

**AN ANALYSIS OF ENGLISH TEACHER'S FIGURATIVE  
LANGUAGE ON CLASSROOM TEACHING PROCESS  
AT THE EIGHT GRADE OF SMP NEGERI 3  
BANDAR LAMPUNG**

**A Thesis**

**By:  
HELAZA PUTRI UTAMI  
NPM : 2011040073**



**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
UNIVERSITY OF ISLAMIC STATE RADEN INTAN  
LAMPUNG  
2024**

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**A Thesis**

An Undergraduate Thesis  
Submitted in Partial Fulfillment of the Requirements  
for S1 Degree

**By:**

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**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
UNIVERSITY OF ISLAMIC STATE RADEN INTAN  
LAMPUNG**

**2024**

## ABSTRACT

This study aims to analyze the teachers' use of figurative language in their classrooms. Figurative language plays a crucial role in enhancing communication and fostering a conducive learning environment. The objectives of the research were to describe the kinds of figurative language on English Teachers' on teaching process in classroom at eight grade, the meaning of Figurative Language on English Teachers' on Teaching Process in Classroom at Eight grade at SMP N 3 Bandar Lampung.

This research was descriptive qualitative research. The research design involved observational methods to capture and analyze instances of figurative language used by teachers. The subject of the research was the teacher and students at eight grade of SMP N 3 Bandar Lampung. Data was collected through direct observation and recording.

The result of this research found that from eight of figurative language in the classroom, only two types which included in the learning selected, those were types of figurative language found in three meetings. They consisted of 2 simile, 15 of metaphor. Therefore, irony, personification, hyperbole, allusion, metonymy, and symbol, were not found in this research. From the data analysis, the result of analysis about the use of figurative language provide insights into how often teachers incorporate figurative language in their teaching practices across different subjects and educational settings. The findings of this study was contributed to understanding the impact of figurative language on classroom dynamics and student engagement, offering valuable implications for educational practices.

**Keywords: Linguistic, Figurative Language, X.J. Kennedy Theory**

## DECLARATION

I, the researcher with the following identity:

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Here by declare that the thesis entitled "An Analysis of English Teacher's Figurative Language on Classroom Teaching Process at the Eight Grade of SMP Negeri 3 Bandar Lampung" is truly my own work. The source and structures of this research writings have complied with the provisions and ethical standards.

Bandar Lampung, June 2024

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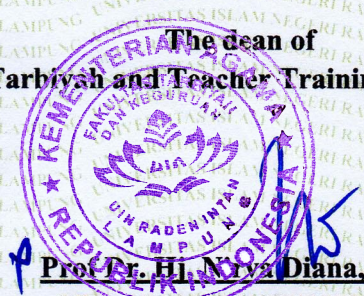
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## MOTTO

وَتِلْكَ الْأَمْثَلُ نَضْرِبُهَا لِلنَّاسِ ۗ وَمَا يَعْقِلُهَا إِلَّا الْعَالِمُونَ ﴿٤٣﴾

“The similitudes We coin for mankind, yet none comprehend them except those who possess knowledge..” (Al-'Ankabut Ayat 43).<sup>1</sup>



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<sup>1</sup> Surat Al-'Ankabut Ayat 43: Arab, Latin, Terjemah dan Tafsir Lengkap | Quran NU Online

## CURRICULUM VITAE

The name of the researcher is Helaza Putri Utami. Her nickname is Helaza. She was born in Tanjung Bulan, May 03 2002. She is the 1<sup>st</sup> daughter of Mr. Helmi Rais and Mrs. Lasmiarti. She started her education at TK HANDAYANI Tanjung Bulan and graduated in 2008. After that she continued her studies at SDN 1 Tanjung Bulan and graduated in 2014. Next, she continued her studies at SMP N 3 Pulau Beringin and graduated in 2017. After graduating Junior High School, she continued her studies at MAN I OKU and graduated in 2020. Then, she continued her studies at Raden Intan Lampung State Islamic University as a student in the English Language Education Study Program, Faculty of Tarbiyah and Teacher Training. The researcher's activities for now only focus on completing the undergraduate thesis and graduation.





## DEDICATION

This thesis is dedicated to:

1. My beloved parents are father Helmi Rais and my mother Lasmiarti Thank you endlessly, I dedicate this small work, which has given love, infinite support, always motivating me, and always nurturing with love, always praying, always advising me to be better. I present a title at the end of my name, may you always be given health and long life to accompany my small steps with my beloved siblings, Heza Hasanah and Ade Hamza Putra, towards success.
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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, June 2024  
The Researcher,

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# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

The title is a reflection as well as a definition of an issue raised in an event or writing. It is the earliest in an essay, so it is often referred to as the head of the essay. In the following, the author provides an explanation of the main points in the title of this study as follows: Analysis Field Research.

#### 1. Figurative language

Figurative language is one way to make the languages have more beautiful words and rich in meaning. Abrams stated that figurative language is used as the indicator or utterance of word with purpose to gain special meaning of words. It means the words with figurative language cannot be understood and interpreted in literal form.<sup>1</sup> In this study, figurative language refers to the use of figurative language in the Eight Grade Teaching Process. Figurative language shown in the field research by the video recorder in teaching class.

#### 2. Teachers

Teacher is primarily understood as the one who is responsible for designing and managing the learner's learning process.<sup>2</sup> In this study, teacher refers to the role or involvement of teachers in teaching English to eighth grades.

#### 3. Teaching Process

Teaching is regarded as both an art or science. In the words of John Brubacher, "Teaching is arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and

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<sup>1</sup> Windi Damayanti, 'The Analysis of Figurative Language Used in the Novel the Book of Forbidden Feelings Written by Lala Bohang', 2018.

<sup>2</sup> Danijela Makovec, 'The Teacher's Role and Professional Development', International Journal of Cognitive Research in Science, Engineering and Education, 6.2 (2018), 33-45.

from which he will learn in the course of doing so”.<sup>3</sup> Teaching involves the delivery of information, the organization of learning materials, and the interaction between teachers and students with the aim of achieving effective understanding and learning.

A process is an activity which takes place over time and which has a precise aim regarding the result to be achieved.<sup>4</sup> Process refers to the set of activities carried out to achieve learning objectives, such as teaching, guidance, evaluation, and reflection.

Teaching Process is a teaching process that involves input-interaction-output (IIO) in an English classroom. This process involves various elements such as teaching methods, activities, and materials implemented in the classroom to achieve learning objectives.<sup>5</sup> The teaching process refers to a series of activities and steps carried out by a teacher or educator to instruct and educate students or learners.

In this study, teaching process is the focus of the analysis, and the research aims to understand how teachers use figurative language in teaching contexts.

## **B. Background of Problem**

The demand of English learning has risen along with English proliferation globally. The practice of English was no longer only limited to international purposes but also local communication. Therefore, the trend has shifted from only copying the native speaker style to successfully communicating by using English.<sup>6</sup>

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<sup>3</sup> Helen Freeman, ‘The Concept of Teaching’, *Journal of Philosophy of Education*, 7.1 (1973), 7–38.

<sup>4</sup> Muller G., ‘What Is a Process?’, *American Philosophical Quarterly*, 6.January (2017), 79.

<sup>5</sup> Toshihiko Kishi, ‘The Analysis of Teaching-Learning Process’, *The Japanese Journal of Educational Psychology*, 29.1 (1981), 1–9.

<sup>6</sup> Devy Gunantar, ‘The Impact of English as an International Language on English Language Teaching In Indonesia’, *LANGUAGE CIRCLE:Journal Lof Language and Literatur*, X.2 (2016), 141–51.

Not only in secondary schools, but even in primary schools, there are already some that implement English language learning. Language is a tool of communication used by the people, orally or writing. Basic aim of language learning now days is communication and vocabulary plays an important role in conversation.<sup>7</sup> Whether spoken or written language currently plays an important role in life.

Language is believed as the bridge that could connect humans and nations. The existence of language helps people to express their thoughts, ideas, and feelings or even build a good relationship with one and another. Language is used widely by many people who do not share the same language to build communication. As a main tool of communication, language has a very important role in human's life, because by using language, people can express their intentions, wants, messages and information to other people whether it is spoken or written language. Understanding figurative language is an important aspect of effective communication in English. Figurative language includes the use of metaphors, similes, personifications, and idiomatic expressions that give additional nuance and meaning to communication.<sup>8</sup> Therefore, a good understanding of figurative language can improve students' language skills.

Based on Halliday that the function of language is (1) Instrumental function: the use of language to achieve material things such as eating, drinking, and others, (2) regulatory: the use of language to govern and improve behavior, (3) Interactional function: the use of language to share feelings of thoughts between a person and another; 4) private function: a person uses language to express feelings and thoughts, (5) heuristic function: the use of language to reveal the veil of phenomena and the desire to learn it, (6) the imaginative function: the use of language to

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<sup>7</sup> Siti Nursolihat and Evie Kareviati, 'An Analysis of Figurative Language Used in the Lyric of "a Whole New World" By Zayn Malik and Zhavia Ward', PROJECT (Professional Journal of English Education), 3.4 (2020), 477.

