

**ANALYSIS OF FIGURATIVE LANGUAGE ON SONG LYRICS  
PROVIDED IN “PATHWAY TO ENGLISH” TEXTBOOK PUBLISHED  
BY ERLANGGA FOR ELEVENTH GRADES OF SENIOR HIGH  
SCHOOL**

**THESIS**

Submitted as a Partial Requirements for Undergraduate Degree in English  
Education Department



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*Waasalaamu'alaikum Wr. Wb*

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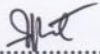
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## DEDICATION

This graduating paper is dedicated to:

1. My best father ***Hartono*** and my dearest mother ***Widati***.
2. My lovely older sister, ***Novita Widiastuti***, my pride little sister, ***Dinasty Putri Ramadanty*** and my beautiful nephew, ***Queensha Arsyila Azkadina***.
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5. My wonderful class, **Diamond Class**
6. My **Almamater** IAIN Surakarta.

## **MOTTO**

*The God has written a restless, one of packet with a beauty.*

*The god also gives examine, along with the answers.*

*So, the God brings a magical power, to all of them who resignation.*

*Believe that.*

**(Unknown)**

*Optimislah saat segala urusan terasa sulit bagimu, karena Allah telah bersumpah*

*dua kali.*

*“Sesungguhnya sebuah kesulitan bersama kemudahan, sesungguhnya sebuah*

*kesulitan bersama kemudahan”*

**(Q.S. Al- Insyirah: 5-6)**

**YOU WILL NEVER WIN IF YOU NEVER BEGIN**

**-Helen Rowland-**

**THE MAIN RULES TO BE A TEACHER IS MUST BE A PATIENT PERSON**

**TO THE OTHER PERSON.**

**-The Researcher –**

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "*Analysis of Figurative Language on Song Lyrics Provided in 'Pathway to English' Textbook Published by Erlangga for Eleventh Grades of Senior High School*" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the references.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, August 30<sup>th</sup> 2017

Stated by,



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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that her thesis is useful for the researcher in particular and readers in general.

Surakarta, August 30<sup>th</sup> 2017

The researcher,

Agustina Budiarti



## TABLE OF CONTENT

|                                  |     |
|----------------------------------|-----|
| PAGE OF TITLE .....              | i   |
| ADVISOR SHEET .....              | ii  |
| RATIFICATION .....               | iii |
| DEDICATION .....                 | iv  |
| MOTTO .....                      | v   |
| CERTIFICATE OF ORIGINALITY ..... | vi  |
| ACKNOWLEDGEMENT .....            | vii |
| TABLE OF CONTENT.....            | ix  |
| ABSTRACT .....                   | xii |
| LIST OF TABLE .....              | xiv |
| LIST OF APPENDICES .....         | xv  |

### CHAPTER I. INTRODUCTION

|                                      |    |
|--------------------------------------|----|
| A. Background of the Study.....      | 1  |
| B. Problem Identification .....      | 9  |
| C. Limitation of the Problem .....   | 9  |
| D. Formulation of the Problems ..... | 10 |
| E. The Objectives of the Study ..... | 10 |
| F. The Benefits of the Study .....   | 11 |
| G. The Definition of Key Terms ..... | 12 |

### CHAPTER II: REVIEW ON RELATED LITERATURE

|                                 |    |
|---------------------------------|----|
| A. Review on Syllabus           |    |
| 1. Definition of Syllabus ..... | 13 |
| 2. Component of Syllabus .....  | 14 |

|   |    |
|---|----|
| B. Review on Grammar                                  |    |
| 1. Definition of Grammar .....                        | 14 |
| 2. Teaching Grammar .....                             | 15 |
| C. Review on English Textbook                         |    |
| 1. Definition of English Textbook .....               | 16 |
| 2. The Functional of Textbook .....                   | 17 |
| 3. The Analysis of Textbook .....                     | 18 |
| 4. The Importance of Textbooks .....                  | 19 |
| D. Review on Media of Teaching and Learning           |    |
| 1. Definition of Media in Teaching and Learning ..... | 20 |
| 2. The Types of Media in Teaching and Learning .....  | 21 |
| E. Review on Teaching Material                        |    |
| 1. Definition of Teaching Material .....              | 22 |
| 2. The Kinds of Teaching Material .....               | 22 |
| 3. The Development of Teaching Material .....         | 23 |
| F. Review on Figurative Language                      |    |
| 1. Definition of Figurative Language .....            | 25 |
| 2. The Types of Figurative Language .....             | 26 |
| G. Review on Song Lyrics                              |    |
| 1. Definition of Song .....                           | 38 |
| 2. Definition of Lyrics .....                         | 39 |
| 3. Classification of Songs .....                      | 40 |
| 4. Criteria of Song Selection .....                   | 41 |
| H. Previous Related Study .....                       | 43 |

### **CHAPTER III: RESEARCH METHODOLOGY**

|   |    |
|---|----|
| A. The Research Design .....              | 47 |
| B. Source of the Data .....               | 49 |
| C. The Technique of Collecting Data ..... | 50 |
| D. Data Coding .....                      | 51 |
| E. The Technique of Analyzing Data .....  | 51 |
| F. Trustworthiness of the Data .....      | 56 |

**CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION**

A. Research Findings..... 58

1. Analyzing Figurative Language on Song Lyrics Provided in  
“Pathway to English” Textbook ..... 59

2. Song Topic Selection Provided in “Pathway to English”  
Textbook Based on Curriculum..... 73

B. Discussion

1. The Result of Figurative Language on Song Lyrics Provided  
in “Pathway to English” Textbook .....80

2. The Result of Song Topic Selection Provided in “Pathway to  
English” Textbook Based on Curriculum..... 83

**CHAPTER V: CONCLUSION AND SUGGESTION**

A. Conclusion ..... 85

B. Suggestion ..... 87

**BIBLIOGRAPHY** ..... 89

**APPENDICES** .....

## ABSTRACT

Agustina Budiarti. 2017. *Analysis of Figurative Language on Song Lyrics Provided in 'Pathway to English' Textbook Published by Erlangga for Eleventh Grades of Senior High School*. Thesis. English Education Department. Islamic Education and Teacher Training Faculty. State Islamic Institute of Surakarta.

Advisor : Dra. Hj. Woro Retnaningsih, M. Pd.

Keywords : Figurative Language, Song Lyrics, English Textbook.

This research study is about figurative language and song as topic selection on the teaching material song provided in "Pathway to English" textbook. The objectives of this research are divided into two parts. The first, the aim of this study is to find out figurative language on song topic material. The second, the aim of this study is to know the song topic selection based on curriculum in one of textbook that published by Erlangga.

The research method is descriptive qualitative method. The design for analyzing teaching material song used content analysis. The researcher used documentation technique of collecting the data. In analyzing the data, the researcher classified and displayed the data about figurative language based on Perrine's theory. The steps of technique analyzing data used Miles and Huberman's theory. The instrument of this research is the researcher herself who collects, analyzes, and presents the data findings of the research then draws the conclusion. The researcher applied the trustworthiness of the data to obtain the valid data from the data sources. The researcher applied theoretical triangulation to get the validity of the data.

The results finding in this research can concluded in four finding. **First**, data from song material in "Pathway to English" textbook "Pathway to English" textbook consist of five songs. There are Happiness, Tell Laura I Love Her, Tell Tommy I Miss Him, Congratulation, and Yesterday. **Second**, based on the 12 types from theory, the researcher found five types of figurative language in the data. There are simile, personification, hyperbole, metaphor, and litotes. **Third**, the totals of figurative language are found 17 data in song material "Pathway to English" textbook. There are 1 simile, 2 personification, 6 metaphor, 7 hyperboles, and 1 litotes. The dominant type of figurative language is hyperbole expression. **Fourth**, the song topic selection based on curriculum shows that the songs are divided into several categories containing grammatical structure, vocabulary-based songs or topic-based songs. The result from grammar structure in song material, there are simple present, simple past, and informal English. Therefore, the vocabulary based on song topic there are expression, sacrifice of love, longing to someone, expression of congratulation and past experience.

Based on the data finding above, the researcher can conclude that song material in the "Pathway to English" textbook is suitable based on curriculum, but there is some topic that shouldn't be served for eleventh grades. For example the topic about love, it can make students don't have a moral value. Nevertheless, there are song topics appropriate based on curriculum in lesson plan and textbook. The goal is to knowing simple past tense and simple present tense in

song lyric, to facilitate using expressing happiness and expressing congratulation through songs. The song topic in this textbook appropriate with the things concern in the reality student's life as adult and students of senior high school to giving exemplary and inspiring to behave responsibility, discipline, peace love, and cooperation.

## LIST OF TABLES

|  |    |
|--|----|
| Table 4.1 The Figurative Language Expression Found in “Pathway to English”<br>Textbook .....                       | 59 |
| Table 4.2 The Expression of Simile.....  | 61 |
| Table 4.3 The Expression of Personification .....  | 62 |
| Table 4.4 The expression of Metaphor .....   | 64 |
| Table 4.5 The Expression of Hyperbole .....  | 69 |
| Table 4.6 The Expression of Litotes .....  | 74 |
| Table 4.8 Checklist Figurative Language Expressionon Song Lyrics provided in<br>“Pathway to English” Textbook..... | 75 |
| Table 4.9 Grammatical Structure Song Topic Provided in “Pathway to English”<br>Textbook .....                      | 77 |
| Table 4.10 Vocabulary or Topic based songs provided in “Pathway to English”<br>Textbook .....                      | 78 |

## LIST OF APPENDICES

|  |
|--|
| The Data Validity of Figurative Language ..... |
| Documentation.....                             |

## CHAPTER I

### INTRODUCTION

In this chapter, the researcher discussed about background of the study, problem identification, limitation of the problem, formulation of the problems, the objective of the study, the benefits of the study and key term from the title of this thesis.

The topic of this research is described generally in background of the study. The background of the study consist of rational argumentation both idealistic and reality. Problem identification describe some factors systemically relevance with the problem from background of the study. Limitation of the problem is conducted to control formulation of the problem. Problem formulation gives formula that clearly in the form of question sentences. The objective of the study explains the answer of the question in formulation of the study. The benefits of the study as profit that are hoped on theoretical or practice. The last, key term explain proper of technical terms in the main title of the research.

#### **A. Background of the Study**

Language plays a great part in our life. Life is useless without a language. People have to communicate with others to fulfill their needs in society. According to *Kurniawan* (2014: 91) state that the main instrument in communication is a language. In communicating with the others language is used to deliver their ideas, express their feeling, desire, emotion, and formulate their intentions in order to make other people understand the



message. On the other hand, language is as purpose for communicating between everyone and every country to the each other country with the certain meaning and messages.

Every language choices some symbols from the alphabet of the language and joins in different combinations to form meaningful words. Language conventions are not easily changed. Language is extendable and modifiable. Language is the method of human communication. According to Sapir (1921: 7) state that language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols.

From some according above, the conclusion about language is a system of arbitrary symbols as a conversation is used by all people to communication her or his feeling, ideas, experience, and knowledge in the form of oral, written, or only a signal. Based on this statement, we know that the function of the language is a communication tool or the main function from the language.

The primary functions of language are communication, self-expression and thinking. The expression of feeling and meaning becomes more exact. The command of words and groups of words grows with practice and the complexity of ideas and reactions to be expressed. The communication function is obvious. The use of language as a means of clarifying ideas and feelings is equally real. Language is a means of clarifying perception of discovering likeness and differences in thing observed, of forming general ideas and discovering relationships.

One of the famous foreign languages is English. English has become an important popular language for international communication and many people call it as an international language. English is an international language that is used in most of countries in the world. The evident statement, Beare in Lubna's book (2012: 29) state that currently it is estimated that over 1 billion people are learning English worldwide and according to the British Council, 750 million of these learners are what are traditionally called English as a foreign language (EFL) speakers while approximately 375 million are English as a second language (ESL) speakers.

English plays an important role in education and students are expected to use it effectively. In the English learning, if we want to be master of a language, especially English we have to learn at least there are four skills. Such as: *receptive* skills, listening (understanding the spoken language) and reading (understanding the written language) and *productive* skills, speaking and writing (Fauziati, 2009: 147).

