

**AN ANALYSIS OF FIGURATIVE LANGUAGE USED IN
LANG LEAV'S POEMS**

A THESIS

Submitted to fulfill of the requirements for achieving bachelor degree
Language and Art Education Department
English Education Study Program

BY:

F. ENERKAWATI SULAN

F1021171009



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ART EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS TANJUNGPURA
PONTIANAK
2023**

**AN ANALYSIS OF FIGURATIVE LANGUAGE USED IN
LANG LEAV'S POEMS**

A THESIS

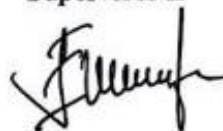
Jurisdiction Responsibility by:
F. ENERKAWATI SULAN
F1021171009

Approved by:

Supervisor I


Dr. Endang Susilawati, M. Si.
NIP. 196202261989032002

Supervisor II


Dr. Eni Rosnija, M. Hum.
NIP. 197201031997022001

Legalized by:

Dean of Teacher Training and Education Faculty
Universitas Tanjungpura



Dr. Ahmad Yani T, M.Pd.
NIP. 196604011991021001

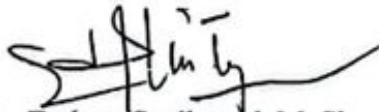
**AN ANALYSIS OF FIGURATIVE LANGUAGE USED IN
LANG LEAV'S POEMS**

A THESIS

Jurisdiction Responsibility by:
F. ENERKAWATI SULAN
E1021171009

Approved by:

Supervisor I



Dr. Endang Susilawati, M. Si.
NIP. 196202261989032002

Supervisor II



Dr. Eni Rosnija, M. Hum.
NIP. 197201031997022001

Legalized by:

The Head of Language and Arts Education Department



Dr. Agus Wartuningsih, M.Pd.
NIP. 197908162002122002

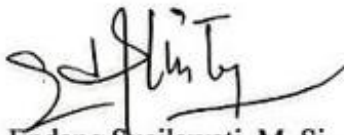
**AN ANALYSIS OF FIGURATIVE LANGUAGE USED IN
LANG LEAV'S POEMS**

A THESIS

Jurisdiction Responsibility by:
F. ENERKAWATI SULAN
F1021171009

Approved by:

Supervisor I



Dr. Endang Susilawati, M. Si.
NIP. 196202261989032002

Supervisor II



Dr. Eni Rosnija, M. Hum.
NIP. 197201031997022001

Examiner I



Eusabinus Bunau, S. Pd., M. Si., Ph.D
NIP. 196812301998031001

Examiner II



Yanti Sri Rezeki, M.Ed., Ph. D
NIP. 197706192002122009

Legalized by:

The Head of English Education Study Program



Yanti Sri Rezeki, M.Ed., Ph.D.
NIP. 197706192002122009

ABSTRACT

F. Enerkawati Sulan. 2023 An Analysis of Figurative Language Used in
Lang Leav's Poems

Supervisors Dr. Endang Susilawati, M. Si.
 Dr. Eni Rosnija, M. Hum.

The aims of this research are to identify the kinds of figurative language and the most figurative language used in Lang Leav's poems. The research design used in this research is qualitative research with content analysis. This research analyzes data by choosing five poems by Lang Leav, reading the poems, identifying the figurative language, then analyzing the figurative language used in the poems. Perrine's theory (1983) was used to analyze the data related to the types of figurative language. This research revealed that there were figurative languages in every selected poem and the figurative languages used were varying. The result showed that there are five types of figurative languages from this poem analysis. They consist of seven metaphors (27%), nine personification (35%), five simile (19%), three hyperbole (11%) and two repetition (8%). Therefore, it can be concluded that the most dominant type of figurative languages used in Lang Leav's poems is personification.

Keywords: Figurative Language, Lang Leav, Poem

ACKNOWLEDGMENTS

In the name of the Father, and of the Son, and of the Holy Spirit Amen.

The researcher would thanks to GOD for the countless blessing and mercy who has authority over all creatures. The researcher is delighted for being able to complete this thesis because of the favors, guidance, opportunities, strength, hope, and love He has given that finally, the researcher can complete the thesis entitled "An Analysis of Figurative Language Used in Lang Leav's Poems" as one of the requirements to obtain an undergraduate degree (S1) in the English Education Study Program, Faculty of Teacher Training and Education, Universitas Tanjungpura Pontianak.

