AN ANALYSIS OF FIGURATIVE LANGUAGE ON SONG LYRIC PROVIDED IN "*BAHASA INGGRIS*" TEXTBOOK FOR 11th GRADE OF SENIOR HIGH SCHOOL

A Thesis
Submitted in Partial Fulfillment of the Requirements
for the Bachelor Degree

By
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ABSTRACT

By:

Finda Fika Rohmah

This research is aimed at explaining kinds of figurative language on song topic material and to know the song topic selection which is appropriate based on curriculum 2013 in a textbook that published by Education Ministry. The research used descriptive qualitative method. The research design for analyzing teaching material song used content analysis. The researcher used documentation technique of collecting the data. In analyzing the data, the researcher used Perrine's theory. The steps of technique analyzing data used Miles and Huberman's theory. The results in this research can concluded in four finding. First, data from song material in "*Bahasa Inggris*" textbook consist of three songs. There are Stand By Me by Ben E King, We Shall Overcome by Pete Seeger, and Hero by Mariah Carey. Second, based on the 12 types from theory, the researcher found four types of figurative language in the data. Third, the totals of figurative language are found 14 data in song material from the textbook. Fourth, the song topic selection based on curriculum shows that the songs are divided into several categories containing vocabulary-based songs or topic-based songs. The result from the vocabulary based on song topic there are friendship, hope, and inner strenght. Based on the data finding above, the researcher can conclude that song material in the "*Bahasa Inggris*" textbook is suitable based on curriculum, because the song topic concern in the reality of student's life as adults and students of senior high school to giving exemplary and inspiring to behave responsibility, discipline, and cooperation

Keywords: Figurative Language, Song Lyrics, English Textbook.

SURAT PERNYATAAN

Assalamualaikum Warohmatullahi Wabarokatuh

Saya Yang Bertanda Tangan di Bawah ini :

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Fakultas   : Tarbiyah dan Keguruan

Menyatakan bahwa skripsi yang berjudul **"An Analysis of Figurative Language on Song Lyric Provided in "Bahasa Inggris" Textbook for 11th Grade of Senior High School"** adalah benar-benar merupakan Hasil karya penyusun sendiri, bukan duplikasi ataupun saduran dari karya orang lain kecuali pada bagian yang telah dirujuk dan disebut dalam *footnote* atau daftar pustaka.

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Demikian surat pernyataan ini saya buat agar dapat dimaklumi.

Wassalamu'alaikum Warohmatullahi Wabarokatuh

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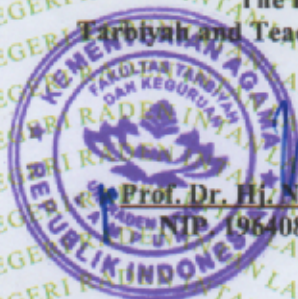The Chairperson : Prof. Dr. Idham Kholid, M.Ag (............)

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MOTTO

اِنَّ مَعَ الْعُسْرِ يُسْرًا

"So verily, with the hardship, there is relief." (Al Insyirah: 6)

اِنَّ مَعَ الْعُسْرِ يُسْرًا

"So verily, with the hardship, there is relief." (Al Insyirah: 6)

DEDICATION

I dedicate this thesis to everyone who love and care about me from the bottom of my heart. I would like to dedicate this thesis specifically to:

1. My God Allah SWT, who blessing and mercy have been very crucial to the completion of my thesis.
2. My beloved parents: Mr. Murdiyanto and Mrs. Warini, who always pray for me, give encouragement to complete this education, and support in every process of this educational journey to get the degree of S.Pd.
3. My beloved brothers: Iwan Waluyo, Andi Septian, and Edi Sudrajat
4. My big family, who always supporting me in every situations
5. My beloved partner: Ari Aditama, S.Pd

CURRICULUM VITAE

The researcher is Finda Fika Rohmah. Her nickname is Finda. She was born in Gisting, Tanggamus exactly on June 2nd, 1999. She is the third of four children of Mr. Murdiyanto and Mrs. Warini daughter. She has three brothers. Her brother's names are Iwan Waluyo, Andi Septian and Edi Sudrajat. In her academic background, she started at the Elementary School of SDN 3 Gisting Permai and graduated in 2011. In the same year, she continued to SMPN 1 Gisting and graduated in 2014. After that, she continued her study at SMAN 1 Sumberejo in 2014 until 2017. After graduating, she continued her study at UIN Raden Intan Lampung. She registered as a student of the English Education study program of Tarbiyah and Teacher Training Faculty of the State Islamic University of Raden Intan Lampung.

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May Allah, the Most Gracious and the Most Merciful, always give His blessing and compassion for all Muslim in the world. The researcher is fully aware that there are still a lot of weaknesses in this thesis. For this the researcher truthfully expects criticizes and suggestion from the reader to enhance the quality of the thesis.

Bandar Lampung,   2023

Acknowledge by,

Finda Fika Rohmah
1711040214

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CHAPTER I

INTRODUCTION

A. Title Confirmation

As a first step to understanding the title of the research, and avoiding misunderstanding, the writer thought that needs to explain the title of the research. The research entitles AN ANALYSIS OF FIGURATIVE LANGUAGE ON SONG LYRIC PROVIDED IN "BAHASA INGGRIS" TEXTBOOK FOR 11th GRADE OF SENIOR HIGH SCHOOL. The description of some terminology contained the title of this research:

Analysis is a methodical search and categorization of records obtained by observations, interviews, and other data in terms of improving the researcher's understanding of the case under study and present it as a finding for others looking for meaning.[1]

According to Grindon, Figurative language is the term that applied to written or spoken language denotes certain picturesque or poetical ways of expressing ideas. Figurative language, taking the term in its popular sense, covers also very considerable of elliptical and indirect conveyed the expression. Rhetoric long since distinguished a different kind of figure and gave them names; metaphor, metonymy, irony, personification, and so forth.[2]

