

AN ANALYSIS OF FIGURATIVE LANGUAGE FOUND ON THE TENTH GRADE STUDENTS' WRITING PERSONAL LETTER

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ABSTRACT

This research presents the figurative language used by students in writing personal letters at SMA Negeri 1 Pematangsiantar. The aim of this research was to determine the types of figurative language students use when writing personal letters. The focus of this research is stated by the researcher as follows: the kinds of figurative language used by students in writing personal letters and the dominance of figurative language used by students in writing personal letters. This research uses qualitative descriptive research methods, and used an essay test to gather the data. This research used the research subject and took 35 out of 36 students. The researcher discovered four types of figurative language used by students in writing personal letters. They are: Metaphor 10 sentences (27,03%), 10 Simile (27,033%), Personification 9 sentence (24,32%), Hyperbole 8 sentences (2.62%). Letters play a vital role as a medium to convey our feelings, ideas, and ideas that create the best effect in developing understanding or imagination in choosing and arranging words, especially if the word uses figurative language to refresh and be colorful in its presentation.

Key words: *analysis, figurative language, writing, personal letter.*

Introduction

Figurative language has implicit and explicit meanings. It can be applied to identify patterns between objects by comparing them to one another. In addition, there are several situations available to contrast a piece of writing. The conceptual figure of speech is the first, while the reference figure of speech is the second. Both can be found in types of figurative language (Keraf, 1986 cited in Yuri & Rosa, 2013).

According to Perrine (1988) cited in Yuri & Rosa (2013), figurative language is the language that cannot be understood word for word (or cannot be understood by lexical meaning) and conveys something different from the usual or says one thing and has a different meaning. Figurative language is not completely accurate instead, it makes creative senses. Figurative language can also be widely used in everyday conversation and writing. As stated in Beekman and Callow (1974) cited in Yuri & Rosa (2013), founded on the author's imagination and intention, figurative emotions are founded on associative relationships with basic perceptions. Figurative language is frequently employed in speech, writing (such as novels, poems, and short stories), everyday conversation, and advertising.

A letter is a straightforward written word—or maybe even more—that is used as a medium for communication when people want to share ideas or information. A letter's core is typically

communicated through the expression of emotions, character traits, and significant details. Writing in a formal manner is often associated with personal writing, and there are several kinds of personal writing. Personal letters are written for various kinds of reasons and can take many different forms. An expression "wishes and friendship" is another term for private prayer. A personal message is also a kind of group message that facilitates contact between two or more individuals. Moreover, letters facilitate the expression of private concerns, significant ideas, and personal experiences. (Dalman, 2012 cited in Hutauruk, 2017).

The researcher is interested in looking and analyzing figurative language that can be found in students' personal letters. For new students in junior high and high school classes, understanding language is a challenging task. Students find it difficult to conceptualize the meaning expressed in clear and concise writing. They never attempt to hide the expression's more evident meaning; instead, they always communicate meaning in a polite way. Therefore, it is crucial that figurative language is mastered by people to comprehend the purpose of sentence that is included in a text. It may also inspire people to read and make an effort to understand textual figures of speech. Otherwise, there are a lot of benefits to using informal language while presenting one's writing. It is anticipated that this will have an effect on how language is expressed, in spoken form and in writing. In fact, there are a lot of students out of

there who doesn't comprehend figurative language, classifying the types and understand the meaning of figurative language. personal letter must have messages and it is necessary to conceptualize the personal letter meaning to understand it (Widyanti, 2013 cited in Rohani, Arsyad and Diani, 2018).

However, figurative language is very helpful in conveying the meaning of a letter and bringing it to life. In addition to bringing a letter to life, figurative language also helps make it easier for teachers and students to analyze a letter. Without realizing it, it turns out that in everyday life when communicating sometimes we also use figurative language even when writing a letter or essay. But not all of them understand what they express or write is figurative language because they are not aware to understand it.