<sup>8</sup> Arditami Putu Ratna, 'An Analysis of Figurative Language Found in Katy Perry'S Song Entitled "Firework"', *Lingua Scientia*, 24.2 (2017), 45.



express one's imagination and images of someone's discovery and not by reality (real world), and (7) representational functions: the use of language to describe thoughts and insights to convey it to people. The function of language is to reflect the feelings, attitudes, and thoughts of people who use the language.

Teachers is a person who has obtain a teaching qualification for the English language in a teacher education institution, and whose training has been recognized by the award of an appropriate teaching certificate, and by decree he is officially appointed to teach English as a foreign language in accordance with his teaching certificate. Teachers are usually native speakers or near native speakers of the language and can cope with various decision making steps that deal with language use; on the other hand, in the foreign language setting, teachers are typically non-native speakers who have never spent time in an English speaking country and therefore may find it much harder to make decisions of a native like-nature. Teachers provide a supportive, trusting and non-threatening environment in which the student positively enjoys learning. Successful teachers actively engage their students in the learning process.<sup>9</sup> Teachers serve as role models for their students, therefore, a teacher will do their best to teach a second language to their students to the best of their abilities.

Figurative language is a language which uses figure of speech as a way of saying something and another meaning. Perrine, says that figurative language is a language that cannot be taken literary and say something other than the ordinary ways or says one thing and means another. It is used in imaginative sense rather than in literal sense. Figurative language is often used in daily communication, literary works (novel, poems, poetry, and short story) and also in advertisements.<sup>10</sup> Figurative language is a language that is rich in meaning.

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<sup>9</sup> Jurusan Tarbiyah, Adab Stain, and Parepare Email, 'Successful Efl Teachers in Indonesian Educational', 1995, 1–8.

<sup>10</sup> S Aprisindianningrum, A E Fardhani, and M A Andayani, 'Finding Meaning of Figurative Language Use in Advertisements for Foreign Language Education', *Artikel Ilmiah Mahasiswa*, 1.1 (2015), 1–3.

As stated by X. J. Kennedy Figurative Language is language that uses figurative of speech. A figurative of speech is a way of saying something other than the literal meaning of the word. Figure of speech may be said occur whenever a speaker or writer, for the sake of freshness or emphasis, departs from usual denotation of word. X.J., Kennedy which states that there are eight types of figurative language such as metaphor, irony, simile, personification, hyperbole, allusion, metonymy, and symbol.<sup>11</sup> Figurative language does not have just one type, but several types, where different experts also have different opinions about these types of figurative language.

SMP Negeri 3 Bandar Lampung is the subject of this research, where this school is the location of the previous researcher's Field Practice Program. During the implementation of the program, the researcher found the use of figurative language by English teachers in their classroom instruction. Therefore, the researcher became interested in conducted research at this school.

However, the use of figurative language by English teachers in the teaching process in eighth grade at SMP N 3 Bandar Lampung has not yet been widely researched. Previous research has focused more on the use of figurative language in literary works or at higher levels of education. Therefore, this research aims to analyzed the use of figurative language by English teachers in the teaching process in eighth grade at SMP N 3 Bandar Lampung.

Through analysis of teacher's use of figurative language, this research provided a deeper understanding of how figurative language is used in the context of English language teaching at the eight grade level. By understanding the teacher's use of figurative language, it can be identified what types of figurative language are often used, and what the meaning of the figurative language used is.

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<sup>11</sup>Ethical Lingua, 'Figurative Language Analysis in " Sing 2 " Movie by Garth Jennings : A Semantics Study Figurative Language Analysis in " Sing 2 " Movie by Garth Jennings : A Semantics Study', 2022, 699–706.

An understanding of teachers use of figurative language can help in evaluating the extent to which teachers follow established curriculum and teaching guidelines. In addition, this research can also provide additional insight into effective teaching strategies in using figurative language to improve students' understanding of English.

Thus, this research has theoretical and practical relevance. Theoretically, this research were complement previous research on the use of figurative language. Practically, this research can provided input to English teachers at SMP N 3 Bandar Lampung in improving their teaching by utilizing figurative language effectively.

With this background, it is hoped that this research can make a significant contribution to the development of English language teaching in eighth grade at SMP N 3 Bandar Lampung. Through a better understanding of teachers' use of figurative language, it is hoped that they can create a more interesting and effective learning experience for students in learning English.

### **C. Focus and Sub-focus of the Research**

#### **1. Focus of the Research**

The primary focus of the research is conducted a comprehensive analysis of the use of figurative language in the teaching process of English teachers at the eighth grade in SMP N 3 Bandar Lampung. This involves examining the various kinds of Figurative Language employed by teachers during their classroom instruction.

#### **2. Sub-focus of the Research**

The sub focus in this research are the kinds of figurative language on English teachers' on teaching process in classroom at eight grade at SMP N 3 Bandar Lampung with theory and the meaning of the figurative use. In this research, researcher use X.J. Kennedy's Theory. Which based on X.J. Kennedy's there are eight kinds of figurative language such as

metaphor, irony, simile, personification, hyperbole, allusion, metonymy, and symbol.

#### **D. Problem Formulation**

1. What are Kinds of Figurative Language on English Teachers' on Teaching Process in Classroom at Eight Grade at SMP N 3 Bandar Lampung?
2. What the Meaning of Figurative Language on English Teachers' on Teaching Process in Classroom at Eight grade at SMP N 3 Bandar Lampung ?

#### **E. Objectives of the Research**

1. To find out what are the kinds of figurative language on English teachers' on teaching process in classroom at eight grade at SMP N 3 Bandar Lampung .
2. To find out the meaning of figurative language on English teachers' on teaching process in classroom at eight grade at SMP N 3 Bandar Lampung.

#### **F. Significance of the Research**

Based on the background of the problems that have been described, the researcher presents several benefits of this research, namely as follows:

1. Theoretical Advantages:
  - a. This research is expected to expand the theory especially about Figurative Language.
  - b. This research is expected for further reference for those who are interested in doing the research about Figurative Language.
2. Practical advantages:
  - a. For the lectures, this study is expected to provide English teachers with a deeper understanding of speech acts. This research is also expected to raise awareness of the phenomenon of speech acts in the environment of English

teachers, especially in schools and educational processes. In addition, teachers should apply speech acts to teach students to provide better input to improve content knowledge, social functioning, value to students, and effectiveness of teaching and learning in the classroom.

- b. For the students, this study is expected to give more information about speech acts, and students can also understand speech acts uttered by teachers during the learning process. Additionally, they can use speech acts in their environment, especially in the learning process.
- c. For the teacher, this study is expected to provide a deeper understanding of the extent to which teachers can effectively communicate with students. It allows teachers to evaluate their teaching methods and make necessary adjustments to increase the effectiveness communication with students, increase effectiveness of teaching, increase student engagement, support the development of language skills, as well as foster critical thinking skills, supporting ongoing professional development.

## **G. Relevant Previous Research**

In connection with the title of this research problem, it has been found from the results of previous studies, namely:

1. The first previous research is a journal by Ratu Amalia Mudianingrum, Sutrisno Sadjji Evenddy, Rosmania Rima, with the title “An Analysis of Teachers’ Classroom Management in Teaching English”. This study was aimed to give some contributions concerning the Classroom Management Strategy and the students’ participation on the use of the strategy in teaching learning process in the class. This study is qualitative research. The writer had chosen two English teachers who taught the eight grade students of SMPN 05 Kota Serang in the academic year of 2017/2018 as the subject. The writers describe the process of organizing teaching and learning process in SMPN 05 Kota Serang by



applying interview and observation to the teachers. The writers could conclude that T1 applied 72% and T2 applied 70% classroom management strategy in their classroom. They applied the classroom strategies from opening to closing activities, used seating arrangement during the teaching learning process, explained the material well, gave motivation, had positive attitude and built the relationship with students.<sup>12</sup>

2. The second study by K.L. Peel, N. Kelly, P.A. Danaher, B. Harreveld, and D Mulligan, with the title “Analyzing teachers’ figurative language to shed new light on teacher resilience”. This paper analyses practicing school teachers' use of figurative language, drawn from a set of semi structured interviews with 42 Australian teachers, part of a wider, five-nation study of teachers' emotional experiences. The analysis is clustered around the teachers' talk about commitment (as manifesting motivation), agency (as a consequence of professional competence), relationships (as expressing social competence) and self-awareness (as a primer of emotional competence) that framed the teachers' experiences of effectiveness and wellbeing. More broadly, teachers’ intuitive use of figurative language to communicate their experiences sheds new light on the phenomenon of teacher resilience. This paper has shed a new light on the processes of resilience that are conceptualized in the pillars of building teacher resilience.<sup>13</sup>
3. The third study was a conducted by Jeannette Littlemore and Laura V. Fieldn-Burns, with the title “On the fringes of metaphor: Using ambiguously figurative vague language to pragmatically negotiate sensitive topics in the English as a Medium of Instruction classroom”. In this study, they provide

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<sup>12</sup> Ratu Amalia Mudianingrum, Sutrisno Sadjji Evenddy, and Rosmania Rima, ‘An Analysis of Teachers’ Classroom Management in Teaching English’, *Journal of English Education Studies*, 2.1 (2019), 1–11.

