

**FIGURATIVE LANGUAGE ANALYSIS IN THE BOOK OF INSPIRING
POETRY FOR CHILDREN SELECTED BY SYLVIA M. VARDELL (2020)**

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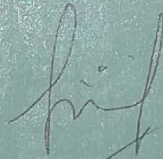
HALAMAN PERSETUJUAN SKRIPSI

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Selected by Sylvia M. Vardell (2020)*

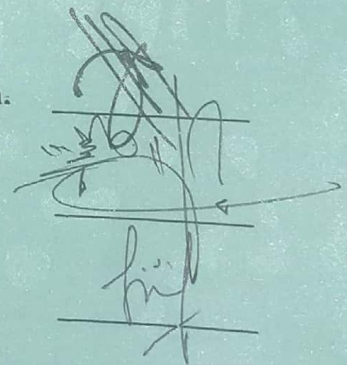
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ABSTRACT

Figurative language is a technique for expressing ideas via the elegance of language. Figurative language is frequently used in everyday speech, books, poetry, song lyrics, and informal conversation. Figurative language cannot be separated from those kinds of literary works because it is used as a tool in language to in-depth the meaning and make the literary works more beautiful. This research focused on analyzing the types of figurative language in poetry, specifically children's poetry. The data in this research were taken from a children's poetry book entitled *A World Full of Poems: Inspiring Poetry for Children* compiled by Sylvia M. Vardell (2020). This research involves the types of figurative language used theory by Laurence E. Rozakis (1995) as the main theory. There are 122 figurative lines collected from 25 children's poems in this book which are used as the data. The result shows that from 20 types of figurative language used, there are only 13 types appeared. From 88 data, the findings show that there are two expressions of ambiguity (2% occurrence), three expressions of apostrophe (3% occurrence), two expressions of conceit (2% occurrence), twenty expressions of hyperbole (22% occurrence), one expression of irony (1% occurrence), twelve expressions of metaphor (14% occurrence), seven expressions of metonymy (8% occurrence), one expression of onomatopoeia (1% occurrence), thirty expressions of personification (34% occurrence), one expression of sarcasm (1% occurrence), nine expressions of simile (10% occurrence), one expression of synecdoche (1% occurrence), and one expression of synesthesia (1% occurrence). The highest occurrence comes from personification, which occurred 30 times.

Keywords: *Figurative Language, Meaning, Children's Poetry, Poems*

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ABSTRAK

Bahasa kiasan adalah teknik untuk mengekspresikan ide melalui keanggunan bahasa. Bahasa kiasan sering digunakan dalam percakapan sehari-hari dan karya sastra meliputi novel, puisi, lirik lagu, dan drama. Bahasa kiasan tidak dapat dipisahkan dari karya sastra karena digunakan sebagai alat bahasa untuk memperdalam makna dan membuat karya sastra menjadi lebih indah. Penelitian ini difokuskan untuk menganalisis jenis-jenis bahasa kiasan dalam puisi, khususnya puisi anak-anak. Data dalam penelitian ini diambil dari buku puisi anak berjudul *A World Full of Poems: Inspiring Poetry for Children* yang disusun oleh Sylvia M. Vardell (2020). Penelitian ini melibatkan jenis-jenis bahasa kiasan yang menggunakan teori Laurence E. Rozakis (1995) sebagai teori utamanya. Ada 122 baris figuratif yang dikumpulkan dari 25 puisi anak-anak dalam buku ini yang digunakan sebagai data. Hasil penelitian menunjukkan bahwa dari 20 jenis bahasa kiasan yang digunakan, hanya ada 13 jenis yang muncul. Dari 88 data, temuan menunjukkan bahwa ada dua ekspresi ambiguitas (2%), tiga ekspresi apostrof (3%), dua ekspresi kesombongan (2%), dua puluh ekspresi hiperbola (22%), satu ekspresi ironi (1%), dua belas ekspresi metafora (14%), tujuh ekspresi metonimi (8%), satu ekspresi onomatopoeia (1%), tiga puluh ekspresi personifikasi (34%), satu ekspresi sarkasme (1%), sembilan ekspresi simile (10%), satu ekspresi sinekdoke (1%), dan satu ekspresi sinestesia (1%). Persentase tertinggi berasal dari personifikasi, yang terjadi sebanyak 30 kali.

