

TEACHING FIGURATIVE LANGUAGE BY USING SONG

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Abstract

Figurative language is one of the themes learned by senior high school students. Since this theme has many parts, this research only focuses on some essential parts that students often learn. Although there are many different types of figurative language, it often includes using a specific type of word or word meaning, such as metaphor, simile, personification, hyperbole and symbolism. The song is one of art's parts. As we know, a song is very familiar for all of us, especially teenagers. The song is a suitable strategy for teaching figurative language because it contains beautiful sentences and is full of meaning. This research investigates the effectiveness of using the song in teaching English, especially for teaching figurative language. There were two classes taken. One group was the control group, while another one was the experiment group. The classes taken are 11th grade of senior high school.

Keywords: *Figurative Language, Song, Teaching English*

A. INTRODUCTION

One thing that can be used to teach English is song. By using songs, students are happier and have more fun learning. Many studies in the past have found that using songs makes it easy for students to remember what they've learned, especially those in elementary or junior high school. Using songs is also an interesting way for students to find out what they know about the English language.

Horn (2007) said that song showed that 72 South African primary school students who were learning English as a second language were getting better at listening. This review came to the conclusion that songs help students improve their listening skills, which is one of the four most important skills for learning English. Based on what his research showed, using songs is a good way to help people learn English in general.

Murphey (1990) said that many English teachers have known for a long time that music and songs are good ways to teach language. The sentence shows that teachers can use music to help students who are having trouble learning English. Songs can also be used to teach English because they give students a break from textbooks and workbooks. They find it new and interesting. So, since they are in this situation, they will be more likely to learn English.

Figurative language is a term or phrase that differs from every literal language and is difficult to understand by everyone, including pupils, because it differs in meaning from

its context and reality. Figurative language is generated by comparison and similarity. Keraf, "Diksi dan Gaya Bahasa" (2009:136). According to the definition above, comparing one object with another involves attempting to identify the features that demonstrate the comparison and resemblance of both. People must have a thorough comprehension of figurative language when translating the material in its meaning found in communication or writing goods conveyed by people. The goal of knowing figurative language in writing is for humans to be able to cultivate and color words nicely in writing material. It has a function for preventing erroneous assumptions or misunderstandings in the content of a conversation on what people stated specifically. The writing method is really tight between word for word, sentences, paragraphs, and even chapters so that the readers may fully understand it. This approach will urge a writer to think systematically and creatively in presenting the concepts that the writers have previously developed, and it will all be conveyed in the writing output. There are numerous writing items that humans, as social creatures, require as medium to communicate and obtain information or ideas for their daily lives. Brown (2004:335) stated that "written goods are frequently the outcome of operations that needed specific abilities, skills that not every speaker learns naturally." The uniqueness of the author's writing is when their products such as advertising, letters, periodicals, news, poetry, and so on may touch the hearts of the readers, and it is usually written without the use of figurative language. This indicates that figurative languages are extremely important in the output of writing. A letter is an example of a writing product.

According to Dalman (2012:273), "a letter is a location to transmit the outcome of thought, heart, and meaning to other people through written language." Writing a letter requires figurative language to bring the text to life, but without figurative language, the letters become useless literary works whose social significance is simply stated, not more or less, and may lose attractiveness, meaning, value, and beauty. Furthermore, a letter without figurative language is like a body without a soul, because figurative language is a type of language that departs from the terminology used in literal ways of describing a person or item in order to generate imaginative descriptions in a new way. As a result, a personal letter is an example of a writing product that can employ figurative language in its content to color the contents so that people can receive it easily grasp and the contents are touchable of readers personally. There are two kinds of letters: personal letters and formal letters. A personal letter is one that is written for personal or business reasons rather than for institutional or organizational purposes.

Dalman (2012:287) also said that it is an "official letter is a letter that is written for taking on the institution business, organization, instance, and so on." Scientific publications, novels, reports, letters, newspapers, magazines, brochures, and commercial adverts are all examples of writing's value. The majority of those products use unusual language to capture the readers' interest.

Figurative language is the language that uses words or expressions with a meaning that is different from the literal interpretation. Figurative language is pervasive in poetry and song and is also used in prose and nonfiction writing. Other sources said figurative language refers to the use of words that deviates from the conventional order and meaning to convey a complicated meaning, colourful writing, clarity or evocative comparison. It uses an

ordinary sentence to refer to something without directly stating it (<https://corporatefinanceinstitute.com/resources/knowledge/other/figurative-language/>).