<sup>13</sup> K. L. Peel and others, ‘Analysing Teachers’ Figurative Language to Shed New Light on Teacher Resilience’, *Teaching and Teacher Education*, 130 (2023), 104175.

an in-depth, qualitative analysis of vague, euphemistic language, which may be perceived as marginally ‘figurative’, that is used to negotiate taboo and sensitive topics concerning culture, immigration, race and class. They use the term figurative to include metaphor and metonymy. The paper’s focus is on linguistic strategies that employ content words which are in turn, ambiguously figurative, vague and de-emphasizing, as well as emphatic qualifiers, and hedging signals, that distance the speaker from their words or prepare the listener for figurative language to come, as tuning devices. The data used in the study are from the METCLIL corpus and comprise two classes of English as a Medium of Instruction (EMI) students in Sweden studying international marketing in a post-graduate program. After a detailed discourse analysis, they show how L2 users exploit the vagueness inherent in ambiguously figurative language (language that they perceive to be “on the fringes of metaphor”) to discuss complex topics in a pragmatically sensitive manner in ways that expand previously established categories for VL and collapse others.<sup>14</sup>

4. The next study was a conducted by Takeshi Sato, Yuda Lai, Tyler Burden, with the title “L2 vocabulary learning with animated aids -Do learner factors affect L2 production with figurative expressions? “. This study examines the effectiveness of animated aids for the production of English figurative expressions and the influence of learner factors. While previous studies illustrate that motion animations do not always enhance L2 learning, this study suggests that theoretically-grounded animations with learners’ individual factors benefit L2 vocabulary learning. With animated aids for three spatial prepositions based on image schema theory and consideration of learners’ information processing styles and first language, our empirical research was conducted to

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<sup>14</sup> Jeannette Littlemore and Laura V. Fielden-Burns, ‘On the Fringes of Metaphor: Using Ambiguously Figurative Vague Language to Pragmatically Negotiate Sensitive Topics in the English as a Medium of Instruction Classroom’, *Journal of Pragmatics*, 209 (2023), 1–14.

examine the condition under which the efficacy of animated aids was optimized. The research with 152 participants from Taiwan and Japan demonstrated the effectiveness of animated aids in facilitating the production of figurative L2 expressions. Our ANCOVA analyses revealed that the animation effect was observed to be more significant for the Taiwanese participants than for the Japanese participants. It was also found that for the Japanese participants, the imagers obtained more benefits from the animated aids than the verbalizers.<sup>15</sup>

5. The last study was conducted by Fatimah, Siti Hardiyanti Amri and Rusan, with the title “Figurative Languages Employed by EFL Lecturers in Teaching”. The objectives of this study are to find out (1) kinds of figurative languages used by EFL lecturers (2) reasons for using figurative languages in teaching, and (3) students’ responses on the use of figurative languages by EFL lecturers in teaching. The current research employed the descriptive qualitative method. The subjects of this research are two EFL lecturers and students at English Education Study Program of STKIP Dampal Selatan. The results of the research indicated that (1) kinds of figurative languages employed by EFL lecturers in teaching are: rhetoric, simile, metonymy, personification, repetition, paradox, metaphor, and litotes, (2) the reasons for using figurative languages are: to help students’ understanding the lessons, in motivating students in learning process, for introducing language and culture, as a feedback to increase students’ understanding on the lessons, and to train students’ critical thinking. In addition, (3) the students’ responses on the use of figurative language is the students easily in association the material with the real world absorbed because those make closer with their environment; those also could

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<sup>15</sup> Takeshi Sato, Yuda Lai, and Tyler Burden, ‘L2 Vocabulary Learning with Animated Aids -Do Learner Factors Affect L2 Production with Figurative Expressions?’, *Ampersand*, 9.November (2022), 100100.

enrich their knowledge on languages; and figurative languages used by lecturers help them to understand the lesson.<sup>16</sup>

This research has different from each other research above which the different is from the object of the research. The researcher choose to analyzed the use of figurative language in the teaching process of English teachers at SMP N 3 Bandar Lampung.

## H. Research Method

To simplify the research process and obtain valid data and information, the researcher will outline the research methods that will be used in this research, including the following:

### 1. Research Approach

The method used by researchers in this study was a qualitative research method. Qualitative is a study how to exploring based on means from a speaking or utterances from a data like an individual or group.<sup>17</sup> Qualitative research involves exploration through the use of verbal data, such as interviews or conversations, to gain a deep understanding of the experiences of individuals or groups.

Qualitative research works with a wide range of data including recorded interviews, various types of texts, documents, and images. Qualitative data analysis usually is done with words.<sup>18</sup> This research is designed to discover some figurative language in teacher's teaching process in classroom at eight grade and to interpret its meaning. It means this research is only focused on words and meaning, it is not using statistical method in analyzing data.

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<sup>16</sup> Siti Hardiyanti Amri, 'Figurative Languages Employed by EFL Lecturers in Teaching', 1.1 (2020), 10–19.

<sup>17</sup> Leni Herfina, 'Analysis of Illocutionary Acts on English Teachers' on Teaching Process in Classroom at SMPN 01 Patamuan Padang Pariaman', Proceedings of the Ninth International Conference on Language and Arts (ICLA 2020), 539. Icla 2020 (2021), 131–34.

<sup>18</sup> Nursolihat and Kareviati.

## 2. Research Design

This research used a descriptive research design. Descriptive research is defined a research method that describes characteristics population or phenomenon being studied. This methodology focuses more on the “what” of the research subject, not the "why" of the research subject. In other words, descriptive research primarily focuses on describing demographic traits segments, without focusing on “why” a particular phenomenon occurs. In other words, it “describes” it research subject, without covering “why” it happened.<sup>19</sup> Thus, the resulting research report will contain data quotations to provide an overview of the presentation of the report. This data is generated from interview scripts, field notes, photos, videos, personal documents, notes or memos, and other official documents. This aims to create a systematic, factual and accurate picture, picture or painting regarding the facts, nature and relationships between the phenomena being investigated.

### a. The Source of Data

In this research, the source of the data refers to the object from which the data is obtained.<sup>20</sup> Data that has been collected from first-hand-experience is known as primary data.

#### 1) Primary data

Primary data has not been published yet and is more reliable, authentic and objective. Primary data has not been changed or altered by human beings therefore its validity is greater than secondary data.

Importance of Primary Data: In statistical surveys it is

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<sup>19</sup> C. M. Harris, ‘Descriptive Research’, Family Practice, 8.1 (1991), 92.

<sup>20</sup> Arikunto, Suharsimi. (1993). *Prosedur Penelitian : Suatu Pendekatan Praktik*. Jakarta : PT. Rineka Cipta



necessary to get information from primary sources and work on primary data.<sup>21</sup>

In this research the primary data are:

a) Direct Observation

Observation emerged as a key method of collecting evidence on which to base subsequent systems of teacher evaluation. Wilcox and Gray referred to the ‘dominance’ of observation as the main method of collecting data about what went on in classrooms.<sup>22</sup> Data is obtained through direct observation of the learning process in class VIII. This includes observing the teacher's use of figurative language and students' reactions.

b) Documentation

The Swedish dictionary defines “document” as text that can be used as a source knowledge, and “documentation” as the process of collecting and synthesizing facts used as a source of knowledge. Buckland stated that although documents usually refer to text, documents can also include and refer to other objects or processes. Documentation can also be understood as a source of various types of knowledge, such as knowledge that is embodied, written, and enacted.<sup>23</sup> In this research video recording is chosen as a research tool because of its flexibility and ability to capture data more comprehensively than hand observation. This allows for retrospective analysis and in-depth examination of the data, which is not possible with direct coding techniques. Video

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<sup>21</sup> James Hussain, ‘Topic-Methods of Data Collection , Sources of Data Collection’, 2023.

<sup>22</sup> Nicholas Bloom and John Van Reenen, NBER Working Papers, 2013, 89.

<sup>23</sup> Hanna Vretblom, ‘Defining the Use of Special Educational Needs Documentation - Positionings of Preschool Principals’, *Education Inquiry*, 00.00 (2023), 1–20 <<https://doi.org/10.1080/20004508.2023.2223792>>.

recordings provide context and allow researchers to search for meaning in the dialogue and actions before and after a particular utterance. This also helps avoid potential ambiguities introduced by analysis based solely on words. The use of video recordings in research allows for fast and accurate indexing and time referencing, making data analysis and transcription easier. It also enables qualitative and quantitative analysis of events and utterances, providing insight into what participants said and did. Video recording, along with other data collection methods such as audio recording and note taking, contributes to a comprehensive understanding of the research subject.<sup>24</sup> In this research, video recordings or transcripts produced during the classroom teaching process.