According to Hornby in Ain, a song is a short piece of music with words that you sing.[3] Lyric was expressing a person's personal feelings and thoughts, connected with singing and written for a lyrics poem was the words of a song, as according to Hornby in Ain.[4]

Textbook is a form of published printed material most commonly used as teaching and learning media in schools or any educational institution. It is one of the most important media in learning and teaching process as it serves as a source and guideline to both students and teacher. For language learning, Richards mentioned that textbooks serve as the basis for much of the language input since learners receive and provide the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in.[5]

B. Background of the Problem

Effective communication is key to maintaining positive relationships between individuals. Harmer explained that language is used widely to communicate between people who do not share the same first (or even second) language.[6] Language serves as the primary means of communication for humans, allowing us to connect with people from all corners of the globe. English, in particular, is widely used internationally and can be applied to various fields including technology, education, economics, and more.

Language is a series of sounds that contain meaning, so in practice the use of language as a communication tool can channel ideas, thoughts, feelings, and even emotions, so language plays an important role as a medium of interaction between humans and each other. Human ideas and thoughts are often not only expressed verbally by those who are fluent in the language but are also often expressed in works not only through writing but also verbally.

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[1] Ahmad Rijali, Analisis Data Kualitatif, Alhadharah: Jurnal Ilmu Dakwah, vol. 17, 2019.

[2] Raymond W. Gibbs and Herbert L. Colston, Figurative Language, Handbook of Psycholinguistics (London, 2006). P 1

[3] Qurrotul ain, "An Analysis of Figurative Language in The Song Lyrics By Maher Zain," 2017.p11

[4] Ibid.p13

[5] Jack C Richard. The Role of Textbooks in a Language Program. p.1. https://www.professorjackrichards.com/wp-content/uploads/role-of-textbooks.pdf

[6] Jeremy Harmer, The Practice of English Language Teaching, fourth edition (Pearson Longmen: Cambridge, 2007), p. 13

The use of language in a work that is expressed in written form is usually categorized as non-verbal language, we can find this in books that convey ideas, feelings, and thoughts such as novels, poetry, and newspapers. Apart from that, the use of language in spoken form which is also expressed in a work that can be enjoyed can be categorized as verbal language, just like what we often hear in songs.

In this case, it means expressing ideas and thoughts, often expressed not only through books but also through songs. As said by Hornby song is a piece of music with words that is song. A song is a composition made up of lyrics and music, with the intent of the lyrics being sung, for the purpose of producing a proportionate feeling or emotion in relation to a particular matter.[7] Songs are songs that are produced with sound, have hidden meaning, and have a melody. Songs can be interpreted as parts of words that can be sung as a tool to convey feelings. The song is a work that brings out the beauty of the lyrics and tone.

Not only as a medium for entertainment, songs are also often used as a tool to communicate the feelings of the author, so that some songs are considered relevant to the feelings of the listener. Songs can represent the feelings of the writer and listeners because they are conveyed through carefully prepared lyrics. The author expresses feelings and emotions by choosing the right lyrics and tone. In this case, the language contained in the song is used to express the author's feelings, imagination, and life experiences.

Nowadays, quite a few people like listening to songs, not only among children but also among adults, especially English songs. Almost all people listen to songs for the reason of simply entertaining themselves, looking for inspiration, and not infrequently even those who listen to songs to reduce stress.

In the world of education, many students listen to the selection of English songs because they are intended to find inspiration in improving their English language skills. The repetitions carried out when listening to English songs are believed to record more vocabulary from a song.

However, it is not uncommon for some people who like listening to English songs to say that they only like the tone or music that is easy to hear, some people will not even listen to the details of the song such as the use of lyrics that have hidden words. However, knowing the meaning of the lyrics of a song is also very important.

Choosing beautiful language can certainly attract beautiful responses too. And songwriters often use figurative language in arranging words to beautify the song or to get a deeper impression, so that the song created can be felt and conveyed. The use of figurative language is very common and can be found in every song you listen to. This is because the lyrics written usually represent the author's feelings, so the use of figurative language aims to hide the true meaning. Writing song lyrics using figurative language requires a lot of imagination, so it becomes interesting to analyze the results of the song lyrics.

Figurative language is sometimes called metaphorical language or just a metaphor, according to Knickerbocker and Renninger in Shephred . According to them, there are various types of figurative language: simile, metaphor, personification, synecdoche, metonymy, hyperbole, irony, allusion, paradox, and symbol.[8] According to Dancygier and Sweetser, figurative language is one facet of what gives a text–particularly a poetry piece–its specific aesthetic worth.[9] In line with Grindon, "figurative language" is a phrase that refers to some scenic or poetical ways of expressing ideas, whether written or spoken. Figurative language is frequent in poetry, but it's also seen in song lyrics and nonfiction text. Figurative language, in its most common definition, entails a great deal of elliptical and indirect communication. Rhetoric has long recognized and named numerous types of figures: metaphors, metonymy, irony, personification, and so on.[10]

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[7] Hornby,. Literature in life ,(London:Global press,1995)

[8] Knickerbocker and Renniger Parichat Shepherd, "An Exploration of the Use of Metaphors and Figurative Languages Representing Khun Phaen"s Life-Journey in a Classic Thai-English Translation Novel, the Tale of Khun Chang Khun Phaenso," 2020. P.23

[9] Barbara and Eve Sweetser Dancygier, Figurative Language (New York: Cambridge University Press, 2014), www.cambridge.org.p.1

[10] Gibbs and Colston, Figurative Language. P.1

Based on the remark above, people are aware that metaphorical language is also utilized in song lyrics. Figurative language can be found in almost all types of writing, including dramas, poetry, and song lyrics. Because the lyrics may symbolize the writer's feelings, some writers want to conceal the meaning of their work to encourage others to think more deeply about it. When writing a song lyric, for example, a writer's imagination and metaphorical sense are required. There were many distinct varieties of figurative language, and each literary work, including songs, had its own set of figurative language. The song is a fascinating piece of art to study and examine in terms of the figurative language in the lyrics.

