation. Therefore, the sentence follows the classic structure of climax, a sequence of ideas growing in strength, purpose, and emotional effect. Another example of a climax can be seen below:

V2. S10	I'm gonna be angry I'm gonna yell I'm gonna shout
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The sentence "I'm gonna be angry, I'm gonna yell, I'm gonna shout" is one of the examples in climax, which is categorized under schemes of repetition by Corbett and Connors (1999). In this case, the emotional expressions progress from an internal state (angry), to a vocal reaction (yell), and finally to an even more forceful and uninhibited outburst (shout). Another example of a climax can also be seen from the data below:

V2. S18	The future you does not deserve this. The future you does not deserve something where you're not fulfilled The future you does not deserve something where it's uncertain and where you're not respected. The future you deserve peace
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This passage is a powerful use of climax, which Corbett and Connors (1999) define as the arrangement of a series of words, phrases, or clauses in increasing order of importance or emotional force. In this example, Liz built a structured sequence where each statement becomes longer, more specific, and more emotionally intense than the one before. The repeated phrase "The future you does not deserve..." opens the first three lines and acts as a foundational refrain. The first line is general: "The future you does not deserve this." It provides a serious opening. The second line builds on that by specifying: "something where you're not fulfilled." Fulfilment adds emotional depth, not just about a situation, but about inner satisfaction. The third line expands even more: "something where it's uncertain and where you're not respected." Here, Liz adds two emotional burdens, uncertainty and disrespect, which deepen the emotional weight of the message. After this progressive buildup, Liz breaks the pattern with a turning point: "You deserve better than that." This serves as both a climactic declaration, directly addressing the listener and offering contrast to the previous suffering. Then, the final sentence "The future you deserve peace" delivers the ultimate emotional resolution.

3.2 Tropes

Tropes are rhetorical devices that involve a shift in the usual meaning of words. Corbett and Connor (1999) define tropes as any deviation from the standard or literal meaning of a term.

Here are some tropes that were found in The Wizard Liz videos.

3.2.1 Metaphor

According to Corbett and Connors (1999), a metaphor is a comparison made

by referring to one thing as another, without using "like" or "as". Below is the data of the metaphor found in the video:

V2. T06	You expect yourself to be a robot and a machine
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The first trope found in the video is metaphor. This sentence is a clear example of a metaphor, a rhetorical trope where a comparison is made between two unlike things without using "like" or "as." According to Corbett and Connors (1999), a metaphor is an implied comparison in which a word or phrase that ordinarily designates one thing is used to designate another, suggesting a similarity or shared quality between them. In this case, the speaker metaphorically compares "yourself", a human being, to "a robot and a machine." The sentence does not mean that the person is a robot or a machine; instead, it implies that they are treating themselves as if they were mechanical, emotionless, and endlessly productive.

The metaphor is powerful because it highlights the unrealistic and dehumanizing expectations the speaker is criticizing. Robots and machines don't need rest, don't have emotions, and do not experience burnout; they simply function. This metaphor invites the listener to reflect: Am I treating myself like a machine? The power of metaphor here lies in how it changes the listener's understanding of themselves, not through direct explanation, but through vivid, figurative substitution. As Corbett and Connors emphasize, a well-used metaphor doesn't just decorate language, it reshapes meaning. Another example of a metaphor can be seen below:

V1. T10	You don't see the light at the end of the tunnel
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The phrase "You don't see the light at the end of the tunnel" is an example of a metaphor, which, according to Corbett and Connors (1999), involves an implied comparison between two unlike things that share a deeper, symbolic meaning. In literal terms, a tunnel is a dark passage, and the "light at the end" signals that someone is almost out. It represents hope, resolution, or relief. However, in this sentence, there is no actual tunnel or physical light. Instead, Liz used this metaphor to describe a mental or emotional state: the listener is going through a difficult situation (the "tunnel") and currently cannot see the solution or the end (the "light"). This metaphor does not simply describe darkness or difficulty, but it reframes the experience as a journey with an endpoint, suggesting that pain is temporary and something better is possible, even if it's not visible now. The strength of this metaphor lies in how it translates an abstract feeling of hopelessness or being stuck into a concrete, visual image. The use of elements, such as a *tunnel* and *light*, makes an emotional state easier to understand and relate to. This is what Corbett and Connors highlight as the rhetorical power of metaphor, it helps the audience grasp abstract concepts by connecting them to familiar, physical experiences. Even though the phrase is commonly used, in this context it still carries emotional weight. It taps into a universal human feeling, waiting for change, for relief, for clarity, and

reminds the listener that although they may feel lost, the journey is not permanent.

Liz uses metaphors to simplify complex emotional experiences and make abstract ideas more relatable. By comparing humans to machines or suffering to tunnels, she invites deeper reflection without being literal. This rhetorical move helps listeners visualize and internalize her messages in a powerful, figurative way.

