

# FIGURATIVE LANGUAGE OF A LECTURER IN LITERATURE CLASSROOM

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## Abstract

This thesis examines the style of lecturer's language in literary criticism class. Becoming one category of stylistic study, figurative language is employed to find out the language in used by the lecturer. This thesis aims to investigate the figurative language produced by a lecturer in literature classroom. The theory which is adopted in this thesis is the types of figurative language proposed by Laurence Perrine. For completing this thesis, the writer used qualitative method to describe the data in form of words, phrases or sentences. The data are taken from the utterances of a lecturer while lecturing in literature classroom which is recorded audio-visually.

Furthermore, this thesis shows that there are twelve types of figurative language produced by the lecturer which are metaphor, simile, personification, apostrophe, metonymy, synecdoche, symbol, allegory, paradox, irony, hyperbole and litotes. In addition, the result showed that by using figurative language the lecturer has more alternative ways to elaborate the learning subject in the classroom

**Key words:** Stylistics, Figurative Language, Lecturer

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## INTRODUCTION

In the classroom, Teachers or lecturers have an important role in teaching and learning process. They will be the guide and also the source of the student learning. The teacher gives the instructional communication process in the classroom (Aguss & Yuliandra, 2021; Sari, 2015). Their affective orientation toward the content, the instructional strategies, the students, and simply being a teacher influences the effectiveness of the process and the effectiveness of the process, in turn, affects the teacher's affective orientation (Istiani & Puspita, 2020). Thus, it explains why teachers or lecturers need to have a good communication in order to make student understand and know about the subject being given.

Furthermore, there are two strategies to deliver the subject or material in the classroom. They are teacher-centered method and learner centered method. Teacher centered method is focusing on teacher or lecturer role for giving the material such as lecture, examination, demonstration and etc (Oktaviani et al., 2021; Sari, 2019). In the other hand, Learner centered method is focusing on student activities to understand the material in example research-based project, group work, etc. As it stated previously, the differences between two methods above are the role of student or teacher in the classroom and activity for learning the material. Besides, a lecturer is the one who chooses the most effective method

to be used for delivering material in the classroom (MULIYAH et al., 2021; Utami et al., 2021; Yuliansyah & Ayu, 2021).

Delivering material, lecturers sometimes use a word choice to describe or explain something related to the material. Besides, there are so many cases that lecturers made a unique sentence to explain the subject of the study (Choirunnisa & Mandasari, 2021; Heri Kuswoyo & Wahyudin, 2017; Simamora & Oktaviani, 2020). It's phenomenon because of the style or stylistics which is being used by the lecturers when they are teaching in the classroom. Moreover, it is because not only about the context of the language but also about the style where the language used.

Stylistics simply defined as the (linguistic) study of style, is rarely undertaken for its own sake, simply as an exercise in describing what use is made of language (Suprayogi et al., 2021). In addition, the concept of style refers to the way in which language is used in a given context, by a given person, for a given purpose and so on (Hutauruk & Puspita, 2020; Puspita, 2021a). As explanation before, it indicates that people will use variant of language based on the situation that they face especially in conversation. Moreover, the use of language becomes the focus of the stylistics itself.

The concept of linguistic stylistics is dealing with a stylistic study that focuses on language rules such as lexical, grammatical, figurative language, context and cohesion categories (Pranoto, 2021; Puspita, n.d.). Due to its highly interdisciplinary nature, linguistic stylistics displays multiple levels of analysis related to various language-study domains, i.e. lexical classes, morphology, syntax, semantics, discourse analysis, etc. Furthermore, the linguistic features above determine the style of the language use itself.

Style results from the many choices of the speakers make in the course of their explanation and its choices that set apart one person from the other. It deals with the term of language on the stylistic study (Munthe et al., 2018; Pratama & Hermawan, 2016). As a lecturer, he or she may produce variants of figurative language when he or she is lecturing to explain the subject in the classroom. Thus, the writer conducts the research about stylistics focusing on figurative language that produced by a lecturer in a literature classroom. The research question have been posited as a guide towards the achievement of the above stated objective what are the types of figurative language produced by a lecturer in literature classroom?