The researcher realizes that this thesis will not be completed without the wholehearted help of many parties. Therefore, on this occasion, the researcher would like to express her deepest gratitude and appreciation to Dr. Endang Susilawati, M. Si. as an academic supervisor and first thesis supervisor who has provided meaningful guidance, input, advice, and support. The researcher also sincerely expresses her gratitude to Dr. Eni Rosnija, M. Hum. as the second thesis supervisor who has provided guidance, a lot of advice, input, and directions that are very meaningful with great patience and thoroughness so that the researcher with all her shortcomings can complete this thesis. The researcher also expresses her deepest gratitude to Eusainus Bunau, S.Pd., M.Si., Ph.D. as the first examiner and Yanti Sri Rezeki, M.Ed., Ph.D. as the second examiner who has provided very constructive and helpful criticism and suggestions so that the researcher can correct the mistakes in this thesis and become even better.

In addition, the researcher would like to express her sincere gratitude to other parties who also helped and contributed to the process of completing this thesis. Sincerest appreciation to:

1. Dr. H. Ahmad Yani T, M.Pd as the Dean of Teacher Training and Education Faculty of Universitas Tanjungpura.
2. Dr. Patriantoro, M. Hum as the Head of Languages and Art Education Department.
3. Yanti Sri Rezeki, S.Pd., M.Ed., Ph.D. as the Chairperson of English Education Study Program.
4. All English Education Study Program lecturers have provided a lot of knowledge and meaningful life lessons so that the researcher can develop her abilities and learn many new things.
5. All English Education Study Program staff have helped facilitate the researcher's study period by providing the best service.
6. The big family who has strongly supported and motivated her, especially her parents, Nikolaus Ngadan and Yustina Lenai; her sisters Yulita Ganin and Maria Aprilia Imas.
7. Bartolomius always supports and helps her in all situations.
8. Priscilla Imelda, Natalia Sri Kurniati, Yuliana Kandai, Yohana Lusi, and all her friends in Universitas Tanjungpura who have given her great help, meaningful support, unforgettable moment, and best experiences during her study.

Then, the researcher realizes that this thesis is far from perfect. Therefore, the researcher hopes for constructive criticism and suggestions from the readers for the sake of the perfection of this thesis. The researcher hopes that this thesis will be beneficial for other students in the English Language Education Study Program, as well as all readers in general, as a reference for researching a comparable issue. Hopefully, the findings of this study will be beneficial to other researchers in the future.

Pontianak, April 2023

The Researcher,

A handwritten signature in black ink, appearing to be 'F. Enerkawati Sulan', written in a cursive style.

F. Enerkawati Sulan

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS	v
LIST OF TABLES	vii
LIST OF APPENDICES	viii
CHAPTER 1 INTRODUCTION	1
1.1. Background	1
1.2. Research Question	6
1.3. Research Purpose	6
1.4. Research Significance	6
1.5. Terminology	7
CHAPTER 2 LITERATURE REVIEW	9
2.1. Definition of Poem	9
2.2. The Elements of Poem	10
2.2.1. Tone	10
2.2.2. Form.....	11
2.2.3. Language	11
2.2.4. Sound	11
2.2.5. Theme	12
2.3. Types of Poem.....	12
2.3.1 Narrative poem	12
2.3.2 Lyric Poem	13
2.3.3 Descriptive Poem.....	14
2.4. Definition of Figurative Language	15
2.5. Kind of figurative language.....	16
2.5.1. Simile.....	16
2.5.2. Metaphor.....	16
2.5.3. Personification	17

2.5.4. Hyperbole	17
2.5.5. Irony.....	18
2.5.6. Paradox	18
2.5.7. Apostrophe.....	18
2.5.8. Synecdoche.....	19
2.5.9. Metonymy.....	19
2.5.10. Symbol.....	20
2.5.11. Allegory	20
2.5.12. Understatement.....	20
CHAPTER 3 METHODOLOGY	21
3.1. Research Design	21
3.2. Object of Research	21
3.4. Procedure of Data Collection	22
3.5. Tools of Data Collection	22
3.6. Techniques of Data Analysis.....	23
CHAPTER 4 RESEARCH FINDINGS AND DISCUSSIONS	26
4.1. Research findings	26
4.2. Research Discussion.....	39
CHAPTER 5 CONCLUSIONS AND SUGGESTIONS	42
5.1. Conclusions	42
5.2. Suggestions.....	43
REFERENCES	44
APPENDICES	47

LIST OF TABLES

Table 3. 1. <i>Title of Poem: Hansel</i>.....	23
Tabel 4. 1. <i>The Number of Figurative Language</i>.....	38

LIST OF APPENDICES

APPENDIX I. BOOK COVER	47
APPENDIX II. FIVE SELECTED POEMS	48
APPENDIX III. THE SYNOPSIS OF THE POEM	51
APPENDIX IV. BIOGRAPHY OF LANG LEAV.....	53
APPENDIX V. THE ANALYSIS OF POEM.....	55

CHAPTER 1

INTRODUCTION

This chapter is divided into five parts. They are research background, research questions, research purposes, research significance, and terminology.

