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**THE ANALYSIS OF FIGURATIVE LANGUAGE AND EDUCATION
VALUES ON MARY LYNN BAXTER'S NOVEL ENTITLED PRICELESS**

A THESIS

**Submitted to English Education Department of *Tarbiyah* Faculty of *Syekh
Nurjati* State Institute for Islamic Studies in Partial Fulfillment of the
Requirements for Islamic Scholar degree in English Education**



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ABSTRACT

LILIS SURYANI: THE ANALYSIS OF FIGURATIVE LANGUAGE AND EDUCATION VALUES ON MARY LYNN BAXTER'S NOVEL ENTITLED PRICELESS

The novel entitled "Priceless" by Mary Lynn Baxter is aimed to reveal the figurative language and educational value. The novel is originally published by Warner Book on March 1995. As English Department Students, reading a novel is one of important thing. Besides we can learn English structure, grammar or vocabulary enrichment, we also can know the language style.

The aims of the research round up description about research destination that would like to reach from the research that will be done specifically. There are some aims of this thesis arrangement, they are to analyze kinds of figurative language identified in the novel "Priceless" by Mary Lynn Baxter, to find out type figurative language mostly used in the novel "Priceless" by Mary Lynn Baxter, and to discover the educational values in the novel "Priceless" by Mary Lynn Baxter.

The analysis mainly uses a descriptive qualitative analysis method or content analysis based on the theory of Michael Quinn Patton (2002), and strengthened by the theory Nur Antoni in "Introduction to Literature", Robert DiYanni (2002), "The Syntagmatics of Metaphor and Idiom" by Patrick Hanks, "Metaphor in Fiction Language, Thought and Communication" by Aletta Gesina Dorst, "The Meaning of Education or Why Do We Do What We Do?" By Caleb Rosado, "Value-oriented Education" by I. Bhardwaj.

Findings show that writer used the types of figurative language variously in the language used in the novel. The types of figurative language which are found are *simile, metaphor, personification, synecdoche, metonymy, symbol, allegory, paradox, overstatement and understatement, and irony*. It also shows writer tried to make language that could be mentioned easily. And the most frequently of figurative languages in this novel are *synecdoche* with twenty-two sentences in percentage 35.50%. It seems from the finding results of the research that *synecdoche* holds the highest frequency in figurative language in the novel entitled "Priceless" by Marry Lynn Baxter.



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PREFACE

Alhamdulillahirobbil'aalamiin

In the name of Allah SWT, all praises and thanks belong to Allah SWT, the Lord of the universe. And thanks to his permission, the writer has been capable of doing research and finishing this thesis. My invocation and safety always be given to the Prophet Muhammad SAW, to his family, his companions and up to us as his followers till the end of the world.

With the Merciful and Blessing of Allah, the writer is able to finish the thesis, which entitled in: *“The Analysis of Figurative Language and Education Values on Marry Lynn Baxter’s Novel Entitled Priceless”*.

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7. All the English Lecturers and the staff of English Department of State Institute for Islamic Studies (*IAIN*) Syekh Nurjati Cirebon.
8. All my friends in my college who have given me motivation to finish this thesis.

May Allah recompense your good deed with the best given. The writer realizes that this thesis is extremely far from being perfect whether in the arrangement of writing thesis or contents. Therefore, any criticisms and suggestions would be happily welcome.

Finally, the writer hopes this thesis would be useful and helpful to any reader in term and sharing information, especially someone who wants to study figurative language.

Cirebon, October 2012

The Writer,



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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language may refer either to the specifically human capacity for acquiring and using complex systems of communication, or to a specific instance of such a system of complex communication. The scientific study of language in any of its sense is called linguistics.

The approximately 3000–6000 languages that are spoken by humans today are the most salient examples, but natural languages can also be based on visual rather than auditory stimuli, for example in sign languages and written language. Codes and other kinds of artificially constructed communication systems such as those used for computer programming can also be called languages. A language in this sense is a system of signs for encoding and decoding information. The English word derives ultimately from Latin *lingua*, "language, tongue", via Old French. When used as a general concept, "language" refers to the cognitive faculty that enables humans to learn and use systems of complex communication.



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Language as a communication system is thought to be fundamentally different from and of much higher complexity than those of other species as it is based on a complex system of rules relating symbols to their meanings, resulting in an indefinite number of possible innovative utterances from a finite number of elements. Language is thought to have originated when early hominids first started cooperating, adapting earlier systems of communication based on expressive signs to include a theory of other minds and shared intentionality. This development is thought to have coincided with an increase in brain volume, and many linguists see the structures of language as having evolved to serve specific communicative functions. Language is processed in many different locations in the human brain, but especially in Broca's and Wernicke's areas. Humans acquire language through social interaction in early childhood, and children generally speak fluently when they are around three years old. The use of language has become deeply entrenched in human culture and, apart from being used to communicate and share information, it also has social and cultural uses, such as signifying group identity, social stratification and for social grooming and entertainment. The word "language" can also be used to describe the set of rules that makes this possible, or the set of utterances that can be produced from those rules. (Adapted from <http://en.wikipedia.org/wiki/Language>, on April 8th, 2012)



Figurative language is a word or phrase that departs from everyday literal language for the sake of comparison, emphasis, clarity, or freshness. In literature, such as short stories, novels, or poetry, figure of speech is very important role, because understanding this figurative language we can cultivate a more beautiful words.

As English Department Students, reading a novel is one of important thing. Besides we can learn English structure, grammar or vocabulary enrichment, we also can know the language style.

