



## Semantic analysis of literary works in selected song lyrics and poems at English textbooks for grade XI of senior high schools

Untsa Rohmah Fadzillah <sup>1,a</sup>, Nur Afifah Fajar Satiti <sup>2,a</sup>, Ani Susanti <sup>3,a\*</sup>, Tengku Intan Suzila Tengku Syarif <sup>4,b</sup>

<sup>a</sup>English Education Program, FKIP, Universitas Ahmad Dahlan

<sup>b</sup>English Education Program, FKIP, Universitas Ahmad Dahlan

<sup>c</sup>English Education Program, FKIP, Universitas Ahmad Dahlan

<sup>d</sup>English and Linguistics Doctors of Philosophy, Universitas Teknologi MARA

<sup>1</sup>[rahmafddl@gmail.com](mailto:rahmafddl@gmail.com); <sup>2</sup>[Afifah2246@gmail.com](mailto:Afifah2246@gmail.com); <sup>3</sup>[ani.susanti@pbi.uad.ac.id](mailto:ani.susanti@pbi.uad.ac.id); <sup>4</sup>[intansuzila@uitm.edu.my](mailto:intansuzila@uitm.edu.my)

\* correspondence Author

Article Information	ABSTRAK
Article history: Submit 14 April 2021 Revisi 1 April 2022 Accepted 5 April 2022 Publish 30 April 2022	Penelitian ini bertujuan untuk menemukan makna semantik yang difokuskan pada makna tidak sebenarnya atau kiasan dalam majas yang ditemukan dalam karya sastra berbentuk lagu dan puisi pada buku Bahasa Inggris kelas XI dari penerbit <i>Tiga Serangkai</i> dan Kementerian Pendidikan Indonesia. Penelitian ini menggunakan metode deskriptif kualitatif. Hasil dari penelitian ini menemukan beberapa tipe majas, seperti metafora, hiperbola, simile, personifikasi, depersonifikasi, symbol, antitesis, litotes, dan aliterasi. Frekuensi tertinggi yang ditemukan pada majas tersebut yaitu metafora dan hiperbola. Sedangkan untuk latihan keterampilan, High Order Thinking Skill (Berpikir Tingkat Tinggi/BTT) harus dilihat dengan menerapkan materi karya sastra lagu dan puisi dalam proses pembelajaran yang meliputi mengamati, menanya, asosiasi, eksperimen dan membangun jaringan. Oleh karena itu, disarankan adanya analisis evaluasi dan penilaian yang diberikan pada buku teks untuk melihat penggunaannya dengan latihan High Order Thinking Skill (Berpikir Tingkat Tinggi/BTT).
<b>Kata kunci:</b> Buku Bahasa Inggris Lagu Puisi Majas HOTS/ BTT (Berpikir Tingkat Tinggi)	<b>ABSTRACT</b> This study aims to discover the semantic meaning focused on non-literal meaning of figurative language found in selected literary works of song lyrics and poems in the English Textbooks Grade XI of Senior High School published by <i>Tiga Serangkai</i> and the Ministry of Education and Culture. This study applied a descriptive qualitative method. The results of the study indicated several types of figurative language such as metaphor, hyperbole, simile, personification, depersonification, symbol, antithesis, litotes, alliteration, with the highest frequencies are metaphor and hyperbole, while the lowest frequencies are depersonification and symbol. As for the High Order thinking skill practice, it should be seen by implementing song lyric and poem materials in the teaching and learning process which include observation, question, association, experiment, and network. Therefore, it suggested an analysis evaluation and assessment provided in school textbooks to see the use of the textbooks with High Order Thinking Skill (HOTS) practices.
<b>Key word:</b> English Textbook Songs Poems Figurative Language Higher Order Thinking Skill (HOTS)	

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### Introduction

A language is required in teaching and learning process to build up a good communication between teachers and students to transfer information and knowledge. During the information transfer, the teachers depend on their primary knowledge, ability, skill and support from the learning media. Learning media is defined as a tool in the form of physical and non-physical use by teachers in conveying material to students to be more effective and efficient. Additionally, Musfiqon cited in Puspitarini & Hanif (2019) stated that the learning materials more quickly accepted students intact as well as attract students to learn more. The learning media is valuable to help the teaching and learning process conduct well both of teachers and students in knowledge transfer. Moreover, as Nisa et al. (2021) stated the need for learning media due the implementation of curriculum 2013 need to be more

innovative and have fun social learning so the students can follow the learning process well and the objectives can be achieved. So, media brings an easy way of learning practice for effective and efficient English language teaching.