## 2) Secondary Data

A research can be conducted without secondary data but a research based on only secondary data is least reliable and may have biases because secondary data has already been manipulated by human beings. One of such sources is old and secondly they contain limited information as well as they can be misleading and biased. Sources of Primary Data: Sources for primary data are limited and at times it becomes difficult to obtain data from primary source because of either scarcity of population or lack of cooperation. Following are some of the sources of primary data.<sup>25</sup>

In this research, the secondary data are:

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<sup>24</sup> Marcus Bowman, 'Using Video in Research', *The Scottish Council for Research in Education*, 1994, 1–3.

<sup>25</sup> Hussain.

a) Curriculum Document

School curriculum documents, such as learning implementation plans (RPP) or textbooks, can be secondary sources. This document can provide context about the teaching materials used by teachers.

b) Lesson Notes and Evaluation

The teacher's diary or the results of previous learning evaluations can be secondary data. This can provide insight into previous uses of figurative language in teaching and changes that may have occurred over time.

c) Related Literature and Research

Previous studies or literature on English language teaching, the use of figurative language, or teaching methods in eighth grade can provide a broader framework and understanding of the context.

**b. Instrument of the Research**

Instrument of the Qualitative research, Instrument refers to the tools, methods, or procedures used to collect data in research.<sup>26</sup> Instrument used in this research are:

1) Observation Sheet (observation checklist)

Researchers used observation sheets to record the teacher's use of figurative language in teaching.

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<sup>26</sup> Jupeth Toriano Pentang, 'Quantitative Research Instrumentation for Educators Quantitative Research Instrumentation for Educators Where and How to Begin?', March, 2023 <<https://doi.org/10.13140/RG.2.2.21153.28004>>.

**Table 1.1**  
**Types of Figurative Language**

**General Information**

Date :

Class :

Teacher Name :

**Provide checkmarks (√) on the types of figurative language used.**

No	Utterance	Kinds of Figurative Language							
		MET	IRO	SIM	PER	HYP	ALL	METO	SYM
1.									
2.									
3.									

**Notes**

MET : Metaphor

IRO : Irony

SIM : Simile

PER : Personification

HYP : Hyperbole

ALL : Allusion

METO : Metonymy

SYM : Symbol

When it comes to the first statement of the problem, the sorts of figurative language use in "Teacher's in classroom at eight grade " are the types of figurative language that will be use to relate of Kennedy's Theory. while the second formulation of the problem is to determine the context of the those figurative languages that will be expressed in Teacher's in Classroom, and the procedure will be provided in the table below:

**Table 1.2**  
**The Meaning of Kinds in Figurative Language**

No.	Time	Figurative Language	The Meaning
1.			
2.			
3.			

2) Interview Guideline

Researchers used an interview guide to interview English teachers and students regarding their perceptions of the use of figurative language.

**Table 1.3**  
**Blueprint of Figurative Language in Classroom**

Components of Interview	Indicator	Total Item
To know teacher's learning in the class	Ask the teacher about frequency figurative language used	1
	Ask the teacher about kind of figurative language used	1
	Ask the teacher about evaluation in figurative language used	1
	Ask the teacher about exploration used figurative language in teaching process	1
	Ask the teacher about prediction used figurative language in teaching process	1
Amount	Total Item	5



### **c. Data collection of technique**

The technique of collecting the data is conducted by getting information which is needed to support the goals of research. The researcher took the data by using the following procedures:

#### **Step 1:**

##### **Classroom Observations.**

A classroom observation is the purposeful examination of teaching and/or learning events through the systematic processes of data collection and analysis. A classroom observation is a formal or informal observation of teaching while it is taking place in a classroom or other learning environment. Typically conducted by fellow teachers, administrators, or instructional specialists, classroom observations are often used to provide teachers with constructive critical feedback aimed at improving their classroom management and instructional techniques.<sup>27</sup> The researcher's direct observations of English teachers' teaching process in the classroom can be conducted. In this research, the researcher conducted observation on eight grade English teachers at SMP Negeri 3 Bandar Lampung. The researcher used observation sheets to facilitate the analysis of data later on.

#### **Step 2:**

##### **Video recording**

After conducting class observations, the researcher immediately records the learning process in class. By recording sound or video during the teaching process, researchers can obtain accurate and complete data about the use of figurative language

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<sup>27</sup> Michael Morpurgo, 'Classroom Observation As an Important Tool for Initial Trainee Teachers', 2017, 2018.

by English teachers. These records can be a valid and repeatable data source for further analysis.

### **Step 3:**

#### **Take a note and classifying the data**

After conducted the record in classroom, the researcher take a note and classifying the data based on the types of figurative language. By recording and classifying data, researchers can better organize the information obtained. This makes it easier for researchers to see and understand the data as a whole, and makes the analysis and interpretation process easier.

### **Step 4:**

#### **Identifying**

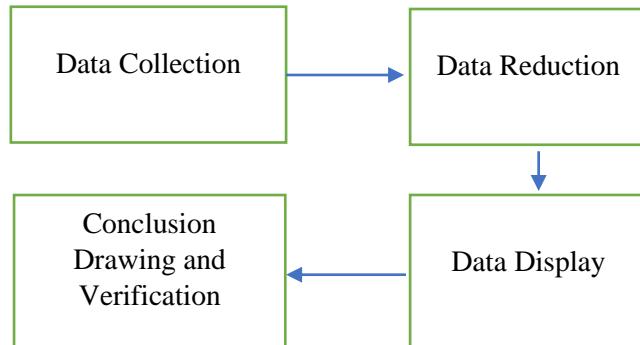
After taking a note and classifying data the researcher identifying the types with each meaning of figurative language based on the theory used. By identifying types of figurative language based on the theory used, researcher can validate the theories that are relevant in this research. Researcher can see to what extent these theories can be applied in the context of teaching English in class VIII at SMP Negeri 3 Bandar Lampung.

#### **d. Data Analysis Techniques**

After the data were collect, the next step is data analysis. In doing this step, the researcher adopted the model developed by Miles and Huberman which consists of the following phases: data collection, data reduction, data display, conclusion drawing and verification.<sup>28</sup> This model is illustrated below:

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<sup>28</sup> Supardi, 'Language Power in Courtroom: The Use of Persuasive Features in Opening Statement', *Indonesian Journal of Applied Linguistics*, 6.1 (2016), 70–78 <<https://doi.org/10.17509/ijal.v6i1.2663>>.



### 1) Data Collection

In this stage, researcher collected relevant data to achieve the research objective, which is to gather information about how often teachers in the classroom mention figurative language. The data collection method that can be use is classroom observation, where researcher directly observe and record every instance when teachers mention figurative language in their interactions with students.

### 2) Data Reduction

After the data is collect, the next stage is data reduction. In this stage, researcher will sort and simplify the collect data. In the context of this research, researcher can calculate the frequency of occurrences of figurative language mentioned by teachers in the classroom. This data used as a basis for further analysis.

### 3) Data Display

After the data is reduce, the next stage is to present the data systematically. In this stage, researcher used tables, graphs, or other diagrams to visualize the frequency or occurrences when teachers mention figurative language in the classroom. This helps researcher and readers

understand the patterns or trends that emerge from the collected data.

#### 4) Conclusion Drawing and Verification

The final stage is drawing conclusions and verification. The researcher analyzed the presented data and draw conclusions about the frequency of teachers mentioning figurative language in the classroom according to its kinds, as well as the meaning of the used figurative language kinds. These conclusions are based on the analysis of the data that has been reduced and presented earlier. Additionally, the researcher can verify the conclusions by comparing the research findings with relevant theories or previous studies. This verification process ensures the validity and accuracy of the draw conclusions.

#### **e. Trustworthiness of the Data**

The technique of examining the data language in this study is used triangulation. Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena based on Patton. Triangulation also has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources.

Based on 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 conclusion.<sup>29</sup>In this research, the researcher use the triangulation method. By using the triangulation method, researcher can verify and validate findings by looking at the consistency and suitability between data obtained from various sources.

## I. Systematics of the Discussion

The discussion of this research will be systematized into five chapters that are related to one another. The structure of the discussion is as below:

- Chapter I** : This chapter consisted an introduction which consists of title affirmation, background and focus and sub focus of the research, identification of the problem, formulation of the problem, objective of the research, significance of the research, relevant studies, research methodology, and systematic discussion.
- Chapter II** : This chapter presented theories from experts to support this research study.
- Chapter III** : This chapter consisted of a general description of the object in this research which in this case is SMP Negeri 3 Bandar Lampung.

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<sup>29</sup> S. Hadi, 'Pemeriksaan Keabsahan Data Penelitian Kualitatif Pada Skripsi [Examination of the Validity of Qualitative Research Data on Thesis]', *Ilmu Pendidikan*, 22.1 (2016), 21–22.



