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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Figurative Language

a. Definition of Figurative Language

Figurative language is a language which uses figures of speech (a way of saying one thing and meaning another). Keraf (1994) identifies that figurative language is based on two categories: direct and indirect meaning. The figures of speech compare one thing with another thing and find the similarity between these two things. Moreover, we can find some examples to compare the figure of speech. The first one is rhetoric figure of speech and the second is allusion figure of speech. Both can be found in simile, metaphor, allegory, personification, satire, hipalase, irony, innuendo, antiphrasis and paronomasia.

According to Perrine (1988:565) figurative language is the language that cannot be taken literally (or should not be taken literally) and say something other than ordinary ways or say one thing and mean another. Figurative language is used in imaginative rather than literal sense, it is used widely in daily speech and writing. Beekman and Callow (1974:94) say that figurative senses are based on associative relations with the primary sense. Figurative language is often used in

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the daily communication, literary works (novel, poems, poetry, and short story), speech, and in advertisement.

Glucksberg (2001) identifies figurative language as language where the meaning does not coincide with literal language's meaning and points at metaphors and idioms as examples of it. He further discusses the topic of understanding the meaning of figurative language as depending on context. Brown and Hatch (1995) discuss the nature and constituents of figurative language. They conclude that figurative language could be attributed the different major categories of metaphor, simile and includes metonymy and synecdoche as important constituents.

Thus, Figurative language is language that uses words or expressions with a meaning that is different from the literal interpretation. When a writer uses literal language, he or she is simply stating the facts as they are. Figurative language, in comparison, uses exaggerations or alterations to make a particular linguistic point. Figurative language is when you use a word or phrase that does not have its normal every day, literal meaning. Writers can use figurative language to make their work more interesting or more dramatic than literal language which simply states facts.

b. Types of Figurative Language

According to Kennedy (1983:481), figurative Language consists of comparative, contradictive, relation and repetition

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figurative language. Comparative figurative language consists of Personification, Metaphor, and Simile. Contradictive figurative language consists of Hyperbole, Litotes, Paradox, and Irony. Correlative figurative languages consist of Metonymy, Synecdoche, Symbol, Allusion, and Ellipsis. Meanwhile repetition figurative language consists of Pleonasm, Climax, Anti Climax, Rhetoric and Repetition.

1) Comparative Figurative Language

Comparative figurative language consists of personification, metaphor, and simile.

a) Personification

Personification is figure of speech in imaginative something, which doesn't have soul, as though they have human characteristic (Potter, 1967: 54). It is meant that inanimate things in this world are guessed as animate by giving some attributes in inanimate things. So that people who read it, guess it, can do everything like human being.

Example: School alarm calls students to enter their classroom.

Calls are verb form in dictionary. Letter *s* is addition in present tense form because the subject is singular (alarm), alarm is inanimate thing; meanwhile it is given attribute like activity that is

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done by animate. Alarm can't call, because call is attribute of mouth that can does it.

b) Metaphor

Metaphor is a variety of analogy which compare two things directly, but in short pattern (Keraf, 1994:139). It is meant that between subject and object have same attributes, and writer uses it to compares it to another.

Example: Library is science field.

Library is place where people can find many kinds of books, it is compared with science field because both library and science field have same attribute, they can add our knowledge.

c) Simile

Simile is comparison which has explicit characteristic, it means that they state something similar with each other directly that use words likes as and like (Potter, 1967: 54).

Example: Her face is like moon light.

Writer compares face and moon light because both of them have same attribute, so clear, clean, and everybody can see it clearly.

c. The Use of Figurative Language

According to Perrine (1977), figurative language often provides a more effective means of saying what we mean than does direct

statement and it has some reason. First, figurative language affords us imaginative pleasure. Imagination, in one sense, might be described as that faculty or ability of the mind that proceeds by sudden leaps from one point to another. Figures of speech are therefore satisfying in themselves, providing us a source of pleasure in the exercise of the imagination.

Second, it is a way of bringing additional imagery into verse, of making the abstract concrete, of making poetry more sensuous. Figurative language is a way of multiplying the sense appeal of poetry. Third, figures of speech are a way of adding emotional intensity to otherwise merely informative statements and of conveying attitudes along with information. Fourth, figurative of speech are a means of concentration, a way of saying much in brief compass. Like words, they may be multidimensional.

Obviously one of the necessary abilities for understanding literature is the ability to interpret figurative language. Every use figurative Language involves a risk of misinterpretation, though the risk is well worth taking. For the person who can translate the figure, the dividends are immense. Fortunately, all people have imagination to some degree, and imagination can be cultivated. By practice one's ability to interpret figures of speech can be increased.

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2. Song Lyric

a. Definition of Song

According to (Astari, 2016: 24), song is a short musical work set a poetic text with equal importance given to music and to the words. It may be written for one or several voices are general performed with instrument accompaniment. It is special about them is the fact that songs have a personal quality that makes the listener react as if the song was sung for them personality.

Song is short of music with words that be sung. The Longman dictionary of contemporary English, a song is a short piece of music with words for singing. Song is an interesting knowledge that offers the expression in the heart someone. Make each people has an imagination.

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

b. Definition of Lyric

According to the Oxford Dictionary (1995: 703), lyrics are a composed for singing. Lyrics are set of words that make up a song.

