CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Conept of English Literature

English literature is a collection of written works composed in the English language, which spans a variety of genres, styles, and eras. It reflects the historical, cultural, and social development of groups that speak English across time. Works of fiction, poetry, drama, essays, and other forms of creative expression are all included in the category of English literature. According to Alfauzan and Hussain (2017), literature is one primary source in nativizing the foreign language into local settings. English literature produced in local contexts can work wonders to enhance this process and motivate learners to achieve the desired competency in the English language. Literature confirms the possibility that openness to an entrepreneurial phase could affect expectations of viability, desirability, or both (Anwar and Abdullah, 2021). Thanks to its rich tapestry of various works, it allows us to connect with the ideas, feelings, and experiences of innumerable people throughout time and space. English students may feel a sense of goal in tackling literary material in class (Afdian and Wahyuni, 2020). Additionally, English literature acts as a means of preserving and transmitting. The purpose of English literature encompasses a wide range of objectives, all of which contribute to its profound significance in society. English literature serves a variety of purposes, including creative expression, intellectual development, cultural

preservation, and personal enrichment. Its capacity to inspire, inform, and connect people across both space and time accounts for much of its profound influence on society. Literature can also build experience, and we can empathize (Rido, Kuswoyo, and Nuansa, 2020).

One of the primary challenges encountered in learning English literature is the complexity of the language itself. English literature encompasses a vast array of literary works, ranging from classic plays to modern novels, each employing unique writing styles, vocabulary, and grammatical structures. Non-native English speakers may struggle with understanding and analyzing the intricate nuances of literary texts, as they often encounter unfamiliar idioms, metaphors, and cultural references. Additionally, the historical context surrounding many literary works can pose another hurdle, as students must grapple with different societal norms, values, and perspectives. Some researchers believe that literature has complex aspects in regard to grammar and metaphorical diction. Thus, they believe that it is not an effective tool in an EFL classroom environment (Sabiri and Kaymakamoğlu, 2019). The extensive vocabulary and sophisticated language found in literature demand an advanced level of proficiency in English, making it difficult for learners who are still developing their language skills. By conducting this research, it is hoped that it will be able to overcome the problems faced above, such as complexity, context, extensive vocabulary, sophisticated language, and so on.

In conclusion, English literature holds immense significance as a collection of written works that reflect the historical, cultural, and social development of English-speaking groups. It encompasses various genres and styles, providing a gateway to understanding different eras and perspectives. English literature plays a crucial role in the process of nativizing a foreign language, offering learners the opportunity to connect with local settings and enhance their English language competency. Despite its importance, learning English literature poses several challenges. The complexity of the language, including unique writing styles, vocabulary, and grammatical structures, can be daunting for non-native speakers. Furthermore, unfamiliar idioms, metaphors, and cultural references may present difficulties in understanding and analyzing literary texts. Historical context and societal norms add another layer of complexity. Additionally, the extensive vocabulary and sophisticated language require a high level of English proficiency, which can be challenging for learners in the early stages of language development. While some researchers question the effectiveness of literature in EFL classrooms due to its complex aspects, it is essential to address these challenges through dedicated research and teaching methodologies. By overcoming these obstacles, learners can fully engage with the richness and depth of English literature, expanding their knowledge, fostering empathy, and ultimately achieving their language learning goals.

2.2 Concept of Figurative Language in Song

Figurative language is defined as the use of a word or expression (as single lexical units) that does not literally apply to the topic that was spoken about in the context of the speech (Clarke, Cornelissen, and Healey, 2019). Figurative language uses creative and imaginative expressions to evoke mental images, heighten emotions, and amplify the impact of our words. It enables us to go beyond the confines of everyday language, offering a rich tapestry of metaphors, similes, personification, hyperbole, and other stylistic techniques. By employing figurative language, writers and speakers aim to engage the senses, ignite the imagination, and evoke profound responses from their audience. Figurative language conveys meaning or heightens the effect, and it will give more meaning to the words, beautify them, and emphasize their meaning (Syafitri and Marlinton, 2018). Figurative language encourages creative thinking and expression by pushing the boundaries of conventional language use. It offers writers the freedom to experiment with words, rhythms, and sounds, leading to the development of unique literary styles. It improves communication by making complex ideas more understandable, giving written and spoken words greater weight and emotional resonance, conjuring up clear images that stick with the audience, conveying nuances and complexities that literal language cannot, and encouraging creativity and expression. Figurative language is the use of words that go beyond their ordinary meaning (Syafitri and Marlinton, 2018). Figurative language is an invaluable tool that enhances communication, creates clear imagery, evokes emotions, adds depth and complexity, and pushes the boundaries of language. Its purpose extends beyond

embellishment, as it serves as a bridge between thoughts and feelings, enabling individuals to express ideas with greater impact and engagement.