It refers to a phenomenon that practically everyone enjoys, such as listening to music or singing, particularly English songs. They want to improve their English so that they can master English songs that are popular at the moment. This was a positive development because it will make learning the English language easier than simply reading a book. Regrettably, the majority of them listen to music. The lyrics of music or songs would be more interesting and not boring with figurative language. The purpose of using figurative language was to make the listener more imaginative of the lyrics as a reality. They illustrated the situation and condition. If the listener enjoys the lyrics, they will appreciate a song as a good song. Many listeners enjoy English songs, but many of them do not know the meaning and messages of the song lyrics that they listen to. So, it was important to have the ability to understand figurative language. The learner appreciated the song more if they could understand the meaning of figurative language in a song lyric.

In addition, understanding figurative language is one skill to know the language used by a singer to say anything in an unusual way. It does not directly reveal the meaning of words or language, but it is a metaphor or meaningful emblem. Figurative language causes the songs to attract attention, freshness, and life, and especially leads to wishful picture clarity. Expression and appreciation are key when someone sings or listens to a song. Thus, to have the ability to better appreciate a song, it was necessary to understand the figurative meaning of a song

There are lots of songs in English that are often listened to, but some of the songs that are also a mandatory song that students must learn are the song that is found in 11th grade textbooks at the high school level. In this case, the author will analyze the use of figurative language in songs provided in 11th grade of English textbooks. Not a few students who listen to this song can understand the meaning contained in it. A singer always creates songs that are full of meaning, feelings, thoughts, and messages for his listeners. Sometimes students try to interpret a sentence word by word. Whereas, the meaning of sentence will be different from the writer's message. They only understand the sentence explicitly, not implicitly. One of ways to understand the utterances meaning and to avoid various interpretations can use figurative language. So, learning figurative language is very important to the students in order to make them read and interpret sentences more carefully.

Based on the statement above, researcher is interested in determining the research focus in analyzing Figurative Language on Song Lyrics Provided in "Bahasa Inggris" Textbook for the 11th Grade of Senior High School.

C. Focus and Sub-focus of the Research

Based on the background of the problems described above, the researcher limited the focus and sub-focus of the research to analyzing several song lyrics provided in "bahasa inggris" textbook for the 11th grade of senior high school. The data of the research were songs that contained figurative language in "bahasa inggris". It was also supported by the lyrics. The focus of this research is to analyze figurative language. And the sub-focus of this research is to analyze the figurative language, which was limited by the theory. The theory used in this research was the theory by Perrine.

D. Formulation of the Problem

Based on the background of the study, the formulation of the research questions are stated as follow:

1. What types of figurative languages are found in Song Lyrics provided in "bahasa inggris" textbook for the 11th grade of senior high school?
2. Is the song topic selection provided in "bahasa inggris" textbook for the 11th grade appropriate based on the 2013 curriculum?

E. Objective of the Research

From the background of the problem above, the researcher has objective of the study. The objectives of the study in this research are:

1. To describe the types of figurative language are found in song lyric provided in *Bahasa Inggris* textbook for the 11th grade.
2. To explain the song topic selection provided in *Bahasa Inggris* textbook for the 11th grade appropriate based on the 2013 curriculum.

F. Benefits of the Research

Based on the objectives above, the researcher hopes that theoretical and practical benefits will be obtained and will be useful in the future.

1. Theoretical benefits

    This research will be useful for explaining more about figurative language and can provide more information for anyone.

2. Practical benefits

    a. For the teachers:

        Teachers can use this research as a learning resource to deepen knowledge about figurative language, especially in songs listed in class 12 textbooks.

    b. For the students:

        Students can better understand the types of figurative language and types of figurative language used in the song, apart from that, students can also understand better. in depth the meaning of the song by analyzing the song's lyrics.

    c. For future researchers:

        This research can provide some information related to the themes that will be studied by future researchers.

G. Relevant Study

Related to this research, the researcher chooses some literature about previous researches that are relevant to the research.

1. The first previous research was conducted by Lies entitled "The Analysis of Metaphor in Westlife's Songs Lyrics" this study was used descriptive qualitative method in analyzed the data. The data was got from Westlife"s songs lyrics. This research used metaphor theory by Goatly.Based on the calculation the data found 19 of metaphor used in the Westlife"s song lyrics. And each metaphors were found in the lyric of Westlife"s songs try to tell the people about human social life which contained about love, sadness, happiness, spirit and others.[11]

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[11] Lies,The Analysis of MetaphorWestlife's Song Lyrics,(Jurnal Education and Development Institut Pendidikan TapanuliSelatan.Vol 3.No.1.2018 p. 79)

2. Geovani Erwin Indratno in 2020 researched on his thesis "Revealing the Messages through Figurative Language In "Firework" By Katty Perry". The researcher chose the song was written by Katty Perry in third album "Teenage Dream". The researcher found six types of figurative language. They are simile, personification, metaphor, paradox, irony and hyperbole. From the analysis of figurative language he reveals some messages using new criticism approach.[12]

3. Wilya Setiawati & Maryani in 2018 in journal "An Analysis of figurative language in taylor swift"s song lyrics". This research used descriptive qualitative method in observation and library research in collecting data. Figurative language found consists of simile, metaphor, hyperbole, paradox, irony, and personification. These findings show that hyperbole is the most dominant in Taylor Swift"s song.[13]