According to Satrianawati cited in Nabilah et al. (2020), the types of learning media are visual, audio, audiovisual, and multimedia media. Based on those types, the most common form used by almost all the teachers is a visual media that referred to textbook. Textbook is a material expression in education content which has characteristics as a personal orientation of teaching in the development of particular stages for pedagogy and school (Yaroslava et al.: 2021). Textbooks primarily become a guidance in students' learning to read, exercise, write and learn based on the textbook material adapted from syllabus and curriculum competence. Although it depends on the same guidelines, each textbook has different contents from one to another depends on the objectives of the textbook in improving students' knowledge, ability and skill.

The current trend of the 21<sup>st</sup> century textbook is the implementation of HOTS (High Order Thinking Skill). Hassan.S.R. et al. (2016) mentions that HOTS occurs when a person gets new information, holds it, organizes, and associates it with existing knowledge and then passes the information to reach a particular object or solution of a problem. The practice of HOTS is very crucial and influential for knowledge improvement and better comprehension. It trains the students to have a higher ability in analyzing deeper texts, cases, questions, and others. Taking concern to the textbook content, textbooks should be designed from lower to higher competence (Sukmawijaya et al.: 2020). Additionally, the use of HOTS is more concerned for the higher students, so it can be stated that the content of students' textbooks for higher students are more elaborative.

Regarding to the use of HOTS in learning, it is quite relatable for the educational curriculum called as 2013 curriculum that has been implemented for the past few years. In line with Sholihah E. et al. (2021) finding in their study that HOTS highly gives positive significant in the 2013 curriculum practice with students' achievement in learning. To achieve the goal of the higher students' improvement in students-centered learning, the use of HOTS has been conducted started in primary school of elementary grades. As a comparison, there were some differences on English textbook with 2013 curriculum to previous one. Aprillianti (2018) observed the differences of KTSP and curriculum 2013 and mentioned that regarding to subject practice such as the subject in KTSP designed for basic competence and taught by different approach but in Curriculum 2013 subject must cover all competencies including attitudes, skills, and knowledge and covers by using scientific approach through observing, asking, trying and reasoning.

To know the differences of the textbooks' contents is by paying attention to the low or high level the materials and assessment are provided. English students' textbooks which implement the 2013 curriculum with HOTS criterion consist of primary materials such as several types of the text, forms of expression in speaking, grammar structure of the sentence/text, and also consist of literature, such as short stories, song lyrics, poems, novel reviews that require students to have critical thinking skills. Besides that, there are also some assessments, vocabulary, pre and post activity, and an annual journal of evaluation after learning them. From several contents above, there are some materials include as literary works.

Literary work is a production by the writers' imagination and occurred around them or based on their personal experience in the form of writing with beautiful and poetic language (Syarifuddin & Hasyim: 2020). It reflects on the social life and human culture which contains moral values and character education for the students. The purpose is to convey the value through poetic and beauty language. Literary works are in the form of songs, poems, short stories, folklore, prose, novel review or others. The language meaning could be interpreted as a moral lesson or hidden message. This language meaning is referred as semantic study.

A semantic study is an important area of word meaning, references, senses, logic, and per-locutions and illocutions (Alsayed, 2019). It means that the study of semantics increases students' understanding and awareness of word meaning, sentence relationship, discourse and context. While semantic focus on descriptive meaning, language conveys social meaning and effective meaning. Generally, the meaning in semantic terms are divided into literal meaning and nonliteral meaning. As Syarifuddin & Hasyim (2020) states there are two kinds of meaning, they are literal meaning and nonliteral meaning. These types differ in terms of conveying the meaning of written form.