Another definition said that figurative language is a way of expressing oneself that does *not* use a word's strict or realistic meaning. Common in comparisons and exaggerations, it's usually used to add creative flourish to written or spoken language or explain a complicated idea (<https://www.grammarly.com/blog/figurative-language/>). Another said that figurative language refers to words and groups of words that exaggerate or alter the usual meaning in figures of speeches of the component words. A figure of speech may be said to occur whenever a speaker or writer departs from the usual denotations of words for the sake of freshness or emphasis (Kennedy, 1983).

The purpose of figurative language helps make writing and speeches more engaging and amusing. The reader or listener must think about the words more as if deciphering a riddle, which means they're actively participating.

Figurative language is one theme contained in senior high school's curricula. It is learned from the first class until the last class. It proves that figurative language is a complicated theme and requires an appropriate approach to understanding the material. One approach that is often used is to use songs. Many people, especially teenagers, like songs. They can spend hours just listening to songs, even doing various activities accompanied by songs. In song lyrics, students often use various types of figurative language that students learn. Using songs makes students not bored and excited to learn figurative language through songs. Related to the description above, the researcher wants to investigate the effectiveness of using songs when students learn the figurative language.

Types of Figurative Language

There are many types of figurative languages, such as :

1. Simile

A simile is a figure of speech that compares two unlike things and uses the words "like" or "as, " which are commonly used in everyday communication. A simile is used to spark an interesting connection in the reader's mind.

Examples of similes include:

- The boy was as brave as a lion in the jungle.
- The new teacher is as tall as a giraffe.
- The new neighbour is as curious as a cat; nothing escapes her attention.

2. Metaphor

A metaphor is a statement that compares two things that are not alike. Unlike similes, metaphors do not use the words "like" or "as." Instead, according to Dan (2005), metaphor is the substitution of a word for a word whose meaning is close to the original word.

Examples of metaphors include:

- The warrior has a heart of stone.
- I am drowning in a sea of grief.
- My roommate is going through a rollercoaster of emotions.

3. Hyperbole

Hyperbole is an exaggeration to emphasize a point or bring out a sense of humour. It is often used in everyday conversations without the speaker noticing it. In other words, hyperbole, a statement is made emphatic by overstatement.

Examples of hyperbole:

- I have told you a million times to wash the dishes.
- You snore like a freight train.
- It'll take me a million years to fix this problem.

4. Personification

Personification is the attribution of human characteristics to non-living objects. It is an inanimate object or animal that is given human qualities.

Examples of personification include:

- April is the cruellest month of the year.
- First, the radio stared at me.
- Then, the car brakes screamed all through the journey.
- Finally, the car stopped with a groaning complaint.

5. Synecdoche

Synecdoche is a figurative language that uses one part to refer to the whole or the whole to refer to the part. Examples of synecdoche include:

- Bread can be used to refer to food in general or money.
- Head can refer to counting cattle or people.
- Hired hands can be used to refer to workers.

6. Onomatopoeia

Onomatopoeia is a language that names something or action by imitating the sound associated with it. They add some reality to the writing. Examples of onomatopoeia include:

- The fireplace heater hissed and cracked.
- The truck engine roared as it climbed the hill.
- The alarm clock buzzed at the time I was going to the bathroom.

7. Paradox

According to Perrine, Paradox is an apparent contradiction that is nevertheless somehow true. Example: *for what the waves could never wash away this proper youth has wasted in a day and death shall be no more; death thou shall die.*

8. Metonymy

Metonymy is similar to a metaphor but different in function. The function of a metaphor understands via comparison.

9. Irony

The irony expresses a meaning directly contrary to that suggested by the words. Irony is a dryly humorous or lightly sarcastic mode of speech in which words are used to convey a meaning contrary to their literal sense.

10. Litotes

Litotes is deliberate understatement or denial of the contrary. It is an emphatic statement that says the opposite idea is not accurate.

Example :

- He is no fool
- When no small tempest lay on us

11. Symbol

Perrine states that a symbol may be defined as something that means more than what it is. Symbolism is the use of symbols to represent ideas and qualities by giving them symbolic meanings that are different from their literal meanings. Symbols can come in different shapes and sizes. Usually, a symbol is one thing that stands in for another to give a different, much deeper, and more important meaning. But sometimes, an action, an event, or a word someone says can have a deeper meaning. "Smile" is an example of a sign of friendship.