4. Farhan Muhammad, Didin Nurdin Hidayat, and Alex in 2018 in journal "An Analysis of Figurative Language in Maroon 5 – Nobody Love"s Song Lyrics". This study employed the descriptive qualitative model. This study emphasizes the used of figurative language and meaning in the lyrics of the Maroon 5 song lyrics. The data showed five types of figurative language found in the lyrics of this song are personification 20%, hyperbole 18%, irony 20%, simile 20%, and repetition 20%.[14]

5. The last previous research by Lidia entitled "Metaphors analysis in bring me the Horizons amo album selected song Lyrics. This study was used descritiptive qualitatif in research method, and this research objective is to find out the metaphor in the album by Amo entitled Bring me the Horizons.16 Based on this previous study the data showed six types of metaphors by Newmark, those are dead, clice, stock, recent, original and simileMetaphor.[15]

Based on the description above, every song uses figurative language, but certainly one song and another use different figurative language, as well as the use of figurative language in the song provided in "bahasa inggris" textbook for 11th grade which will be studied. Based on the available data, several researchers use different research theories and different songs in analyzing the use of figurative language so that the results they obtain will also be different. After determining the type of figurative language, the researcher will analyze the most dominant use of figurative language.

H. Method of The Research
1. Research Design

In general, a method is defined as "a regular plan for or way of doing something". Method is a systematic method used by a researcher in the process of collecting, identifying, and explaining a problem being researched. Qualitative research methods are the research methods that researchers use in this research. Based on Creswell qualitative research is in shape to investigate the problem that we do now no longer realize approximately the variables and want to discover the research.[16]

Several important reasons make qualitative research very important research in educational research. According to Moleong in Listiani, the purpose of the descriptive qualitative method is to describe a place, fact, and characteristic of a population systematically, factually, and accurately. The

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[12] Geovanni Erwin Indratno, "Revealing the Messages Trough Figurative Language in „Firework" by Katy Perry" (2020): 1–59, https://repository.usd.ac.id/36399/1/124214084.pdf. P.1

[13] Wilya Setiawati and Maryani Maryani, "An Analysis of Figurative Language in Taylor Swift"S Song Lyrics," PROJECT (Professional Journal of English Education) 1, no. 3 (2018): 261

[14] Alek muhammad, farhan, didin nuruddin hidayat, "An Analysis of Figurative Language in Maroon 5 – Nobody " s Love Song Lyrics," Jurnal Bahasa dan Sastra 13, no. 1 (2018): 1–5.

[15] 6LidiaMetaphors Analysis in bring e the Horizons Amo Album Selected song lyrics,.(E-Link Journal.Vol.8.No.1.2021)p

[16] John W. Creswell, Qualitative Inquiry & Research Design: Choosing among Five Approaches, Sage Publications, Inc., vol. 2, 2007.

descriptive qualitative method employs the technique of seeking, collecting, and analyzing data.[17] This type of research can answer and provide a deeper understanding of a phenomenon and will provide results that are easier to understand.

To describe the results in detail and detail, the researcher used a qualitative descriptive research method approach. This is because there is a match between the stages in the technique for analyzing problems, so in searching, collecting, and analyzing data the author uses this method. In practice, the researcher used qualitative research because it focuses more on the results obtained and the researcher can explain in more depth the use of figurative language in the song lyrics provided in 11th grade of English textbook.

2. Instruments of the Research

In qualitative research, the researcher is the main instrument for analyzing data because the qualitative research method is a research method used to examine conditions whose objects are natural about reality or phenomenon, so this research does not use a questionnaire. As already explained in the background, figurative language is a kind of metamorphosis so that clarity in the researcher's process is the main center in creating, exploring data, analyzing, and interpreting problems to achieve research objectives. In this case, the researcher made direct observations using data contained in the 11th grade of English textbook in the form of song lyrics.

3. Procedure of Data Collecting

Vanderstoep and Johnston state that qualitative research provides richer and more in-depth understanding of the phenomena under study as it produces narrative or textual explanations of the phenomena under study.[18] The data for this research was collected using the method of documentation. The lyrics of the song are taken from the English textbook of 11th grade of senior high school. The process of data collection is steep as follows:

The data collection technique can be applied by :

a. Reading and understanding the song lyric of Bahasa Inggris textbook for the 11th grade published by Education Ministry
b. Selecting the figurative language.
c. Writing down the data.
d. Arranging the data into several parts based on the classification.

4. Data Analysis

a. Data reduction
   The researcher noted the raw data collected of figurative language in the song lyrics prvided in *Bahasa Inggris* textbook.
b. Data display
   The researcher classified the data based on the types of figurative language. To make it easy, the writer categorized and made the code to manage each type of figurative language in the song lyrics from the textbook.
c. Conclusion
   The researcher found the conclusions by the data analysis about figurative language in the song lyrics from the textbook.

5. Trustworthiness of the Data

[17] Moleong in Heny Listiani, "An Analysis of Figurative Language Found on The Song Lyric by Taylor Swift"s „Speak Now" Album," State Institute for Islamic Studies Salatiga (State Institute for Islamic Studies Salatiga, 2015), http://erepository.perpus.iainsalatiga.ac.id.