Literal meaning is the exact, precise, and limited meaning without having secondary, symboling, or metaphorical meaning (Gray, 1984). It means the writer put the actual words so the reader could define the meaning directly. Several types of literal meaning are lexical meaning, contextual meaning (situational meaning), grammatical meaning, conceptual meaning, and denotative meaning. Meanwhile, Abcarican (1984) said that when a speaker speaks something like words/ sentences and implies a different meaning is called nonliteral meaning. In short, the speaker gives the hidden meaning inside the words. Nonliteral meaning divided into connotative meaning, idiom, and figurative language (Nugroho: 2020). Connotative meaning is defined as an expression where one word has

many interpretations which can have positive or negative meanings (Nimanuho: 2017). While idioms are expressions consisting of several words that cannot be derived directly because those words/sentences represent something else. As for figurative language are the words that do not refer to basic concrete meaning. So, figurative meaning gives a beauty and impression for aesthetic purposes. Furthermore, Tajalli mentioned in Avillanova & Bram (2019) that there are three purposes of figurative language, namely, clarity, forth, and beauty in the language. Moreover, the figurative language is divided into several types such as metaphor, hyperbole, simile, personification, litotes, euphemism, synecdoche, symbol, paradox, understatement, irony, alliteration and others.

The analysis of semantic meaning study of students' textbooks has been conducted by some researchers. One of them is Semantic Analysis in English High School handbooks by Syarifuddin & Hasyim (2020). They analyzed three kinds of English students' books for grade XI by Yrama Widya Publication, Yudhistira, and Grasindo publisher. They analyzed the literal meaning and non-literal meaning in semantic studies. This previous study found that the most commonly appeared in literary works was metaphor non-literal meaning, and they concluded that literary works could easily be found in senior high schools' handbooks.

Another study conducted by Avillanova & Bram (2019) analyzed the figurative language in songs in senior high school students' books. They analyzed student's book for Senior High School Students Grade XI, written by Kusrihadi & Bachtiar (2016). There were three songs were analyzed; Flashlight by Jessie J, See You Again by Wiz Khalifa feat Charlie Puth, and Hall of Fame by The Script. They found out that the most common use of figurative language in the text was hyperbole.

From those previous researches, there was a lack of information provided caused by limited analysis from Syarifuddin & Hasyim (2020) and limited sources being analyzed by Avillanova & Bram (2019) which are needed to be studied further. Moreover, the studies focused only finding the types of meaning found in the songs and poems without concerning of the use High Order Thinking Skills (HOTS) in 2013 curriculum textbooks which produced by another publisher such as from the Ministry of education and culture and *Tiga Serangkai*. According to this condition, the researchers are interested to conduct a descriptive study to analyze the semantic meanings focusing on non-literal meaning of figurative language in song lyrics and poems of literary works on Students' English textbooks for grade XI concerned to curriculum 2013 which applied High Order Thinking Skill.

## Method

This study used a descriptive qualitative method where qualitative is an approach that focus on specific situations or people and its emphasis on descriptive data nor numerical data (Mackey & Gass, 2005). The researchers used two types of books as the object of the study, which are published by Tiga Serangkai and the Ministry of Education Indonesia. The book from Tiga Serangkai entitled Contextual English (Enriched with Character Building Education) for Grade XI of Senior High Schools: Regular Program and the book from the Ministry of Education entitled Bahasa Inggris for SMA/MA/MK/MAK revised in 2017. The reason for choosing these books because they implemented High Order Thinking Skills (HOTS) in curriculum 2013, and the book from the Ministry of Education was most frequently used by students, teachers in Indonesia.

The literary works taken from the textbooks are poems and song lyrics. There are five songs analyzed entitled *Stand by Me* by Ben E. King, *We Shall Overcome* by Pete Seeger, *Hero* by Mariah Carey, *Gift of a Friend* by Demi Lovato, *God Bless You Mama* by Sandhy Sandoro; and four poems entitled *Invictus* by William Ernest Henley, *The Road Not Taken* by Robert Frost, *Dreams by Langston Hughes*, and *Trees* by Joyce Kilmer. In analysing the data, the researchers identified the words, phrases, or sentences found on poems and song lyrics then categorized them in the types of nonliteral meaning of figurative language. The researchers identified dominant types used in poem and song lyrics. Then the researchers defined the meaning of the words, phrases or sentences referred to. After that, the researcher tried to analyze the similarities and differences finding of the Tiga Serangkai and Ministry of Education textbook. Last steps, the researchers described the findings in brief discussion and concluded the finding about the semantic meaning of literal and non-literal meaning from both of the books and also the relation of the meanings provided to the content of HOTS in Curriculum 2013 textbooks.