In Indonesia, English is the first foreign language to be taught as a compulsory subject in the secondary school. There are aims and objectives of teaching English at school level. There are general and specific objectives of teaching English. Thus, we can say that the general objectives are those which are got after the end of the year course. They are; to enable the students to understand the speaker language, to speak English correct language, to write the language properly, to read the language with ease. Then, the specific objectives are those which are got after the ending of unit. The specific objectives are based on the part of sub skills or general

objectives. Nonetheless, theory and practice must be balanced in the teaching and learning process. Besides that, we must be known all features about a language are studied in linguistics.

Today, on Indonesia's curriculum (2013 curriculum) is divided in two kinds of teaching and learning program. First, obligation English (*program wajib*) is a program that basic competencies and teaching material has similarity in the last materials. Second, devotee English (*program peminatan*) is a program that has basic competencies and teaching material different from material before or additional material. Syllabus, lesson plan, teaching material, and textbook also have addition.

In foreign language classrooms, regardless of the language, textbooks and other teaching materials play an important role. Teaching materials can be defined as "any systematic description of the techniques and exercises to be used in classroom teaching" which is "broad enough to encompass lesson plans and yet can accommodate books, packets of audio-visual aids, games, or any of the other myriad types of activities that go on in the language classroom" (Brown, 1995: 139).

In syllabus and textbook of senior high school, especially eleventh grade we found some topic about song and rhymes. This topic had learned by students to knowing students ability about art or literature in language teaching. The real statement compiled by Muntaha (2015: 53) he state that literary development is an important objective at higher secondary stage. Literary development to means to develop: a taste for English literature by reading prose, poetry, song, etc., develop interest in English

literature, development of translating ability, understanding the critical value, drawing aesthetic pleasure, from reading English literature.

The guideline of 2013 curriculum, songs and rhymes are expected to fulfill various purposes in senior high school. For example “the mention of social function and language elements in song” and “finding of message in songs” are two basic competencies outlined in the eleventh grade, 2013 curriculum guideline. Songs are aimed at entertaining the listeners. Sometimes, moral values are hidden in the lyrics. According to Yu-chen(2013: 2), the melodic, rhythmic, rhyming and repetitive nature of songs and rhymes can serve as useful language inputs and mood setters that contribute to the learning of language or linguistic skill and affective, cognitive and cultural aspects.

The song is not simply for entertainment purposes. It is also has the meaning of content that can provide motivation to every listener. Lynch in international journal (2012: 67) said that there are 9 advantages song to teach students. Song contain authentic language, usually very easily obtainable, provide vocabulary, interest of the students, grammar and cultural aspects, easily controlled, experience a wide range of accents, relating to the situation of the world around us and are fun for the students. We know that the children or the students not only find out about topic material song in school only. But, they was also know and familiar about song through their society.

The scope of learning activities in material not only knows about the only song. In the matter of learning must follow and fulfill every lesson plan

in guidebook learning. Each of these activities usually the teacher explains some song elements before in this topic material. The results that in process of teaching and learning, the teacher will be only explain in broad outline. Teacher introduces the various types of music, and the characteristics or structure of the song. There are many types of music or musical styles such as classical music, rock, pop, and the others. The existing structure is on a song usually: Intro- verse- chorus- verse- chorus- bridge- chorus. Not only that, teaching materials songs also study about the language features of the song are as follows: imagery (used to describe feelings and emotions), rhythm (used to create mood), and figures of speech or figurative language.

This thesis illustrates about figure of speech or figurative language. Figurative language is a conspicuous departure from what users of a language apprehend as the standard meaning of words, or else the standard order of words, in order to achieve some special meaning or effect (Abrams, 1999: 96). Every sentence that contains figurative expression could make the readers or listeners confused and try to imagine what the real meaning of it. The other statement coming Saeed (2009: 15), he explains that non-literal uses of language are traditionally called figurative and are described by a host of rhetorical terms including metaphor, irony, metonymy, synecdoche, hyperbole, litotes and others.

In this part the researcher reviews the theories related to figurative language based on Kennedy theory. These theories include the types and definition of figurative language. Based on Kennedy (1983: 481), figurative language consists of comparative, contradictive, and correlative.

Comparative language consists of Personification, Metaphor, and Simile. Contradictive figurative language consists of Hyperbole, litotes, Paradox, and Irony. Correlative figurative language consists of Metonymy, Synecdoche, Symbol, Allusion, and Ellipsis.

The important to learn figurative language is a crucial part of having strong literary skills. Cox (in Fatihul, 2016: 107) identifies that there are five famous reasons for teaching language by using literary concepts. The first reason is ‘personal growth’ view, developing imaginative and aesthetic lives. The second reason is ‘cross-curricular’ view, education as a whole. Third reason is ‘adult needs’ view, for the language demands of adult life. The fourth reason is ‘cultural heritage’ view, to an appreciation of works of literature. The last reason is ‘cultural analysis’ view, to help understanding of the world and cultural environment.

The researcher analysis figurative language on song topic material in one of textbook that published by Erlangga. The name of textbook is “Pathway to English”. The reason of researcher use this textbook, because it is a series of English course books for senior high school students. It aims to provide a framework for teaching and learning English based on curriculum 2013. The series adopts the format of a radio program to build the lessons around teenagers’ lives. Beside that “Pathway to English” textbook is used by some of school in Islamic Senior High School, for example; MAN 2 Boyolali and MAN 1 Colomadu. It is the reason why the researcher used this textbook to analyze.

However, songs and rhymes are rarely explored in textbook research. More insights and investigation of the songs and rhymes in textbooks are needed. According Yu-chan (2013: 4), she said that textbooks for non-native English speaking language teachers in particular, play a critical role in influencing language classroom practice. The presentation and instructional design of songs and rhymes in textbooks could have a great impact on English teaching and learning in the classroom. Although textbooks are viewed as the core media in a curriculum, textbook research has been relatively limited and several unexplored issues remain to be examined. Rarely has there been English textbook research in the EFL environment. Even fewer textbook researches were centered on songs and rhymes in the context of senior high school English teaching. There is the difficulty in finding research methods that are suitable, both for textbook research and song and rhyme analysis, and that trigger the researcher to explore deeper.

Based on the whole of the background study of the research above, the researcher would like to conduct a descriptive qualitative research to analyze some songs that there is in textbook eleventh grades. The researcher will analyze the types of figurative language in teaching material song in “pathway to English” textbook. Then, this research is describing the suitable of song topic selection based on curriculum. Therefore, the title of this research is **“ANALYSIS OF FIGURATIVE LANGUAGE ON SONG LYRICS PROVIDED IN “PATHWAY TO ENGLISH” TEXTBOOK PUBLISHED BY ERLANGGA FOR ELEVENTH GRADES OF SENIOR HIGH SCHOOL”**.

## **B. Problem Identification**

The considering from the background of study above, there are some problems related with this title research:

1. The types of figurative language that found in song lyrics provided in “Pathway to English” textbook for eleventh grade.
2. The song topic selection provided in “Pathway to English” textbook for eleventh grade based on curriculum.

## **C. Limitation of the Problems**

In this research, the researcher had to limit the problems in order to make explanation focus and more clarify to the aim this research. This research focuses to analyze the figurative language, describing of meaning and the suitable song selection based on curriculum from song lyrics provided in “pathway to English” textbook. To analyze the figurative language, the researcher uses some theory to give accurate in this research. One of the way, based on from the criteria of Laurence Perrine. He is dividing in 12 types of figurative language. For examples: simile, metaphor, personification, Apostrophe, synecdoche, metonymy, symbol, allegory, paradox, hyperbole or overstatement, litotes or understatement and irony.

Whereas, to analyze the suitable song topic selection based on curriculum the researcher will analyze about grammatical structure, vocabulary or topic being taught from the teaching material song that found in “Pathway to English” textbook. To avoid spread of discussion, the researcher limits the research to analyze or find out and describe the types of



figurative language and suitable song topic selection based on curriculum which founds in “Pathway to English” textbook for eleventh grade of senior high school.

#### **D. Problem Formulation**

Based on the limitation of the problems above, the problems can be formulated as follows:

1. What are the types of figurative language that found in song lyrics provided in “Pathway to English” textbook for eleventh grade?
2. What is the song topic selection provided in “Pathway to English” textbook for eleventh grade had suitable based on curriculum?

#### **E. The Objectives of the Study**

The general objective of the research is to know education value and the message in song lyrics of eleventh grades textbook. While, the specific purposes of the research are:

1. To find out and describe the types of figurative language that found in song lyrics provided in “pathway to English” textbook for eleventh grade.
2. To show the song topic selection provided in “pathway to English” textbook for eleventh grade suitable based on curriculum.

## **F. The Benefits of the Study**

The research is expected to have the benefits which are able to give the proper comprehension to the readers of this research. The benefits of the research are divided into two kinds: theoretical benefits and practical benefits which are expected to give contribution in developing knowledge of English, especially in art of teaching learning activity on teaching material song based on curriculum.

### 1. Theoretical benefit

Theoretically, this research is expected to enrich additional knowledge the value of art and understanding the language and meaning especially on teaching material song based on curriculum.

### 2. Practical benefits

#### a. For the students

This research can give more knowledge about the value of art and understanding the language and meaning. For example figurative language and also to understanding language features into teaching material song to get the message from song topic.

#### b. For the researcher

It is expected to be useful for the other researchers who conduct the same research in giving reference and have concern in content and meaning. It is also hoped in giving benefit for anyone who has deal with figurative language in teaching material song.

## **G. The Definition of Key Terms**

To avoid misunderstanding and misinterpretation between the writer and the readers, the researcher intends to classify the key terms used in this study as the following:

### **1. Teaching Material**

The materials are used to support learning and teaching (Edge, 2001: 43).

### **2. Figurative language**

Language using figures of speech is language that cannot be taken literally (or should not be taken literally only). Figurative language is any way of saying something other than the ordinary way (Perrine, 1992: 61).

### **3. Song**

Song is a musical expression, which consists of rhythm and lyrics (en.wikipedia.org).

### **4. Lyrics**

Lyrics are composed for singing (Oxford Dictionary 1995: 703).

### **5. Textbook**

Textbook is a stimulus or instrument for teaching and learning (Thomson, 2000: 175).

## CHAPTER II

### THEORITICAL REVIEW

This chapter contains the several theories under consideration on this title. The theories become the fundamental things in conducting the research. They explain some references from any resource. The theories explain in this chapter contains eight sub-chapter, those are: review on syllabus, review on grammar, review of English textbook, review of media, review of teaching material, review of figurative language, theory of song lyrics and previous study. The discussion of the several theories as the basic study that is discussed below:

#### A. Review on Syllabus

##### 1. Definition of Syllabus

Department National Education (2008: 16) said that syllabus is lesson plan in the group of lesson or some themes which covering standard competencies, core competencies, topic lesson, teaching activity, indicator competencies, assessment, time allocation, and source learning. In the education management system, arrange of syllabus is done by school or the teachers. *Kurikulum Tingkat Satuan Pendidikan* (KTSP, 2006) the development of syllabus, learning, and assessment is delivered to institute or the teachers who develop syllabus, lesson, and assessment in their institute. Curriculum (2013) that also based on syllabus competencies (minimum) is composed by government, although

to development of syllabus need to see the environment condition in the village or country.

## **2. Component of Syllabus**

Chamsiatin in Akbar (2013: 8) standard competencies is qualification of minimal ability students who drawn attitude mastery, knowledge, and skill based on level or semester. Standard competencies consist of some core competencies as basic references which need to be arrived and obtain in nationality. Standard competencies are basic competencies in nationality, and formed with result of students learning minimal.

The development of syllabus can take from content standard that arranged by main government (*Kemendiknas*). The core competencies, Chamsiatin in (Akbar, 2013: 9) he is state that the capability which is common by students in certain teaching material. Core competencies are explained from standard competencies.

## **B. Review on Grammar**

### **1. Definition of Grammar**

According to Thornbury (1999: 1) grammar is partly the study of what forms (or structures) are possible in a language. Grammar is a description of the rules that govern how a language sentences are formed. In its wider sense it may include phonology (pronunciation), morphology (inflectional forms), syntax (the relation of words to other

words in phrase, clause, and sentences), and semantics (meaning of words).

Brown (1994: 347) says that grammar is a system of rules governing, the conventional arrangement, and relationship of word in sentences. From this definition, seems that grammar plays as important role in combining units of language to form sentences. The sentences are acceptable or grammatically if they follow the rules of grammar. Since a communicative purpose and function of language are reflected in grammar, it is a must the language students to acquire good grammar. It is clear that grammar is important to be mastered by the students in order to be able to express their feelings, emotions, and to be able to use English appropriately.