Kata Kunci: *Bahasa Kiasan, Makna, Puisi Anak, Puisi*

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The researcher realizes that there are still many imperfections in this thesis. Therefore, with all modesty, the researcher asks for constructive criticism and suggestions to improve the thesis to be better in the future.

Padang, 28th October 2022
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CHAPTER I

INTRODUCTION

1.1. Background of Research Problem

Language is a facility for a human to interact with one another. People require language in their daily lives to communicate, engage, and receive information from others. Language is utilized to describe people's feelings, emotions, thoughts, and imaginations. Language is a phenomenon when people can express ideas, emotions, and urges toward other people through the production of symbols in every situation possible. Language is a fundamentally human and non-instinctive manner of transmitting ideas, feelings, and desires through a system of symbols created deliberately. Language does not only exist in the form of spoken and written, yet also in the form of action, gesture, and sign.

Sapir (2004, p. 7) defined language as the material or medium of literature. Language can be viewed and studied in various approach based on linguistics fields, one of which is semantics, particularly about figurative language. Figurative language is a style of language which uses non-literal meaning in delivering the message. Abrams (2012, p. 130), stated that figurative language is a visible departure from what competent users of a language understand as the conventional meaning of words, or the regular arrangement of words, in order to produce some unique meaning or effect. Furthermore, figurative

language is the use of words that have meanings other than their literal ones. It is used to communicate something that is not straight to the point. The aim of using figurative language is to make the sentence or the message become deeper and to make the words that are used become even more beautiful and meaningful.

Perrine (1982, p. 15) explained that there are four key reasons for utilizing figurative language. First, figurative language allows readers to enjoy literary works more imaginatively. Second, it's a means to add more imagery to verse, making the abstract concrete and literary works more sensual. The third, figurative, add emotional emphasis to otherwise purely factual sentences and conveys attitudes as well as information. Fourth, it is a way of stating a lot in a short amount of time.

Based on Colston (2015, p. 3), humans frequently utilize figurative language. It is all over our talks and publications. By this means, figurative language itself is very common in both spoken and written terms to express ideas and show the art of language. Figurative language is often found in usual conversation, speech, news reports, or storytelling. Furthermore, it also can be found in various forms of literary works such as a movie, song lyrics, novels, short stories, and poetry.

Referring to Greg Johnson (2018, p. 706), Poetry is characterized first as a type of language that says more and says it more deeply than conventional language. To truly grasp this, we must first comprehend what poetry "says." Similarly, Shaoxiong (1993, p. 11) stated that poetry is a poet's writing that has

the beauty of thinking of language as a unit and communicates the feeling of a full experience; presenting facts, thoughts, or emotions in a manner that is more focused, inventive, and forceful than ordinary speech. Building upon the explanation above, poetry is a form of literature created by poets to express their ideas using beautiful words.

Children's literature, as stated by Hancock (2005, p. 5) is literature that caters to children's interests, needs, and reading inclinations that captivates youngsters as its primary audience. Furtherly, children's literature includes stories, rhymes, poetry, and plays. By this, the term "children's poetry" appeared. This term is very related and understandable because only by hearing it, we simply can conclude what it actually means. In short, children's poetry is poetry as literary work that is aimed at children and youngsters.

Figurative language and poetry, in general, have a strong correlation; in poetry, when the poets communicate their ideas and thoughts, they use language as the media to form their poetry, which often contains figurative language. According to Baldick (2001, p. 97), poetry relies heavily on metaphorical language. Figurative language occurs casually, especially in poetry where the parable happens almost every time. The existence of figurative language in poetry is aimed to add more sense to the words used, so it becomes more beautiful. It helps dramatize and gives more pictures in the poetry. It also aimed to add hidden meaning behind the words, so the audience can dig and interpret the line with their own understanding.

Figurative language has been studied by many researchers in various fields. In this research, the researcher will give a sight list of 44 articles and journals that have been published focusing on the study conducted in the last five years. They are divided into several sections which are figurative language in songs, figurative language in poems, figurative language in advertisements, figurative language in newspapers, figurative language in the novel, figurative language in movie scripts, and figurative language in speech.