[18] Scott W. Vanderstoep and Deirdre D. Johnston, *Research Methods for Everyday Life* (San Fransisco: Jossey-Bass, 2009). p.28

To gain validity and trustworthiness in this research, triangulation was conducted. Triangulation is a method of verification that incorporates several viewpoints and approaches to boost validity. It is used in both quantitative (validation) and qualitative (inquiry) research in the social sciences to combine two or more theories, data sources, methodologies, or investigators in one study of a single phenomenon to arrive at a single construct.[19]

According to Patton there are four types of triangulation, namely:

a. Data triangulation (data triangulation), which requires researchers to collect data from a variety of sources.
b. The triangulation method (methodological triangulation) is a way for researchers to check the validity of data by collecting similar data but using different data collection method.
c. Investigator triangulation (researcher triangulation), in which the validity of data or conclusions about specific parts or the whole can be tested by several researchers.
d. Theory triangulation, namely, evaluating the validity of data by discussing the problems studied from the perspective of many theories, in analyze and make more complete and comprehensive conclusions.

This part of the research shows how the data can be trusted. To check the trustworthiness of the data, the writer used types of investigator triangulation. The data triangulation for the research done by analyzed the figurative language in song lyrics from *Bahasa Inggris* textbook. The writer involved the collection of data from different types of people, including individuals, groups, families, and communities, to gain multiple perspectives and validation of data. To make this research valid, the writer thought the investigator of triangulation as the validator of the data is one of the lecturers who have a background study of linguistics.

I. Systematic Discussion

The writer discusses the research into the structure below:

1. Chapter I
   Present the introduction, which consists of title affirmation, the background of the problem, focus and sub-focus of the research, formulation of the problem, objective of the research, benefit of the research, relevant study, and research method.
2. Chapter II
   Present the theories of figurative language
3. Chapter III
   Present the general description of the research object
4. Chapter IV
   Present the research finding and discussion
5. Chapter V
   Present the conclusion and suggestion

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[19] Tri Rohani and Safnil Arsyad, "Semantic Analysis of Figurative Language Expressions in „Feature" of the Jakarta Post," JOALL (Journal of Applied Linguistics & Literature) 1, no. 1 (2018): 97–114. P.5

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains the several theories under consideration on this title. The theories become the fundamental things in conducting the research. The theories explain in this chapter contains five sub-chapter, those are: review of figurative language , theory of song lyrics, review of media teaching and learning, review of English textbook, and review on syllabus . The discussion of the several theories as the basic study that is discussed below:

A. Figurative Language
1. Definition of figurative language

Figurative language is a word or phrase that departs from every literal language which is very difficult to be understood by people even students because it has differentiation from its context and reality in meaning, in order to know that figurative language formed based on comparison and similarity.[20] Moreover, figurative language is the use of words that go beyond their ordinary meaning.[21] In addition, figurative language is used in any form of communication, such as in rarely used in daily conversations, opinion in newspaper, advertisements, novels, poems, song etc.

Figurative language used to beautify a sentence structure that has the primary purpose to obtain a certain effect in order to create an imaginative impression to listeners or audience, both orally and in writing. Each author has a different style to express their writing ideas, each article produced will have a writing style influenced by its author. Figurative language is used to create and make a literary work to be better, look more alive, and create more quality literary works.

2. The Types of Figurative Language

Figurative language or figure of speech is not only used in the language of literature, such as poem, drama, or prose but they are also alive in linguistics study or common usage in writing lyrics on song and daily speech. However, most people will directly consider the term figure of speech as the term of literary study because it is mostly used as stylistic devices in analyzing literary work.[22]

In this research, the researcher discusses the figurative language based on Perrine's perception. Perrine declared that figurative language consists of 12 kinds, they are simile, metaphor, personification, apostrophe, synecdoche, metonymy, symbol, allegory, paradox, hyperbole, understatement and irony.

Here are the types of figurative language:

    a. Simile
       Simile and metaphor genuinely have an identical definition. Both of them compare two things that are absolutely different. Simile is the comparison of two things, by the use of some words or phrase such as *like, as, than, similar to,* or *resemble*.[23]
       According to Leech, simile has a close relationship with metaphor that simile is an overt (explicit), and metaphor is a covert (implicit) comparison.[24]

       Example: Your eyes are *like* a star.

[20] Robert O Neill, ‗Why Use Textbooks?', *ELT Journal*, 36 (1982),104–11.

[21] Gorys Keraf, *Diksi dan Gaya Bahasa*, 20th edn (Jakarta: PT Gramedia Pustaka Utama, 2010).

[22] Linda Ari Wijayanti, ‗An Analysis of Figurative Language in Paulo Coelho's Adultery Novel' (Muhammadiyah Unoversicty of Surakarta, 2017).

[23] Laurence Perrine, *Sound and Sense: An Introduction to Poetry* (New York: Harcourt, Brace & World, Inc, 1969).

[24] Geoffrey N. Leech, *A Linguistic Guide to English Poetry* (New York: Longman Group Ltd, 1969).

In the example use connective words *like*. The word "her eyes" is compared with a star. The means is **her eyes are brightness like a star in the sky**.

b. Metaphor

Perrine states that between metaphor and simile is similar. Both of them are comparison between two things that are essentially unlike. The only distinction between them is the use of connective words. In simile, the poet uses the connective word such as: *like, as than, similar to, resemble or seems*, while in metaphor the comparison is implied the figurative term *is* substituted for or identified with the literal term.[25]

Example: She *is* the most beautiful ladies in my village.

The sentence describe that **she is the most beautiful ladies compare with another ladies in their village**.

c. Personification

Personification is the figurative language that is giving the attribute of human brings to animal, an object or a concept. It is sub type of metaphor, an implied comparison in which the figurative term of the comparison is always human being.[26]

Example: The *moon* smile at us

In the example "moon" is an object and it is a non-human. So the moon cannot smile to the human. It shine in the all the world. The sentence describe the moon is smile and played as human does.

d. Apostrophe

Apostrophe is defined as addressing someone absent or something non human as if it was a live and present and could reply to what is being said. Apostrophe is also a form of personification in which nonhuman or in animate thing is directly addressed as if it were human or animate.[27]

Example: *Sukarno*, I am on the stage now

It means someone is transfer of mandate from something non-human or someone absent which is addressed as if it were alive and present.

e. Synecdoche

Synecdoche is the use of the part for the whole.[9] This type of figurative language occurs when the writer takes a partial representation of a thing that is meant to be said. As stated by Wren and Martin, in synecdoche, a part is used to designate the whole or the whole designates a part.[28]

Example: *All eyes* are on me
The sentence meaning is **all of people are looking at her**. The word of "all eyes", it represents the whole of all people that looking to her.