Examples:

- Some dirty dogs stole my wallet on the bus
- My little horse must think queer.

12. Imagery

Imagery is the use of metaphors to describe things, actions, and ideas in a way that appeals to our senses. Most of the time, people think that imagery is made up of words that make pictures of ideas in our minds. Images come to mind when you hear the word "imagery." But this idea is only partly wrong. Imagery, when you get down to it, is more complicated than just a picture. Pay close attention to the following examples of imagery.

Based on what has been said so far, this study will focus on how songs can be used to teach English, especially to Senior High School students. The goal of this study is to find out how well songs help teach figurative language.

B. METHOD

This research used quasi experimental research by using post-test only control group design. There are two variables in this research, they are independent and dependent variable. Independent variable referred to song that used as treatment that was given to experimental group. Figurative language was dependent variable since it was something that is influenced by independent variable. The instrument that the researcher used for collecting data is test. There are two test, like homogeneity test for measuring the homogeneities of eleventh grade and the last is post-test for measuring to see if treatment makes a difference or not.

The t-test that used in this research was independent sample t-test. It was used to find out the mean difference of the experimental group and the control group. Then they were compared to know whether or not there is an effect of using song in teaching figurative language. The research design steps are follows:

1. Administering homogeneity test to the eleventh grade students to know homogeneity of the population.
2. Analyzing the scores of homogeneity test using ANOVA (Analysis of Variance)

3. Deciding experimental class and control class
4. Giving treatment that was teaching figurative language by using so to experimental group, while the control group was taught by using conventional method.
5. The teaching learning process was conducted in three meetings
6. Administering try out to establish reliability and validity of the teacher made test. Try out was applied in a class which belonged to neither the experimental nor the control group.
7. Administering post-test for both experimental group and control group.
8. Analyzing the mean scores of the two groups by using t-test formula to test whether the mean difference was significant.
9. Drawing the conclusion.

C. RESULT AND DISCUSSION

a. Research Findings

1. Data Analysis

The researcher obtained some data from eleventh class of MA NIPI Rakha Amuntai that were gained from the result of homogeneity test, the analysis of the try out result, and the analysis of the post test result. After collecting the data needed by using test instrument, the next step in conducting this research is analyzing the data by using independent t-test.

a) The Analysis of Homogeneity Test Result

The homogeneity test was conducted for the eleventh grade. This test was administered to know whether the all of eleventh class of MA Nipi Rakha Amuntai were homogeneous or not. In this research, the result of homogeneity test was analyzed statistically using ANOVA.

THE RESULT OF HOMOGENEITY TEST

	Sum of Squares	Df.	Mean Square	F	Sig.
Between Groups	205.962	2	102.981	1.058	.351
Within Groups	9440.598	97	97.326		
Total	9646.560	99			

The result of the ANOVA analysis above shows that the significance is 0.351. The values of 5% significance level is 0.05. Having been compared, the result of significance is higher than the value of 5% significance level. Therefore, it can be concluded that there is no difference on the students' achievement in learning figurative language material among those two classes or it can be said that the population is homogeneous.

2. The Analysis of The Try Out Score

The analysis of the try out included validity, difficulty index, and coefficient reliability.

a. The Analysis of Test Validity

Regarding the validity of the test, this research establish content validity as it had been arranged based on the topic stated in the institutional level curriculum. For this reason, the test could be said to fulfill the requirement of content validity.

b. The Analysis of Difficulty Index (P)

This class was chosen since this was the only class left out of the three classes which did not belong to the respondents. From the scores, the difficulty index (P) and the coefficient reliability were analyzed. The difficulty index for each item could be found by finding the number of the students who answered the questions. Based on the calculation, the values of P of each item indicated that the test is good enough. It means those items are neither too easy nor difficult as they are on the range 0.20 to 0.80.

c. The Analysis of Coefficient Reliability

As stated in method, split half odd-even technique had been applied to estimate the value of reliability coefficient. The value of the whole items reliability (r_{xy}) was obtained by estimating the correlation of the two halves using the Spearman-Brown formula.