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

A music composition is not always a sequence of melody with a lyric. The composition without a lyric on its melody called an instrumental music. On the contrary, the one with lyric is called a song. The music composition performed by a song contains an attractive aspect. The attractive aspect is language. The language which consist of a sequence of words, give new dimension of the music, which cannot be found in the other composition, instrumental music.

The lyric in a song is actually non-musical aspect. However, besides giving new unique dimension, its presence in music is not only as an embedded element but also as a part of the music. Many songs are created from text or the beautiful poem. The difference is that a lyric of a song is written and combined with music. We usually meet a poem as word on page and a song generally hear as sounds in the air. However, we can say that a song lyric is same.

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c. Classification of Songs

Different kinds of the songs can used in language classrooms. As Murphey in Lenka (2009: 29) point out, it is very difficult to decide which kind of songs are best for using in the EFL classroom because any song will usually be welcome and will work to some extent. However, some kinds of songs work better with a particular age group. The researcher will present three major categories of songs based on Murphey's (1990) research:

1) Made for EFL Song

Made for EFL songs are artificial songs created for the purposes of teaching English so that they best suit grammatical structures, sounds, vocabulary or topics being discussed in classes. Made for EFL songs can be found especially in older textbooks.

2) Traditional or Folk Songs

Traditional or Folk songs originated I the native environment and contain the vital concerns and characteristics of people of a certain nation and supply many notes and historical background of the songs (Murphey, 1990).

3) Contemporary Songs

Contemporary songs are popular songs which can be heard in the out of school environment of students. They can be of any

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music genre, such as pop, rock, hard rock, rock and roll, R&B, rap, heavy metal, punk, reggae or others.

d. Criteria of Song Selection

Murphey (1992) believe that any song can be useful and motivating to some extent. These that students already listen to and want to hear, which are mostly popular songs, will have the greatest impact on them. Often teachers do not use certain songs, such as rap or heavy metal songs, because the words are obscured by the thick instrumentation or the lyrics are offensive. Songs which are offensive should be generally avoided. Songs with meaningful lyrics but difficult to understand, can be used when the teachers add some extra support to aid comprehension (Abbott, 2002).

There are no rules for selecting a song for classroom use, but there are several factors to take into consideration. They are listed below in six categories: the class, the teacher, the level of difficulty of the song and the lyrics, the curriculum, the pace and sequence of the lesson and the classroom.

- 1) **The Learner:** Primarily, the teacher should consider the musical interest of the students as well as their age and language level. Each a group is specific and has its own musical like and dislike.
- 2) **The Teacher:** The teacher should choose those songs that appeal to him or her so that he or she can be enthusiastic about the song to pass his or her enthusiasm on o students.

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- 3) **The Level of Difficulty of the Song and the Lyrics:** Some factors to consider are tempo, clarity of pronunciation, stress, amount of repetition, language level, word order, vocabulary and the extent of metaphorical usage (Abbott, 2002). All these factors determine whether or not the song will provide meaningful and understandable input for students.
- 4) **The Curriculum:** The song should support the curriculum. In order words, the song should fit the grammatical structure, vocabulary or topic being taught, so that the selected song is a direct complement to the lesson.
- 5) **The Pace and Sequence of the Lesson:** Songs can affect the pace and sequencing of the lesson because they have the ability to energize or calm down the students. Therefore, songs should be carefully chosen according to the need of the teacher to stimulate or calm down students, time of the day or day of the week.
- 6) **The Classroom:** Obviously, teachers will need the appropriate equipment to play the songs and the music videos. The availability of resources, such as CDs, CD player, videos, overhead projector, the interactive whiteboard or the web in the classrooms, needs to be considered when designing classroom music activities.

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B. Relevant Research

Syafi'i (2013:103) says "relevant research is required observe some previous researches conducted by other researchers in which they are relevant to our research". This research is relevant with the other researches.

Metha Raisa in 2014 conducted a research entitled "A Study on Figurative Language Covering Simile, Metaphor, Personification and Symbol in Poem". Based on her research, she found that the students' ability to show the expressions of figurative language is categorized as "Average to Good". From the computation, the students' mean score to mention the function of figurative language is 55,71, thus this result is categorized as "Poor to Average". The results of this study show that the students need more hours to learn about figurative language including the definitions, the functions, and the identification practice.

Second, Sri Mila Roza, Welya Roza and Fatimah Tanjung in 2013 conducted a research entitled "An Analysis of the Fourth Year Students' Ability to Understand Figurative Language Found in Short Stories at English Department". Based on their research, it was found that the fourth-year students' ability of English Department of FKIP Bung Hatta University to understand figurative language found in the short stories was moderate. The data described that there were 27 students (77.14%) got moderate ability, 5 students (14.28%) got low ability, and 3 students (8.58 %) got high ability to understand figurative language found in the short stories.

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Thus, this research was different with previous research in term of instrument used. This research was used song lyric as instrument to be identified while another research used short story and poem.

Operational Concepts

Operational concept is the concept which is used to avoid misunderstanding and misinterpreting in scientific study. Syafi'i (2013:104) says "operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing-a research paper".

There is one variable used in this research, that is students' ability in identifying figurative language. The indicators are as follows:

- a. Students' ability to identify metaphor.
- b. Students' ability to identify simile.
- c. Students' ability to identify personification.