## Results and Discussion

### *Book I. Contextual English (Enriched with Character Building Education) for Grade XI of Senior High Schools: Regular Program by Tiga Serangkai*

There are three songs and a poem presented in this book. The songs are: Hero by Mariah Carey, Gift of a Friend by Demi Lovato, God Bless You Mama by Sandhy Sandoro. A poem presented in this book is under the

title *Trees* by Joyce Kilmer. The result of this study found some of nonliteral meaning (figurative meaning) with data below:

Table I. Non-literal meaning in English Textbook Tiga Serangkai

No	Types of Semantic Meaning	F	%
1	Metaphor	7	26%
2	Hyperbole	7	26%
3	Simile	2	7.4%
4	Personification	7	26%
5	Depersonification	1	3.6%
6	Symbol	1	3.6%
7	Antithesis	2	7.4%
<i>Total</i>		27	100%

From **table I**, it can be observed that there are seven non-literal meanings of figurative language which are found in *Tiga Serangkai* songs and poems. They are metaphor, hyperbole, simile, personification, depersonification, antithesis, and symbol. In total of 27 non-literal meanings the highest frequencies are personification, metaphor, and hyperbole with 26% percentages. These percentages are quite higher than another non-literal meaning of simile and antithesis which about 7.4% and the lowest are symbol and depersonification with only 3.6%.

Every song and poem has different types of non-literal meaning in its words, phrases and sentences. There, the researchers found unique words, phrases, or sentences related to songs/poem's theme, but between one to another song/poem also found similar words and meanings. Here are some found words, phrases, or sentences on songs and poem that has been analyzed:

The song entitled *Hero* by Mariah Carey are found some literary works, they are: (a) There's a hero, if you look inside your heart; (b) And the sorrow that you know, will melt away; (c) It's a long road, when you face the world alone; (d) Will disappear, so when you feel like hope is gone; (e) Lords knows, dreams are hard to follow, but don't let anyone tear them away. Those sentences are categorized into:

#### 1. *Metaphor*

##### **It's a long road when you face the road alone.**

Long road means the life of a human being. A life that should be traveled by one's own. Long road represents many experiences from happiness, sorrow, sadness, excitement that should be experienced by itself without anyone's help.

#### 2. *Hyperbole*

##### **There's a hero, if you look inside your heart.**

The word "hero" is an overstatement, because hero is not someone who has a super power such as in novels or movies. The word "hero" means strength. The phrase "there's a hero, if you look inside your heart" means that people have to believe in themselves that although there are many problems way laying them, they still have the strength to solve them.

##### **And the sorrow that you know, will melt away.**

The word "sorrow" is a human feeling. The exaggeration of the human feeling in word sorrow is the problem that someone faced. It's not only about sadness, but includes the negative feelings of people such as depression, anxiety, anger, and others.

##### **It's a long road, when you face the world alone.**

In the word "world" it does not mean all the world wide around but represents something around people life, including the environment, the society, the experiences and all the things seen and feel.

##### **Lords knows, dreams are hard to follow.**

The word “dream” in the phrase can be described as an expression of overstatement. The word “dream” is used to express a human hope. A thing that she/he really wants to happen and reachable. Although its own hope sometimes is hard to achieve because of many obstacles.

### 3. *Personification*

**Dreams are hard to follow, but don't let anyone tear them away.**

The verb “tear” is not for tearing a dream. Tear can be used for tearing a thing, such as “I am tearing a paper”. Dream is not something seen, it just can be felt and thought. So it is the personification of someone breaking another person's dream

### 4. *Depersonification*

**And the sorrow that you know, will melt away.**

The word “melt” is a verb for a thing not for feeling such as an “Ice will melt”. It is not a human verb so it is opposite to personification. Melt is about something that can be solved. It's like there are many problems in people's life, but people have their own answer if they understand their mind to solve it.

A song by Demi Levato entitled Gift a Friend also found some of literary works on words, phrases, and sentences such as: (a) The world comes to life; (b) from beginning to end; (c) that helps you to find the beauty of all; (d) When you'll open your heart and believe in the gift of a friend; (e) there through the highs and the lows; (f) and when the hope crashes down, shattering to the ground; (g) And there's no sign leading you home.

### 5. *Metaphor*

**And there's no sign leading you home.**

“Home” literally means a place where usually people live. Home represents someone or people who love her unconditionally, respect her, and can be counted on by giving the metaphor of “home” in the lyrics.

**When you'll open your heart and believe in the gift of a friend.**

“Open” has an actual meaning as an action that allows things or people to go through. Yet, in the song, the words “open your heart” are expressed as to talk in a very open and honest way about one's feelings

### 6. *Hyperbole*

**The world comes to life.**

The word “world” means not all about the wide world but something around the people live including the environment, the people, and everything around them.