## **LITERATURE REVIEW**

## 1. Stylistics

The word stylistics is a combination of two words which are style and linguistics. The linguistic study of style is called stylistics (Gulö, 2014; Mertania & Amelia, 2020). Further, stylistics is a branch of linguistics which studies the features of situationally distinctive uses (varieties) of language, and tries to establish principles capable of accounting for the particular choices made (Mandasari & Aminatun, 2019). Moreover, stylistics is the way how to make a choice of words seen more outstanding instead of common words that are used by writers or speakers to communicate their idea to the reader or listener (Adelina & Suprayogi, 2020; Journal & Kiranamita, 2021; Setri & Setiawan, 2020).

Then, people often use stylistics to explore language in a deeper level, such as how speakers or writers use figurative language. Stylistics also attempts to elaborate standard language in explaining the particular choices made by people in their use of language. For example a sentence like,

“ That puppy’s knocking over those potplants!” That sentence above can be analyzed in the level of graphology, phonology, lexicology, and semantic analysis using stylistic approach. In terms of graphology, the final exclamation mark in the sentence suggests an emphatic style of vocal delivery. In terms of phonology, it can be seen through the word-initial /n/ sound at the start of “knocking” that it will serve to distinguish it from. In semantic analysis which is concerned in meaning, it suggests a truth value in the sentence which specifies conditions that may be regarded as true or false. The lexical item ‘puppy’ commits the speaker to the fact that an animal is responsible for the action carried out.

In analyzing of style, all of the level can create a distinctive manner of expression, through whatever medium. Thus, stylistics is the study of style that can be defined as the analysis of distinctive expression in language and description to its purposes and effects. Style appears in a distinctive way of using language for some purposes to some effects. Moreover, it is to classify those features into categories based on a view of their function. Therefore, reader knows how such stylistic features are achieved through language. In the stylistic categories are placed under four general headings (Amelia, 2016; Tamba, n.d.). They are lexical categories, grammatical categories, figurative language and cohesion and context.

## 2. Figurative language

There are some types of figurative language that can be classified into three categories which are figurative language by comparison, figurative language by association and

figurative language by contrast. They are metaphor, simile, personification, metonymy, apostrophe, synecdoche, symbol, allegory, paradox, hyperbole, litotes, and irony (Heaverly & EWK, 2020).

a. Figurative language by Comparison

It is kind of mode expression in which words are compared to other words in order to get significant quality between two objects. In this term, figurative language are applied to something which is not literary applicable but still has the same sense. The figurative language by comparison are presented as follows.

1) Metaphor

Metaphor is kind of analogy to compare words or something else without use conjunction of “like”, “as”, or “than” (Kardiansyah, n.d.). For example, when Shakespeare writes in “spring” that “merry larks are ploughmen’s clock,” He is using metaphor for identifies larks with clocks. A particular instance of metaphor use can illustrate as when crime is referred to in terms of diseases, “Crime in or city has become an epidemic that will soon infect our finest neighborhoods”.

In the instance above, crime is considered as a representative instance of someother thing disease. The concept of disease is thus used as a metaphor for the conceptcrime. The reader can conceptualize crime as an instance of disease. The word crime can have properties of disease that it can be infectious, endemic, epidemic,and need itto cure it.

2) Simile

A simile usually compares two things that initially different and is shown to have significant resemblance. It gives an explicit comparison between two essentially words. The distinction between metaphor and simile is that in simile the comparison is expressed by the use of some words or phrase such as like, as, than, similar to, or resembles. In metaphor the comparison is implied in which by figurative term is substituted or identified with the literal term (Fischer-Starcke, 2009). It can be seen in example of the sentences,

1. cigarettes are time bombs.
2. cigarettes are like time bombs.

The first sentence can be categorized as metaphor because it uses direct comparison that compares cigarettes to bombs. Meanwhile, in the second sentence can be categorized as simile because it uses the connective like to compare cigarette to bombs. Both of statements give implied meaning that the worst effect of cigarettes can threaten the one who consumes it at any moment.

### 3) Personification

Personification is figurative language in which a thing or an abstract term is endowed with human characteristic. Personification allows an author to dramatize the non-human world in human terms. It is a type of figurative language which compares to human traits that are attributed to an animal, plants, object, and etc (Octavia et al., 2020; Pajar & Putra, 2021). Personification is attributing human properties to lifeless object. In other words, it can be said that personification is the language to express thing or non human to be or have human trait such as qualities, feeling, action, or characteristic (Ahluwalia, 2020; Novanti & Suprayogi, 2021). For example, “My computer hates me”. It means that the computer does not work so she or he can not doing his or her job. The other example can be seen as the following. For instance,

“His theory explained to me the behaviour of chickens raised in factories”, “Life has cheated me”.