Even though figurative language serves to convey thoughts, feelings, and perceptions that cannot be adequately expressed in literal language (Hutauruk, 2019), one significant challenge in learning figurative language lies in comprehending its nuanced meaning and usage. Figurative language, such as metaphors, similes, personification, and idioms, adds depth, creativity, and clearly written and spoken communication. However, for learners of a new language or non-native speakers, deciphering the intended meaning behind figurative expressions can be confusing. Figurative language often deviates from literal interpretations, relying on imaginative associations and cultural context. Consequently, learners may struggle to grasp the underlying symbolism, imagery, or intended comparison within these expressions. Furthermore, idiomatic expressions, which are commonly used in everyday conversations, can pose an additional challenge. The idiomatic nature of these phrases makes them difficult to decipher based on literal translations. Acquiring proficiency in figurative language requires exposure, practice, and an understanding of cultural nuances. Engaging with literature, conversations, and contextual examples can assist learners in unraveling the complexities of figurative language, enabling them to effectively convey and comprehend nuanced messages.

In conclusion, figurative language is a powerful tool that goes beyond literal meanings to convey emotions, imagery, and complex ideas. It enhances

communication, creates vivid imagery, evokes emotions, and adds depth and complexity to our expressions. However, learning figurative language presents a challenge as learners must decipher the intended meaning and understand the cultural context behind these creative expressions. The deviation from literal interpretations and the use of idiomatic phrases further complicate the learning process. To overcome these challenges, learners need exposure to diverse examples, practice, and an understanding of cultural nuances. By engaging with various forms of figurative language in literature and everyday conversations, learners can develop the skills necessary to effectively use and comprehend these expressive linguistic devices.

2.3 Types and Meaning of Figurative Language

2.3.1 Types of Figurative Language

There are 11 types of figurative language. First is a metaphor. There are two types of metaphor: dead metaphor and live metaphor Tyas (2017). A dead metaphor is a metaphor that can be easily understood without having to look at the object being compared. Meanwhile, living metaphors are metaphors used by the author to illustrate, and this metaphor uses direct comparisons. Some examples of metaphors are presented as follows.

a) "Her smile was a ray of sunshine."

The metaphor compares the smile to sunshine, suggesting it brings warmth and happiness.

b) "The world is a stage, and we are all actors."

This metaphor compares life to a theatrical performance, highlighting the idea that we play different roles in our lives.

c) "Life is a journey."

Here, life is compared to a journey, suggesting that it involves a series of experiences and adventures.

The second is synecdoche. Synecdoche is a figure of speech that involves using a part of something to represent the whole or vice versa. It is a specific type of metaphor that relies on the relationship between the part and the whole to convey a deeper meaning or create a clear image. By using synecdoche, writers or speakers can add richness, conciseness, and complexity to their language. Some examples of synecdoche are presented as follows.

a) "Give me a hand with these groceries."

Here, "a hand" means assistance or help.

b) "The pen is mightier than the sword."

In this famous saying, "pen" represents the power of the written word, while "sword" represents military force.

c) "The city voted to approve a new set of wheels for the police department."

In this case, "wheels" stands for police cars.

The third is the simile. A simile is a figure of speech that compares two different things or ideas using the words "like" or "as." It is a literary device that allows writers to create vivid imagery and enhance the reader's understanding by drawing parallels between seemingly unrelated concepts. Similes help to make descriptions more engaging, relatable, and memorable. Some examples of similes are presented as follows.

a. "His smile was as bright as the sun on a summer day."

This simile compares the great brilliance of someone's smile to the intense brightness of the sun on a clear summer day. It emphasizes the warmth and radiance of the person's smile.

b. "The water in the lake was as clear as crystal."

In this case, this simile compares the transparency of the crystal with the lake's crystal-clear water. It suggests that the water is unusually clear and transparent.

c. "His laughter rang out like church bells."

This simile compares the sound of someone laughing with the loud, clear ringing of church bells. It implies that the air was filled with loud and cheerful laughter.

Fourth is personification. Personification allows readers to connect emotionally with the subject, ascribing human traits such as emotions, intentions, or even speech to non-human entities. Through personification, a gentle breeze can whisper secrets,

flowers can dance in the wind, and time can fly by. By infusing these elements with human qualities, writers invite readers to see the world freshly and imaginatively, fostering a deeper understanding and emotional resonance within the written work. Some examples of personification are presented as follows.

a. "The wind whispered through the trees."

In this case, the wind is personified because it's given the human trait of whispering, even though the wind doesn't have the ability to speak.

b. "The stormy sea angrily pounded the shore.