1.1. Background

Language is used not just for communication but also for the exchange of ideas, knowledge, and information. People can express themselves and communicate with others, as well as with themselves. With language, they can express feelings, willingness, opinion and it is considered literature. According to Cahyaningsih (2015), literature is a creative work that depicts human existence in society in a way that may be enjoyed, understood, and utilized by society. There are many types of literary works and one of them is poem. The poem is a literary work with aesthetic worth stemming from the author's creative ideas. The author's choice of words creates a poem, which has an assumed meaning based on the poem's words and verses.

Besides that, the poem can be applied to education as an important medium for educators to teach lessons to students that are interactive and entertain students. According to Collie and Slater (2008) the use of poem in teaching language can encourages students to reflect on issues that are relevant to all people and to examine their own observations, feelings, and life experiences. This is an alternative medium to increase creativity and critical thinking in students based on the 2013 curriculum which has been implemented in Indonesian education since

2013. In a poem there are several elements, one of them is figurative language. Figurative language is a way to make an effect on readers or listeners that they can bring a literary work to their life, develop a character of a writer by expressing and delivering ideas, concepts, and feelings via the richness of language, both verbal and nonverbal (Dancygier & Sweetser, 2014).

In addition to the functions mentioned that are indicated above, from the perspective of English Language Learning (ELL), through figurative language, the students can to grasp or comprehend the meaning of English expressions uttered by English users (Rohani & Arsyad,2018). Therefore, figurative language is one of the essential literary devices in learning vocabulary. Additionally, figurative languages can help English Foreign Language (EFL) learners to overcome barriers to acquiring more advanced levels of vocabulary as well as expanding learners' vocabulary to make their language more expressive and closer to their feelings. Therefore, by comprehending and utilizing figurative language, EFL learners not only increase the sophistication of their vocabulary but also aid in the usage of English in expressive ways as they share their thoughts and emotions through verbal or even nonverbal communication (Rahmani, 2020).

According to Alice Deignan at all (2013) figurative language is not only used in writing a literary work, but is also commonly used in communication to express ideas and emotions, and to influence the views and attitudes of others. It is important to know that figurative language may be utilized as a communication tool and it is necessary to create an enjoyable conversation in communication (McKenzie, 2016). It is important to apply figurative language to create interest and

keep listeners from becoming bored to make communication entertaining and enjoyable. For example, if someone wants to make a joke or criticize something but do not know how to express it because of being afraid of offending the listener, it may be can use figurative language such as irony.

In addition, figurative language is a communication between the writer and the reader or listener. Figurative language is not only found in poem but can be found in many novels or songs. Usually in these works the authors communicate their feelings by conveying using figurative language through their work (Keraf,2009). This means that using figurative language in a poem can increase the reader's or listener's interest in following what the author conveys, making the reader more knowledgeable and steadier in what the author conveys and can bring the reader into a certain mood, such as good or bad impressions, feelings happy or not happy, and so on after capturing what the author states. This is explaining that figurative language is important in communication both verbally and written.

Based on the poem and figurative language description above, some people would prefer to read a literary book rather than a scientific book. This is because reading a literary book is merely a form of amusement for them. They require downtime after engaging in boring and static tasks such as working or studying. So that people might enjoy themselves by reading the literary book (Hall, 2015). Another reason is that reading literary works improves their feelings and comprehension of life, humanity, and nature. A literary work, such as drama, poem, or fiction, is the author's interpretation of the world, life, and experience in words

(Bao, 2017). Poem or poetry is one of the literary works that is will be discussed in this research.

A special way of using words is by using figurative language that is usually used by the poet to attract the reader's attention, color the poem, and make the poem interesting to read. In a poem, many aspects can be discussed, however, this study analysis focuses on the figurative language employed in the poem. Poems by Lang Leav have been chosen for this research because they are rich with the kinds of figurative language.