Based on the definition above, the researcher can conclude that grammar is a study of language rules as the way how language construct and combines words and how words are arranged to a form unit of meaning. Knowledge of grammar helps us to choose and use the forms of language best suited to each particular situation. Therefore, grammar has important position in the language teaching.

## **2. Teaching Grammar**

Most of teachers argue that vocabulary is the most important in the language teaching. They gave great emphasis to receptive vocabulary but treated grammar only sporadically. The learners could read text but could not produce coherent and accurate sentences in speech or written

form even several year of language study. Fika, Warib and Soesanto (1991: 33) state that in teaching English grammar, “Fundamental Tenses” can divide into four parts of times. First, present tense (for the time happening), past tense (for the time happened) future tense (for the time will happen), past future tense (for the time will happen in the past). The teacher should remember that if the students are enjoying what they are doing, and it has an underlying serious language teaching purpose it is more likely to be effective than more conventional practice. Teachers need

## **C. Review on English Textbook**

### **1. Definition of English Textbook**

According to Thomson (2000: 175) the English textbook is a stimulus or instrument for teaching and learning. A teacher usually uses some media to make him or her easier in explaining the teaching materials. One of media which is ordinarily used is a textbook. The textbook is easy to buy, to carry, and to study. Even though, there are so many kinds of media rivaling the printed materials of communication, the textbook remains the major source in school. It is a book giving instruction in a English subject, used especially in schools.

Dana and John (2005: 125) said that there are some categories of a good textbook. First, the contents of the textbook should deal with the current curriculum, it might be from the genre with should be available in the textbook. The contents of the textbook also based on the level of study. The second category is a textbook should have an interesting

display because it can give motivation for readers to read the textbook. In addition, the language of the textbook should correct in context and situation. It means that the language does not enclose ambiguous, so the reader can understand easily.

So, textbook is arranged to add students' ability in understanding materials contained in the textbook. It is also provided for teachers to help them in giving more exercise and material to students. The result that, the process of teaching learning will be going on appropriate learning project.

## **2. The Function of Textbook**

A textbook has many functions. According to Thomson (2000: 176) said that the textbook has many functions as follows:

### **a. Individualization of instruction**

A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according what they are interested in studying.

### **b. Organization of instruction**

A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.



c. Tutorial Contribution

A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.

d. Improvement of Teaching

Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.

From the explanation above, textbook is kind of visual aid in teaching learning process. It means that the function of a textbook is actually as one of the visual aids by teachers, when they are teach and explain the teaching materials. Besides, it also helps the students in getting a better understanding of the materials given by teacher.

### **3. The Analysis of Textbook**

Textbook is not perfect. Therefore, teachers should have the opinion of assigning supplementary material on their own specific needs in their teaching situation. As teachers, many of us have had at the responsibility of evaluating textbooks. According Skierso in Fuziati (2010: 209), there are three main aspects to consider in selecting textbook, such as: the language, cultural information, the content. Firstly, language is used in textbook should have correct, natural, recent, standard English. Vocabulary and grammar in textbook should be controlled, especially for lower- level thinking students. It would be useful to have a variety genre so as to introduce students with different

text type. Secondly, the cultural information included in textbook should be correct and recent, reflecting cultures of English. Visual aids are needed to help students understand cultural information. Thirdly, the content of the textbook should be useful, meaningful, and interesting for students.

Based on the third definition above, there are four function of the textbook. It can help students, improve process teaching and learning. The researcher analyze the textbook should be controlled, especially for lower- level thinking students.

#### **4. The Importance of Textbooks**

According to Fauziati (2010: 208), the importance of the textbook are:

- a. Without a textbook, learners think their learning is not taken seriously.
- b. In many situations, a textbook can serve as a syllabus.
- c. It improvised ready- made teaching text and learning task.
- d. It is cheap way of providing learning materials.
- e. Without it, learner will be out of focus and teacher dependent.
- f. For novice teachers a textbook means security guidance and support.

English textbook is important in the school to support of learning. Because textbook is media that contains of material in order to students have to know and understand about lesson. According to

Hornby (1974: 893), textbook is book that giving instruction in a branch of learning the statement means that besides teacher as facilitator, textbook is one of important media as guidance in learning process.

Based on the definition above, the researcher concludes that textbook is very important to help the teachers and students to get easily in teaching learning process. Textbook used by teacher as source of teaching and guidance of teaching. Not only that, theory in textbook is written by some experts. Teachers usually easier to explain the materials because contain of textbook is arranged structurally. Students also use textbook as media of learning process in school and their home. So, textbook is guidance for the teachers and students in the classroom for teaching and learning process.

#### **D. Review on Media of Teaching and Learning**

##### **1. Definition of Media in Teaching and Learning**

AECT (Association of Education and communication Technology) defines media as everything forms and channel used to convey messages or information. Besides as a delivery or introduction system, the media often replaced with word of “mediator” with the term mediator media shows its function or role, which is to set up an effective relationship between the two main parties in the learning process. For the example: the students and the content of the lesson.

In the statement from Arsyad (2005: 3) says that media is a message mediator or companion from the sender to the receiver.

Association for education and communication technology (AECT) in Sadiman (2002: 6) defines media as all forms and lines which are used by people to convey information.

Based on definition above, the researcher can conclude that media is everything things that can be used as convey or delivery message and meaning sense from the sender (teacher) to the receiver (students) so it can stimulate the mood, feeling, attention, and students interest in order to attain the teaching and learning process.

## **2. The Types of Media in Teaching and Learning**

The media is important to teaching students in teaching and learning process. The students will be easy to understand what is the topic, if the teacher using the media. Media is one of the means to improve the teaching and learning activities. According to Arsyad (2006: 15) in a learning process, media are very important elements in the method of teaching and learning media. There are several media to teaching and learning process such as video, games, song lyric, listening music, etc.

From the statement above, it can be conclude that song topic in this textbook is as the part of media in teaching learning process. Furthermore, songs and rhymes are great materials for making English interesting, practical and relevant to students' lives. Thus, songs and rhymes are recommended as one of the topic genres for teaching of student's English.

## **E. Review of Teaching Materials**

### **1. Definition of Teaching Material**

Materials exist in order to support teaching and learning, so they should be design to suit the people and the process involve. Material is defined as any systematic description of the techniques and exercises to be used in classroom teaching (Brown, 1995: 139). The materials must be variety, it should be managed will based on the students need, so the teacher must be creative to choose which the material is good for their students. It basically describes the knowledge, values, attitudes, actions, and skills that contain messages, information and illustrations in the form of facts, concepts, principles, and processes associated with a particular language that is directed to achieve learning objectives.

### **2. The Kinds of Teaching Materials**

- a. Visual materials, namely materials that its use with the sense of sight. Consists of printed materials (printed) such as, among others, handouts, books, student worksheets, module, brochure, leaflet, wall chart, photos or images, and non-print (non-printed), such as model or scale.
- b. Audio materials, i.e. materials that work with the use of the senses of hearing that is captured in the form of sound. Examples include radio, cassette, vinyl record, compact disc and audio.

- c. Audio visual materials, namely materials that can be apprehended by the senses of hearing and the sense of sight. Examples include video compact disks, movies.
- d. Interactive multimedia learning materials (interactive teaching material) as CAI (Computer Assisted Instruction), compact disk (CD) multimedia interactive learning, and web-based materials (web based learning materials).

### **3. The Development of Teaching Materials**

A teacher always must be developing the materials to improve or make the students more understand with the topic materials that will be learned. The developing materials is very important, because it is a process to attainment the goals of teaching learning. Based on argument from Graves (2000: 149) state that materials development is the planning process by which a teacher creates units and lessons within those units to carry out the goals and objectives of the course. Teachers can be involved in materials development from the moment they pick up the textbook and teach from it.

The design to developing material usually the teachers do these steps, such as; creating, choosing or adapting, and organizing materials and activities. So, the students can achieve the objectives and help them reach the goals easily. For example the real material includes textbook, text, pictures, worksheets, video, and so on. On strength of the steps of materials development above, there are some considerations for

developing materials. There are the fifteen considerations which divided become six sub- divisions (Graves, 2000: 156):

1. Learners

- a) Make relevant to their experience and background.
- b) Make relevant to their target needs (outside of class).
- c) Make relevant to their affective needs.

2. Learning

- a) Engage in discovery, problem solving, and analysis.
- b) Develop specific skills and strategies.

3. Language

- a) Target relevant aspects (grammar, functions, vocabulary, etc.).
- b) Integrate four skills of speaking, listening, reading, and writing.
- c) Use or understand authentic texts.

4. Social Context

- a) Provide intercultural focus.
- b) Develop critical social awareness.

5. Activity or Task Types

- a) Aim for authentic tasks.
- b) Vary roles and groupings.
- c) Vary activities and purposes.

6. Materials

- a) Authentic (texts, realia).
- b) Varied (print, visuals or pictures, audio, etc.).

## **F. Review on Figurative Language**

### **1. The Definition of Figurative Language**

According to Kennedy (1983: 479), figurative language is language that uses figure of speech. A figure of speech is a way of saying something other than the literal meaning of the word. Figure of speech may be said occur whenever a writer or speaker, for the sake of emphasis or freshness, departs from the ordinary denotations of words from above quotation. A figure of speech is an utterance as an irony, hyperbole, and simile, personification that use words in non-literal meaning or unusual manner to add clarity and beauty and so on to what is said or written. The effectiveness of such usage, of course, varies widely. It can seem tedious and uninteresting.

Figurative language is actually a style of language. Figurative language is the language of the imagination, contrived to create thought its appeal to the imagination (Kurniawan, 2014: 120). A figure of speech is an intentional deviation from the ordinary usage of language. He said that there are several figurative languages such as: paradox, overstatement, understatement, metaphor, simile, personification, metonymy, synecdoche, apostrophe, symbol, allegory or parable, and the last one are irony.

According to Asiyah (2013: 75) who state "A figure of speech is an intentional deviation from the ordinary usage of language. There are several figurative languages that used in poetry. She explains that there are twelve types of figurative language. Such as: paradox, hyperbole



(overstatement), litotes (understatement), metaphor, simile, personification, metonymy, synecdoche, apostrophe, symbol, allegory or parable, and the last irony.

Other opinion comes from Perrine (1992: 61), a figure of speech is any way of saying something other than the ordinary way. Language using figures of speech is language that cannot be taken literally (or should not be taken literally only). Figures of speech based on Perrine's theories are simile, metaphor, personification, apostrophe, synecdoche, metonymy, symbol, allegory, paradox, hyperbole, understatement and irony. Some of them will be explained as follows:

## **2. Types of Figurative Language**

There are some common types of figurative language or language using figures of speech. This types of language cannot be taken literally (or should not be taken literally only). Perrine (1992: 61) divided types of figurative language, such as:

### **a. Simile**

Simile is a means of comparing things that are essentially unlike. In simile, the comparison is expressed by the use of some words or phrases, such as like, as, than, similar to, resembles, or seems (Perrine, 1992: 61). A simile is usually introduced by some words, such as "like", "as", "so", which draw attention to the likeness, but it is not necessary all that is necessary to the simile is that both sides of comparison is stated, for example, as black as, as

cool as, etc. Simile is figure of speech in which a more or less fanciful.

Other statement is given by Asiyah (2013: 76) in her book “Introduction to Literature” cites that simile a figure of speech in which a comparison is expressed by the specific uses of a word or phrase such as: like, as, than, seems or frost’s favorite “as if”.

Keraf (2008: 138) gives definitions, “simile is a comparison that is explicit in which implies the same things with another things”. He said that simile can be divided into two which are clear and unclear similarity. Clear similarity is one of kinds of Simile that contain the details of the similarity. Unclear similarity is one of kinds of Simile that are not contains the details of the similarity.

### **Examples:**

- 1) Her eyes are like a star, east star.
- 2) Float like a butterfly, sting like a bee.

The first example is the word “eyes” and “east star”, expression can be called explicit comparison because it express those words with the same purpose. For the second example, the word “Float and Sting”, this is comparison two things between Butterfly and Bee. The conclusion from those sentences is both of them using word “like” which show that the type of figurative language is Simile.

## **b. Metaphor**

Metaphor is comparing things that are essentially unlike (Perrine, 1992: 61). Metaphor is an implied comparison between two unlike things that actually have something important in common. A metaphor is a comparison in which one thing is said to be another. It involves an implied comparison between two basically unlike things.