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[25] Laurence Perrine.
[26] Laurence Perrine
[27] Laurence Perrine
[28] Wren & Martin, *High School English Grammar and Composition* (New Delhi: S. Chand & Company ltd., 1990).

f. Metonymy

Metonymy is the use of something closely related to the thing actually mean. It can be considered that metonymy is the substitution of a word naming an object for another word closely associated with.[29]

Example: Dony was washing his _Jazz_

The means of _Jazz_ is a **car**. He does not use word "car", but he mention the label. So it called using metonymy.

g. Symbol

Perrine defined symbol as something that means more than what it is. Symbol maybe best understood as an implied metaphor.[30] Shaw presents the following definition for symbol: "(Symbol is) something used for, or regarded as, representing something else. More specifically, a symbol is a word, phrase, or other expression having a complex of associated meanings; in this sense, a symbol is viewed as having values different from those of whatever is being symbolized.[31]

Example: _Fire_ is blazing inside her soul

Fire symbolizes what is being felt by the woman. Moreover, **the word _fire_ points to rage and anger within her heart**.

h. Allegory

According to Perrine, Allegory is narrative or description that has meaning beneath the surface one. Allegory is description that has another meaning. The meaning beneath is different from its description. Furthermore, Keraf said that Allegory is a short story that contains of metaphor and moral lesson, but it is difficult to distinguish from one meaning to the other meaning.

Example: Story about _mouse deer and crocodile_

It is about animal's life, **famous _story_ have moral value that can be lesson to our life**.

i. Paradox

Paradox is an expression which contradicts itself. Paradox is an apparent contradiction that is nevertheless something true. It maybe either situation or statement.[32] Some paradoxical statements, however, are much more than plays on words. The value of paradox is its shock value.

Example: She _feels alone_ in center of town
She _feels alone_ in her life, but it is not in center of town. Because in center of town it will surely busy.

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[29] Laurence Perrine.

[30] Laurence Perrine.

[31] Zaheer Ahmad, ‗Use of Symbols & Classical Allusions in Hamlet',*Journal of Literature, Language and Linguistics*, 20 (2016), 8–12.

[32] Laurence Perrine.

j. Hyperbole
Perrine said that hyperbole is simply exaggeration out in the service of truth.[33] According to Keraf, hyperbole is a kind of figure of speech that has overstatement by raising a matter. It is used to express something or state of condition in a bigger way than real condition, or over statement is an exaggerated statement. It can be ridiculous or funny.[34]
Example: I love you for a *thousand years*

The means of example is the word "thousand years" is an exaggeration. **It is impossible to life until a thousand years because a people life not until a thousand years**.

k. Understatement (Litotes)

According to Perrine, understatement is saying less than one means that may exist in what are says or merely in how one say it. Understatement is opposite of overstatement. Furthermore, Hornby said that litotes or understatement is expression of one's meaning by saying something is the direct opposite of one's thought, it to make someone's remarks forceful. Litotes or understatement is opposite from hyperbole.

Example: If there is time, please drop by to *my shack*

The example is a litotes because **actually shack is a big house and luxurious**. The writer used word "shack" because to degrading them.

l. Irony
Irony is the opposite of what one means, said Perrine.[35] An author employs the device for irony effect, letting the reader into the author's confidence, and revealing him as an inventor who is often at or loss for matter to sustain his plot and undecided about how to continue it. Leech describes irony as applied to language as the human disposition to adopt a pose, or to put a mask. The main element to understand irony is the awareness of the situation where it is used.[36]

Example: Your rapport is *very good*, until *red's color* all‖

The example above is irony, **actually he wants to say that the rapport is very bad, but in first he said use soft word to scorn**. This is clear that what the subject said is much remarkable different from what is expected.

B. Song Lyrics
1. Definition of Song

The definition of song is much, from the different source give the similar explanation. According to the Longman dictionary of contemporary English, a song is a short piece of music with words for singing.[37] The song is a tone or sound art composition in sequence, combination, and the temporal relationship (usually accompanied by a musical instrument) to produce a musical composition having

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[33] Laurence Perrine.
[34] Keraf.
[35] Laurence Perrine.
[36] Leech.
[37] A.S. Hornby, „*Longman Dictionary of Contemporary English*" (New York: Oxford University Press, 2000) <https://www.ldoceonline.com/dictionary/song>.

unity and continuity (containing rhythm). And variety of tone or rhythmic sound is also called the song.

Songs are linguistically meaningful, have melody and can be listened to. Song also there is elements of moral message which can take from lyric itself. It gives motivation and the knowledge that easy to be understood by all of people. This quality of a song is very important for the teachers with regard to promoting motivation in EFL. Songs provide an inexhaustible amount of relevant topics for learners because of the personal quality each good song conveys.

2. Definition of Lyrics

According to the Oxford Dictionary, lyrics are a composed for singing. Lyrics are set of words that make up a song. Lyric can be studied from an academic perspective. Lyrics can also be analyzed with respect to sense of unity it has with its supporting music. Lyric is a simple word of song. The lyric or song texts do not only as a complement of the song, but also as an important part of the music elements which determine the theme, character and mission of the song. It can also make sense be stable. To know the sense of the song, we can feel the rhythm and melody, harmony and voice of the singer by the singing of the song.