The sea is personified when it is depicted as furious and smashing the beach, as though it were a living thing with feelings and the capacity to act.

c. "The alarm screamed loudly at me to get up."

Because the alarm is defined as shouting, as if it can make a noise like a human, it is personified.

Fifth is the apostrophe. It involves directly addressing an absent or imaginary person, entity, or abstract concept as if it were present and able to respond. Through apostrophes, writers express intense emotions, convey their thoughts, or engage in a conversation with the addressed entity. It adds a sense of immediacy and personal connection, allowing for a heightened expression of feelings or ideas. Some examples of apostrophes are presented as follows.

a. "Oh death, where is thy sting? Oh grave, where is thy victory?"

In this example, the speaker addresses the death and grave directly, both of which are imperceptible abstract ideas. It is a rhetorical question meant to convey the idea that neither death nor the hereafter has any significance.

b. "Oh love, you are a fickle friend."

The speaker is personifying the ethereal idea of love as a friend in order to address it. The speaker is conveying the sense that love is not always dependable or predictable.

c. "Oh, money, you are the root of all evil!"

Here, money is personified as the source of evil, suggesting that it might result in unethical or harmful behavior.

Sixth is metonymy. Metonymy is a figure of speech that involves the substitution of one word or phrase with another closely associated word. It is a form of figurative language that relies on the relationship or connection between two concepts to convey meaning or create a specific effect. Through metonymy, writers can add depth, brevity, and layers of meaning to their language. Some examples of metonymy are presented as follows.

a. "The pen is mightier than the sword."

Here, "the pen" is a metonymy for writing and considerate communication, whereas "the sword" is a metonymy for force and aggressive behavior. The

metonymy emphasizes the superiority of language and thought to physical force.

b. "The dish is still warm."

The phrase "the dish" refers to both the food inside the dish and the fact that it is still warm, and it suggests that writing is a potent form of communication.

c. "The crown will address the nation tonight."

The term "the crown" is used here to refer to either the monarchy or the current king. It implies that the king will address the country with a speech or message.

Seventh is a symbol, an object, action, or concept that represents something beyond its literal meaning. Writers use symbols to convey abstract ideas, emotions, or themes in a tangible and relatable way. Symbols invite interpretation and engage readers in a process of decoding and uncovering hidden meanings. They can evoke powerful emotions and create lasting impressions. Some examples of symbols are presented as follows.

a. "The Red Rose"

Specifically, "The Red Rose" is a well-known representation of love and passion. It is frequently used to symbolize intense emotion and passion because of its vivid color and delicate petals. A red rose may represent romantic love or a strong emotional connection between characters in literature.

b. "The Oak Tree"

The oak tee is a representation of power, tenacity, and perseverance. Its robust and durable construction serves as a metaphor for stability and the capacity to overcome difficulties.

c. "The hourglass"

The hourglass represents time passing and the inevitable emergence of morality. It frequently acts as a reminder of the shortness of life and the need to make the most of each moment.

Eighth is a paradox. It introduces a contradictory statement or situation that, upon further reflection, reveals a deeper truth or meaning. It involves the juxtaposition of conflicting ideas or concepts, creating tension and inviting readers to contemplate the complexities of the human experience. Paradoxes in figurative language serve as thought-provoking devices that challenge conventional wisdom and encourage deeper exploration. Some examples of paradoxes are presented as follows.

a. "Less is more."

According to this paradox, minimalism and simplicity can be more effective, potent, or aesthetically beautiful than excess or complication.

b. "The more you know, the more you realize you don't know."

This paradox shows how, as one's awareness and knowledge grow, one becomes more conscious of the size of what one still doesn't know.

c. "The sound of silence"

This paradoxical expression emphasizes the idea that silence, which is normally thought of as the absence of sound, may also have its own unique character or existence.

Ninth is hyperbole. It involves deliberate exaggeration or overstatement for emphasis or dramatic effect. It is an expressive tool that stretches the truth beyond reality to make a point or create a vivid impression on the reader or listener. Hyperbole amplifies and intensifies the impact of a statement, evoking strong emotions or emphasizing a particular aspect. Some examples of hyperbole are presented as follows.

a. "She is the most beautiful woman in the world."

By implying that the individual is more gorgeous than everyone else, this hyperbolic remark magnifies their beauty.

b. "I'm so tired, I could sleep for a year."

By implying that they could sleep for a whole year – which is an unimaginable amount of time for a human to sleep continuously – this exaggeration magnifies the individual's tiredness. It highlights excessive exhaustion.

c. "My backpack weighs a ton!"

The backpack is heavy, but not literally a ton.