Other definition is given by Keraf (2008: 139) Metaphor is variety of analogy which compare two things directly, but in short pattern. It means that between subject and object have same attributes, and writer uses it to compare it to another.

### **Examples:**

- 1) Library is science of field.
- 2) He has a heart of stone.

The first meaning is a library is a place where people can find many kinds of books. It is compared with science field because both library and science field have the same attribute that is they can add knowledge. The second one, the meaning of heart of stone is the man cannot accept opinion from others because his heart is hard like a stone.

## **c. Personification**

Personification is giving the attributes of a human being to an animal, an object, or a concept (Perrine, 1992: 64). Personification is

a figurative that gives object, animal, idea or abstraction with human character of sensibility. One of the most familiar kinds of comparison is personification that is speaking something which is not human as human abilities. Personification is representing a thing, quality, or idea as a person.

Personification is a kind of figurative language style depicting inanimate objects or items which are not lifeless as though having traits of humanity. Personification is a special livery of the metaphor, which alludes to inanimate objects act, do, and speak like a man (Keraf 2008: 140).

**Examples:**

- 1) The moon smile at us.
- 2) The sun played hide and seek with the clouds.

The first statement is the satellite (moon) shine in the all the world. The meaning of the second statement is the weather of that day is always changes. So, the both of the sentences above describe the moon and the sun is smile and played as human does.

**d. Apostrophe**

Closely related to personification is apostrophe. Perrine (1992: 65) state that apostrophe which consists in addressing

someone absent or dead or something nonhuman as if that person or thing were present and alive and could reply to what is being said.

Whereas, based on (Kennedy, 1983: 488) apostrophe is a way of addressing someone or something invisible or not ordinarily spoken to. It is a way of giving body to the intangible, a way of speaking to it person.

**Example:**

- 1) Sun, today is very cool.
- 2) Sukarno, I am on the stage now.

The first example, the word “Sun” is addressing to the day in the winter day. This expression going to apostrophe expression because it is expressing that this day is cool, and all people need sun to warm up their body. For the second example, the statement “Sukarno, I am on the stage now” addressing someone that had dead. The conclusion from those sentences is transfer of mandate from the something non-human or someone absent which is addressed as if it were alive and present. It is the kind of figurative language in apostrophe.

**e. Synecdoche**

Synecdoche is the use of the part for the whole (Perrine, 1992: 65). This is substitute some significant details or aspect of an experience for the experience itself. In synecdoche one name is

substituted for another, whose meaning is less or cognate with its own.

The other statement said that synecdoche is a figure of speech which mentions a part of something to suggest the whole (Asiyah, 2013: 77). It is used to explain a part of a thing to stand for the whole of it or vice versa. It is a figure of speech that concerns with part and wholes.

**Examples:**

- 1) His word can be thruster.
- 2) All eyes on me.

That first sentence is meaning that he is a person that can be trusted through his speak. The word of ‘his word’, it represents the whole of statement or conversation that his word cannot be trusted. The next sentence is meaning that all of people are looking at her. The word of ‘all ayes’, it represents the whole of all people that looking to her. The conclusion above, the words “his word and all eyes have already represented from everything.

**f. Metonymy**

Metonymy is the use of something closely related for the thing actually meant (Perrine, 1992: 615). Metonymy is used when someone wants to substitute a concrete thing with another thing which is closely associated with it.

According to Asiyah, (2013: 77) she said that metonymy is a figure of speech that uses a concept closely related to the thing actually meant. The substitution makes the analogy more vivid and meaningful. The opinion from Indonesian experts states that metonymy is a form of synecdoche.

**Examples:**

- 1) The White House decided new regulation.
- 2) The pen is mightier than the sword.

The meaning from the first word is “White House” in this sentence is associated or closely related to “The House President”. It is said house president because in American country, the president stays in white house. The meaning of the next sentence is describe not only sword, weapon, knife that can hurt of someone else, but pen can hurt other as sharp as sword. The both of sentences are closely related to the thing actually meant.

**g. Symbol**

A symbol may be roughly defined as something that means more than what it is (Perrine, 1992: 80). It means that a symbol uses a word or phrase which is familiar in society and has one meaning. The meaning of any symbol whether an object, an action, or a gesture is controlled by its context. Image, metaphor, and symbol

shade into each other and are sometimes difficult to distinguish (Asiyah, 2013: 77).

**Examples:**

- 1) The white rose is a dove.
- 2) Music is nature's painkiller.

The meaning of the first example is each a dove is used to express a pure of flowers white rose. White rose imitate as a symbol dove that have a meaning peace love. Dove is reputed as initial loyalty into love. While, the second examples show that the music as neutralize to the people sick naturally. Music also always reputed as a complement of life.

**h. Allegory**

According to Perrine (1992: 88), Allegory is a narrative or description that has a second meaning beneath the surface. Although the surface story or description may have its own interest, the author's major interest is in the ulterior meaning. Allegory has been defined as an extended metaphor and sometimes as a series of related symbols. But it is usually distinguishable from both of these.

Allegory is a short story that contain of metaphor and moral lesson, but it is difficult to distinguish from one meaning to the other meaning (Keraf, 2008: 140). When, metaphor expression experience spread meaning, so it is can concrete allegory, parable, or fable.



Parable is a short story with the figure of person. While, fable is a metaphor that forms a short story about animal's life.

**Example:**

- 1) Mouse deer and Crocodile.
- 2) The rich man and the poor man.

The meaning of the first example is about animal's life, famous story have moral value that can be lesson to our life. While, the second examples almost like the first statement that have moral value or moral message, but that story is telling about someone (people) from the real story like a reality show.

**i. Paradox**

A paradox is an apparent contradiction that is nevertheless somehow true (Perrine, 1992: 100). Paradox is a statement that seem contradiction, unbelievable or absurd but that may be true in fact. It may either be a situation or a statement. Its seeming impossibility startles the reader into attention and, by the fact of it is apparent absurdity, underscores the truth of what is being said.

The other opinion become from Kennedy (1983: 489), he said hat paradox occurs in a statement that at first strikes us as self-contradictory but that on reflection makes some sense. Some paradoxical statements, however, are much more than plays on words. The value of paradox is its shock value.

**Examples:**

- 1) There is a life after death.
- 2) He was dead in the middle of his riches.

The first sentence is a contradiction because some people do not believe that there is life after death. The meaning of the second statement is the man was dead when he was in the top in his riches has much money. The both of example are contradictory statement because it has make sense.

**j. Hyperbole (Overstatement)**

Overstatement or hyperbole is simply exaggeration but exaggeration in the service of truth (Perrine, 1992: 101). Overstatement may be used with a variety of effects. It may be humorous or grave, fanciful or restrained, convincing or unconvincing.

Keraf (2008: 135) defines that hyperbole is a kind of figure of speech that has overstatement by raising a matter. It is used to express something or state of condition in a bigger way than real condition, or over statement is an exaggerated statement. It can be ridiculous or funny. Hyperbole can be added to fiction to add color and depth to a character.

**Examples:**

- 1) I have told you that a million times.
- 2) I had to walk 15 miles to school in the snow, uphill.

That first sentence contain exaggeration or overstatement, because the speaker did not really mean to what he/she has said it is impossible for human being to speak a million times. The meaning of the second sentence is he walks to school in the snow it make like walk so far like 15 miles away. Both of statement above is expression of over-statement.

**k. Understatement (Litotes)**

According Hornby (2000: 451), litotes or understatement is expression of one's meaning by saying something is the direct opposite of one's thought, it to make someone's remarks forceful. Litotes or understatement is opposite from hyperbole.

Other statement from Perrine (1992: 102), she said that understatement or litotes is saying less than one means, may exist in what one says or merely in how one says it. It is kind of understatement where the speakers uses negative of a word ironically, to mean the opposite.

**Examples:**

- 1) Welcome to my ugly palace.
- 2) It's nothing, just a scratch.

The meaning of the first example is a luxury place, where the king lives with luxurious. Then, the meaning of second example is actually he or she got a big injury, until brought to the hospital. The author of poems uses negative of a word ironically, to mean the opposite.

**1. Irony**

According to (Perrine, 1992: 104) verbal irony is saying the opposite of what one means. In a simple form, verbal irony means the opposite of what is being said. Irony has a meaning that extends beyond its use merely as a figure of speech. Irony, on the other hand, is a literary device or figure that may be used in the service of sarcasm or ridicule or may not.

Other statement from Asiyah (2013: 78), she said that irony is often confused with sarcasm and with satire. Sarcasm and satire both imply ridicule, one on the colloquial level, the other on the literary level. The term irony always implies some sort of discrepancy or incongruity: between what is said and what is meant, or between appearance and reality, or between expectation and fulfillment (dramatic irony and irony situation)

**Examples:**

- 1) Your voice is so good so that makes me hurt.
- 2) You are so discipline because you come the meeting at 08.00 o'clock.

The meaning of the first statement “Your voice - makes me hurt” is the contestant actually has bad singing, but we are say good for appreciate on the beginning word. The meaning of the second example “You are so discipline - come the meeting at 08.00 o'clock” is the employee come too late at the meeting. The statement above is a contrast between what happens and what has been expected to happen.

**G. Review on Song Lyric****1. Definition of Song**

According to (Astari, 2016: 24), song is a short musical work set a poetic text with equal importance given to music and to the words. It may be written for one or several voices are general performed with instrument accompaniment. It is special about them is the fact that songs have a personal quality that makes the listener react as if the song was sung for them personality.

Song is short of music with words that be sung. The Longman dictionary of contemporary English, a song is a short piece of music with

words for singing. Song is an interesting knowledge that offers the expression in the heart someone. Make each people has an imagination.

Songs are linguistically meaningful, have melody and can be listened to. Song also there is elements of moral message which can take from lyric itself. It gives motivation and the knowledge that easy to be understood by all of people. This quality of a song is very important for the teachers with regard to promoting motivation in EFL. Songs provide an inexhaustible amount of relevant topics for learners because of the personal quality each good song conveys.

## **2. Definition of Lyric**

According to the Oxford Dictionary (1995: 703), lyrics are a composed for singing. Lyrics are set of words that make up a song. Lyric can be studied from an academic perspective. Lyrics can also be analyzed with respect to sense of unity it has with its supporting music. Lyric is a simple word of song. The lyric or song texts do not only as a complement of the song, but also as an important part of the music elements which determine the theme, character and mission of the song. It can also make sense be stable. To know the sense of the song, we can feel the rhythm and melody, harmony and voice of the singer by the singing of the song.

A music composition is not always a sequence of melody with a lyric. The composition without a lyric on its melody called an instrumental music. On the contrary, the one with lyric is called a song. The music composition performed by a song contains an attractive aspect. The

attractive aspect is language. The language which consist of a sequence of words, give new dimension of the music, which cannot be found in the other composition, instrumental music.

The lyric in a song is actually non musical aspect. However, besides giving new unique dimension, its presence in music is not only as an embedded element but also as a part of the music. Many songs are created from text or the beautiful poem. The difference is that a lyric of a song is written and combined with music. We usually meet a poem as word on page and a song generally hear as sounds in the air. However we can say that a song lyric are same.

### **3. Classification of Songs**

Different kinds of the songs can used in language classrooms. As Murphey in Lenka (2009: 29) point out, it is very difficult to decide which kind of songs are best for using in the EFL classroom because any song will usually be welcome and will work to some extent. However, some kinds of songs work better with a particular age group. The researcher will present three major categories of songs based on Murphey's (1990) research:

#### **a. Made for EFL songs**

Made for EFL songs are artificial songs created for the purposes of teaching English so that they best suit grammatical structures, sounds, vocabulary or topics being discussed in classes.

Made for EFL songs can be found especially in older textbooks.

**b. Traditional or Folk songs**

Traditional or Folk songs originated in the native environment and contain the vital concerns and characteristics of people of a certain nation and supply many notes and historical background of the songs (Murphey, 1990).

**c. Contemporary songs**

Contemporary songs are popular songs which can be heard in the out of school environment of students. They can be of any music genre, such as pop, rock, hard rock, rock and roll, R&B, rap, heavy metal, punk, reggae or others.

**4. Criteria of Song Selection**

Murphey (1992) believe that any song can be useful and motivating to some extent. These that students already listen to and want to hear, which are mostly popular songs, will have the greatest impact on them. Often teachers do not use certain songs, such as rap or heavy metal songs, because the words are obscured by the thick instrumentation or the lyrics are offensive. Songs which are offensive should be generally avoided. Songs with meaningful lyrics but difficult to understand, can be used when the teachers add some extra support to aid comprehension (Abbott, 2002).