- Chapter IV** : This chapter consisted of the research analysis, the result and also the research finding.
- Chapter V** : This Chapter consisted of conclusion and recommendation of the research



## CHAPTER II LITERATURE REVIEW

### A. Conceptual Framework

#### 1. Linguistics

Linguistics is generally defined as the 'science of language' or 'the scientific study of language' based on Matthews. Linguistics, in The New Oxford English Dictionary, defined as follows:

"The scientific study of language and its structure, include learn grammar, syntax, and phonetics. A particular branch of linguistics includes sociolinguistics, dialectology, psycholinguistics, computational linguistics, comparative linguistics, and structural linguistics."

The word "linguistics" comes from the Latin word *lingua* that means language. "Linguistics" means "science of language". In "Romance" languages (i.e. languages derived from Latin) there are still words similar to *lingua* in Italian. Language English takes words from French which is now a language. Linguistic terms in English relate to the word language that, as in French, the term linguistics relates to it Language. In Indonesian "linguistics" is the name of a field of science, and the adjective is "linguistic" or "linguistic". Linguistics is the scientific discipline concerned with the study of language and languages, either by themselves or in comparison. Language is to be understood as the vehicle for the expression or exchange of thoughts, concepts, information.<sup>30</sup>

Linguistics is the scientific study of language. It may be inductive or deductive But in both cases, linguistic analyses are objective, tentative and systematic It is concerned with reportable facts, methods, and principles. It works by means

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<sup>30</sup>Kortmann, Bernd. *English Linguistics*. Germany: Lehrbuch J.B Metzler, 2020.

of observations, hypotheses, experiments and tests, postulates, and inferences. As Lyons puts it, linguistics has natural links with a wide range of academic disciplines. To say that linguistics is a science is not to deny that, by virtue of its subject matter, it is closely related to such eminently human disciplines as philosophy and literary criticism based on Lyons. Linguistics is concerned with human language as a universal and recognizable part of the human behavior and of the human faculties perhaps one of the most essential to human life as we know it, and one of the most far-reaching of human capabilities in relation to the whole span of mankind's achievements.

Before the twentieth century, the study of language was not regarded as a separate area of study in its own right, and it was considered as a part of studying the history or the philosophy of language. Linguistics is a specific modern discipline which describes the nature, scope, structure, production, perception and transmission of language independently. It establishes a theory of language. It studies the components of a language system and ultimately arrives at an explanatory statement on how it works. The modern Linguistics is chiefly descriptive. But there are also other aspects within the scope of linguistics such as historical and comparative studies of language.<sup>31</sup>

In schools in the United States as well as in teacher education programs, knowledge about language, when it is considered seriously at all, is generally pursued only insofar as it is believed to be a tool for achieving some other curricular goal—better language use in, say, reading or writing.<sup>32</sup>

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<sup>31</sup> Prasad, Tarni. *A Course in Linguistics*. Delhi: PHI Learning Private Limited, 2019.

<sup>32</sup> Kristin Denham and Anne Lobeck. *Linguistics at School*. Cambridge University Press, 2010.

As stated by Chaer, there are five branches of linguistics. Below we will follow an explanation of these branches of linguistics:

a. Phonetics

Phonetics is a part of linguistics that studies speech processes. This phonetics will relate to anatomy, especially the body's organs involved in the speech production process. Phonetics will endeavor to explain how certain sounds are produced in quantity as well as its quality. This phonetic study generally consists of three parts, namely (1) acoustic phonetics, (2) auditory phonetics, and (3) articulatory phonetics. Acoustic phonetics attempts to explain speech sounds as things physical process. For this reason, a spectrograph is needed that can show its air sound waves. This tool is able to describe the intensity and volume of speech so that linguists can describe sounds physically. Auditory phonetics is the study of phonetics that studies processes reception of language sounds by the ear. This branch is more medical studies compared to linguistics. Articulatory phonetics is the study of phonetics that studies how Language sounds are produced by human tools. This is the phonetics of articulation who contributed more to linguistics than auditory and auditory phonetics. In this branch, language sounds analyzed in detail. Examples of how the sounds [p] and [b] are produced by human speech.

b. Phonology

Phonology is an area of linguistics as distinguished from phonetics. Phonology tasked with studying the function of sounds to differentiate or identify certain words. There are linguistic experts who mention phonology here as phonemic. However, in this module, we refer to European linguists who more often mentions phonology as the field discussed The function of sound is

to differentiate meaning. The object of phonological research is phonemes, namely the sounds that language can make or serves to differentiate the meaning of words. If in phonetics, sounds analyzed based on how it sounds. So in phonology, the sounds are analyzed in a speech context (word). For example on in silent words what are the [b] and [s] sounds in these words distinguish meaning? If yes, then the sound is called a phoneme.

c. Morphology

Morphology is the branch of linguistics that studies morphemes. Morphology analyzes the structure, form, and classification of words. For example, in phonology the sounds [b] and [s] in the words sound and silence are inferred as phonemes because they distinguish meanings. In morphological studies, the word is no longer analyzed in this way. The word may be analyzed in conjunction with the addition of an affix to an. What are the consequences? Will the words undergo a change meanings and categories of words, and so on? This is among others that will be studied in morphology.

d. Syntax

Syntax and morphology in traditional grammar are classified as grammatical or grammar. If morphology talks about the internal structure of a word, then syntax talks about the word in relation to other words or other elements as a unit of speech. Things commonly studied in syntax are (1) syntactic structure, including problems of functions, categories, and syntactic roles; (2) syntactic units of words, phrases, clauses, sentences, and discourses, and (3) matters related to syntax, such as modes, aspects, and so on.

e. Semantics

Semantics is the branch of linguistics that studies the meaning of language. Structural linguists are actually not so concerned with the problem of meaning because they

are considered to be empirically unobservable. Unlike phonemes, morphemes, and sentences that are the study of phonology, morphology, and syntax, meaning is considered the most difficult thing to study. The study of semantics began to develop when Chomsky in stated that semantics is one component of grammar. The things discussed in semantics are the nature of meaning, types of meaning, meaning relations, changes in meaning, and other things related to the meaning of language.<sup>33</sup>

## 2. Language

Language is foremost a means of communication, and communication almost always takes place within some sort of social context. This is why effective communication requires an understanding and recognition of the connections between a language and the people who use it. These connections are complex: for example, they tell you when to use slang with a friend or formal language with a boss, how to judge a candidate's campaign speeches, and whether to abbreviate an email. All of these acts require knowledge of the language, as well as the cultural and social forces acting on that language. As you work through this textbook, you will study these various forces, especially as they function within the United States. Language is integrally intertwined with our notions of who we are on both the personal and the broader, societal levels. When we use language, we communicate our individual thoughts, as well as the cultural beliefs and practices of the communities of which we are a part: our families, social groups, and other associations.<sup>34</sup>

Language helps people to communicate to each other. This is about conveying messages to others and understanding about one's idea. To communicate ideas, there must be two

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<sup>33</sup> Muliastuti, Dra.Liliana. *Bahasa dan Linguistik*1.1.18.

<sup>34</sup> Koenraad Kuiper and W. Scott Allan, 'Introduction: What Is a Language?', *An Introduction to English Language*, 2017, 1–24 <[https://doi.org/10.1057/978-1-137-49688-1\\_1](https://doi.org/10.1057/978-1-137-49688-1_1)>.

parties involved in the context: the speaker/writer and the listener/reader. Using a language is simply understood as sending and receiving information through whatever medium the two parties use. It could be real situational conversations, telephone conversations, social media activities, or printed sources like books, newspapers and magazines. There are also styles involved in communication. The style that is used in communicating is specially meant for different purposes.<sup>35</sup>

When we need to speak, language usually comes to us with thoughtless ease, it takes social embarrassment, or intellectual comprehension, or a severe fit of coughing, to render us silent when we need to speak. Inhibitions which we can readily feel, are quite removed from 'language itself'. That blocked word 'on the tip of the tongue' seems to be a rare case of a language failure; generally, speech flows freely. Whatever the real cause of our occasional verbal blockages, we feel them to be exceptional; conversely we accept our normal power of language as a natural give comparable to breathing, or balancing, or the process of digestion.<sup>36</sup>

As stated by Chaer Lyons, language is a form, not the substance. While Chaer, mentions the characteristics that constitute the essence of language as a symbol of the sound system, are arbitrary, productive, dynamic, diverse, and humane. Language as a system, which means that formed by a number of components that are fixed and can be patterned. As a system, in addition to the systematic language are also systemic. Systematic meaning, language arranged based on a certain pattern, not arranged randomly or arbitrarily. While systematic means that language is a single system, but rather consists of several subsystems that differ from other languages. Language subsystem consists of phonology,

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<sup>35</sup> Silvia Eka Damayanti, 'A Stylistic Analysis of Figurative Language in Marie Claire Maga Zine ' S Bea Uty Product Advertisements', *English Language & Literature Journal*, 7.5 (2018), 517–25.

<sup>36</sup> Fowler, Roger. *Understanding Language*. Routledge Revivals, 2022.



morphology, syntax, and lexicon. Therefore the language also commonly considered unique but universal at the same time. Unique means having the characteristics or properties not possessed by other languages, while universal means having the same traits that exist in all languages. When compared with animals that have a variety of forms of communication, so people just use the language.