THE VALUE OF COEFFICIENT RELIABILITY

Levene Statistic	df1	df2	Sig.
1.691	2	97	.190

Based on the statistical calculation by using SPSS software, the mean score of the odd number of the try out was 8.39 with standar deviation 1.264. Meanwhile , the mean score of the even number try out was 8.61 with standar deviation 1.306.

DESCRIPTIVE STATISTICS

	Mean	Std. Deviation	N
totgan	8.39	1.264	38
totgen	8.61	1.306	38

3. Correlation

CORRELATIONS

		totgan	totgen
totgan	Pearson Correlation	1	.719 (**)
	Sig. (2-tailed)		.000
	N	38	38
totgen	Pearson Correlation	.719 (**)	
	Sig. (2-tailed)	.000	
	N	38	38

** Correlations is significant at the 0.01 level (2-tailed)

The result of analysis by using SPSS shows that there is a significant correlation between the odd numbers of the try-out test items and the even numbers of the try out test items ($r = 0.714$). this tells us that the result of reliability test is reliable. As Saukah (1997) confirm that reliability coefficient of the teacher made test is believed to be reliable if the reliability coefficient is at least ≥ 0.50 .

Furthermore, based on Djiwandono (1996) said that the reliability coefficient of the whole items that was 0.714 was categorized is high correlation (0.70-0.89) and the test was considered reliable. It means that the test items were not necessarily to be revised then the test was administered for the control and experimental classes.

4. The Analysis of Post Test Result

The post test for the control class and experimental class was administered. Independent sample t-test was used to find out the mean difference of the experimental class and control class in figurative language material. Then they were compared to know whether the students who are taught by using song achieve better score on their figurative language material than the students who are taught by using conventional method.

Based on the statistical analysis of the obtained data, the researcher summarized the result of the t-test in the following table

THE SUMMARY OF T-TEST ANALYSIS

	Experimental class (x)	Control class (y)
M	74.06	67.87
N	31	31
$\sum x_x^2, \sum x_y^2$	3803.87	4399.48
DF	60	
t-statistics	2.16	
t-table	2.00	

Based on the calculation above the value of t-statistic is 2.16, while the value of t-table is 2.00. t-statistic is higher than t table. It means that the null hypothesis which says (Ho) there is no differences between the students who are taught by using song and the students who are taught by using conventional method. In the other words, the alternative hypothesis (Ha) of this research which says students who are taught by using song achieve better score than the students who are taught by using conventional method. It means that the Ha is accepted.

Based on the explanation above, it is necessary to know the degree of relative effectiveness (DRE) of teaching English by using this following formula:

$$DRE = \frac{Mx - My}{My} \times 100\%$$

$$DRE = \frac{74.06 - 67.87}{67.87} \times 100\%$$

$$DRE = \frac{6.19}{67.87} \times 100\%$$

$$DRE = 0.0912 \times 100\% = 9.12\%$$

The calculation above shows that the degree of relative effectiveness of teaching English by using song is 9.12%. it means that the teaching English by using song which is applied ti the experimental class is 9.12% more effective than the teaching by using conventional method to control group.

Based on the result of data analysis in this research, the researcher described the result based on the hypothesis testing. The hypothesis testing shows that the students that taught by using song in learning figurative language achieve better score than those who taught by conventional method in learning figurative language. It is proved in computed t value is bigger than critical t value in 5%. So, it is clear that teaching by using song in figurative material give positive impact for students' achievement. In addition, this findings means that Ha (alternative hypothesis) is accepted.

b. Discussion

After the students' post test scores had been analyzed, the result of data analysis shows that using song in teaching figurative language positively affected on students' achievement. It can be seen from the post test analysis which shows that the experimental students' mean score is higher than the control students' mean score (74.06 > 67.87). Furthermore, the result of data analysis using t-test shows that t-test statistic (2.16) is higher than t-table at 5% significant level (2.00). Moreover, it is also found that teaching English by using song for figurative language material is 9.12% more effective than by using conventional method. Finally, the result finding is in line with the theory of the experts.

D. CONCLUSION

It has been clearly described on the previous explanation above that the calculation of t-test statistic is 2.16, while the value of t table is 2.00. It shows that t-statistic is higher than t table. Based on the result of the data analysis, it could be concluded that students who are taught by using song for figurative language material get the better score than those who are taught by using conventional method for figurative language material. Then the calculation of the degree of relative effectiveness is 9.12%. It shows that the used of song also more effective for teaching figurative language.

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