There are no rules for selecting a song for classroom use, but there are several factors to take into consideration. They are listed below in six categories: the class, the teacher, the level of difficulty of the song and the



lyrics, the curriculum, the pace and sequence of the lesson and the classroom.

- **The Learner:** Primarily, the teacher should consider the musical interest of the students as well as their age and language level. Each a group is specific and has its own musical like and dislike.
- **The Teacher:** The teacher should choose those songs that appeal to him or her so that he or she can be enthusiastic about the song to pass his or her enthusiasm on o students.
- **The Level of Difficulty of the Song and the Lyrics:** Some factors to consider are tempo, clarity of pronunciation, stress, amount of repetition, language level, word order, vocabulary and the extent of metaphorical usage (Abbott, 2002). All these factors determine whether or not the song will provide meaningful and understandable input for students.
- **The Curriculum:** The song should support the curriculum. In order words, the song should fit the grammatical structure, vocabulary or topic being taught, so that the selected song is a direct complement to the lesson.
- **The Pace and Sequence of the Lesson:** Songs can affect the pace and sequencing of the lesson because they have the ability to energize or calm down the students. Therefore, songs should be carefully chosen according to the need of the teacher to stimulate or calm down students, time of the day or day of the week.

- **The Classroom:** Obviously, teachers will need the appropriate equipment to play the songs and the music videos. The availability of resources, such as CDs, CD player, videos, overhead projector, the interactive whiteboard or the web in the classrooms, needs to be considered when designing classroom music activities.

#### **E. Previous Related Study**

The previous study will give the additional reference for the researcher in conducting the research. The previous studies for this research are; the research takes previous study from Yu- Chen Teng, on 2013. Her thesis entitle is "*Analysis of Songs and Rhymes in Children English Textbook*". She was the students of Faculty of Department of Children's English Education in Changhua University. The main aims to investigate the application of song and rhymes through textbook research. However, research finding derived only from experimental research cannot fully reflect real classroom practice in common context of English teaching and learning.

She present some problem question, such as how are the content features, how is the English song and rhymes instruction design and to what extent does the design used in elementary school English textbook in Taiwan. The finding of the study show that most of the song in this textbook series were written with rhyming words, aimed at an easy level of comprehensibility, oriented to themes related to the learner's background

knowledge, rich in repetitive patterns, and presented in various modes of presentation.

The second previous study is coming from Arista niken kartika sari on 2014. Her thesis entitled *The Poetic and Moral Values Analysis Seen on Song Lyrics of Forgive Me Album by Maher Zain*. This research focuses on the study of poetic and moral value which is in used Maher zain in 12 of his song. There are two statement of problem: (1) What are the moral values found in the song lyrics of *Forgive Me* album by Maher Zain? (2) What are the literary elements in the song lyrics of *Forgive Me* album by Maher Zain?. The writer used qualitative research to find out the valid data.

After investigating the data, the researcher found several findings based on the analysis of the type of moral values and literary elements. There are eleven types of moral values that found in the song lyrics of *Forgive Me* album by Maher Zain. They are religiosity, love and affection, loyalty, sincerity, thankfulness, steadfastness, humbleness, peace loving, brotherhood, respecting others, optimism.

Then, the literary elements that found are figure of speech, imagery, rhythm, rhyme, and tone. Figure of speech in the song lyrics of *Forgive Me* album by Maher Zain that the writer found simile, hyperbole, personification, synecdoche, repetition, litotes, and metaphor. Three types of imagery are found in the analysis those are; visual, auditory, and internal sensation. Rhythm in every stanza in the songs of *Forgive Me* album used Iamb and Trochee to show intonation when the singer sing a song. Rhyme consists of two types, feminine, and masculine rhyme. Tone present the

singer in the songs are melancholic, refine, cheerful, enthusiastic, and touching sound.

The last one, previous study become from International Journal of Research (IJR) “academic journal” that entitled content analysis of songs in elementary music textbooks in accordance with value education in Turkey. This research received on 3 March 2015 and accepted on 8 April 2015. The aim of this study is to determine which values are included in education song in elementary school textbooks and the level of these values.

This study, conducted using document analysis method, involve primary education music class textbook. Education songs in textbook were analyzed within the frame of 29 values determined based on literature research. Two charts have been created in order to determine the values included in educational music. At the end of the research, it was determined that although of music classes are very suitable for teaching value, education of value was not sufficiently included in the schedule.

Based on previous study above, the researcher conducts a research entitled “Analysis Figurative Language on Song Lyrics Provided in “Pathway to English” Textbook Published by Erlangga for Eleventh Grades of Senior High School”. The similarity of this research with the first and the last previous study are the both research analyze song that provided in the textbook. But, the difference of those studies of the second previous research is moral value and element of language. While the last previous, research about context and education value. The object is a songs and textbook. For the first previous, the similarity between this thesis almost same begin

method, and analyze. However, this research more specific to emphasize the study based on song lyric in textbook.

This research is focused on the study of figurative language provided in Song Lyrics on “Pathway to English” textbook published by Erlangga for Eleventh Grades. There are two statement of the problem: (1) what are the types of figurative language that found in song lyrics provided in “pathway to English” textbook for eleventh grade? (2) What is the song topic selection provided in “pathway to English” textbook for eleventh grade had suitable based on curriculum? The researcher uses qualitative method, descriptive research.

## CHAPTER III

### THE RESEARCH METHODOLOGY

This research method explain more about the research design, source of the data, the technique of collecting data, the technique of analyzing data, and technique of data trustworthiness.

#### A. Research Design

The application of scientific method in a research contains added value. Usually, a method arranges of logically and systematic. Design is used in a research when it refers to the researcher's plan how to proceed (Bogdan & Biklen, 1982: 54). The type of this research design is qualitative method research. The type of qualitative research begins from the discipline of literature critical, social knowledge and physic-analyze knowledge. This research is trying to dig and deepen a reality life of individual and social.

The method that is used and applied in this research is descriptive qualitative method. Descriptive type of research specifically designed to deal with complex issues. It aims to move beyond 'just getting the facts' in order to make sense of the myriad other elements involved, such as human, political, social, cultural and contextual (Walliman, 2011: 11). This kind of research methodology is implemented to analyze the data collected to describe the object as a sociolinguistic phenomenon, carried out to analyze the collected data in the forms of words.

According to Neville (2007: 3), Qualitative research is more subjective in nature than quantitative research and involves examining and reflecting on the less tangible aspects of a research subject, e.g. values, attitudes, perceptions. Although this type of research can be easier to start, it can be often difficult to interpret and present the findings; the findings can also be challenged more easily. The clearly stated definition about qualitative research origin from Creswell (1998: 15) he said that qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The research builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting.

A form of qualitative research is the formation of a word or phrase, not in the form of calculation of the figures. This research was obtained based on human or social problems that there are elements of a constituent, i.e. participants, events, background, and time. Whereas, the data used in the form of words, or images, by using an inductive approach, aim to build theory, the emphasis on interpretation against social reality, and significance to understand the meaning of the phenomenon by the participants in a research setting.

Furthermore, the researcher analyze and describe the types of figure of speech and suitable based on curriculum in song provided in “pathway to English” on textbook published by Erlangga for eleventh grades. Then, the next steps in conducting of qualitative research are determining the object,

determining the source of data, determining the method of data collection, and determining the technique of data analysis.

## **B. Source of Data**

The researcher used the documentation to collect the data. Then, the data of this study are all words, phrases, sentences and expression that indicate and have the element of figure of speech. Sutopo (2002: 50-54) states that the data source in the descriptive research can be humans, events or activities, places or location, things, various pictures and records, documents and achieves.

The data which showed is the truth put to a test empirically and it is not imagination result from researcher. In this study, the main data of this research is the paper or documentation. The documentation data will be taken from the “Pathway to English” on textbook published by Erlangga for eleventh grades like a sentence and clause.

The content of teaching materials song in “Pathway to English” textbook consists of five songs. The first song on page 252 is entitled “Happiness” by Al Jarrow and David Benoit. The second song on page 255 is entitled “Tell Laura I Love Her” by Ray Peterson. The third song on page 255 also is entitled “Tell Tommy I Miss Him” by Skeeter Davis. Then, the fourth song on page 256 is entitled “Congratulation” by Cliff Richard. The last song is entitled “Yesterday” by The Beatles on page 258.



### C. The Techniques of Collecting Data

In this research, techniques of collecting data or the authentic of facts and faith will help researcher to exhaust the valid of data into scientific field. This case the researcher used study document as the way to collect the data. According to Rose and Grosvenor (2001: 50), documentary research is a valuable method for understanding and explaining social relations. In addition, descriptive research is conducted to get information about phenomenon when the research is done. Document analysis is not only collecting and writes in quoting form but also find the result of analysis of the document.

The researcher uses documentation technique of collecting the data. The document is English textbook “Pathway to English” for eleventh grades students of senior high school published by Erlangga (2013). This textbook is aimed at guiding the teacher and students in English teaching learning process. There are some of topics in the textbook. The researcher only analyzes the song topic that there is in “Pathway to English” textbook for eleventh grades, to collect the data until appropriate with this research. To take up of the result and finish the purpose, there are several steps to collect the data, such us:

1. Reading and understanding the song lyric of “Pathway to English” textbook for eleventh grades.
2. Selected the figure of speech.
3. Wrote down the data.
4. Arranged data into several parts based on classification.

#### **D. Data Coding**

In this research, the researcher used some codes for each names of code to make easy in analyzing the data. The use of coding can prove existence of figurative language on the song lyrics provided in the “Pathway to English” textbook that the researcher analyzed. The researcher used codes to give sign in the data displayed.

For example: 01/ 252/ S2/ 15

01 : Number of data

252 : Page number of textbook

S2 : Number of song

15 : Part of lyric

01/ 252/ S2/ 15: The coding shows that the data number is 1, on the page 252, on the song 2 and on part of lyric 15 is the part of lyrics figurative language expression. The coding in the forms of number of song:

S1 refers to first song

S2 refers to second song

S3 refers to third song

S4 refers to fourth song

S5 refers to fifth song

#### **E. The Technique of Analyzing Data**

The data can be analyzed qualitatively. In qualitative research, the analyzing of the data involves synthesizing the information that the researcher obtains from various sources (observation, interview, document

analysis, etc) into a coherent description of what have been observed or discovered (Fraenkel and Wallen, 2000: 505). The intent of the sense data is sorted, and grouped according to the pattern, the category, and the unit. This activity analysis, so that it can find the norms or rules that have been agreed upon. Analyzing qualitative data is the technique of the ways that used by a researcher to analyze and evolve or organize the data that had collected (Moleong, 2004: 103).

Analyzing qualitative data as a process the implementation of steps from the specific to the general within several levels analyze which different. The researcher uses an instruction method of analyzes based on the Miles and Huberman in Sutopo (2000: 90) framework for qualitative data analysis by three components in data analyzing process, as data reduction, data display, drawing conclusion and verifying.

### **1. Data Reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. This activity involves synthesizing the information obtained from source of data into a coherent description. In this step, the researcher takes some notes and describes the real condition of analyze the song material of the textbook that the researcher has done. Next the researcher writes a coherent description from the observation contents in the textbook.

It means the process of choosing, centering, sampling, abstracting, and transforming the raw data from the analyses. After collecting the data, the data reduction is done continuously. In the observation data collecting there are many things analyses. In reducing the data, every researcher would be guided by their purposeful because the result data that is got by the researcher would be more in the field.

## **2. Display of the Data**

After the researcher presents the data, the researcher found coherent description of the data. In this step, the researcher describes the answer of problem statement, below to the step:

The first step, the researcher describes all of the data obtained from documentation. It is the way how to collect the research data and it helps the researcher to do this research. Second, the researcher read and observes the text, and then classification based on theory that designed. Third, the researcher analyzes the figure of speech on song provided in textbook. Fourth, the researcher describes the meaning in the topic of song on “Pathway to English” textbook for eleventh grades. Then the last, the researcher will analyze about grammatical structure, vocabulary and topic being taught from the teaching material song that found in “pathway to English” textbook.