In the first example can be seen that theory is not human but it is stated in which it is capable to explain something. The same idea can be seen in the second sentence. Commonly, the act of cheating is often done by a human. However, here, life, which is an abstract thing, has an ability to cheat like a human. The words inflation and cancer above are not humans. However, they are given qualities of living things.

### 4) Apostrophe

Apostrophe is a direct address to someone or something. In instance, Apostrophe is a development of personification in which the writer addresses the object or concept that has to be personified (Al Falaq & Puspita, 2021; Purwaningsih & Gulö, 2021). In poetry an apostrophe often addresses something not ordinarily spoken to. This is an example of James Joyce’s poem entitled “I hear an army “:

My heart, have you no wisdom thus to despair?

My love, my love, my love, why have you left me alone?

He is apostrophizing his departed sweetheart many times by saying my heart, my love, my love, and my love again. It is addressed to his sweetheart eventhough she is not presence at the time. However, the writer expects she will hear his sound of his heart.

#### b. Figurative language by Association

It is kind of mode expression in which words are used out of literal meaning by association of one thing with another. There are four elements lead on association.

#### 1) Metonymy

Metonymy is a process of transfer meaning in the same field. Besides, Metonymy is the use of something closely related for the thing actually meant. The differences between metaphor and metonymy are in metaphor involving two conceptual domains meanwhile in metonymy is one. Metonymy substitutes a term that is associated in one or another way with the intended referent. It can be characterized by substitution of a term naming an object closely associated with the word in mind. It can be seen in such expressions, place can refer to their occupants, as in The White House issued a denial of Mr. Appleton's accusation; an object can refer to its user, as in the glove at short stop made two errors in yesterday's game; people name can be used to refer their works, as in I read Jane Austen every night before bedtime (Ayu, 2019). Moreover, the constraint of such referring expression seems to be primarily cultural and often depends on the relative distinctiveness of the association.

## 2) Synecdoche

Synecdoche and metonymy are alike in that both substitute some significant detail or aspect of an experience for the experience itself, however, synecdoche is more focusing on the use of the part for the whole. Further, synecdoche is figurative language in which a part represents the whole or the whole represent a part. It has closely related to metonymy which has characterized by replacing something refer to one of its parts or something that is part of. However the use of particular term for corresponding general term can be analyzed when proper noun is used as if it were a common noun. For example, "A whale ship was my Yale College and my Harvard" and "A fleet of 80 sail" where the word sail stands in for sailing ship", "England won by six wicket" which England refers to country not entire citizen of England.

## **METHOD**

Qualitative research employs naturalistic approach which seeks to understand phenomena in context-specific settings, such as "real world" setting where the researcher does not attempt to manipulate the phenomenon of interest (Ahluwalia, 2020; Helmy et al., 2018; Sari & Oktaviani, 2021). By using qualitative research, the writer elaborated the data without having statistic process. This research used qualitative approach since the main focus of this research is describing the phenomenon of language use.

Besides, since this study conducted in literature class in a private university, the writer collected the data from the transcription of the video recording in literary criticism class.

There is one video recording in one meeting in 1 hour 40 minutes and one transcription of literature class. The writer choosed a lecturer as the main subject of this research (Puspita, 2021b; Sartika & Pranoto, 2021). Thus, the lecturer had experiences as the literature lecturer and he could explain kinds of the approaches and theories related in the literary study. As this design requires direct contact with the lecturer under investigation, the writer went to the class and recorded the lecturer process through video recordings. The study will investigate the lecturer from a private university majoring English literature. As the subject in this study, Mr. S has more than 5 years lecturing experience. The last five years, he has been conducting literary criticism class. He has a Master degree in Literature. Moreover, he has professional lecturer certification and also has become a presenter in national and international. Moreover, Mr. S is available to be observed for this research.