The first section of the related study is about figurative language analysis in songs. Three studies on albums have been done by Hulu, Sembiring, and Tariban (2021); Siallagan, Manurung, and Sinaga (2017); and Fitria (2018). Three studies on Disney's soundtracks have been done by Nurslaihat and Kareviati (2020); Nurchitrawati, Kareviati, and Atmawijadja (2019); and Sari (2021). Eight studies on western songs have been done by Ardhyanti and Supriyatiningsih (2020); Ibrahim, Akib, and Hasyim (2019); Asriandi and Irawan (2022); Puspitorini and Hamdani (2021); Fahrezy (2018); Lubis (2019); Hidayat, Murni, and Subroto (2021); and Dewi, Hidayat, and Alek (2020). One study on Indonesian songs has been done by Fitriasia and Silvianti (2021). Therefore, there are fifteen previous studies about figurative language in songs.

The second section of the related study is about figurative language analysis in poetry. Four studies on Maya Angelou's poetry have been conducted by Nur and Miranti (2018); Anggiamurni (2020); Wibowo and Akbar (2017); and Hidayah (2021). Three studies on Edgar Allan Poe's poems have been conducted by Syafitri and Marlinton (2018); Hasanah, Arafah, and Abbas

(2021); and Budiargo (2020). Two studies on Jalaluddin Rumi's poetry have been conducted by Basuki and Saputri (2021); and Nuraeni (2017). One study on Shakespeare and Wordsworth's poems has been conducted by Ruslida, Sembiring, and Damayanti (2019). One study on Kelly Darrow's poetry has been done by Nuraeni and Peron (2017). One study on Hardy's poem has been done by Sandi, Natsir, and Asanti (2021). One study on Toeti Heraty's poetry has been done by Maisarah, Azis, and Nasir (2021). One study on William Blake's poetry has been done by Palupi (2021). One study on Robert Frost's poetry has been done by Lismayanti and Aryensi (2020). One study on Emily Dickinson's poetry has been done by Inpok, Web, and Nimmanit (2019). One study on Buah Rindu's poetry has been done by Khairunisa, Dirgeyasa, and Putri (2020). Then, one study on Rupi Kaur's poetry was done by Sultan and Iskandar (2022). Lastly, one study on students' poems in class has been done by Hutaeruk (2019). Therefore, the study of figurative language in poetry consists of 19 studies.

The third section of the related study is about figurative language analysis on advertisement by Oyesomi and Salawu (2019) on Yoruba advertisement, while Zulfadli and Daud (2020) analyzed cosmetics advertisements. The fourth section of related study is about figurative language analysis in newspapers conducted by Wibisono and Widodo (2019) on Jakarta Post Online Newspaper, then Rohani, Arsyad, and Diani (2018) analyzed "Feature" of The Jakarta Post. The fifth section of related study is about figurative language analysis in novel conducted by Tiarawati and Ningsih (2019) on *Ugly Love* by Colleen Hoover,

and Wijayanti (2017) did research on *Adultery* by Paulo Coelho, while Harun and Yunisrina (2020) analyzed a novel by Arafat Nur. The sixth section of related study is about figurative language analysis in movie scripts conducted by Fatchiyati and Sujana (2021) on *Grey's Anatomy* movie script. The last section of related study is about figurative language analysis in speech, the research was conducted by Nanggolan, Siahaan, Sinurat, and Herman (2021) on Joe Biden's victory speech. In conclusion, there are 2 studies about figurative language on advertisements, 2 studies on newspapers, 3 studies on novels, and 1 study on speech.

In order to describe the research gap in this research, the researcher has reviewed those 44 articles and journals from the last five previous years and divided them into several sections, then categorized them based on the objects into song, poetry, advertisement, newspaper, novel, movie script, and speech. Particularly, to the poetry section, there are at least 19 studies of figurative language based on one or some of these theories proposed by Perrine, Arvius, Kennedy, Abrams, Keraf, Leech, Dancygier, Webster, and McKenzy. Meanwhile, the other figurative language theory proposed by Rozakis (1995) is still a few used in studying figurative language, especially in poetry.