The researcher begins with collecting and comparing the data, coding the organizing ideas which emerge from the data. After getting and collecting the data, the researcher takes the next step which is to

analyze the data. The steps that the researcher takes in analyzing the data are as follows:

### 1. Classifying

- 1) In this step, the researcher classifies the use of figurative language.
- 2) The researcher needs to read all sentence or clause of the songs on “Pathway to English” textbook for eleventh grades to make a temporary understanding of the song about.
- 3) Then the researcher detected the words, phrase and sentences that might indicate or contains figure of speech.
- 4) Then the researcher makes the table to classification the data that contains figure of speech.
- 5) Before identify or classify the data into figure of speech, the researcher make a coding to easy classifying and help the reader to easily read the data. For example: S1/P, S2/P, S3/P, and etcetera.
  - a. S1 : Serial song
  - b. P : Page number in the textbook
- 6) Next, for analyze the suitable song selection based on curriculum. The researcher analyze about grammatical structure, vocabulary or topic being taught from the teaching material song that found in “pathway to English” textbook.

**Table 3.2 Checklist of Figure of Speech**

| <b>No.</b> | <b>Kinds of Figure of Speech</b> | <b>S1</b> | <b>S2</b> | <b>S3</b> | <b>S4</b> | <b>S5</b> |
|------------|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| 1.         |                                  |           |           |           |           |           |
| 2.         |                                  |           |           |           |           |           |
| 3.         |                                  |           |           |           |           |           |
| 4.         |                                  |           |           |           |           |           |
| 5.         |                                  |           |           |           |           |           |

## 2. Explaining

- 1) From the findings, then the meaning of each figure of speech that found is interpreted into a sentence.
- 2) Each data above is described and explained as detail as the researcher gets based on figure of speech from this song topic.

## 3. Evaluating

The researcher evaluates each express figure of speech. In addition, how the grammatical structure, vocabulary or topic being taught from the teaching material song in “pathway to English” textbook published by Erlangga for eleventh grades.

## 3. Verification of the Data

In this step, the researcher makes a summary or draw conclusion about the research based on last step of the analyzing data is drawing conclusions and suggestions based on the data analysis. The researcher takes conclusion and verification involves the researcher herself. So,

when the data has summarized, clustered, selected and synchronize each other, we can do transformation the data.

## **F. Trustworthiness of the Data**

The qualitative research needs the validity of the data. Actually, the validation of the data analysis designates the quality of the researcher's result. In this researcher, the researcher uses triangulation to check trustworthiness of the data. Triangulation tends to capture and respect data from multiple perspectives. William (in Sugiyono, 2010: 327) stated that triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedure. According to Patton in Sutopo (2002: 78) there are four kinds of triangulation:

### **1. Data Triangulation**

This technique drives the researcher uses many sources of data in collecting the data. It means that same data will be more valid if it is taken from many different sources. The focus of this triangulation based on different source of the data rather than the emphasis of the technique of collecting data. So, source or data triangulation is done by comparing different data which are obtained from different sources.

### **2. Investigator Triangulation**

Investigator triangulation is the result of the research both data and conclusion can be tested validity from the other researchers. From

the findings, the researcher can find the final conclusion which is able to use to make the result of the research valid.

### **3. Methodological Triangulation**

This triangulation technique can be done by the researcher in collecting the same data by using different methods, checking the validity of the source data by using different method. So, method triangulation is this research done by comparing different data which are obtained from different methods, namely observation, interview, and students' worksheet.

### **4. Theoretical Triangulation**

This triangulation is done by the researcher by using perspective more than one theory in discussing the matter of the research. From some perspective theories will be found deeper point of view.

The researcher checks the data through several sources to investigate. The researcher uses theoretical triangulation to get the validity of the data, the researcher uses a triangulation technique to reach credibility of the data. Triangulation of the theoretical is acceptable in this research because the objects of the research are song lyrics in "pathway to English" textbook for eleventh grades and the sources of the data in form of the document. The researcher collected and selected the data that have correlation with the theory and the subject. Triangulation itself means utilizing something outside the data to compare them. Therefore, the researcher gathers data from analysis process of the song lyric that collaborated with books and papers as source of data.



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

In this sub-chapter the researcher presented the research findings that have been collected from “Pathway to English” textbook for senior high school. Based on the formulation of the problem, the aims of this study are to show the kind of figurative language expression. The researcher also analyzes the research about song topic selection based on curriculum of this textbook.

The researcher employs Perrine’s theory to describe the kinds of figurative language expression. It is used to describe how the meaning in the song lyrics provided “Pathway to English” textbook. Then, the researcher analyzes the match of song topic. The researcher uses Murphey’s theory of song topic selection in conducting this research to describe kinds of song topic in the grammatical structure and vocabulary or topic being taught. The researcher analyzes it by considering some factor that influence to choose of this song topic.

After the process of data reduction, the whole data of figurative language expression is found by researcher in song lyrics provided by “Pathway to English” textbook are seventeen data. From the founding data, it can be concluded that the highest number of figurative language expression’s usage is hyperbole expression. While, the fewest number of

figurative language expression's usage are simile and litotes. There are two research findings in this research, they are:

### 1. Figurative Language on Song Lyrics Provided in “Pathway to English” Textbook

After classifying the data on Perrine's theory, the researcher found five kinds of figurative language expression in the song lyrics that provided by “Pathway to English” textbook. The following are the table data analysis of each type of figurative language expression in five songs (Happiness, Tell Laura I Love Her, Tell Tommy I Miss Him, Congratulation, and Yesterday) in the song lyrics that provided by “Pathway to English” textbook.

**Table 4.1**  
**The Figurative Language Found in “Pathway to English” Textbook**

| No           | Song Title            | Page | Kinds of Figurative Language | Total     |
|--------------|-----------------------|------|------------------------------|-----------|
| 1.           | Happiness             | 252  | Metaphor                     | 6         |
| 2.           | Tell Laura I Love Her | 255  | Hyperbole                    | 3         |
| 3.           | Tell Tommy I Miss Him | 255  | Hyperbole<br>Personification | 2<br>2    |
| 4.           | Congratulation        | 256  | Litotes<br>Hyperbole         | 1<br>1    |
| 5.           | Yesterday             | 258  | Simile<br>Hyperbole          | 1<br>1    |
| <b>Total</b> |                       |      |                              | <b>17</b> |

Based on the table above, it is found metaphor expression amount six data in the first song (Happiness). It is found hyperbole expression in the second song (Tell Laura I Love Her). There are three data to

hyperbole. Then, the third song (Tell Tommy I Love Him) the researcher found two types of figurative language. There are hyperbole expression and personification expression. Kinds of those are found amount of hyperbole expression two data and personification two data. The fourth songs (Congratulation), there are two kinds of figurative language expression. There are one litotes expression and one hyperbole expression. For the last song (Yesterday), it is found two kinds of figurative language expression. The researcher found simile expression amount one data and hyperbole expression amount one data also. From the description above, the data total which is analyzed is seventeen data.

The data to describe of type figurative language that used in song lyric provided in “Pathway to English” textbook. The researcher gave codes ‘S1, S2, S3, up to S5’ to each song. The lines of lyrics or the expression are showed by ordinal number 1, 2, 3 and so on. Both of codes go together to display certain cases that can be found in certain line of song lyrics. For instance, the code “S1-1” means that case is found in data “S1” and line “1”. Afterwards, the researcher also adds codes for the page of number in the textbook. The list of figurative expression that found in data and the analysis is showed below.

**a. Simile**

One of the type figurative languages is simile. A comparison expressed by the use of some words or phrases, such as, like, as, than,

similar to, resembles, or seems. There are four data that are found by the researcher. There is data in S5 –2.

**Table 4.2**  
**The Expression of Simile**

| No. | Figurative Language   | Code   |
|-----|---|--------|
| 1.  | <b>Now, it looks as though they're here to stay</b><br>Oh, I believe in yesterday | S5 – 2 |

As the tables above, the researcher found there is one data of figurative language. The type of those figurative languages is simile expression. The data is found in the fifth song. The fifth song is entitled “Yesterday” by The Beatles. In the fifth song are found one data. For example the code from the table above, S5 – 2 the meaning is the fifth song in the second line.

#### 1) **Yesterday**

In the part of this song lyric, the author shows in the part of lyric “Now, it looks as though they're here to stay”. The underline lyric above shows that this is kinds of figurative language in simile expression. This lyric as the lyric of song entitled ‘Yesterday’. It is in second stanza. It have comparison that implicit is the trouble that comes in yesterday and now. There is words ‘looks as’, one of characteristic from simile. The use words or phrases, such as, like, as, than, similar to,

resembles, or seems. The author used word “as” to describe his shadow troubles in the past time and present time.

**b. Personification**

One of the type figurative languages is personification. The kinds of comparison most familiar that speak something which is not human as human abilities. There are two data that are found by the researcher. They are data in third song are S3 – 13 and S3 – 16.

**Table 4.3**  
**The Expression of Personification**

| No. | Figurative Language  | Code    |
|-----|--|---------|
| 1.  | I love no other, I want him to know<br><b>Oh little star, please tell him so</b> | S3 - 13 |
| 2.  | Why did he do such a reckless thing<br><b>Little star he should realize</b>      | S3 - 16 |

As the tables above, the researcher found there are two data of figurative language. The type of those figurative languages is personification expression. The data is found in the third song. The third song is entitled “Tell Tommy I Miss Him” by Skeeter Davis. In third song are found two data. For example the codes from the table above are S3 – 13 the meaning is the third song in the thirteenthlines, and S3 – 16 the meaning is third song in the sixteenth lines.

1) **Tell Tommy I Miss Him**

In the part of this song lyric, the author shows in the part of lyric “Oh little star, please tell him so”. The underline lyric shows that this is kinds of figurative language in personification expression. This part as the lyric of song entitled ‘Tell Tommy I miss him’. It is in thirteenth stanza. That lyric can be categorized as figures of speech ‘Personification’ because the author shows in this lyric has a meaning that “little star” is reputed can speaking like a person as if have ears and mouth. It means that the author wants little star to tell someone. The word of ‘tell him’ in part of lyric above refers to using personification that have sense emphasize the insane nature of “little star” in the sky as inanimate objects.

2) **Tell Tommy I Miss Him**

In the part of this song lyric, the author shows in the part of lyric “Little star he should realize”. The underline lyric shows that this is kinds of figurative language in personification expression. This part as the lyric of song entitled ‘Tell Tommy I miss him’. It is in sixteenth stanza. That lyric can be categorized as figurative language ‘Personification’ because the author shows in this lyric has a meaning that “little star” is reputed ithave ears and it can listen what she feel. It means that the author wants little star to be her interlocutor. She (Laura) ask conversing with

little star that he (Tommy) should realize. The word of ‘he should realize’ in part of lyric above refers to using personification ‘little star’ that have sense as if a person.

### c. Metaphor

One of the type figurative languages is metaphor. Kinds of comparison that one of thing is said become another thing. It involves an implied comparison between two basically unlike things. There are six data that are found. There are data S1 – 3, S1 – 5, S1 – 6, S1 – 9, S1 – 12 and S1 – 13.

**Table 4.4**  
**The expression of Metaphor**

| No. | Figurative Language  | Code       |
|-----|--|------------|
| 1.  | <b>Happiness is learning to whistle</b><br>Tying your shoe for the very first time | S1 – 3     |
| 2.  | <b>Happiness is playing the drum</b> in your own school band                       | S1 – 5     |
| 3.  | And <b>Happiness is walking hand in hand</b>                                       | S1 – 6     |
| 4.  | <b>Happiness is finding a nickel</b><br>Catching a firefly, setting it free        | S1 – 9     |
| 5.  | And <b>Happiness is coming home again</b>  | S1 –<br>12 |
| 6.  | <b>Happiness is singing together</b> when the day is through                       | S1 –<br>13 |

As the tables above, the researcher found there is one data of figurative language. The type of that figurative language is metaphor expression. The data is found in the first song. The first song is entitled

“Happiness” by Al Jarrow and David Benoit. In the first song is found six data. For example the code from the table above are S1 – 3 the meaning is the first song in the third lines, S1 – 5 the meaning is first song in the fifth lines, S1 – 6 meaning is first song in the sixth lines, S1 – 9 meaning is first song in the ninth lines, S1 – 12 meaning is first song in the twelfth lines, S1 – 13 meaning is first song in the thirteenth.