## RESULTS AND DISCUSSION

### 4.1 Figurative Language by Comparison

#### 4.1.1 Metaphor

Metaphor is a term of understanding of one meaning in certain terms to another. People have their own reference to understand metaphorical view. In other words, it is kind of analogy to compare words or something else without the use of conjunction of “like”, “as”, or “than”. It is an expression of word or phrase that indicates the similarities of one entity to another entity. Based on this finding, the lecturer tries to explain about kind of approach in literary study.

#### Data sample 1

Line	Speaker	Utterance
434	L	literary work, it must be clear first, what this approach
435		and what is theory , <b>approach is merely a lenses to make</b>
436		<b>people understand</b> , you know, to what you are dealing
437		with, ok, or perspective or believe, or lenses, of analyzing

In this utterance, the lecturer says, “**approach is merely a lenses to make people understand, you know, to what you are dealing with**” to the students (line 435-436). The lecturer wants to describe about the usage of approach in literary study. He attempts to give an explanation about function of lens compare to function of approach itself. Moreover, he assumes that approach is a kind of lens that makes students see what kind of phenomenon inside the literary work. In fact, lens is a curved of glass in a glasses, camera or microscope to see the object clearly. The sense of lens in explanation gives more understanding about the approach which is to see the phenomenon based on theory for literary study.

## 4.2 Figurative Language by Association

### 4.2.1 Metonymy

Metonymy is a figurative language which is characterized by substitution of a term naming an object that closely associated with the word in mind of the word itself. It is used to name a certain object with the other term that the readers or listeners have known. The use of metonymy is to represent another thing that has a close association with the represented thing. In general, metonymy is used to represent a name while metaphor can indicate any representation. Based on this finding, the lecturer starts the class by reviewing the lesson that has been told in the previous meeting.

### Data Sample 2

Line	Speaker	Utterance
15.	L	understanding, or our mind, and then we define “what is literary criticism”, after that we discuss about, we review about approach and theory most particularly in literature analysis, and the last one based on our agenda <b>we discuss about M. H. Abrams critical orientation to literature,</b> ok I think everybody already
16.		
17.		
18		
19.		
20.		



In this utterance, the lecturer says, “**we discuss about M. H. Abrams critical orientation to literature**” (line 18-19) to the students. He wants to start the class by reminding to the students about the discussion today. Based on the utterance, he mentions the name of theorist of literary study which is “M.H Abrams”. The name of theorist itself refers to the theory that he proposed which is related to the literary analysis. Thus, the students are understood about the discussion because the reference of “M.H Abrams” to the one of literary theory for analyzing literary work.

#### 4.2.2 Synecdoche

Synecdoche is a figurative language in which a part of something represents the whole or it may use a whole to represent a part. It may represent larger groups to refer to smaller groups or vice versa. Besides, it may also call a thing by the name of the material. Synecdoche refers to a whole of a thing by the name of any one of its parts. Based on this finding, the lecturer wants to give an example about the benefit that we can get from studying literary work.

#### Data Sample 3

Line	Speaker	Utterance
113.	L	Ok, so you have experience and you share to them, to everybody, like.. Ok sometime we need to take decision, we need to have certain choice in life, <b>ok by looking at others person experience through literary work, it can teach us which one is the best based in our situation and condition</b> , thank you Ratna, any more? Ok
114.		
115.		
116.		
117.		
118.		

In this utterance, the lecturer says, “**by looking at other person experience through literary work, it can teach us which one is the best based in our situation and condition**” (Line 115-118) to the students. He attempts to explain why learning or reading literary work is so beneficial for people. Based on the utterance, he tries to elaborate the matter of other person experience in literary work. The sense of other person experience

refers to the character that faces certain situations inside of literary work. Thus, the lecturer mentions a part of the character in literary work by using words “other person experience”.

## CONCLUSION

After collecting the data, the writer found data in the utterances of the lecturer as the speaker in literary criticism class, there are types of figurative language; they are metaphor, simile, personification, apostrophe, metonymy and synecdoche. From those classifications, it can indicate the intention of the lecturer using figurative language while lecturing in the class. For figurative language by comparison, it reflects how the lecturer are intended to give a comparison quality between learning subject and another object that being uttered. For figurative language by association, it shows that how the lecturer is correlated the learning subject and academic or non-academic matter into one. For figurative language by contrast, it points out how the lecturer is avoided the deviation by giving specific information related to learning subject.

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