

CHAPTER I

This chapter presents the research background, problems, purposes, significance of the study, scope and limitation, and definition of critical terms. Each section is shown as follows.

1.1 Research Background

English literature is an integral part of our cultural heritage because it gives us a unique world perspective. Literature also allows us to criticize the human condition, including the complexities of human emotions, relationships, and identity. Reading and analyzing literary works can help us develop critical thinking skills and communicate more effectively. By learning literature, we can better understand the social, political, and cultural conditions that have shaped our history. Thus, the meaning of literature in readers' lives is personal and unique to each individual (Fialho, 2019).

Despite the numerous benefits of studying literature, students may face difficulties when learning English literature. One of the most significant difficulties learners face is the complexity of the language itself. According to Alshammari, Ahmed, and Shouk (2020), Because English literature contains ambiguous words, phrases, thoughts, and intricate activities, EFL learners mistakenly believe that studying it is the most difficult aspect of learning the language. Because each genre has its own norms and strategies that call for additional interpretative and analytical abilities, learners may find it difficult to understand various genres. Additionally, it was discovered that EFL

students had little interest in studying English literature because the majority of EFL evaluation assignments disregarded the literature content (Alshammari, Ahmed, and Shouk, 2020).

Figurative language is an essential tool in literature that helps writers convey complex ideas and emotions creatively and creatively. The strong impact of figurative language makes it widely applied in various types of communication (Ekasani, 2015). Figurative language processing exerts costs relative to the processing of more literally used expressions (Weiland, Bambini, Schumacher, 2014). According to Defisyani, Hamzah, and Fitrawati (2018), figurative language is the use of words that make a reader make a reasonable interpretation not only by seeing what the words refer to or what it is said in the text but also by interpreting it from the context. It allows writers to use metaphors, similes, personification, and other literary devices to make their writing evident and engaging. Figurative language enables readers to connect with the story and its characters on a deeper level, adding depth and complexity to the text. Through figurative language, writers can paint a picture of the world they have created and bring it to life in the reader's mind. Therefore, it is crucial to understand and appreciate figurative language to appreciate the richness and beauty of literature fully.

However, one of the problems in learning literature is that students may find it challenging to comprehend the figurative language used by writers. But since they both essentially communicate the same message -that a term or expression is not meant to be taken literally- figurative language can also be considered a form of symbolic

expression (Ekasani, 2015). Something that makes figurative hard to understand is simply it is viewed as a phrase where the words together have a meaning different from the dictionary definitions of the individual words. Using figurative language requires a level of critical thinking and creativity that some students may not possess. It can also be difficult for students who are not native speakers of the language in which the literature is written to understand the nuances and cultural references inherent in the text. Teachers need to use effective teaching strategies to help students develop the necessary skills to understand and appreciate figurative language, such as teaching them to identify and analyze literary devices, providing contextual information, and encouraging students to use their creativity to interpret the text. Accordingly, literal and figurative meanings should be processed equally fast (Weiland, Bambini, Schumacher, 2014).

Figurative language is a crucial component of human communication. Sugiono (2013), as cited in Nursolihat & Kareviati (2020), stated that literally, meaning comprehension is necessary; it is not sufficient to grasp language structure and pronunciation alone. According to Fajrin & Parmawati (2021), in the modern period, people communicate in a variety of ways, including through literary works like novels, poetry, and song lyrics, which often imply deeper meanings or employ metaphorical language to convey the true meaning of the songs. It is crucial to study extended language meanings and kinds. “The communication of ideas, emotions, and desires” is what language is. He contends that language use reveals a variety of intricate details

about a speaker's relationships and group affiliations. It implies that language is used to communicate ideas, suggestions, or comments, whether written or spoken (Fajrin & Parmawati, 2021). From everyday conversations to literary works, figurative language allows us to convey complex ideas and emotions succinctly and powerfully. At the same time, the literal meaning of words is confined to their dictionary definitions. Figurative language can expand the possibilities of expression, allowing us to paint vivid and evocative pictures with words. Studying the types and meanings of figurative language is essential for effective communication and comprehension. Figurative language provides a way to convey complex ideas and emotions through metaphors, similes, personification, hyperbole, and idioms, each of which has unique effects on communication. Through careful analysis of figurative language in literature and everyday conversation, we can gain a deeper understanding of speakers' and writers' underlying meanings and intentions. By mastering figurative language, we can become more effective communicators and deepen our appreciation and understanding of the world around us.