### 1) **Happiness**

In the part of this song lyric, the author shows in the part of lyric “**Happiness is learning to whistle**”. The underline lyric shows that this is kinds of figure of speech in metaphor expression. This part as the lyric of song entitled ‘Happiness’. It is in third stanza. That lyric can be categorized as ‘metaphor’ because the author shows in this lyric has a meaning that “happiness” is comparing two things that are unlike. The word of ‘Happiness’ is compare with the word ‘learning to whistle’. In part of lyric above have a meaning sense that Happiness is the simple things, when we are learning to whistle, the environment around can feel our happiness.

### 2) **Happiness**

In the part of this song lyric, the author shows in the part of lyric “**Happiness is playing the drum in your own school band**”. The underline lyric shows that this is kinds of figure of



speech in metaphor expression. This part as the lyric of song entitled 'Happiness'. It is in fifth stanza. That lyric can be categorized as 'Metaphor' because the author shows in this lyric has comparing two things that are unlike. The meanings that "happiness" is compare with the word 'playing the drum'. It means that the author consider that the happiness have a meaning sense that Happiness is the simple things. The word of 'playing the drum' in part of lyric above refers to the author's happiness when he can play the drum in the school with his friends.

### 3) **Happiness**

In the part of this song lyric, the author shows in the part of lyric "**Happiness is walking hand in hand**". The underline lyric shows that this is kinds of figure of speech in metaphor expression. This part as the lyric of song entitled 'Happiness'. It is in sixth stanza. That lyric can be categorized as 'Metaphor' because the author shows in this lyric has a meaning that "happiness" is the simple thing when she can walking hand in hand with the special person. It means that the author consider as if the happiness have a feel that someone in the beside her always care, help, and love with her. The word of 'walking hand in hand' in part of lyric above refers to someone who always walking hand in hand with the author.

#### 4) **Happiness**

In the part of this song lyric, the author shows in the part of lyric “**Happiness is finding a nickel, catching a firefly, setting it free**”. The underline lyric shows that this is kinds of figure of speech in metaphor expression. This part as the lyric of song entitled ‘Happiness’. It is in ninth stanza. That lyric can be categorized as ‘Metaphor’ because the author shows in this lyric has a meaning that “happiness” is comparing two things that are unlike. It means that the author consider that the happiness is the simple things when she or he can find, catch, and setting a firefly. The word of ‘finding a nickel, catching a firefly, and setting it free’ in part of lyric above refers to the happiness when they can see the beautiful moment in the night. Finding a nickel, catching a firefly and setting a firefly to free in their around

#### 5) **Happiness**

In the part of this song lyric, the author shows in the part of lyric “**Happiness is coming home again**”. The underline lyric shows that this is kinds of figure of speech in personification expression. This part as the lyric of song entitled ‘Happiness’. It is in twelfth stanza. That lyric can be categorized as ‘Metaphor’ because the author shows in this lyric has a meaning that “happiness” is the simple thing when we are coming home. We

meet with their family in home. We know, home and family is the best place when we are missing the past experience.

#### 6) **Happiness**

In the part of this song lyric, the author shows in the part of lyric “Happiness is singing together when the day is through”. The underline lyric shows that this is kinds of figure of speech in metaphor expression. This part as the lyric of song entitled ‘Happiness’. It is in thirteenth stanza. That lyric can be categorized as ‘Metaphor’ because the author shows in this lyric has a meaning that “happiness” is compared with singing together. It means that the author consider that the happiness when we can sing a song with friends.

#### d. **Hyperbole**

One of the type figurative languages is hyperbole. It is used to express something or state of condition in a bigger way than real condition, or hyperbole is an exaggerated statement. There are seven data that are found. They are data S2 – 2, S2 – 24, S2 – 27, S3 – 5, S3 – 14, S4 – 12 and the last one is S5 – 5.

**Table 4.5**  
**The Expression of Hyperbole**

| No. | Figurative Language  | Code    |
|-----|--|---------|
| 1.  | <b>He wanted to give everything</b><br>Flowers, presents,<br>But most of all, a wedding ring                                 | S2 – 2  |
| 2.  | Tell Laura I love her<br>Tell Laura I need her<br>Tell Laura not to cry<br><b>My love for her will never die</b>             | S2 – 24 |
| 3.  | Now in the chapel where Laura prays<br>For her poor Tommy, who passed away<br><b>It was just for Laura he lived and died</b> | S2 – 27 |
| 4.  | Tell Tommy I love him, tell Tommy I miss him<br><b>Tell him though I may cry, My love for him will never die</b>             | S3 – 5  |
| 5.  | <b>Although he wanted to give me the world</b><br>Why did he do such a reckless thing  | S3 – 14 |
| 6.  | That I was only fooling myself to think you loved me<br>But then tonight you said <b>you couldn't live without me.</b>       | S4 – 12 |
| 7.  | <b>There's a shadow hanging over me</b><br>Oh, yesterday came suddenly   | S5 – 5  |

As the tables above, the researcher found there are seven data of figurative language. The type of those figurative languages is hyperbole expression. The data are found in the second song, third song, fourth song and the fifth song. The second song is entitled “Tell Laura I love her” by Ray Peterson. Then, the third song is entitled “Tell Tommy I miss him” by Skeeter Davis. The fourth song is entitled “Congratulation” by Cliff Richard. Then, the fifth song is entitled “Yesterday” by The Beatles. In the second song are found three data.

While, in the third song are found two data. The fourth song is found one data. The last in fifth song is found one data also. For example the code from the table above in the second song are S2 – 2 the meaning is the second song in the second line, S2 – 24 the meaning is the second song in the twenty fourth line, and S2 – 27 the meaning is the second song in the twenty seventh line. In the third song are S3 – 5 the meaning is the third song in the fifth line, and S3 – 14 the meaning is the third song in the fourteenth line. For the fourth song there is S4 – 12 the meaning is the fourth song in the twelfth line. Then, the fifth song there is S5 – 5 the meaning is the fifth song in the fifth line.

#### 1) **Tell Laura I Love Her**

In the part of this song lyric, the author shows in the part of lyric “He wanted to give everything”. The underline lyric above shows that this is kinds of figurative language in hyperbole expression. This part as the lyric of song entitled ‘Tell Laura I love her’. It is in second stanza. The meaning of part of lyric ‘give her everything’ at this song contain exaggeration, because the author want to show how much his love to someone special.

#### 2) **Tell Laura I Love Her**

In the part of this song lyric, the author shows in the part of lyric “My love for her will never die”. The underline lyric above shows that this is kinds of figurative language in hyperbole expression. This part of lyric as song entitled ‘Tell Laura I love

her'. It is in twenty-fourth stanza. This lyric is hyperbole. We can see it from the words 'love' and 'die'. As we know, we are life in the world definite will be died. We are impossible not going passed away. So, when we had die, we will lost everything like; love, wealth, and family. Probability, we wouldn't remember someone who good or bad. Thus, this part of lyric which states 'my love for her will never die' is hyperbole, because it is an impossible.

### 3) **Tell Laura I Love Her**

In the part of this song lyric, the author shows in the part of lyric "**It was just for Laura he lived and died**". The underline lyric above shows that this is kinds of figurative language in hyperbole expression. This part of lyric as the one of song entitled 'Tell Laura I love her'. It is in twenty-seventh stanza. The meaning sense of this part of lyric almost same with part of lyrics before, but at this sentence contain exaggeration. It is clearly stated that 'his lived and died'.

### 4) **Tell Tommy I Miss Him**

In the part of this song lyric, the author shows in the part of lyric "**My love for him will never die**". The underline lyric above shows that this is kinds of figurative language in hyperbole expression. This part of lyrics as song entitled 'Tell Tommy I miss him'. It is in fifth stanza. This statement is same with part of

lyric before in song entitled ‘Tell Laura I love her’, but it just different from the pronoun. The lyric before, its song entitle ‘Tell Laura I love her’ using (her) refers to Laura. But, in this lyric using (him) refers to song entitle ‘Tell Tommy I miss him’.

#### 5) **Tell Tommy I Miss Him**

In the part of this song lyric, the author shows in the part of lyric “**Although he wanted to give me the world**”. The underline lyric above shows that this is kinds of figurative language in hyperbole expression. This part of lyric as the one of song entitled ‘Tell Tommy I miss him’. It is in fourteenth stanza. Meaning from these statement ‘he wanted to give me the world’. It is expression of over statement, because everyone cannot possibly have this world, let alone be given to other.

#### 6) **Congratulation**

In the part of this song lyric, the author shows in the part of lyric “**You couldn’t live without me**”. The underline lyric above shows that this is kinds of figurative language in hyperbole expression. This part of lyrics as the one of song entitled ‘Congratulation’. It is in twelfth stanza. That lyric is categorized as hyperbole expression because the point of over statement in the congratulation song can be seen in the part of lyric ‘you couldn’t live without me’. The word “you” in the lyrics refers to someone special that cannot live when without the author.

## 7) **Yesterday**

In the part of this song lyric, the author shows in the part of lyric “**There’s a shadow hanging over me**”. The underline lyric above shows that this is kinds of figurative language in hyperbole expression. This part of lyric as the one of song entitled ‘Yesterday’. It is in fifth stanza. That lyric is categorized as hyperbole expression because the point of over statement in the yesterday song can be seen in the part of lyric ‘There’s a shadow hanging over me’. The word “hanging over me” in the lyrics refers to the shadow himself that always there is in his mind, and flying in the head.

### e. **Litotes**

One of the type figurative languages is Litotes or Understatement. Understatement or saying less than one means may exist in what one says or merely in how one says it. It is opposite from hyperbole. It is kind of understatement where the speakers uses negative of a word ironically. There is one data that are found. It is data S4 – 11.



**Table 4.6**  
**The Expression of Litotes**

| <b>No.</b> | <b>Figurative Language</b>   | <b>Code</b> |
|------------|--|-------------|
| 1.         | <p><b>That I was only fooling myself to think you loved me</b><br/>But then tonight you said you said you couldn't live without me</p> | S4 – 11     |

As the tables above, the researcher found there is one data of figurative language. The type of that figurative language is litotes expression. The data is found in the fourth song. The fourth song is entitled “Congratulation” by Cliff Richard. In the fourth song is found only one data. For example the code from the table above is S4 – 11, the meaning is the fourth song in the eleventh lines.

### 1) **Congratulation**

In the part of this song lyric, the author shows in the part of lyric “**That I was only fooling myself to think you loved me**”. The underline lyric above shows that this is kinds of figurative language in litotes expression. This part of lyric as the song from entitled ‘Congratulation’. It is in eleventh stanza. The point of litotes in Congratulation song can be seen in the part of lyric “That I was only fooling myself to think you loved me”. In the litotes expression in the uses of word “fooling myself”, lexically means stupid. The author does anything without he thinks it's good or bad.

The result of figurative language on song lyrics provided in “Pathway to English” textbook could be drawn as below:

**Table 4.8**  
**The Expression of Figurative Language on Song Lyrics provided in**  
**“Pathway to English” Textbook**

| No. | Kinds of Figurative Language | S1 | S2 | S3 | S4 | S5 |
|-----|------------------------------|----|----|----|----|----|
| 1.  | Simile                       | -  | -  | -  | -  | V  |
| 2.  | Metaphor                     | V  | -  | -  | -  | -  |
| 3.  | Personification              | -  | -  | V  | -  | -  |
| 4.  | Apostrophe                   | -  | -  | -  | -  | -  |
| 5.  | Synecdoche                   | -  | -  | -  | -  | -  |
| 6.  | Metonymy                     | -  | -  | -  | -  | -  |
| 7.  | Symbol                       | -  | -  | -  | -  | -  |
| 8.  | Allegory                     | -  | -  | -  | -  | -  |
| 9.  | Paradox                      | -  | -  | -  | -  | -  |
| 10. | Hyperbole                    | -  | V  | V  | V  | V  |
| 11. | Litotes                      | -  | -  | -  | V  | -  |
| 12. | Irony                        | -  | -  | -  | -  | -  |

Based on the research result from founding data can be conclude on the table above. All the kinds of those figurative languages are found in the “Pathway to English” textbook. The researcher found simile expressions in fifth song. Metaphor expression there is in first song.

Personification expression, there are in third song. Apostrophe expressions, there is no data in song lyrics provided “Pathway to English” textbook. Synecdoche expressions, there is no data in song lyrics provided “Pathway to English” textbook. Metonymy expressions, there is no data in song lyrics provided “Pathway to English” textbook. Symbol expressions, there is no data in song lyrics provided “Pathway to English” textbook. Allegory expressions, there is no data in song lyrics provided “Pathway to English” textbook. Paradox expressions, there is no data in song lyrics provided “Pathway to English” textbook. Understatement or Litotes expressions, there is in fourth song. Irony expressions, there is no data in song lyrics provided “Pathway to English” textbook.