Furthermore, Chaer and Agustina suggests 12 kinds of distinctive human language, as follows:

- a. The language uses vowel auditory pathway. In this case, there are similarities between communication systems owned by many animals, including crickets, frogs, and birds.
- b. Language can be spread in all directions; yet receptions are directed. Spoken language sounds can be heard in all directions due to noise or sounds of language that propagates through the air, but the receiver or listener can tell exactly from which direction the sounds of language came.
- c. The language symbol in the form of sound that can be disappear once pronounced. This is in contrast with another symbol, such as the footprints of animals and heroic statues that can last for long time. Because of the rapid loss, people always trying to preserve this symbol of language sounds into written form and sound recordings.
- d. Participants in the communication with language can communicate to each other. This means that a speaker can be a symbol sender and as symbol recipient at the same time.
- e. The language symbol can be a complete feedback. The speaker as the sender can hear their own language symbols. Whereas, in some kinetic communication (movement) and visual (sight) as the bee dance, the sender information is not able to see the important parts of the dance.

- f. Communication languages has its own specialty. Humans can talk without having to do physical movements to support the communication process. Whereas communication in bees they physically forced to dance in order to deliver messages they intended to.
- g. Sound symbols in communication language means and refers to certain things. For example the word of horse refers to a type of quadrupeds that can be ridden. Sentence “Chaedar kick the ball” mean someone named Chaedar doing actions that hit the ball with his leg.
- h. The relationship between language symbol with its meaning is not determined by the presence of a bond between the two, but is determined by agreement or convention between the speakers of the language.
- i. Language as a tool of human communication can be separated into certain unit, i.e sentences, words, morphemes, and phonemes.
- j. Reference or something being discussed in the language not always be at the present place and time. Human language can be used for something in the past, in the future, or are in distant places. Even that only in fantasy.
- k. Language is open. It means, symbols of speech can be made according to the human needs. While the language of animals is closed, unchanged from the first.
- l. Skill and finesse to master the rules and customs of human language derived from learning process, not through genes inborn. Animal language generally be congenital.<sup>37</sup>

### **3. Figurative Language**

#### **a. Definition of Figurative Language**

Language may have a variety of specific characteristics and features that are connected to sentence

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<sup>37</sup> Louisa C Moats, ‘Speech to Print Language Essentials for Teachers’, 2020, 1–11 <[http://slubdd.de/katalog?TN\\_libero\\_mab216782845](http://slubdd.de/katalog?TN_libero_mab216782845)>.

structure and the meaning of the sentence. One of the unique features of language is figurative language. As stated by Swarniti figurative language is a feature of language learning that enhances a language's distinctiveness. Figurative language is a very common thing in human daily life when they use a language to express their idea or feeling. Figurative language can be found in every language and many genres of text including literature works such as poems, plays, and poetry. Literature authors frequently employ figurative language to convey the words' true meanings to make their writing more appealing and attractive. As mentioned by Avillanova & Bram in a poem is interesting to read because of how it is written and because of the gorgeous and appropriate words it uses. A poem generally becomes more engaging as it employs more figurative language. Figurative language refers to when words are used to express complex ideas outside of their normal context and meaning. It relates to something without mentioning it directly by using a regular sentence.

Atmaja stated that figurative language is the use of words or phrases that deviate from their usual definitions to convey intricate ideas and create lovely images that reinforce and breathe new life into inanimate objects. It is a technique used to convey a feeling and idea by contrasting two unrelated things, using similes to compare two things that have absolutely nothing in common, or treating inanimate objects as though they were living things. Furthermore, figurative language is defined as words or phrases usage that do not relate to their most fundamental or concrete meanings. There are two kinds of language related to the meaning. They are literal language and figurative language. Like Yuri and Rosa stated the literal language is spoken with meaning or without any exaggeration or change of the subject, literal language speaks of facts although it's possible to claim that

figurative language's meaning depends on its context or that it has an implied meaning. Figurative language is often known as the language that uses ways to say one thing while meaning another. Perrine stated that figurative language can be used to convey ideas that aren't typically expressed. As stated by Perrine, 12 different categories of metaphorical language are simile, metaphor, personification, apostrophe, synecdoche, metonymy, symbol, allegory, paradox, hyperbole, understatement, and irony.

As stated by Keraf, the simile is a language style that uses indirect comparison words to equate one thing to another. Then, metaphors and similes or other literary comparisons almost have the same meaning but in metaphorical figurative language does not require conjunctions and is employed directly. While figurative language of personification transfers traits from humans to objects, concepts, or other living things. The speech symbol of apostrophe appears when the speaker shifts his focus from the audience to a different party, such as the litigant or another person who is occasionally not present in the situation such as in a play. Jones and McKenzie stated that synecdoche is a Greek word meaning "simultaneous." Synecdoche utilizes a partial name or phrase to symbolize a full one. Because metonymy has a very tight relationship to another word, it might be used to express something else. The symbol is figurative language that stresses something with a secondary meaning in addition to the primary meaning. Allegory is then a literary device that explains a concept via the use of metaphors or figures of speech. Paradox is then a form of language that expresses something opposed. Hyperbole is an exaggeration that doesn't take away from the truth of its intended meaning. Ironically, metaphorical language connotes something different, occasionally even the opposite of what is expressed.

Figurative language is used to deepen, widen, or introduce new ideas by omitting the literal meaning perspectives on a word or phrase. Figurative language is a style of writing that invokes the reader's imagination and conjures up images in the reader's mind to illustrate the meaning of what is being said. In addition, Kusmirayanti defined figurative language is more clearly defined as a way to assert one thing while understanding another. It is widely defined as any method of saying something other than the customary way. Since figurative sentences lay another meaning behind sometimes people get misunderstand the true meaning of the phrase or sentence. Figurative language is sometimes employed in literature to make it more intriguing, such as in song lyrics. Figurative language also can be found in a movie soundtrack. A movie soundtrack is the complete music or song contained in a movie. Soundtracks are usually found at the beginning or end of a movie, but it is not uncommon for directors to put soundtracks in the middle of a movie.

As stated by Nuriadi figurative language is the language or expression used verbally in order to describe or figure out one intention, idea or message of one speaker. Figurative language used to beautify a sentence structure that primary purpose is 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 that is influenced by its author. Figurative language is used to create and make a literary work to be better, look more alive, and create a better quality of literary works.<sup>38</sup>

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<sup>38</sup> 'An Analysis of Figurative Language on the Lyrics Of', 2018.

## b. Types of Figurative Language

Figurative language As stated by Knickerbocker & Reninger is also simply called a metaphor because it means to bring meaning from the literal meaning to the figurative level. Many writers use this style of language to transfer their impressions of something to give a message that has a special effect in understanding each sentence of their work. The use of specific language styles such as style figurative language in song lyrics is able to influence the listener to be able to know the song writer ideas. Through this style, the listeners are brought to feel feelings and expressions such as the expression of pleasure or anger.

Knickerbocker & Reninger proposed twelve types of figurative language are metaphor, simile, symbol, personification, synecdoche, metonymy, hyperbole, irony, paradox, dead metaphor, imagery and allusion.

### a. Simile

As stated by Keraf simile is used to say that something is the same as other things. Simile is a comparative figure of speech. Often used to compare two things, usually denoted by a conjunction, such as like, as, than, or the verb like Knickerbocker & Reninger. By using simile figure of speech, the writer can compare ideas with parables of objects or figures that have similar characteristics to the description of the idea intended by the author. For example, “He is cold as ice.”

### b. Metaphor

Metaphor is identical to a simile in that it compares two things, but it does not use the words "as" or "like" to use it. Metaphor is a kind of figurative language to think something in analogy. It is a statement that one thing is another, which it is not in a literal sense. It often does not require words like

"like" or "as" to connect sentences. For example: "He is the apple of my eye."

c. Personification

Personification is an implicit comparison whose figurative term of the comparison is always human being. It is a kind of figurative language in which inanimate things, animals, and ideas are given human characteristics. Personification can have a significant impact on the reader's perceptions. For example: "broken-hearted songs can pull me into painful memories."

d. Metonymy

Metonymy is a figurative Language in which a word is used to declare other things, because they have close relationship. It is a figure of speech in which one object's name is replaced by another that is closely related to it. For example: "Can you give me a hand carrying this box up the stairs?"

e. Symbol

The symbol, symbollein, is taken from Greek and used as a verb that means to match. Alm-Arvius refers a symbol as something that is used to represent or is thought to represent something else. A symbol, more precisely, is a word, phrase, or other utterance with several, interrelated meanings. For example: "She had a voice like a thunder".

f. Synecdoche

Keraf argues that synecdoche is a figurative language that uses part of something to express the whole (pas pro toto) or on the contrary uses the whole to state a part (totem pro parte). As an example: "All eyes on you".