Next is understatement. It involves intentionally downplaying or minimizing the significance or impact of something. It is a form of rhetorical restraint where the speaker or writer deliberately presents a situation or idea as less important or intense than it truly is. Understatement is often used for comedic effect, irony, or to create a sense of modesty. By employing understatement, writers can provoke a reaction from the audience, either by generating surprise or by highlighting the gap between the actual situation and its portrayal. Some examples of understatement are presented as follows.

a. "He's not the brightest bulb in the box."

The phrase refers to a way of speaking where someone purposefully minimizes an event in order to contrast it with something else or elicit an answer. To imply that someone is not particularly clever, one uses understatement.

b. "The restaurant food is not bad."

It minimizes the potential excellence of the restaurant's food. It is a literal technique used to quietly communicate a message or elicit a certain response from the audience.

c. "The movie is watchable"

Using the word "watchable" implies that the film was just passably entertaining.

The last is irony. It adds an additional layer of complexity and depth to written works. It involves a contrast between what is expected or intended and what actually occurs, creating a sense of surprise, contradiction, or incongruity. Irony can be found

in various forms of figurative language, such as metaphors, similes, personification, and even symbolism. It serves as a powerful tool for writers to convey subtle messages, provoke thought, or provide social commentary. Some examples of irony are presented as follows.

a. Someone could say, "What wonderful weather we're having!" on a cloudy, rainy day. The speaker's comments give the impression that they are happy with the weather, but their true goal is to emphasize how bad it is.

b. When someone commits a mistake, and someone else sarcastically exclaims, "Oh, great job!" they are actually expressing displeasure or annoyance.

c. In Shakespeare's "Romeo and Juliet," the audience knows that Juliet is not really dead, but Romeo, who doesn't have that information, believes she is and ends his own life.

In conclusion, figurative language encompasses a wide range of literary devices that enhance the depth, imagery, and impact of written works. The 12 types of figurative language, which include metaphor, synecdoche, simile, personification, apostrophe, metonymy, symbol, paradox, hyperbole, understatement, and irony, offer writers a rich palette of tools to engage readers and convey meaning in creative and memorable ways.

2.3.2 Meanings of Figurative Language

2.3.2.1 Denotative meaning

Denotative meaning refers to the literal or dictionary definition of words or phrases. It represents the basic, straightforward interpretation of language without any additional connotations. In figurative language, denotative meanings act as the foundation upon which the figurative elements are built. They provide a literal understanding of the words used and establish a context for interpreting the figurative expressions. Figurative language thrives on connotation, utilizing it to evoke emotions, create imagery, and convey abstract concepts.

Some examples of denotative meanings are presented as follows.

(a) Home

The denotative or literal meaning of "home" refers to a specific physical place where a person or family lives. It is a concrete and objective definition, indicating a location or dwelling where people reside. Some examples of the use of the "home" can be seen below.

1. "I can't wait to go home."

2. "I am so tired. Can I go home?"

3. "Let's go home, I make a cupcake."

(b) Snake

The denotative meaning of the word "snake" is its literal and objective definition. A snake is a long, legless reptile with a cylindrical body and no eyelids, typically characterized by its ability to slither on the ground, often with a venomous bite. Some examples of the use of the "snake" can be seen below.

1. "I saw a snake in the garden."

2. "Snake is a dangerous animal."

2.3.2.1 Connotative meaning

Connotative meaning refers to the associations, emotions, or subjective interpretations attached to words or phrases. It involves the additional layers of meaning that extend beyond the literal definitions. Connotation relies on cultural, personal, and contextual factors, making it highly subjective and open to interpretation.

Some examples of connotative meanings of the words illustrated above are presented as follows.

(a) Home

The connotative meaning of "home" is more subjective and emotional. It represents the feelings of comfort, security, belonging, and emotional attachment associated with a place where one lives or has lived. It can evoke sentiments of love, warmth, and nostalgia. The connotative meaning of "home" goes beyond the physical structure and encompasses the emotional and personal significance of that place. Some examples of the use of the "home" can be seen below.

1. "When I'm with you, I feel like I'm home."

2. "Yesterday, I was on the phone with my grandma, it feels like I'm home."

(b) Snake

The connotative meaning of "snake" involves the various associations, emotions, or cultural perceptions people may attach to the word. In many cultures, snakes have connotations that go beyond their denotative definition. They can be seen as symbols of danger, deceit, cunning, or even evil, often due to their role in mythology, religious symbolism, or common sayings like "snake in the grass" or "snake in the sleeve." Some examples of the use of the "snake" can be seen below.

1. "Be careful around him; he's a real snake."

2. "Her sweet smile hid a snake-like cunning beneath."