There are several research findings related to an analysis of figurative language in Bruno Mars's song lyrics, such as Fajrin & Parmawati (2021), Aryawan, Suarnajaya, & Swandana (2019), Nurchitrawati, Kareviati, & Atmawidjaja (2019). Fajrin & Parmawati (2021) investigate the figurative language found in the song "Grenade" lyrics. The "Grenade" song is one of the songs in the "Doo-Wops & Hooligans" album list. The findings revealed that Bruno Mars's song entitled "Grenade" uses figurative language, which includes repetition, hyperbole, and metaphor. Moreover, hyperbole is

the most figurative word in the lyrics. However, in this current study, the researcher will analyze five songs in "Doo-Wops & Hooligans." Furthermore, Aryawan, Suarnajaya, & Swandana (2019) examined the figurative language used in different songs by Eminem and found that 136 symbolic languages are categorized into 12 types of figurative language. Similes are the most common form of figurative language found in the songs. The singer or songwriter uses similes in order to create images in listeners' minds and explain the ideas, emotions, and pictures by comparing a thing or object with another thing. Besides, Nurcitrawati, Kareviati, & Atmawidjaja (2019), who focused on analyzing "Let It Go" from the film "Frozen" discovered that the lyrics of the song contain five different forms of figurative language; personification, idioms, hyperbole, similes, and alliteration. This study employed a qualitative descriptive methodology. The song is a kind of show tune genre music, while in this current study, the researcher will analyze Pop-Rock music.

1.2 Statement of Problem

Based on the research background above, the problems are stated as follows:

1. What types of figurative language are found in the song lyrics by Bruno Mars?
2. What is the connotative meaning of the figurative language used in the song lyrics by Bruno Mars?

1.3 Research Purpose

The purpose of this study is to identify the types of figurative languages and connotative meanings of figurative language that Bruno Mars uses in his songs.

1.4 Scope and Limitation

This research analyzes the lyrics of the music album "Doo-Woops & Hooligans" by Bruno Mars, released in September 2010 under Atlantic and Elektra Records. The data was obtained through an examination of the song lyrics. However, it is essential to note that this study has a limitation as it solely concentrates on the types and meanings of figurative language employed by Bruno Mars.

1.5 The Significance of the Study

The result of this research is expected to provide some benefits for those studying language.

1. For students, it enables them to acquire a more profound comprehension of figurative language, particularly metaphors, through written materials and music.
2. For teachers, it assists in offering diverse learning opportunities in literature, making teaching the identification and interpretation of metaphors simpler.
3. For writers within the same genre or different genres, it offers a comprehensive understanding of the utilization of figurative language, specifically metaphors, and aids in their interpretation.

1.6 The Definition of Key Terms

1. Song is a musical arrangement that adds lyrics (texts); lyrics express the feelings and thoughts of the songwriter in specific ways that are generally accepted” (Patria, 2013 as cited in Yastanti, Susilawati. 2020). In this study, a song is a musical

composition consisting of vocal melodies or words as well as background music or instrumental arrangements found in Bruno Mars' songs.

2. Figurative language is a common component of everyday speech and interpersonal communication. It is a type of language where words, sentences, and expressions have meanings that are not literal. Figurative language obscures a word's true meaning, produces a new linguistic style, and introduces ambiguity (Kalandadze, Norbury, Nærland, and Næss, 2016). In this study, figurative language is a type of expression and language in which words and phrases are employed in a way that differs from their literal meaning, found in Bruno Mars' songs.
3. Contextual meaning is the bearing of situational, social, and interpersonal factors on interpreting a message or an action. In this study, contextual meaning is the interpretation or understanding of the figurative language used in the song lyrics by Bruno Mars.
4. Lyrics are the written words that make up the text of a song. They convey the song's message, emotions, and storytelling elements. Lyrics are typically accompanied by music and are sung or spoken by the vocalist or performers in a musical composition. They play a crucial role in connecting the audience to the song's theme, helping to evoke emotions, tell a story, express feelings, or convey a specific message. In essence, lyrics are the poetic and linguistic component of a song that complements the musical arrangement and enables the listener to engage with the song's content on a deeper level. In this study, lyrics are the words or text of a song that are composed to be spoken or sung in the song lyrics by Bruno Mars.