For example: *The sky was full of dancing stars.* This is an illustration of personification, a sort of figurative language. Figurative language's ability to communicate ideas in a way that deviates from the norm can be explained. It is observed that the majority of students, when writing letters or other written pieces, construct elegant sentences and add various forms of figurative language without even realizing it. Based on the background above, the researcher formulates the problems as below: 1. What are the types of figurative language found on the tenth-grade students' writing personal letter in SMA Negeri 1 Siantar? 2. What is the dominant types of figurative language found on the tenth grade students' writing personal letter in SMA SMA Negeri 1 Siantar?

Based on the problems of the research above, the objectives of this research are: (1) To find out the types of figurative language found on the tenth grade students' writing personal letter in SMA Negeri 1 Siantar. (2) To find out the dominant types of figurative language found on the tenth grade students' writing personal letter in SMA Negeri 1 Siantar.

Perrine (2011), figurative language cannot be categorized as literature. Additionally, figurative language is a way to express ideas that are not conventionally spoken. Some words or sentences with a beautiful, explicit, dark, or suggestive meaning. The imitation of something with another meaning, so that it becomes apparent, interesting and clear (Pradopo, 2009).

Figurative language offers new ways for conveying language through the use of different word choices and language styles. By employing figurative language techniques, researcher may stimulate readers' interest and encourage them to read the text and attempt to figure out what it means. According to Risdianto (2011), figurative language is direct because it materializes meaning

in the imagery rather than expressing it abstractly, delivers meaning that cannot be expressed in any other way, and conveys a lot more in less time than it would otherwise. Potter (1967:53), Metaphor is a term most often used to describe the allusions that compose figurative language, it refers to figure of speech, which also includes other sense effects in addition to phenomena. Comparing two objects that are essentially unique but connect at least one thing is the fundamental method of creating a metaphor.

According to Perrine (2011), there are 13 types of figurative language. Imagery, representation through the language of sensation is what is known as imagery. The term "imagination" probably most frequently refers to a visual concept, or things that are seen in the mind. A verbal image, picture to comprehend the result can all be considered imagery. A writer's imagination about a notion can be translated as imagery, which can then be converted into sentences. When a writer employs imagery, they utilize words that make sense and help the reader see a given scene. Typically, imagery makes use of sensory elements. For example, "*The sweet scent of green tea had met us as she opened the door.*"

Simile, explains that a comparison of two things that are fundamentally different. A simile is a sort of figurative language that applies comparison between words or phrases. The terms or expressions used for comparison when something is unlike another. According to Siswanto (2005), There is a similarity when two objects are compared. Typically indicated by certain terms *like as, so, seem, appear, more than*. Similes found on the poetry, especially romantic poetry from England at 18th century. Example: *A Red Rose by Robert Burns*.

Metaphor, in this comparison, metaphor doesn't need a comparison of words or phrases to compare two objects. According to Pradopo (2009), metaphor is a figurative language like a comparison, but it does not use comparison words, *like, as, same, if, etc*. For example: "*He was a lion in the fight*".

Personification is the process of filling a creature, a thing, or an idea with human characteristics. The idea is a kind of implicit contrast, a type of a figurative using the literal expression. According to Siswanto (2005), personification is the representation of an objective item or thing, whether visible or abstract, that acts as though it were human. In actuality, we frequently hear this figure of phrase in everyday conversations. Personification is the process of considering an inanimate object to be human and capable of doing human-like tasks. Here are some examples: "*Flame ate the house*". "*The wind*

whispered many truths to me".

Apostrophe, using an apostrophe implies addressing a deceased individual, nonhuman object, or missing person as though they were present, alive, and able to respond to what is being said. Personification and apostrophe are closely related because they both represent an object or thing that is viewed as human. "Sweet Tames! run gently until my song is over" is one example. The poet used the example of the Tames River, which flows gently between two cities in London, to illustrate the point.

Allegory, a story with a dual meaning is called allegory. The main attraction is in the hidden meaning, even though the surface narrative or description may be interesting in and of itself (Perrine, 2011: 88). Sometimes defined as an image and sometimes related to a symbol. In detail, allegories may have more than one meaning.

In hyperbole, we may assume something with over thinking and feeling. The object usually treats with over explanation or using over word illustration. For example: (1) *I had to climb before arrived in school.* (2) *He was so starving, she brings a whole lunch.* The first sentence is he climb before arrived to school. The second statement describe that she is very starving and take all the lunch. This is called overstatement.