Rozaki's theory about the types of figurative language is very wide and varied. He divided figurative language into 32 types, which will extend the result of this research to the variety of figurative language that might occur. To be exact, Rozakis' theory is suitable for this research especially because this research will examine figurative language in children's poetry, whereas Rozakis

in her book entitled “*How to Interpret Poetry*” elaborate many aspects on interpreting poetry and one of which is figurative language. Thus, the use of this theory will be the gap in this research.

In addition, by reviewing the 19 previous research which only focuses on adultery, modern, and classic poetry as the object, it appears the conclusion that the research about figurative language analysis on historical and temporary poetry focusing on children’s poetry has not been done yet. It can be said that there is still insufficient research about it. Here, the researcher decided to conduct a study that uses children’s poetry as the object of the research. The researcher tried to find the figurative language that is used in children’s poetry and attempts to show that aside from the title of the poetry being for “children”, the language used still contains figurative language. As a novelty, this research is new compared to the previous research, as this research shows the types of figurative language in children’s poetry and prove that the figurative language exists. Furthermore, this research will explore figurative language in a wide range of contemporary and historical poets, which specifically aimed for children.

In this thesis, the researcher analyzed figurative language found in several pieces of poetry from the book entitled *A World Full of Poems: Inspiring Poetry for Children* compiled by Sylvia M. Vardell (2020). There are several reasons for the researcher to choose children’s poetry. Commonly, there is a general view from the society that children's poetry is a simple form of literature where it only consists of simple sentences, simple logic, and kid’s stories which

appealed to children. Meanwhile, as cited by Hunt (1996, p.4) aside from its being called for children, children's poetry is still a poetry because it has the same characteristics as other poetry. Firstly, the researcher wants to find out if there are kinds of figurative language that exist in children's poetry. By finding figurative language in those children's poetry, the researcher will prove that even though the poems are written for children, the language used is still metaphorical in certain lines. Thus, the researcher believes that these figurative languages are important to be examined.

The researcher chooses the poetry from the book *A World Full of Poems: Inspiring Poetry for Children* (2020) because the poetry in this book is filled with figurative language, and the poets in this book are senior poets with records of awards winning on their biographies, which make their works also reliable. Furthermore, this book is fit for this research as it can get along with the purpose of this research. This book contains poetry for children written by poets from around the world that are compiled into one book. It explores poetry from a wide range of contemporary and historical poets on a variety of themes divided into eight themes; family and friends; feelings; animals and nature, cities, towns, and travels; fun and games; science and arts; body and health; and a world of learning. Thus, the researcher will conduct research which is titled *Figurative Language Analysis in The Book Inspiring Poetry for Children Selected by Sylvia M. Vardell (2020)*.

1.2. Identification of Research Problem

Based on the explanation in the background of the study above, figurative language has an important role in literary works as it often occurs in literature such as poetry. It is natural for literary works to contain figurative language because it is a style of language to show the beauty in literary works themselves. Looking through the previous studies over five years, the research about figurative language in poetry has been done so many times and has been common to find. However, the study about figurative language specifically for children's poetry is still lacking since the previous studies only focused on adultery ones.

Here the researcher is trying to show proof that figurative language in children's poetry is also important to be examined, as it contains figurative language as well. The main reason behind this research is to see the figurative language that often occurs in children's poetry. As a result, the researcher decided to examine the types of figurative language that occur in poetry categorized for children and find the meaning of each figurative sentence. Furthermore, the researcher will define the most dominant types of figurative language as the realization of proof that figurative language in children's poetry exists and is as beautiful as other literary works.

1.3. Limitation of Research Problem

Related to the identification of the research problem above, this study is limited to examining the types of figurative language found in 25 poems from the book *A World Full of Poems: Inspiring Poetry for Children* by Sylvia M.

Vardell (2020). From a total of 153 poems, it is limited to 25 poems for several reasons, one of which is that the estimated number of data obtained from the 25 poems is quite sufficient. In addition, out of 153 total poems, not all of them contain figurative language. This research focused on the 25 poems that are randomly selected based on the availability of figurative language sentences in them. After that, the researcher will interpret the meaning of each figurative language found.