Lang Leav is the international best-selling author of *Love & Misadventure*, *Lullabies*, and *Memories*. She is the winner of a Qantas Spirit of Youth Award and the coveted Churchill Fellowship. Lang Leav actively participates in international writers' festivals and her tours consistently draw massive crowds. With a combined two million social media followers on Instagram, Lang Leav actively shares her poems on Instagram, she attracts millennial readers to continue reading and be interested in her poem through messages in her poems about love, loss, self-love, family and female empowerment continue to resonate with her multitude of readers.

Furthermore, when people read Lang Leav's poems they are will be interested in the figurative language used in her poem and it is very attractive. Following this research on figurative language, it is needed for the researcher to investigate what makes this poem different, especially in understanding the figurative language in Lang Leav's poems.

However, several researchers have investigated the use of figurative language in literary works. One of them is a study conducted by Syafitri and

Marlinton (2018) with the title an analysis of the figurative language used in Edgar Allan Poe's poems. This research concluded that the use of figurative language enhanced the beauty of the poems, and the usage of such figures attracted the reader's attention. The next research is conducted by Ruslida, Sembiring, and Damayanti (2019) that investigated research entitled figurative language in William Shakespeare and William Wordsworth's poems. In this research, the researchers conclude in Shakespeare's poem, apostrophe and metaphor were discovered to be the most common figurative language used in his poem. Because he was a playwright, it appears that Shakespeare was a poetic and dramatic individual. Meanwhile, Wordsworth was a romantic because of his use of figurative language, which included hyperbole and personification.

Another research is conducted by Dewi, Hidayat, and Alek (2020) this study investigated the research entitled investigating figurative language in "Lose You to Love Me" song lyrics. The result showed that hyperbole is the most common figurative language found in this song lyric. Since the lyricists seek to depict and emphasize the words used in the songs, by contrasting the original meaning with the actual wording, the lyrics are emphasized.

Based on that previous research, the researcher was inspired to make descriptive research by analyzing Lang Leav's poems. In this research, the researcher was limited to the figurative language of five selected poems by Lang Leav entitled Today, Aftermath, The Redwood Tree, Hansel, and Circles. The five poems were chosen randomly by the researcher. This research differs from previous research. In previous research, the researcher analyzed classical poetry written by

19th-century poets, but in this research, the researchers analyze modern poetry written by a millennial poet. Furthermore, in previous research, some analyzed the figurative language of a song. Of course, this is very different from this research because in this research the researcher analyzed the figurative language of Lang Leav's poems.

In conclusion, in this research the researcher attempted to find out what kinds of figurative language Lang Leav employs in her poems and which types she employs most frequently. This research was descriptive qualitative and used Lang Leav's poems as the subject.

1.2. Research Question

Concerning the background of the study previously outlined above, the researcher formulates research question to guide this research:

1.2.1. What kinds of figurative language are used in Lang Leav's Poems?

1.2.2. Which figurative language is mostly used in Lang Leav's Poem?

1.3. Research Purpose

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

1.3.1. To identify the kinds of figurative language those are used in Lang Leav's Poems.

1.3.2. To analyze the figurative language mostly used in Lang Leav's Poems.

1.4. Research Significance

This research is expected to give some contributions as presented below:

- 1.4.1. For the readers, after reading this research hopefully makes people know and understand more about figurative language that is used in poems and there is a lot of interpretation that provides understanding to the reader or listener that poetry is also a way of expressing ourselves by putting together interesting words that can give us enthusiasm and creativity
- 1.4.2. For the teachers, the results of this research can be useful for the teacher to deliver and providing new knowledge regarding figurative languages as a result of its findings. Furthermore, after reading this research, teachers will have new resources for teaching prose, poetry, and drama.
- 1.4.3. For the students, after reading this research, hopefully, the students are more interested in learning about literature and add their habit of reading poems and give a contribution to encourage them to develop their talents in literature.
- 1.4.4. For the researcher, hopefully, this research can be useful to increase knowledge and as an input to the other researcher to conduct further research about figurative language.

1.5. Terminology

In this research, some terms need to be clarified further to avoid misconception and they are as follows:

- 1.5.1. Figurative language is a way of expressing feeling by use of colorful, beautiful words to convey literal meaning to the reader or listener to

imagine a picture of the subject or scene and to elicit the reader's emotions and allow them to relate to the words.

1.5.2. A poem is a text that expresses the thoughts and feelings of the author by using interesting and meaningful words.

1.5.3. An analysis is an understanding of a subject and its connections to acquire a correct grasp of the whole's meaning.