Metonymy is the replacement of a meaningful element or component of an event for the true feeling. Pradopo (2009), metonymy defines as attribute of object or the use of something that has a close relation to exchange the object. Type of figures language when the title of one object is used to refer to something that is closely related to it. For example: Someone want to close to you, so give your hand.

Irony, the beneficial to get to know definitions of sarcasm, satire, and verbal irony as they're often used similarly. Verbal irony is the act of expressing the opposite of what one means. Both satire and sarcasm entail derision; sarcasm on a literary level and sarcasm on a colloquial one. Sarcasm, which derives from the Greek term "to tear flesh," is simply harsh or cutting words meant to hurt sentiments. Sarcasm typically used to written works than spoken. For example: *After Eci spilled all holiday gifts onto the floor before reaching the table, Evan shouted, "Great job!"* Evan doesn't mean that Eci did a good job. Ironically, Eci did a lousy job. By being sarcastic, Evan is mocking her.

Synecdoche, the use of a part for the whole is known as synecdoche. Synecdoche and metonymy are so similar in figurative language that it is difficult to differentiate them, and the last term appears more frequently describe them. (Perrine,

2011). For example: All attention comes to me.

A paradox is something that seems contradictory yet turns out to be accurate in a particular way. This might be an observation or a circumstance (Perrine, 2011:100). In addition, Siswanto (2005: 41) presents a contradictory phenomenon, although appearing contradictory, actually illustrates the truth. For example: We must to move fast but always take care.

Understatement, having one meaning is known as understatement, and it can occur in both one's words and delivery. The opposite of overstatement is understatement. It indicates that the writer is giving less context for the information they have written in their letter. Example: The simple news that nature told.

Symbol, defines a sign as an object that has meaning beyond its literal form. Symbols are used to describe further. According to Frederik (2011: 49), a representation is a hint of something greater than it. Every single word and all sixteen characters of all kinds are representations in this context. In its setting, a phrase, whether printed or oral, leans toward a given outcome. For example: Music is beautiful creature. Sing them a song. It mean that doesn't like music, because symbol has the difference understanding with the actual meaning.

A letter is a form of written communication that helps people or organizations communicate, express themselves, and work together. In modern society, letters whether handwritten or typed remain an important means of communication since they offer a concrete record of correspondence and help people develop deep relationships. it is a piece of writing that may be written by hand or typed on paper. Although it's not legally required, it's usually conveyed to someone else via mail or post in a box. Any correspondence of this nature that is mailed. A letter is a communication in writing among two individuals. A piece of writing that is intended to express the writer's intentions. We can get the conclusion that letters are the most common form of written communication. Letter writers must employ figurative language. Without the use of figurative language, a letter becomes more and more like an ordinary letter without of enthusiasm. Nothing more than a shape that gives the work life. Generally speaking, there are two kinds of letters: formal (business) letters and informal (personal). An effective text typically shows clarity, coherence, structure, and attention to the demands of the audience, regardless of its particular form or purpose. It frequently comes from meticulous preparation, drafting, editing, and revision. to ensure accuracy, relevance and impact (Brown 2004, cited in Hutauruk, 2017).

Method

The researcher used qualitative research methods and focuses on the process and results of the research. The researcher employed a descriptive qualitative. The purpose of the qualitative descriptive method is to provide an accurate, factual, and systematic description of a place, as well as the facts and characteristics of a community. The qualitative descriptive method provides techniques for locating, gathering, and evaluating data. Understanding the findings is more important to analysis in qualitative research than calculating the data's outcomes (Moleong, 2009).

According to Sugiyono (2010), Natural environments provide as direct sources of data for qualitative research, with the researcher serving as the main tool and gathering data mostly in the shape of words or images instead of numerical values. the significance of "purpose" to the research and the tendency to analyze the data, and the emphasis on procedure and not merely results or outcomes and the importance of "meaning" to the research.