3. Classification of Songs

Different kinds of the songs can used in language classrooms. As Murphey in Lenka point out, it is very difficult to decide which kind of songs are best for using in the EFL classroom because any song will usually be welcome and will work to some extent. However, some kinds of songs work better with a particular age group.

The researcher will present three major categories of songs based on Murphey's research. The first one is Made for EFL Songs. Made for EFL songs are artificial songs created for the purposes of teaching English so that they best suit grammatical structures, sounds, vocabulary or topics being discussed in classes. Made for EFL songs can be found especially in older textbooks. The second one is Traditional or Folk Songs. Traditional or Folk songs originated from the native environment and contain the vital concerns and characteristics of people of a certain nation and supply many notes and historical background of the songs. The last is Contemporary Songs. Contemporary songs are popular songs which can be heard in the out of school environment of students. They can be of any music genre, such as pop, rock, hard rock, rock and roll, R&B, rap, heavy metal, punk, reggae or others.[38]

4. Criteria of Song Selection

For the learner, primarily the teacher should consider the musical interest of the students as well as their age and language level. Each a group is specific and has its own musical like and dislike. While, the song selection for the teacher should choose those songs that appeal to him or her, so that he or she can be enthusiastic about the song to pass his or her enthusiasm on the students.

On the level of difficulty of the song and the lyrics, some factors to consider are tempo, clarity of pronunciation, stress, amount of repetition, language level, word order, vocabulary and the extent of metaphorical usage. All these factors determine whether or not the song will provide meaningful and understandable input for students.

Different about the statement before, the song selection for the curriculum should support the curriculum. In order words, the song should fit the grammatical structure, vocabulary or topic being

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[38] Lenka Ornerova, „*The Use of Pop Songs in the EFL Classroom"* (Hamburg: Diplomica Verlag GmbH, 2009).

taught, so that the selected song is a direct complement to the lesson. In another criteria, songs can affect the pace and sequencing of the lesson because they have the ability to energize or calm down the students. Therefore, songs should be carefully chosen according to the need of the teacher to stimulate or calm down students, time of the day or day of the week.

The last criteria of song selection is to the classroom. Obviously, teachers will need the appropriate equipment to play the songs and the music videos. The availability of resources, such as CDs, CD player, videos, overhead projector, the interactive whiteboard or the web in the classrooms, needs to be considered when designing classroom music activity.[39]

C. Media of Teaching and Learning
1. Definition of Media in Teaching and Learning

The Merriam-Webster's Collegiate Dictionary describes a "medium" as "a means of effecting or conveying something". The following two sub-definitions would seem to correspond in part to the way media are used and understood in the educational context today. First, a channel or system of communication, information, or entertainment. Second, something (such as a magnetic disk) on which information may be stored.[40]

Media are the means for transmitting or delivering messages in teaching-learning perspective delivering content to the learners, to achieve effective instruction. Instructional technology or media for learning-teaching process provide with the tools to engage learners powerfully in the learning process. Media can be used effectively in formal situation where students are working independently or teacher is working with other group of students. The most common use of media in an instructional situation is for supplemental support of the instructor in the class room to enhance learning.[41]

2. The Types of Media in Teaching and Learning

The media is important to teaching students in teaching and learning process. The students will be easy to understand what is the topic, if the teacher uses the media. Media is one of the means to improve the teaching and learning activities. Successful implementation of learning is very dependent on how teachers use learning media. A teacher can make more effective use of media if he or she understand underlying concepts about teaching-learning process.

Here are six basic types of learning media according to Heinich and Molenda, namely:

a. Text

Text is a basic element for presenting information having various types and forms of writing offered gives appeal in the delivery of information.

b. Audio Media

It helps to convey information more memorable helps to increase traction towards something offerings. Types of audio include background, music or voice recordings and others.

c. Visual Media

The media that can provide visual stimuli such as pictures or photographs, sketches, diagrams, charts, graphs, cartoons, posters, bulletin boards and others.

d. Motion Projection Media

This motion project media includes motion films, bracelet films, TV programs, videos cassette (CD, VCD, or DVD)

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[39] Ornerova

[40] De Gruyter Mouton, *Media in Foreign Language Teaching and Learning*, ed. by Anna Uhl Chamot and Wai Meng Chan (Boston: Walter de Gruyter Inc., 2011).

[41] Ahsan Akhtar & Rafaqat Ali Akbar Naz, ‗Use of Media for Effective Instruction Its Importance : Some Consideration', 18, 35–40.

e. Artificial Objects/Miniatures

It is like threem-dimensional objects that can be touched and touched by students. This media is made to overcome the limitations of both the learning process continues well.

f. Humans

Humans are related to the teacher, student, or expert / expert in the field / material certain.[42]

D. English Textbook

1. Definition of English Textbook

The textbook is an almost universal element of ELT teaching. Callahan states that a textbook is the most common information source used in our classroom. Textbook is one of the media used in English language learning. A great number of EFL textbook evaluation has been done to find the most suitable textbook for English language teaching.[43] A textbook is one of the many kinds of instructional materials used in learning.

The content of English textbooks influences what teachers teach and learners learn. It should neither be too advanced nor too simple, should also not contain any local cultural taboos, and the content should be of the kind that students can relate to for the teacher to have no problem. A textbook must be of an acceptable quality, useful, and appropriate for the context and people with whom they are being used if a teacher is going to use it in language teaching.[44]

According to Thomson, the English textbook is a stimulus or instrument for teaching and learning.[45] So, textbook is arranged to add students ability in understanding materials contained in the textbook. It is also provided for teachers to help them to give more exercises and materials to students. The result that, the process of teaching learning will be going on appropriate learning project.

