FIGURATIVE LANGUAGE IN POETRY FOR CHILDREN SELECTED BY SYLVIA M. VARDELL (2020) WITH *FAMILY AND FRIENDS* THEME

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Abstract

Figurative language is a way of conveying a message using the beauty of language. The use of figurative language is usually found in casual conversation, novels, poems, song lyrics, speech, and poems. This study aims to investigate the types of figurative language in selected children's poetry compiled by Sylvia M. Vardell (2020). This research focused on the types of figurative language and the meaning of those figurative lines. The method of this research is the descriptive qualitative method. The object of this research is the figurative lines from selected 5 poems with family and friends theme. The researcher also made a conclusion about the most frequent types at the end. To achieve the goal of this research, the researcher employed the theory from Laurence E. Rozakis (1995) about the types of figurative language. Thus, from 43 data, the findings show that there are 12 occurrences of hyperbole, 18 occurrences of metaphor, 1 occurrence of simile, 2 occurrences of ambiguity, 5 occurrences of personification, 3 occurrences of synecdoche, and 2 occurrences of allegory. The researcher finds a conclusion about the most dominant type in this research, which is metaphor.

Keywords: *Figurative language, children's poetry, family and friends.*

A. INTRODUCTION

Exaggerations or other alterations are used in figurative language to highlight a particular linguistic point. Poetry, prose, and nonfiction writing are all examples of literary genres that frequently use figurative language. According to Rozakis (1995, p. 28), figurative language occurs when something is spoken or a message is conveyed using a different phrase. This statement is also

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supported by Martin Montgomery (2013, p. 117), saying that figurative language is using non-literal words in literary works. It means that figurative language is a way of expressing ideas or messages by a speaker or an author using imagery or allusion words.

"Children's Literature" refers to written and produced content intended for children and young adults' education or entertainment. This includes printed and digital works of nonfiction, literature, and artistic expression. Children's literature, according to Hancock (2000, p. 5), is writing that appeals to the interests, needs, and reading inclinations of children and captivates children as its main audience. Children's poetry is described as literary compositions that are either created for children or specifically for children. Some people believe that children's poetry serves as a transitional work that gets young minds ready for more complex kinds of writing because of its lyrical appeal and concise, straightforward themes.

Figurative language and poetry, in general, have a close relationship because, when poets transmit their ideas and thoughts through poetry, they frequently utilize figurative language as the medium. Poetry makes extensive use of figurative language, according to Baldick (2001, p. 97). In poetry, where the parable appears virtually constantly, figurative language is frequently used. Figurative language is employed in poetry to make the words used make more sense and enhance the poetry's beauty. It enhances the poetry's intensity and adds extra images. In order for the audience to delve deeper and interpret the phrase according to their own understanding, it also tried to add hidden meaning underneath the words.

The researcher chose children's poetry for a number of reasons. Taking as a given that children's poetry is a straightforward genre of writing that only includes short stories and basic sentences, Children's poetry, according to Hunt (1996, p. 4), is still poetry despite being designated as such since it shares many of the same characteristics as other forms of poetry. First, the researcher is interested in determining what kind of metaphorical language are used in children's poetry. The researcher will demonstrate that even though the poems were written for children, the language still contains metaphors by identifying figurative language in those pieces of children's poetry. As a result, the researcher thinks it's crucial to investigate these metaphorical languages.

Figurative language has been studied by many researchers in various fields. They are divided into several sections which are figurative language in songs, figurative language in poems, figurative language in advertisements, figurative language in newspapers, figurative language in the novel, figurative language in movie scripts, and figurative language in speech. The first section of the related study is about figurative language analysis in songs by Hulu, Sembiring, and Tariban (2021); Siallagan, Manurung, and Sinaga (2017); and Fitria (2018). The second section of the related study is about figurative language analysis in poetry by Nur and Miranti (2018); Anggiamurni (2020); Wibowo and Akbar (2017); and Hidayah (2021). The third section of the related study is about figurative language analysis on advertisement by Oyesomi and Salawu (2019) on Yoruba

advertisement. The fourth section of related study is about figurative language analysis in newspapers conducted by Wibisono and Widodo (2019).

Reviewing earlier study on poetry, which only covers classical, modern, and classic poetry as the subject, leads to the conclusion that there is still a need for research on figurative language analysis of history and contemporary poetry with an emphasis on children's poetry. One may argue that not enough study has been done on the subject. In this instance, the researcher made the decision to carry out a study using children's poetry as its subject. The researcher looks for figurative language in children's poetry and seeks to demonstrate that, despite the poem's designation as being for "children," the language employed still contains figurative language.