The subject of this research were grade X students of SMA Negeri 1 Siantar for the 2023/2024 academic year, consisting of 10 classes. The number of students in each class varies. The total of grade X students in all classes is 357 students. The number of X classes at first grade are ten classes but the researcher focuses Every class has a different amount of students. There are 357 students in grade X total across all classrooms. At first grade, there are 10 classes called X. However, the researcher is primarily interested in each student in classes X-5, or 36 total students, of which 22 are female and 14 are male. Purposive sampling is the method used in this research to select its subject. Purposive sampling is used by the researcher because The researcher is confident in the students' abilities to compose an intimate letter. Then, because they are selected students with outstanding skills and experience, students X-5 can cover or represent the other first-grade students in writing a personal letter.

The object of research guides the formulation of research questions, the design of the study, and the interpretation of findings. Based on the background above the object of the research is focused on the students' handwriting in writing personal letter.

The researcher used tests in this study to collect student data. It's an essay test. One of the test instructions is for students to write a short personal letter on the subject. Tests are used to evaluate an individual's or a group of individuals' skills, expertise, information, success attitude, and other characteristics, according to Arikunto (2010).

In this section, the data was gathered by the

researcher through the use of study documents. Arikunto (1990) states that study documents such as notes, transcripts, books, magazines, etc. are used to obtain data regarding cases or variables. To gather information for this study, the researcher examined the personal letters that students wrote. The researcher used the following steps for observing to get data: Observation, Asking students to write a personal letter, Collecting their personal letters.

After collecting the data, the processes of data analysis in this research were based on the following stages. Reading and studying student's use of figurative language in their personal letters. Listing the information discovered in the students' personal letters. Determining the definition's significance through literal and figurative analysis. Identifying which figurative language genres they most frequently write about in their personal letters. Finding the proportion Calculating the percentage. Completing the data collection and delivering the outcome.

Findings and Discussion

Types of figurative language found on the tenth-grade students' writing personal letter in SMA Negeri 1 Pematansiantar. The figurative language found in student's personal letters shows Metaphors and Simile have the greatest number. The Metaphor consists of 10 sentences, Personification 9, Simile 10, Hyperbole 8, and other figurative language found in student personal letters include (1) Allegory, (3) Irony, (6) Paradox, (6) Understatement, (5) Metonymy, and (4) Imagery.

Table 1 The Percentage of Figurative Language in Students' Personal Letter

No	Types of Figurative Language	Total of Each Figurative Language	Percentage (%)
1.	Personification	9	24,32%
2.	Hyperbole	8	21,62%
3.	Metaphor	10	27,03%
4.	Simile	10	27,03%
Total		37	100,00%

Based on the analysis of the students' personal letter. The percentage explains according to the data analysis that was conducted. The figurative language found in student's personal letters shows Metaphors and Simile have the greatest number. The Metaphor consists of 10 sentences, Personification 9, Simile 10, Hyperbole 8, and other figurative language found in student personal letters include (1) Allegory, (3) Irony, (6) Paradox, (6) Understatement, (5) Metonymy, and (4) Imagery. Researcher can easily view the results and presentations of each type of figurative language being analyzed, such as: simile consists of 10 sentences (27,03%), metaphor consists of 10 sentences (27.03%), personification

consists of 9 sentences (24,32%), and hyperbole consists of 8 sentences (21,62%). It shows from the graphic below:

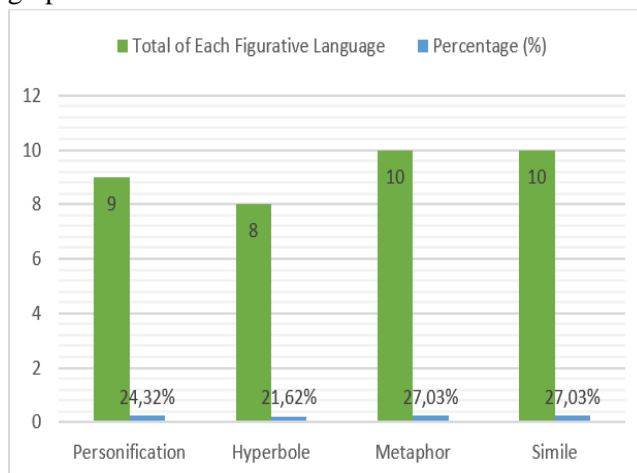


Figure 1. Diagram Percentage of Figurative Language in Students' Personal Letter

Based on Perrine's theory, was discussed in previous chapters, the researcher can analyze the data. The dominant types of figurative language used by students in writing personal letters are Simile and Metaphor which consist of 10 sentences (27.03%). The data analysis above shows that students use figurative language when writing their personal letters. The amount of data analyzed by the researcher is 35. In addition, after analyzing 76 sentences, the researcher found four (4) types of figurative language based on Perrine's theory, which provides complete types of figurative language. This also provides a wide space or opportunity for the researcher to analyze students' data in writing personal letters according to Perrine's theory, namely: simile, metaphor, hyperbole, and personification. The figurative language that was not dominantly used by the students was metonymy, apostrophe, synecdoche, allegory, symbol, irony, paradox, and understatement. These figurative languages are not used because they are always found or used in conversation (dialog, speech) and even speech, therefore, they are not used by students in writing personal letters.

Based on the analysis of students' personal letters, shows that students use figurative language when they write personal letters, and it may also occur in conversation. It also happens in conversation because students may use different figurative language in speech that they do not use in their writing. When writing personal letters, students typically use both tenses of metaphor and simile. The most common forms of figurative language are metaphor and simile.

Four figurative languages were identified in the student letters by the author following data analysis from the letters. 76 sentences from the

personal letters of 35 students (data) have figurative language inside them. These sentences are as follows: Ten lines consist of the metaphor, ten lines consist of the simile, and nine lines represent the personification, Hyperbole consists of 8 sentences, including 1 Allegory, 3 Irony, 6 Paradox, 6 Understatement, 5 Metonymy, and 4 Imagery.

In addition, especially when writing personal letters, the students often use several types of metonymy, apostrophe, synecdoche, allegory, symbol, irony, paradox, and understatement in their writing, especially in writing personal letters. This figurative language are not used. Since these figurative words are frequently used in dialogue, they aren't used here. Perrine's theory, that states that figurative language has thirteen types, was employed to analyze the specifics of the students' personal letters. The researcher found that the theory offers a variety of chances and also has a relationship with the findings of the data analysis. From the most basic level, it is clear and provides a wealth of insights, as the term itself demonstrates the kind of metaphorical language used in Perrine's theory.

Therefore, in order to use and apply figurative language in writing, using Perrine's theory is very important and indispensable in written so the communication that will be conveyed is more colorful and can touch the hearts of readers or listeners. Triangulation is a procedure that combines multiple viewpoints and approaches to verify information and increase efficiency. It describes a combination of two or more hypotheses, data sources, methodologies, or researchers in the field of social science. The purpose of triangulation is to improve the reliability and validity of research findings that will validate reality.

In fact, there are many different approaches to triangulation, and there are supporters for each approach. Triangulation theory is used in this research to ensure validity and reliability, as well as to assist in the interpretation and explanation of the collected data. This research extends further by looking at expert theory. Therefore, the researcher collected the data that resulted from this research. For example, in order to understand the meaning of a figurative language that has been discovered, the researcher must consider the theory that has been looked at, additional evaluation, and so on. Supportive resources such as books, dictionaries, and the internet. At this point, the researchers' examination of the data emphasizes determining the accuracy of the theory and analysis data.

CONCLUSION

There are several types of figurative language that students use in writing personal letters: Metaphor, Simile, Personification, Hyperbole. When writing personal letters, students

typically begin by drawing a comparison between the two items. Second, students are required to compare two identical items. Thirdly, students use the technique of associating closely related objects with actual objects or words with words that are closely related. Last is the hyperbole used by the student to override the delivery.

When writing personal letters, students employ the following types of figurative language: Personification is used in nine sentences, similes in ten, metaphor in ten sentences, and hyperbole in eight. Writing is done on a subject that is closely related to it, and it compares two things that are the same as that one and uses that comparison as a characteristic. It also compares two things that are equally similar and uses that comparison as a characteristic.

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