3.2.2 Hyperbole

According to Corbett and Connors (1999), Hyperbole is deliberate exaggeration for emphasis or effect. It is not meant to be taken literally, but is used to create a strong impression or to express intense emotion. Below is the data of the hyperbole found in the video:

V2. T10	I'm the greatest thing that has ever walked this earth
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This sentence is a clear case of hyperbole, a rhetorical trope that involves intentional exaggeration for emphasis or effect. According to Corbett and Connors (1999), hyperbole is used to express strong emotion, make a point forcefully, or add dramatic intensity, even though the statement is not meant to be taken literally. In this example, Liz calls herself "the greatest thing that has walked this earth." This is an extreme exaggeration since there is no human being can claim to be the greatest thing to have ever existed on the planet. The exaggeration works because it shocks the listener in a motivating way, it pushes against feelings of self-doubt by offering a confident voice. It reflects an inner transformation or mindset shift, where Liz chooses to believe in their greatness without limits. As Corbett and Connors describe, hyperbole is often used in persuasive or emotional speech to intensify the message, and that was what happened here. The sentence is not meant to be measured, it's meant to inspire.

With hyperbole, Liz deliberately exaggerates to highlight emotion and confidence. Statements like being "the greatest thing that has walked this earth" are not literal but serve to shock, inspire, and affirm self-worth. The extreme phrasing intensifies the motivational effect of her message.

3..3 Rhetorical Question

According to Corbett and Connors (1999), A rhetorical question is a question asked not to elicit an answer, but to achieve a stylistic or persuasive effect. It encourages the audience to reflect or agree with the implied answer. Below is the data of the rhetorical question found in the video:

V2. T07	When is the last time you thanked yourself for coming here to coming to this point? When is the last time you thanked for yourself for even getting up in the morning and trying again?
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When?

This is an example of a rhetorical question. This line uses rhetorical questions to push the audience to reflect on something they probably haven't thought about before. This is another strong rhetorical question that challenges the audience's expectations and mindset.

It presents a logical contradiction: how can one expect love and appreciation from others when they neglect to give it to themselves? Liz uses this question to guide the listener toward self-awareness without directly telling them what to do. Framing the message as a question, she avoids sounding preachy and instead invites the audience to arrive at the realization themselves. The question pushes the listener to confront an uncomfortable truth and encourages self-love as the foundation for healthy relationships and self-worth.

V1. T08	How do you expect other people to appreciate or love you when you can't even do that to yourself?
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This is another example of a rhetorical question. Here, Liz uses a rhetorical question to highlight a contradiction: how can we expect love and appreciation from others if we do not give that to ourselves first? Instead of pointing fingers, she phrases it as a question, which feels less confrontational and more like an invitation to think deeper. The question makes people stop and reconsider their mindset. It is not just a criticism, but a reminder that self-love is the foundation for receiving love from others. The format helps the message land in a more personal and reflective way.

V1. T03	So, God put you on this earth to suffer? Is that what you believe? Is that what you believe? To put you on earth just to suffer? Is that a loving God for you?
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This is another example of a rhetorical question. This part is much more intense. Liz uses a series of rhetorical questions to challenge a harmful belief some people might hold, that their life is meant to be full of suffering. By repeating "Is that what you believe?" she adds pressure and emotion, pushing the audience to confront this idea. The last question, "Is that a loving God for you?" is especially striking. It forces the listener to think about the way they see God or their purpose in life. The repeated questions build emotional tension, leading up to a kind of emotional. Instead of just

telling people they are wrong, Liz uses this questioning technique to help them see it for themselves, and that's what makes it so powerful.

Liz uses rhetorical questions to provoke thought and self-reflection. Instead of giving direct advice, she frames difficult truths as questions, making the listener engage emotionally and mentally. This technique encourages introspection and invites the audience to reach powerful realizations on their own.

4. CONCLUSION

The findings from this research indicate that Liz the Wizard is highly inclined to use, as Corbett and Connors (1999) put it, ``both schemes and tropes of rhetoric and video.' Having found 57 devices of rhetoric, the most prevalent of which are the schemes of repetition and the verbal variety of rhetorical questions, are the most salient. Of the schemes, anaphora is the most prevalent, while the most widely distributed of the tropes are the rhetorical questions.

The variety of devices used indicate that The Wizard Liz is not appealing to the audience's logos, as there is little to no logical construction of an argument, which means that the rhetorical style is predominantly emotional and reflective. The use of repetition assists the audience in emotional regulation and the processing of the feelings while the rhetorical questions, at the same time, assist the audience to engage in even more reflective thought. These are indicators that classical strategies of rhetoric are still applicable to the discourse of motivation videos. This work is primarily to enrich the consolidation of the digital discourse and rhetoric, as this demonstrates the use of traditional rhetorical devices to construct persuasive discourse in the digital video.

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Availability of Data and Materials

The datasets generated and/or analysed in the study are available in <https://www.youtube.com/@Thewizardliz>

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Authors' Contribution

Aliyya Mawaddah worked the project and the main conceptual ideas, wrote the manuscript. Yusmalinda contributed ideas and provided critical feedback and revisions that enhanced the quality of this research article

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