Furthermore, Laurence E. Rozakis divided the types of figurative language into 32 types. They are allegory, ambiguity, apostrophe, conceit, connotation and denotation, contrast, dead metaphor, dramatic sophoclean and tragic irony, extended metaphor, invocation, irony, irony or fate/ cosmic irony, invocation, litotes, metaphor, metonymy, mixed metaphor, onomatopoeia, oxymoron, pathetic fallacy, personification, romantic irony, sarcasm, simile, socratic irony, symbolism, synecdoche, synesthesia, transferred epithet, understatement, and verbal irony. In this research, the researcher limited the types of figurative language to 20 types based on Rozakis' theory. The main reason is because the researcher wanted to focus on the general types of figurative language without small division or appendage such romantic irony and socratic irony. Instead, the researcher focused on the general types such allegory, ambiguity, apostrophe, conceit, contrast, hyperbole, invocation, irony, litotes, metaphor, metonymy, onomatopoeia, oxymoron, personification, sarcasm, symbolism, synecdoche, synesthesia, and understatement.

1.4. Formulation of Research Problem

Related to the limitation of the research problems above, the formulation of this research is formulated into “What are the types of figurative languages used in each selected 25 poetry from the book *A World Full of Poems: Inspiring Poetry for Children* by Sylvia M. Vardell (2020)?”

1.5. Research Questions

The study's issues are addressed by attempting to find answers to the following problems:

1. How is the frequency of 20 types of figurative languages appeared in selected 25 poems from the book *A World Full of Poems: Inspiring Poetry for Children* by Sylvia M. Vardell (2020)?”
2. What is the most common type of figurative language that appeared in selected 25 poems from the book *A World Full of Poems: Inspiring Poetry for Children* by Sylvia M. Vardell (2020)?

1.6. Purpose of the research

Based on the research question above, the purposes of this research are:

1. To find the frequency of the 20 figurative language types appeared in selected 25 poems from the book *A World Full of Poems: Inspiring Poetry for Children* by Sylvia M. Vardell (2020).
2. To find out the most common type of figurative language that appeared in selected 25 poems from the book *A World Full of Poems: Inspiring Poetry for Children* by Sylvia M. Vardell (2020).

1.7. Significance of Research

This research is hoped to give a significant impact and contribution to linguistic development, especially in the analysis of literary works using figurative language. This research is the development of the previous research that only focuses on adultery, modern, and classic poetry. Based on the object from previous studies, the researcher tries to give a different view by using children's poetry as the object. Then, this research will expand the result by using the theory of Rozakis which is still lacking. To top it off, this research will give a variety of types of figurative language that rarely showed before such as contrast, invocation, litotes, oxymoron, synesthesia, and understatement.

This research is expected to give insight to the readers about figurative language and the types of figurative language. This research is also expected to give some information about figurative language found in selected 25 poems from the book *A World Full of Poems: Inspiring Poetry for Children* by Sylvia M. Vardell (2020) and help give insight about linguistic study in children's poetry. In the education field, the researcher expected this research to contribute as the material and reference to analyze figurative language in literary works such as movies, especially for students in the English and Literature department.

1.8. Definition of the Key Term

1. Figurative Language

Figurative language is a type of language that is used to describe feelings and beauty in a way that is not literal. According to Cuddon (2000, p. 320)

Figurative language is a language that employs figures of speech such as metaphor, simile, exaggeration, and must be different from literal language.

2. Meaning

According to Nordquist (2018), meaning is an explanation of the thing or idea that a sound, word, sign, etc. represents.

3. Poem

A work of writing that has the essence of both speech and song, is almost always rhythmical, generally metaphorical, and frequently has formal aspects such as meter, rhyme, and stanzaic structure.

3. Poetry

Poems collectively or as a literary genre in which extra intensity is given to the presentation of sentiments and ideas via the employment of distinctive style and rhythm. As stated by Baldick (2001, p. 198) poetry is language sung, chanted, spoken, or written in a recurring rhythm that highlights the links between words based on sound as well as sense.

4. Children's Poetry

A literature work in the form of poetry that is written for children. According to Abdul Rozak (2018, p. 3), Children's poetry is filled with children's factual experience and imaginative experiences. It is poured into words and forms a poetry.