Rene Wellek & Austin Warren, in their book, “*Theory of Literature*” states that literary study is knowledge and advice a ‘second creation’ with results which to most of us seem futile today – Pater’s description of Mona Lisa or the florid passages in Symonds or Symons. In other hand, poetry, drama, the short story and the novel – all these forms go to make up literature. Most novels consist of: characters, setting, theme, plot, and climax. A figurative language as a way to pour the author of the idea of creative ideas that could evoke the imagination, develop their thoughts, feelings and raises its own allure for readers. Figurative language appeals to the imagination. Simile, metaphor, personification alliteration, onomatopoeia are the most common figures of speech. Simile, metaphor, and personification make use of comparison. On other hand, alliteration and onomatopoeia use sound to appeal to the imagination.



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Whenever we describe something by comparing it with something else, we are using figurative language. Those statements are also supposed by Gorys Keraf in his book *“Diksi dan Gaya Bahasa”* (2000: 112), states that:

“Gaya atau khususnya gaya bahasa dikenal dalam retorika dengan istilah style. Kata style diturunkan dari kata Latin slilus, yaitu semacam alat untuk menulis pada lempengan lilin. Keahlian menggunakan alat ini akan mempengaruhi jelas tidaknya tulisan pada lempengan tadi. Kelak pada waktu penekanan dititikberatkan pada keahlian untuk menulis indah, maka style lalu berubah menjadi kemampuan dan keahlian untuk menulis atau mempergunakan kata-kata secara indah”.

Figurative language known in rhetoric by the term is language style. The word style is derived from the Latin word *slilus*, a kind of tool to write on a slab of wax. Expertise to use these tools will affect the apparent absence of posts on the last slab. Later, when the emphasis focused on the skills to write wonderful, the style and then turned into the ability and expertise to write or use words beautifully.

Because of these developments, the language became a part of the diction that questioned whether or not suitable use of words, phrases or clauses specific to certain situations. Therefore, the issue of figure of speech covers all linguistic hierarchy: individual word choices, phrases, clauses, and sentences, and even extends to the discourse as a whole.



Appreciate the work of literature requires a sensitivity, understanding, and a broad interpretation, because the language of literature as a work of prose fiction has always invited a variety of interpretations. The problem is, teachers teaching English language and literature as a practitioner in education, today is not entirely adequate ability to deliver the demanding needs of students according to student competence. This is when associated with the competence of teachers in their capacity of learning literature appreciation.

Through a variety of literary activities including literature review, it would be able to expand the horizons appreciative for language teaching and teacher of English literature. Departing from this idea that encourages researchers to do research that had been devoted to analyze the use of figurative language. Choosing a title is based on the consideration that the analysis of the use of style is one of the activities are expected to appreciate literature and this study can give a more detailed picture to appreciate the use of stylistic techniques. The expected result after the study was an increase excitement in appreciating a work of literary activity, especially regarding the use of figurative language.



Trying to perceive a novel a whole can help the reader to look for the elements that build the novel's structure; such as theme, point of view, character, setting, and plot. The understanding of the reader about those elements can help the reader to find the meaning of the novel. It can also make the reader easier to find the educational values of the story. Unfortunately, only little people realize the importance of reading the fine novel. Most of them read the novel just for pleasure. Realizing such the problem, the writer invites the novel reader to know the types of figurative language and educational values of *Priceless* by Mary Lynn Baxter.

B. The Identification of the Problem

The identification of the problem is provided to give some clarification about the problem which will be analyzed by the writer as a researcher. The problem is identified into three points; the field of research, the kind of the problem, and the main problem. Here they are:

1. The Identification of the Problem

a. The field of research

The field of research this thesis is 'literature'.

b. The kinds of the problem



The kinds of the problem includes about how the figurative language can be understood by the readers. Sometimes, the figurative language makes the readers confused about the meaning literally.

c. The main problem

Reading novel is one of important thing, because it can enhance people's knowledge. People usually just read the novel not for being analyzed more, especially about the figurative language. Consciously, their apathetic can cause misunderstanding and misinterpretation in comprehending figurative language in the novel.

2. The Limitation of the Problem

The problem of the research is limited by analysis of figurative language and educational value in the novel "*Priceless*" by Mary Lynn Baxter.

3. The Questions of Research

1. What are the kinds of figurative language identified in the novel "*Priceless*" by Mary Lynn Baxter?
2. What are the types of figurative language most frequently used in the novel "*Priceless*" by Mary Lynn Baxter?
3. What are educational values in the novel "*Priceless*" by Mary Lynn Baxter?



C. The Aims of the Research

The aims of the research round up description about research destination that would like to reach from the research that will be done specifically. There are some aims of this thesis arrangement, they are:

1. To analyze the kinds of figurative language identified in the novel “*Priceless*” by Mary Lynn Baxter.
2. To find out the types of figurative language mostly used in the novel “*Priceless*” by Mary Lynn Baxter.
3. To know the educational values on the novel “*Priceless*” by Mary Lynn Baxter.

D. The Uses of the Research

The uses of the research are as follows:

1. Theoretical use, the results of this research can add to their repertoire of teaching science in the field of language and literature, in particular about the style of language and literature learning about educational values in the novel.
2. Practical use, the results of this research can be utilized by several parties. Such as:



a. For Teachers

The research provides an overview for teachers about the genetic structural approach to teaching literature used as guidelines in an interesting, creative, and innovative.

b. For Researchers

The results of this research may be the answer to the problem formulated. In addition, with the completion of this study is expected to be a motivation for researchers to more actively contribute to the world of scientific works of literature and education.

c. For Readers

The results of this research to the readers should be able to better understand the content of the novel "Priceless".

d. Other Research

The results of this study are expected to inspire other researchers and materials basis to conduct a more in-depth research.





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