g. Paradox

The word paradox refers to a type of language that integrates claims that oppose each other. In English, contradiction could refer to the absence of truce among truths, interpretations, and actions. For example: “The only thing we have to fear is fear itself”.

h. Hyperbole

Hyperbole As stated by Knickerbocker & Reninger is a language style that contains an embellished statement, by exaggeration. Additionally, hyperbole is a kind of language style that contains an exaggerated statement, by overstating something that is expressed excessively. For example: “Salsa has a heart like an angel”.

i. Irony

The style of irony comes from the word eironeia which means pretend or deception. Irony language style is a reference in which someone expresses something with a different meaning to what is actually meant. "Irony is a figure of speech in which words are utilized in such a way that their intended meaning is distinct from the real meaning of the words “. In simple terms, it is the distinction between appearance and actuality. For example: “Your room is so tidy that nothing in the corner of the room is not covered in paper waste”.<sup>39</sup>

**c. The Purpose of Figurative Language**

As stated by Ogunsiji , the purpose of figurative language is to attract readers' interest and convey ideas and imagination in a more entertaining way. It will

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<sup>39</sup> Alya Rizqi Fatikha and Qanitah Masykuroh, ‘Figurative Language in Selected Songs of “Red” By Taylor Swift’, *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, 6.2 (2022), 299–308.

present many rich meanings. Figurative language not only decorates poetry and provides aesthetic value, but also conveys connotative meaning and produces certain special effects, which enrich the text and make its meaning more precise and concrete.<sup>40</sup>

As stated by Perrine, Figurative language is a language that cannot be taken literally. Figurative language has several characteristics; it gives the reader entertainment in a literary work; it can put an emotional feeling into a statement and sparks the imagination when conveying it and that makes literature more interesting. Figurative language is a language that increases the beauty of a literary work, shortens the author's narrative and it can cause a certain feeling and atmosphere.<sup>41</sup>

#### **4. X.J. Kennedy's Theory**

##### **a. Definition of Figurative Language According to X.J. Kennedy's**

As stated by X. J. Kennedy Figurative Language is language that uses figurative of speech. A figurative of speech is a way of saying something other than the literal meaning of the word. Figure of speech may be said occur whenever a speaker or writer, for the sake of freshness or emphasis, departs from usual denotation of word.

##### **b. Types of Figurative Language According to X.J. Kennedy's**

The theory used in this research is the theory of figurative language by X.J., Kennedy which states that there are eight types of figurative language such as metaphor, irony, simile, personification, hyperbole,

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<sup>40</sup> Muji Endah Palupi, 'An Analysis of Figurative Language Used in Poem of the Echoing Green By William Blake', *Journal of English Language and Literature (JELL)*, 6.2 (2021), 9–20 <<https://doi.org/10.37110/jell.v6i2.131>>.

<sup>41</sup> Esa Khairunnisa, 'Figurative Languages Used in Robert Frost's Selected Poems', *ELITERATE: Journal of English Linguistics and Literature Studies*, 2.3 (2022), 2022.

allusion, metonymy, and symbol. Each of type figurative language has its own meaning or purpose.

### 1) Metaphor

Metaphor is one of the types in figurative language. As stated by Kennedy metaphor is a statement that one thing is something else, which in a literal sense, it is not. It does not use connective words such as, like or as. It means that a metaphor only makes sense when the similarities between the two concepts are clear or when the relationship is recognized. A metaphor is a specific type of analogy that compares two things directly but simply. It means that the writer is using the similar characteristics between the subject and the object to compare them to one another.

For Example:

- a.) All the world is a stage.
- b.) Men are dogs.

The meaning of All the world is a stage is this world is like a stage show, and all human beings are merely actors. So what first sentence wants to convey is all human beings has a role like an actor in a huge stage called the world. For the second example, Men are dogs means don't trust anything men say or do. Although a dog implies positive and good attributes, calling a man a dog usually offends men because its sound so appropriate. <sup>42</sup>From all above, metaphor compares two unlike things without using the words like or as and states the comparison as if it were a fact.

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<sup>42</sup> Ethical Lingua, 'Figurative Language Analysis in " Sing 2 " Movie by Garth Jennings : A Semantics Study Figurative Language Analysis in " Sing 2 " Movie by Garth Jennings : A Semantics Study', 2022, 699–706.

## 2) Irony

Irony is one of figurative language type that involves human feeling. Every sentence that contains figurative language irony has a satirical nature but is interspersed with an impression of humor. As stated by Diyanni , irony almost arises from a contrast or discrepancy between what happens and what has been expected to happen. Irony is the use of words that mean the opposite of what you really think especially in order to be funny. For example:

- a) He's a genius kid who can't tell the difference between right and left.
- b) She's a great singer who sings like a crow.

The first sentence explains a genius kid who doesn't know the difference between right and left. Basically, a genius should be able to tell the difference between right and left. The second example describes a great singer who sings like a crowd. Crow itself is described as a bird that when chirping signifies death. So the meaning of the second example is she's not a good singer. It can be concluded that irony is about sarcasm.

## 3) Simile

Simile is used in order to make the reader's mind make an exciting connection. Kennedy affirms that simile is comparison of two things, indicated by some connective, usually like, as, or verb such as resembles. Generally, a simile is a form of figurative language used to explain the similarities between two objects (in shape, colour, characteristic etc).

For example:

- a.) As cold as ice.
- b.) Life is like a box of chocolates.

When someone says “You’re cold as ice”, that means you’re very unfriendly. As we know, ice has cold characteristics. Cold characteristics also exist in human and as we know, coldness is the attitude of not caring around. Because of the connection through cold characteristics, as cold as is included in the simile figurative language. And Life is like a box of chocolates means life is full of surprises; you will never know what will happen next. This example of simile figurative language is a form of sentence. Every word contained in the sentence cannot be discarded or not listed, if one word is omitted, the sentence will be meaningless and will not contain simile figurative language. Simile involves a direct comparison between two unlike things, usually with the words like or as.<sup>43</sup>Tiffany and Simatupang states that simile is an indirect comparison between two different things but using sign of word. The sign of words is “like”, “such”, “as”, or another equivalent terms.

#### 4) Personification

Kennedy defines that “personification is a figure of speech in which a thing, an animal, or an abstract term (truth, nature) is made human. Personification is used to help the authors describe a condition or something more vividly. Through personification, the reader can more easily grasp what the authors want to tell due to the fact that personification expresses the way human perspective works and can figure it out more clearly. One more thing, using personification correctly can make all the written literary works, especially novel, more interesting. For example:

- a) My alarm clock yells at me to get out of bed every morning.

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<sup>43</sup> Ibid.

b) Lightning danced across the sky.

Yells is something only humans can do. The clock on the first example can't actually yells and it means ringing. The word danced in Lightning danced across the sky means the lightning did not go in a straight pattern.<sup>44</sup> So, personification gives the qualities of a person to an object, an animal, or an idea.

#### 5) Hyperbole

Hyperbole is a type of figurative language that according to researchers is the most interesting. As stated by Kennedy, he said hyperbole is emphasizing a point with statement containing exaggeration. It can be ridiculous or funny. Through fiction, hyperbole can be used to give a character life and connotation.

Hyperbole is a figure of speech that purposely overstates or exaggerates a point, frequently to make a point or to be more vividly descriptive.

For Example:

- a) It was so cold; I saw polar bears wearing jackets.
- b) I had a ton of homework.

The first example explains that polar bear wearing jackets, which is impossible. The essence of the sentence that is it was so cold. I saw polar bears wearing jackets is just an exaggeration. That sounds pretty impossible doesn't it? The second example, the word ton means many or a lot. A ton is a unit in the form of weight. In the sentence 'I had a ton of homework' from the examples above, homework is never given in units of weight let alone up to one ton. From the explanation above, the researcher can conclude hyperbole is an outrageous exaggeration that

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<sup>44</sup> Ibid.

emphasizes point which can be ridiculous or even funny.

#### 6) Allusion

Allusion is a type of figurative language that, either explicitly or implicitly, alludes to a well-known individual, place, or historical event. As stated by Kennedy, allusion is figurative language that shows indirectly forwards a person or even that people have known together.

For example:

- a) Her smile is like kryptonite to me.
- b) He felt like he had a golden ticket.

Kryptonite is a made-up substance that primarily appears in DC Comics' Superman stories. Its most well-known manifestation is a crystalline green substance from Superman's home planet of Krypton that emits a peculiar radiation that weakens Kryptonians. The word kryptonite refers to someone's weakness or something that can be used to hurt someone who is strong. It means her smile is a weakness for me. The phrase on the second example doesn't mean an actual golden ticket. The term golden ticket was coined by Roald Dahl in the children's novel *Charlie and the Chocolate Factory*. Characters in the story are given access to Willy Wonka's mysterious chocolate factory when they discover golden tickets inside their chocolate bars. But, in the second example above, golden ticket means a person, thing, quality, ability, or achievement that consistently offers a chance for great success, either financially or personally.

#### 7) Metonymy

As stated by Kennedy, metonymy is the use of something closely related for the thing actually meant.