2. The Functional of Textbook

Textbook is a collection of knowledge, concepts, and principles of a selected topic used in learning and the most common source in classroom. A textbook contains ready-made materials and becomes the easiest and cheapest way to help teachers run the learning process.[46]

They can also be used as a systematic syllabus to define the boundary of a course. With readily available contents supported by relevant tasks and exercises, textbooks can significantly reduce the time and effort of teachers in preparing course materials.[47]

A textbook has many functions. According to Thomson, the textbook has many functions. First is individualization of instruction. A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according what they are interested in studying. Second, organization of instruction. A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.

The next function is tutorial contribution. A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems. The last is improvement of

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[42] Dadang Supriatna, *Pengenalan Media Pembelajaran* (Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan TK dan PLB, 2009).

[43] Tom Hutchinson and Eunice Torres, ‗The Textbook as Agent of Change', *ELT Jornal*, 48.October (1994), 315–28.

[44] Cecilia Fredriksson and Rebecca Olsson, ‗English Textbook Evaluation an Investigation into Criteria for Selecting English Textbooks Utvärdering Av Engelska Textböcker', 2006.

[45] Hidayet Tok, ‗TEFL Textbook Evaluation : From Teachers' Perspectives', *Educational Research and Review*, 5.September (2010), 508– 17.

[46] Donald Freeman, *Designing Language Courses: A Aguide for Teachers* (Heinle & Heinle, 2000).

[47] John R Frederiksen and Allan Collins, ‗Systems Approach to Educational Testing', 18.9 (2016), 27–32.

Teaching. Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.[48]

From the explanation above, textbook is actually as one of the visual aids by teachers, when they teach and explain the teaching materials. Besides, it also helps the students to understand the materials given by the teacher.

3. The Importance of Textbook

Textbook is frequently the most important teaching tool because it can determine not only what will be taught but also how it will be taught. Although television, computer, internet and other new media are rivaling printed materials of communication, textbook remain major sources in school and colleges. High quality of textbooks support both teachers and pupils–they free teachers up to concentrate on refining pedagogy and developing engaging, effective learning.

Textbook are indispensable for the study and teaching due to various reasons. The first one is to help the teacher. The textbook provides useful guidelines along which the teacher can plan his day-to-day teaching; it serves as a reference book while actually teaching in the classroom; provides suggestions for some assignments; suggests activities to be taken up in the classroom and outside. The second one is to help the pupil. For the pupil textbook is the most accessible guide, a dependable reference book and an all-time companion. The pupil makes use of the textbook to prepare himself in advance for learning in the classroom; refers to it during the course of learning in the classroom; revises and reinforces the class room learning; does assignment at home; prepares for the examination; reads for pleasure; and seeks guidance and references for further studies.

The next is to give the minimum essential knowledge. At one place all teachers are not in a position to dig up facts. Some mature, well trained, experienced teachers may find it possible to use their out-lines and thus find it possible to dispense with a basal textbook, but most teachers cannot and should not do it.

Another importance of textbook is to help in self-teaching. The tradition of imparting education through the instrument of lecturing has high value especially when the teacher is armed with special gifts, i.e., inspiring the gifted and encouraging the weak students, etc. But it needs to be admitted that even impact of best spoken message is necessarily Transitory in character and even the most attentive listener loses any but the obvious connection in the lesson. The efficacy of the textbook lies in making self teaching a possible proposition through printed materials. Thus, a good textbook can prove an insurance against illiteracy at home which is normal in the case of many children.

Textbook is also can provide logical and comprehensive material. A good textbook provides material in a systematic and comprehensive form. That why, it sets a standard of minimum essential to be achieved by pupils of all categories. It gives the beginner a grasp of new matter. It also gives direction for further studies to enthusiastic pupils. Textbook are able to ensure uniformity of good standard. The textbook provides a highway for carrying better practices to all Schools. Some sort of uniformity of good standard is ensured. The Textbook furnishes a common basis on which to master the process of reading, analyzing, outlining and summarizing. It, thus, furnishes a common laboratory in which to develop study skills.

A textbook provide a base from which both the teacher and the pupil may start and continue to work. The textbook contain the minimum essential knowledge and can, thus, provide appoint of

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[48] Charles Lau and others, ‗The Role of Textbook Learning Resources in E-Learning : A Taxonomic Study Computers & Education The Role of Textbook Learning Resources in E-Learning : A Taxonomic Study‘,*Computers & Education*, 118.November (2017), 10–24 <https://doi.org/10.1016/j.compedu.2017.11.005>.

departure for more comprehensive link. Further, it provide the common ground which both the student and teachers may explore together. Also it can focus attention on the same issues - event, sequences and circumstances and serve well as rallying points.

The last is to provide both confirmation and sustenance. The textbook is supposed to contain the facts which are carefully sifted and examined. Thus it can confirm the knowledge obtained elsewhere.

The researcher concludes that textbook is very important to help the teachers and students to get easily in teaching learning process. Textbook used by teacher as source of teaching and guidance of teaching. Students also use textbook as media of learning process in school and their home. So, textbook is guidance for the teachers and students in the classroom for teaching and learning process.

E. Review on Syllabus

National Education Standards Agency said that a syllabus is a lesson plan in the group of lesson or some themes which covering standard competencies, core competencies, topic lesson, teaching activity, indicator competencies, assessment, time allocation, and source learning.[49] In the education management system *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, school or the teachers are arranging a syllabus. The development of syllabus, lesson, and assessment is delivered to an institute or the teachers who develop a syllabus, lesson, and assessment in their institute. Curriculum 2013 that also based on syllabus competencies is composed by government, although to development of a syllabus needs to see the environment condition in the village or country.

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[49] BSNP, *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah* (Jakarta: BSNP, 2006).

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