As a novelty, this research is new compared to the previous research, as this research will show the types of figurative language in children's poetry and prove that figurative language exists. Furthermore, this research will explore figurative language in a wide range of contemporary and historical poets, which is specifically aimed for children. Thus, in this thesis, the researcher will analyze figurative language found in several pieces of poetry from the book entitled *A World Full of Poems: Inspiring Poetry for Children* compiled by Sylvia M. Vardell (2020) with *Family and Friends* theme.

B. RESEARCH METHOD

In order to analyze the data for this study, the qualitative descriptive approach will be used. According to Norman K. Denzin (2012, p. 28), qualitative research employs interpretive and naturalistic approaches, which implies that researchers look into phenomena in their natural settings with the intention of making sense of or interpreting events in terms of the meanings that people give to them. The data of this research were taken from the children's poetry book entitled *A World Full of Poems: Inspiring Poetry for Children compiled by Sylvia M. Vardell (2020)*. The data in this research will be focused on the 5 poems with *Family and Friends* theme which will be selected based on the availability of figurative language. The selected poems must contain at least one figurative sentence.

C. RESULT AND DISCUSSION

1. Research Finding
a. Data Description

Among the 5 poems, the researcher found 28 lines that contains figurative language. After analyzing these lines, the researcher found out that there are certain figurative lines that consist of multiple types of figurative language. After analyzing, the researcher found out that the total data for this research is 43 data. Of 20 types of figurative language by Rozakis that were used in this research, the researcher found only 7 types of figurative language existed in those 5 poems.

1. Table of Metaphor

No.	Datum	Line	Source
1.	2	"She has Daddy's big ears"	P1
2.	3	"Got Grandma's double chin"	P1
3.	5	"She has my olive eyes"	P1
4.	8	and words turn into song.	P2
5.	13	She taught me how to embroider a garden,	P3
6.	14	decorating the world with a sharp needle,	P3
7.	15	one flowery stitch at a time.	P3
8.	16	Louder than a clap of thunder,	P3
9.	19	louder than an eagle screams,	P4
10.	22	louder than a dragon blunders, or a dozen football teams,	P4
11.	24	louder than a four-alarmer or a rushing waterfall,	P4
12.	26	louder than a knight in armor jumping from a ten-foot wall.	P4
13.	28	Louder than an earthquake rumbles	P4
14.	30	louder than a tidal wave,	P4
15.	32	louder than an ogre grumbles as he stumbles through his cave,	P4
16.	35	louder than stampeding cattle,	P4
17.	37	louder than a cannon roars,	P4
18.	40	louder than a giant's rattle	P4

2. Table of Hyperbole

No.	Datum	Line	Source
1.	1	people start dividing her up	P1
2.	17	Louder than a clap of thunder,	P4
3.	20	louder than an eagle screams,	P4
4.	23	louder than a dragon blunders, or a dozen football teams,	P4
5.	25	louder than a four-alarmer or a rushing waterfall,	P4
6.	27	louder than a knight in armor jumping from a ten-foot wall.	P4
7.	29	Louder than an earthquake rumbles	P4
8.	31	louder than a tidal wave,	P4
9.	33	louder than an ogre grumbles as he stumbles through his cave,	P4
10.	36	louder than stampeding cattle,	P4
11.	39	louder than a cannon roars,	P4
12.	41	louder than a giant's rattle	P4

3. Table of other types of Figurative Language

No.	Datum	Line	Source
1.	7	Books speak right up in our house,	P2
2.	17	Louder than a clap of thunder,	P4
3.	21	louder than an eagle screams,	P4
4.	34	louder than an ogre grumbles as he stumbles through his cave,	P4
5.	38	louder than a cannon roars,	P4
6.	6	My sister is whole.	P1
7.	9	We called her little grandmother even though she was big	P3
8.	12	She believed in the goodness of ladylike manners	P3
9.	42	that's how loud my father SNORES!	P4

10.	5	like she's just a bunch of borrowed parts stitched together.	P1
11.	10	Her house was small and the street was muddy.	P3
12.	11	Her neighbors rode horses and lived in thatched huts.	P3

b. **Data Analysis**

In this data analysis, the researcher will explain 7 data that consist of each type of figurative language in 5 poems.

1. **Hyperbole**

Datum 1 (Poem 1)
people start dividing her up

This line of poem was from a poem entitled *New Baby* written by Ralph Fletcher. As categorized by Vardell, the theme of this poem is family and friends. The poem talked about a baby that was just been born that day and become the center of attention for the member of the family. This line of the poem means that people around the baby started to compare her physical appearance with the members of the family and define which parts of her body look similar to the member of the family. "dividing" is an expression of exaggeration about the fact that actually happen. Literally, the people around the baby are not doing the actual act of dividing the baby's parts.