## **2. Song Topic Selection Provided in “Pathway to English” Textbook Based on Curriculum**

For the second question, in problem statement the researcher will provide a self-developed teaching material which includes a list of songs that provided in “Pathway to English” textbook suitable for using in the senior high school especially for eleventh grades. The songs will be divided into several categories containing grammatical structure, vocabulary-based songs or topic-based songs.

### **a. Grammatical Structure**

There are 18 tenses which must be learning in English teaching. The structure of grammar there are four types of time

present, continuous, past, and future. In this category (grammatical structure) as activities are suitable for some of activities in teaching learning activities especially in English Foreign Language classroom. There are activities on language grammar such as; tense selecting, error finding, transformation, and word ordering.

**Table 4.9**  
**Grammatical Structure Song Topic Provided in “Pathway to English” Textbook**

| <b>Song Title</b>     | <b>Singer or Band</b> | <b>Category</b>  |
|-----------------------|-----------------------|------------------|
| Happiness             | David Benoit          | Informal English |
| Tell Laura I love her | Ray Peterson          | Simple Present   |
| Tell Tommy I miss him | Skeeter Davis         | Simple Present   |
| Congratulation        | Cliff Richard         | Informal English |
| Yesterday             | The Beatles           | Simple Past      |

Based on the table above show that the grammar structure in teaching material of ‘Golden Oldie Songs’ in the “Pathway to English” textbook, there are simple present, simple past, and informal English. The researcher found two structures of informal English in song title ‘Happiness’ and ‘Congratulation. Then, there are two structures that go into category of simple present in song title ‘Tell Laura I Love Her’ and ‘Tell Tommy I Miss Him’. The last category, there is one structure of simple past in song title ‘Yesterday’.

**b. Vocabulary or Topic based songs**

Vocabulary based on topic also important influence to establish the song topic that suitable for each level of student. Especially, song materials that provided in media of teaching learning as student handout must be appropriate. In this category (Vocabulary based songs topic) as activities are suitable for some of activities in teaching learning activities especially in English Foreign Language classroom. There are activities on language vocabulary such as; lexical gap, search, lexical transformation and translation.

**Table 4.10**  
**Vocabulary or Topic based songs provided in “Pathway to English” Textbook**

| <b>Song Title</b>     | <b>Singer or Band</b> | <b>Category</b>    |
|-----------------------|-----------------------|--------------------|
| Happiness             | David Benoit          | Expression         |
| Tell Laura I love her | Ray Peterson          | Sacrifice of love  |
| Tell Tommy I miss him | Skeeter Davis         | Longing to someone |
| Congratulation        | Cliff Richard         | Expression         |
| Yesterday             | The Beatles           | Past experience    |

The table above show that of the vocabulary based on topic songs in teaching material of ‘Golden Oldie Songs’ in the ‘Pathway to English’ textbook. The researcher is giving category based on topic on the song title. The first song ‘Happiness’ is category about expression of happiness. The content of second song is telling about sacrifice of love that entitled ‘Tell Laura I Love Her’. Then, the

content of third song that entitled 'Tell Tommy I Miss Him' is telling about longing to someone. While, category about expression of congratulation, it is the fourth song 'Congratulation'. The last one, the song that include into the past experience is the last song 'Yesterday'.

From the result of table above (see table 4.9 and table 4.10) on those analyze. The researcher can give a conclusion that on table grammar structure in teaching material of 'Golden Oldie Songs' in the "Pathway to English" textbook, there are simple present, simple past, and informal English. That includes grammar structure of category informal English, there are two song topics. It is song topics that have entitled "Happiness" and "Congratulation". The grammar structure of category simple present, have two song topics also. These song topics have entitled "Tell Laura I Love Her" and "Tell Tommy I Miss Him". And there is a grammar structure of category simple past only one song; it is entitled "Yesterday".

Whereas, the vocabulary based on song topic there are expression, sacrifice of love, longing to someone, and past experience. The song that has category expression there are two song topics, it is "Happiness" and "Congratulation". Those song topics include in this category because those song have a lyric about expression. Then, song title "Tell Laura I Love Her" and "Tell Tommy I Miss Him" is drawn about sacrifice of love and longing to someone. The last song topic that entitled "Yesterday" has a category past experience.

## **B. Discussion**

In the research finding the researcher shows kinds of figurative language and song topic selection based on curriculum. In discussion, the researcher analyzes of teaching material song lyrics that provided in “Pathway to English” textbook showed in the research finding. From the result of the analysis above, there are twelve types of figurative language proposed by Perrine Laurence. They are simile, metaphor, personification, apostrophe, synecdoche, metonymy, symbol, allegory, paradox, hyperbole, litotes and irony.

The results of the analysis above those are kinds of figurative language and song topic selection based on curriculum. Based on the data analysis, the researcher found the types of figurative languages that are used song lyrics provided in “Pathway to English” textbook. It contains five songs, such as Happiness, Tell Laura I Love Her, Tell Tommy I Miss Him, Congratulation, and Yesterday. All types of that songs included “Golden Oldie Songs”.

### **1. The Result of Figurative Language on Song Lyrics Provided in “Pathway to English” Textbook.**

#### **a. Simile Expression**

Based on the data analysis above, there is one simile expressions. It is found in fifth song. In fifth song, there is found two expressions. That song has a title “Yesterday” on page 258. Those lyric is including the kinds figure of speech to comparison, it is ‘Simile’ because there are words ‘as’, ‘so’, ‘like’, and ‘seem’

that inclined become the characteristic in figurative language on parable.

b. Personification Expression

Based on the data analysis above, there are two personification expressions. There is found in third song. In third song that entitled “Tell Tommy I Miss Him” on page 255, there are two expressions. This kind of figurative language is comparison most familiar that speak something which is not human as human abilities.

c. Metaphor Expression

Based on the data analysis above, there are six expressions that called figurative language in metaphor. This is found in first song. In first song that entitled “Happiness” on page 252. This kinds of figurative language is comparison that one of thing is said become another thing. It involves an implied comparison between two basically unlike things.

d. Hyperbole Expression

Based on the data analysis above, there are seven expressions that called figurative language in hyperbole. They are found in second song, third song, fourth song and the fifth song. Second song is found three hyperbole expressions. Third song is



found two hyperbole expressions. Fourth song is found one hyperbole expression. While, in the fifth song is found one hyperbole expression. In second song that entitled “Tell Laura I Love Her” on page 255. In the third song that entitled “Tell Tommy I Miss Him” on page 255. In fourth song, that song has a title “Congratulation” on page 256. And the last one, in fifth song that entitled “Yesterday” on page 258. The author uses this expression to something or state of condition in a bigger way than real condition, or hyperbole is an exaggerated statement.

e. Litotes or Understatement Expression

Based on the data analysis above, there is only one litotes expression. It is found in fourth song. In fourth song that entitled “Congratulation” on page 256, there is one expression. Litotes or understatement is opposite from hyperbole. This expression used by the author to state understatement or negative of a word ironically.

Based on the table (see table 4.1), it can be seen that there are five types of figurative languages that are used song lyrics provided in “Pathway to English” textbook. These songs use many types of figurative languages to make the sentence more beauty and more interesting. In the songs of “Golden Oldie Songs” do not use all types of figurative languages. The researcher just found five types of figurative languages that are used in the song of “Pathway to English” textbook. They are simile,

Personification, Metaphor, Hyperbole, and Litotes. There are 1 simile, 2 personification, 6 metaphor, 7 hyperboles, and 1 litotes. Totally, the figurative language that is used “Golden Oldie Songs” that provided in “Pathway to English” textbook is 17 data.

From the data analysis above, the researcher found the dominant and the least of figurative languages that are used in the song lyric “Golden Oldie Songs” that provided in “Pathway to English” textbook. The dominant of figurative language that is used in “Pathway to English” textbook is hyperbole. The least of figurative languages that are used in the song lyric provided in “Pathway to English” textbook are simile and litotes. Thus, teaching material song in “Pathway to English” textbook for eleventh grades level of senior high school based on 2013 curriculum, there are five kinds of figurative language, like simile, personification, metaphor, hyperbole, and litotes.

## **2. The Result of Song Topic Selection Based on Curriculum Provided in “Pathway to English” Textbook.**

The result of analyze on grammar structure in teaching material of ‘Golden Oldie Songs’ in the “Pathway to English” textbook, there are simple present, simple past, and informal English. Whereas, the vocabulary based on song topic there are expression, sacrifice of love, longing to someone, expression of congratulation and past experience.

From the result above, this song material on the last chapter ‘Golden Oldie Songs’ in the “Pathway to English” textbook is suitable.

These prove from all song topics appropriate based on curriculum in lesson plan and textbook. The goal is to knowing simple past tense and simple present tense in song lyric, to facilitate using expressing happiness and expressing congratulation through songs. The song topic in this textbook appropriate with the things concern in the reality student's life as adult and students of senior high school to giving exemplary and inspiring to behave responsibility, discipline, peace love, and cooperation.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings and discussions in the previous chapter, the material song in “Pathway to English” textbook for eleventh grade, the researcher concluded based on the statements of the problem of this research. First, the types of figurative language that found in song lyrics provided in “Pathway to English” textbook for eleventh grades. Second, the song topic selection provided in “Pathway to English” textbook for eleventh grades based on curriculum. The conclusions are as follows:

1. The types of figurative language that found in song lyrics provided in “Pathway to English” textbook for eleventh grades

The data are classified into twelve expression of figurative language according to Perrine’s theory. They are simile, metaphor, personification, apostrophe, synecdoche, metonymy, symbol, allegory, paradox, hyperbole, litotes and irony. The whole data found in teaching material song in “Pathway to English” textbook are 17 data.

It can be classified into figurative language expression, such as personification are 2 data, hyperbole expressions are 7 data, simile is 1 data, metaphor is 6 data, and the last litotes is 1 data. From the research, the researcher concludes the highest number of figurative language on song material in “Pathway to English” textbook is hyperbole expression which has 7 data. The fewest number of

figurative languages are in the simile expression and litotes expression which has 1 data.

2. The song topic selection provided in “Pathway to English” textbook for eleventh grades based on curriculum

The second problem statement, the researcher classified into two categories according to Murphey’s theory. They are grammar structure and vocabulary based on song topic. Grammar structure of song material in the “Pathway to English” textbook, there are simple present, simple past, and informal English. Therefore, the vocabulary based on song topic there are expression, sacrifice of love, longing to someone, expression of congratulation and past experience.

The song material in the “Pathway to English” textbook is suitable based on curriculum, but there is some topic that shouldn’t be served. These prove from all song topics appropriate based on curriculum in lesson plan and textbook. The goal is to knowing simple past tense and simple present tense in song lyric, to facilitate using expressing happiness and expressing congratulation through songs. The song topic in this textbook appropriate with the things concern in the reality student’s life as adult and students of senior high school to giving exemplary and inspiring to behave responsibility, discipline, peace love, and cooperation.

## **B. Suggestion**

According to the result of the research as has been described, the researcher would like to give some suggestions. Some suggestions are pointed to:

### **1. The English Teacher**

The researcher suggests that the teachers act their role in practicing material of song. So, it can improve the literary development. The teacher also suggests using more than one textbook in English textbook. So, the teacher and students can improve their literary knowledge better.

### **2. The Student**

The result of the research may helpful for the student to know that English can also be learned by media (song). Because the important objective for the stage of senior class students is to knowing and understanding about literary development. In this research, the researcher hopes that the students can develop the literary knowledge through the teaching material on textbook about figurative language.

### **3. The reader**

The result of this research may helpful for the reader to know that English can also be learned by media (song), especially in teaching materials (textbook). The figurative language not only can be found in the poem, but also it can be found in the song lyrics for the

reader this research. The researcher hopes that the reader can develop the literary knowledge.

#### 4. The next researcher

The result of the research can be used as a reference in studying about song to media or material that directly applied in teaching and learning process. In this research also little touch about literary development to knowing about figurative language on song material in textbook. The next researcher may be able to make a researcher about the song material on English textbook in good variations and after that the next researcher may be able to make an experiment to students. The researcher who can also develop this research is not only limited by figurative language, but also it can be added to analyze language feature or the structure of a song. So that it can be new finding to improve the students in learning about songs.

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