It is a figure of speech where one object's name is changed to another that is closely related to it.

For Example:

- a) I can't do this alone, give me a hand.
- b) Red-coats, for the British soldiers.

Give me a hand on the first example means give me a help. "Hand" in the example has been replaced for the word "help". Thus, it can be understood that "hand" and "help" has a related meaning. The second example is about the British soldiers who characterized by wearing red-coats. By examples above, in metonymy, an object is designated by the name of something which is generally associated with it.

#### 8) Symbol

Symbol is the simplest type of figurative language. <sup>45</sup>As stated by Diyanni symbol is any object or action that represents something beyond its literal self. Symbols are easy to found all around us.

For example:

- a) A Heart
- b) Tears
- c) Red light
- d) Light bulb

From the all examples above, a heart means represent love. Tears mean emotion. Red light means stop. Light bulb means new idea. The meaning of any symbol whether an object, an action, or a gesture, is controlled by its context. Using symbols to represent concepts and traits by giving them deeper, more

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<sup>45</sup> Ibid.

symbolic meanings than their literal meanings is known as symbolism.<sup>46</sup>

In this research, the researcher use the figurative language with X.J. Kennedy's theory. Which based on the X.J. Kennedy's theory, there are eight types of figurative language such as metaphor, irony, simile, personification, hyperbole, allusion, metonymy, and symbol.

## 5. Teaching English As a Foreign Language

Generative linguistic theory aims to provide a characterization of the linguistics competence of native speakers of a language and to explain how it is possible for child first language (L1) acquires to achieve that competence. The generative perspective on second language (L2) acquisition has parallel goals, specifically, to account for the nature and acquisition of interlanguage competence.<sup>47</sup>

Undoubtedly, equipping the foreign language rooms in the educational institutions of our country with modern information and communication technologies and advanced technical means of teaching, broadcasting programs and broadcasts teaching children and teenagers foreign languages on TV and radio channels, the history of other countries and Regular screening of popular foreign art and multi-language films dedicated to culture, world science and technical news with Uzbek subtitles allowed our young people to get to know the past, culture, and science of the peoples of the world. Especially when teaching foreign languages to students in the first grade, it is necessary to take into account the age, physiological and psychological characteristics of the student. As noted in the decision, implementation of foreign language

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<sup>46</sup> Ibid.

<sup>47</sup> Van Patten, Bill dkk. *Theories in Second Language Acquisition*. New York: Routledge, 2020.

teaching in the form of game-style lessons and oral speech lessons in the first grades is really appropriate for younger students. The use of game technologies in education is one of the most effective tools. During the game, their thinking, outlook, and thinking will expand.

Scientists believe that the game approach to education facilitates the learning process. It not only makes it easier, but also increases the interest in this subject and encourages the child to acquire deep knowledge. In conclusion, it is worth noting that in teaching English, taking into account the age and psychological characteristics of students, the interest in learning a foreign language, the preparation of modern didactic developments based on pedagogical technologies that help to fully satisfy the need, and developing a robust mechanism for their implementation provides a practical solution to the problem.<sup>48</sup>

If the basic aim of the educational program is to provide all students with the opportunity to develop every aspect of their personality and talents to the fullest, then each student should have some experience in learning another language. Through acting out the role of a person from another culture, the student may come to realize that all people do not think and act alike and that "difference" does not necessarily mean inferiority or lack of moral principle. All students should be given some insight into the achievements and problems of groups of people other than those of their own society. They should also have the opportunity to examine with closer attention the tool of language which they use every day, in order to understand more fully its nature and function.

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<sup>48</sup> Rustamov Ilkhom Tursunovich, 'Methodology of Teaching Riddles and Teaching Foreign Languages Through Them', *Journal of New Century Innovations*, 8.1 (2022), 570–73.

The study of English and foreign languages continues to be of imperative significance in American higher education. Those who are not accurate and fluent in the major language of their society are crippled in their careers by an inability to express themselves. They are unable to cope with the distortions of language imposed by bureaucratic or technical jargon, or to engage in the kind of authentic dialogue that is needed among individuals and groups in our society. A lack of training in foreign languages creates linguistic barriers between us and the rest of the world and, more and more, isolates us from the thoughts and aspirations of existing and evolving world culture. America ought surely to be the leader in recognizing linguistic pluralism and in providing the means to the only real communication among cultures: knowledge of one another's languages. In actual classroom procedures, a strictly formalist approach has favored a passive student situation, where the student receives instruction and applies it as directed. An activist approach, to be effective, requires ready participation by the student in the learning activities. Discovery of the facts of language by the student and active use of the language for the expression of personal meaning are encouraged. In other words, the formalist emphasizes teaching of the language, while the activist is more interested in providing opportunities for the student to learn the language.<sup>49</sup>

For a variety of historical, social, cultural, and economic reasons English holds a special place within the Saudi community. English is the principal (and, on some cases, only) medium of communication in a wide range of social, administrative, educational, and professional domains. English is indeed the lingua franca used for communication between Saudis and the rather large

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<sup>49</sup> Rivers, Wilga M. *Teaching Foreign-Language Skills*. Chicago: 2018.

cohort of foreign workers widely engaged in the Saudi economy. In essence, an advanced English competence has become an indispensable component of most professional and administrative establishments. In addition, English has firmly established itself as the international language of science and technology, as well as the language of the internet and virtual communication based on Alrashidi & Phan. In recognition of the special status of English, the Saudi Government has in recent years introduced a number of reforms designed to raise the level of English proficiency of Saudi learners. These reforms have involved (among other things) increasing learners' exposure to English instruction as part of the Saudi educational system and modernizing the English school syllabus, the teaching methodology, and the teaching/learning materials. Another major development has been the launch of a government scholarship program which has enabled thousands of Saudis to complete undergraduate and postgraduate programs abroad mostly in English-speaking countries.<sup>50</sup>

## **6. Definition of Teaching**

Teaching refers to all the processes and activities designed to impart knowledge, skills and understanding at all levels of education from. Broadly and simply put, it is causing people to learn. So, in the school condition if the student has not learnt then the teacher has not taught. So, teaching is the standard of formal teacher - student interaction in which learning is the main product. Essentially a teacher guides the activities of the students in order to produce learning. The guidance may be direct or indirect, structured or unstructured. Learning on the other hand, is the process by which behaviour changes as a result of experience. So the test of learning is

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<sup>50</sup> Michelle Picard, Christo Moskovsky. *English As a Foreign Language in Saudi Arabia*. Routledge, 2018.

behavioural changes or modifications that occur. But it must be noted that not all experiences are educative, as behavioural changes may be positive or negative. In any case the goal of teaching is to ensure learning, and if learning has not occurred, then the goal is not reached.

The Dictionary of Education defines teaching as "Transferring or conveying knowledge, attitudes and skills". Soga sees it as "a planned appointment between the teacher and the learner over a given subject matter in order to bring about learning using appropriate methods and materials in a moderately conducive venue". From the above, we summarize that teaching at all levels of the education is a systematic presentation of facts, ideas, skills, attitudes, and techniques to learners. In the words of Raths, "a teaching act is a rational deed performed in accordance with some professional principles". This suggests that for an activity to be qualified as teaching, it has to be performed in accordance with some professional principles. It is a process of transmitting knowledge, attitudes, and skills, through showing how, informing, explaining, directing, clarifying, evaluating. In short, teaching is a systematic, rational and organized process of transmitting knowledge, attitude, and skills, in accordance with professional principle. Teaching is not only an art but also a science. For every effective teaching there must be adequate planning.<sup>51</sup>

## **7. Contextual Meaning**

A circumstance that arises based on the appearance of a word or sentence is known as context. By incorporating the term inside a longer statement that also includes its meaning, a contextual definition can also be defined as one in which the term is employed. "Context" is a term coined by Sekhar Dash to describe the

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<sup>51</sup> Roy Killen, 'Effective Teaching Strategies. Wentworth', 1.2010 (1996), 38–42 <<https://doi.org/10.13140/RG.2.2.34147.09765>>.

immediate linguistic environment (which is rarely detached or isolated) in which a certain Word appears. Since it isn't always obvious, it could be concealed among a word's surrounding constituents when it's used in a piece of writing. If we are unable to deduce the necessary information about a word's meaning from its immediate linguistic context, we must consider the discussion topic as the domain of pertinent information.<sup>52</sup> It indicates that a term normally has a single meaning when it is employed in a text, but occasionally, depending on the topic of conversation, a word may have many meanings. We have to be aware of the hidden meaning of the word to offer helpful context-based information for understanding the meaning in a sentence or phrase. essentially, if the meaning is taken from A single meaning can be found in a single text, but sometimes there are multiple meanings. based on the discussion topic. Accordingly, it is critical to know the profound significance of the word to give valuable and applicable data to comprehend the significance in a sentence or expression in view of the actual setting. Relevant importance is a consequence of the connection among discourse and context.

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<sup>52</sup> Niladri Sekhar Dash, "Context and Contextual Word Meaning". Semantic Scholar, 2008.



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