Datum 17 (Poem 4)
Louder than a clap of thunder,

This line of poem was taken from a poem entitled *Louder than a Clap of Thunder* written by Jack Prelutsky. As categorized by Vardell, the theme of this poem is family and friends. This poem talked about how loud the sound of snoring. This is also a hyperbole because it exaggerates the volume of the sound. This line of the poem means that the sound is very loud.

Datum 25 (Poem 4)
louder than a four-alarmer or a rushing waterfall,

This line of poem was taken from a poem entitled *Louder than a Clap of Thunder* written by Jack Prelutsky. As categorized by Vardell, the theme of this poem is family and friends. This poem talked about how loud the sound of snoring. This line expresses that the sound is very loud compared to the four sounds of alarms, or even the sound of a heavy waterfall. This line is hyperbole because it exaggerates the volume of the sound to make it seems louder than how it actually is.

2. **Metaphor**

Datum 4 (Poem 1)
"She has my olive eyes"

This line of poem was from a poem entitled *New Baby* written by Ralph Fletcher. As categorized by Vardell, the theme of this poem is family and friends. The poem talked about a baby that just born that day and become the center of attention for the member of the family. This line of the poem means that the baby has the same color as the poet, which is olive. This sentence indirectly shows the similarity of both the baby's and the poet's eye color, which is olive.

3. Simile

Datum 5 (Poem 1)
like she's just a bunch of borrowed parts stitched together

This line of poem was from a poem entitled *New Baby* written by Ralph Fletcher. As categorized by Vardell, the theme of this poem is family and friends. The poem talked about a baby that just born that day and become the center of attention for the member of the family. This line of the poem means that the baby is physically a combination of family members such as her dad, grandma, and sister. "Parts" actually include ears, chin, and eyes. In fact, the baby has had her own body parts since she was born. "borrowed" is only an expression used to show that the baby has similar parts as her family.

4. Ambiguity

Datum 9 (Poem 1)
We called her little grandmother even though she was big

This line of poem was from a poem entitled *New Baby* written by Ralph Fletcher. As categorized by Vardell, the theme of this poem is family and friends. The poem talked about a baby that just born that day and become the center of attention for the member of the family. This line of the poem actually means that the grandmother has a small age and big body. This line is ambiguous because it can have multiple meanings such as the grandmother's body is small and her age is big or vice versa.

5. Personification

Datum 7 (Poem 2)
Books speak right up in our house,

This line of poem was taken from a poem entitled *At Our House* by Virginia Euwer Wolff. As categorized by Vardell, this poem is themed as family and friends. The poem talked about how the family members love to read. This line of the poem means that the book is an important object in their house to gain knowledge and information. "Speak" is a verb that is usually attached to humans. In this sentence, a nonhuman object (book) is given a human action.

6. Synecdoche

Datum 10 (Poem 3)
Her house was small and the street was muddy.

This line of poem was taken from a poem entitled *Abuelita* by Margarita Engle. As categorized by Vardell, this poem is themed as family and friends. This poem talked about a girl who came to visit her grandmother's house in a village and talked about how her grandmother taught her to decor the garden. This line of the poem means that her grandmother's house is located in a village where the road is still unpaved and made of dirt. This line is synecdoche because it represents the situation of the street by describing the street around her grandmother's house.

7. Allegory

Datum 12 (Poem 3)
She believed in the goodness of ladylike manners

This line of poem was taken from a poem entitled *Abuelita* by Margarita Engle. As categorized by Vardell, this poem is themed as family and friends. This poem talked about a girl who came to visit her grandmother's house in a village and talked about how her grandmother taught her to decor the garden. This line of the poem means that her grandmother believed in the good of people, especially the act of kindness, politeness, and decorous girl. "ladylike manners" refers to a girl who has appropriate behavior and is soft and decorous. This is an allegory because the act of kindness and decorous is represented in another shape like a "ladylike manner" and has the value of being graceful, polite, and behaving in a way that is thought to be socially acceptable for a woman.

c. Findings

The total of 43 data were discovered by the researcher in this research. 5 children's poems from *A World Full of Poems: Inspiring Poetry for Children* by Sylvia M. Vardell (2020), spesifically with *Family and Friends* theme were used to gather the data. Researchers employed theory about the types of figurative language from Laurence E. Rozakis (1995). Below are the findings about the types of figurative language found.
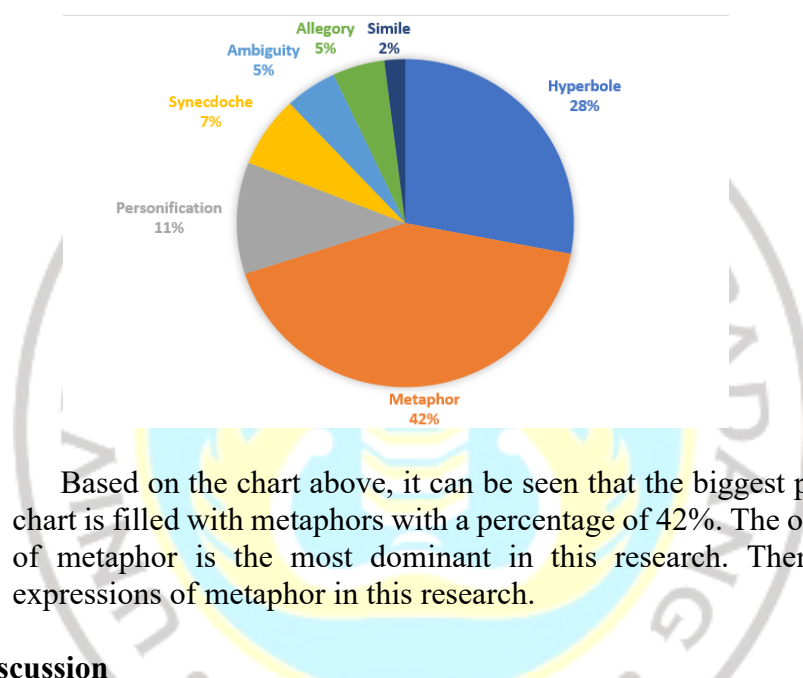
Table 1. Types of Figurative Language

No.	Type	Frequency	Percentage
1.	Hyperbole	12	28%
2.	Metaphor	18	42%
3.	Simile	1	2%
4.	Ambiguity	2	5%
5.	Personification	5	11%

6.	Synecdoche	3	7%
7.	Allegory	2	5%
	TOTAL	43	100%

The most common types of figurative language is summarized into the chart below.

Chart 1. Frequency of Figurative Language

Based on the chart above, it can be seen that the biggest part of the chart is filled with metaphors with a percentage of 42%. The occurrence of metaphor is the most dominant in this research. There are 18 expressions of metaphor in this research.

2. Discussion

The poems in *A World Full of Poem: Inspiring Poetry for Children by Sylvia M. Vardell* that employ figurative language were the main source of information for the study. All of the data was acquired from 5 poems by various authors that Sylvia M. Vardell compiled in this book. The 5 poems had 28 lines of figurative language, according to the researcher. The researcher found that certain figurative lines contain a range of figurative language after looking at these lines. Only 7 of the 20 different types of figurative language outlined in Rozakis' main theory were found in this study. They are hyperbole, metaphor, personification, simile synecdoche, ambiguity and allegory.

This study included discussion of the meaning expression, which was absent from earlier studies. The author hopes to inspire readers, especially young readers, to learn more about the study of figurative language and meaning. The author also intends to analyze additional selected song lyrics, poems, short tales, and novels using the findings of this research as a point of view or as a point of reference. The author also believes that by presenting this thesis, students and other academics may learn more about the many varieties of figurative language and its various meanings.

D. CONCLUSION AND SUGGESTIONS

After examining these lines, the researcher discovered that specific figurative lines contain a variety of figurative language. Only 7 of the 20 figurative language kinds listed in Rozakis' primary hypothesis were discovered in this research. They are ambiguity, personification, simile synecdoche, exaggeration, metaphor, personification, and metaphor. From 43 data, the researcher found 28% of hyperbole, 42% of metaphor, 2% of simile, 5% of ambiguity, 11% of personification, 7% of synecdoche, and 5% of allegory. The most dominant type of figurative language is a metaphor.

Finding different figurative language kinds, particularly in children's poetry, is the aim of this study. Only a small portion of all research findings are represented in this study. There are still more issues that need to be resolved, such as investigating further figurative language varieties and different features of poetry that may be examined in conjunction with figurative language varieties. In the meanwhile, more research into these scenarios may be done. Additionally, it is intended that this study would provide light on the many forms of metaphorical language used in children's poetry.

The author hopes that this research will contribute more to further studies. The author suggests that more studies be done on this subject by another researcher. The same subject may be examined in future studies, but with different data and findings. The results of this study have a number of significant ramifications for practice going forward. The author thinks that this research will provide further examples for other potential future procedures.

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