**That helps you to find the beauty of all.**

The overstatement of the word “beauty” has not an actual meaning as a quality or state of being beautiful or pretty but about a confidence and gives his/her hope. The meaning is trying to tell people when they have true friends and trust them, they will get beautiful things from the friendship.

**And when the hope crashes down, shattering to the ground.**

The verb “shattering” is an overstatement of a fall feeling and upset. “to the ground” as a complement in a sentence is adding more feeling of upset because of something.

### 7. *Personification*

**And there's no sign leading you home.**

“Sign” is a mark or symbol that represents something. Yet, in this sentence the “sign” is pictured as a human being who can lead someone home. Through the expression, the word tells that sometimes people may feel alone because they do not have any true friends even though they are surrounded by many other people.

**And when the hope crashes down, shattering to the ground.**

‘Hope’ is not a person, not seen but can be feeling and thinking. The verb “crashes down” is used for something that existed, something that happened. ‘hope crashes down’ actually has a meaning that a hope is broken, the hope is contrary to reality and can't be achieved by someone and then he/she feels upset.

### 8. *Antithesis*

**From beginning to end.**

Antithesis is the use of two words but have a contrary meaning in one phrase/ sentence. This line uses “beginning” and “end” as the antithesis. They have contrary meaning, while beginning as the starting point of human life, ending has meaning of ending life/ when people die.

**There through the highs and the lows .**

The antithesis of this line is in the words “highs” and “lows”. They are contrary to each other. High represents someone's happiness, a successful time; meanwhile lows represent a broken, sad, depressed.

The third song by Sandhy Sondoro with title God Bless You Mama presented the literary works such as: (a) My momma said that I should always follow the voice of my heart; (b) As we all know, the heaven and paradise. It's all at the feet of our mothers; (c) You keep my heart strong enough, wise enough to face all my troubles; (d) Cuz God is your momma;

#### 9. *Metaphor*

**As we all know, the heaven and paradise. It's all at the feet of our mothers.**

As known, “feet” are parts of a human's body which are used to walk and run. But in these sentences, the word “feet” is being used as a metaphor to “heaven and paradise”. It does not mean that heaven and paradise does really exist on mother's feet but telling that the way of someone's life is based on his/her mother's approval. Mothers must be respected and loved.

**My momma said that I should always follow the voice of my heart.**

“Voice” is sounds that are produced through the mouth by a person who is speaking or singing. Yet, in this sentence, the word “voice” has a different meaning which is “desire”. So, the lyric means the singer should always follow his desire.

**You keep my heart strong enough, wise enough to face all my troubles.**

“Keep” literally means “continue” or “maintain”. But in this expression, the word “keep” has the meaning of “make”. Thus, the words “keep my heart strong enough, wise enough” mean to make the singer's always strong and wise.

**Cuz God is your momma.**

The metaphor of this sentence is in the word momma as a God. It is not actually stated that Momma/mother is God, but All a God agreement based on mother's approval. Mother is someone that should be honored in human life.

One poem in the Tiga Serangkai book is Trees by Joyce Kilmer. The words found are: (a) A poem lovely as a tree; (b) A tree whose hungry mouth is priest; (c) a tree that looks at God all day, and lifts her leafy arms to pray; (d) a tree that may in Summer wear; (e) A nest of robins in her hair; (f) Poems are made by fools like me.

#### 10. *Simile*

**A poem lovely as a tree.**

In this phrase, the poem pictures the tree as a beautiful creature. So, the poem compares its composition to the tree so people know that poem is also beautiful.

**Poems are made by fools like me.**

In contrast, the poem pictures himself as a stupid person in this phrase. Consequently, he compares himself with a fool.

#### 11. *Personification*

**A tree whose hungry mouth is priest, against the earth's sweet flowing breast .**

In this phrase, the word “tree” is conceived as a human being who has a mouth and feels hunger such as human beings. The actual meaning of the lyric is that the roots of the tree latch into the ground/earth sucking the water and nutrients out.

**A tree that looks at God all day.**

In here, the tree is like a human that has an eye to see. This sentence has a meaning that humans should believe in God and see Him as the place to pray and hang on.

**And lifts her leafy arms to pray.**

It also personifies that the tree has an arm to be lifted. Actually, it means that humans should pray to God by representing lifting the arms.

**A nest of robins in her hair.**

“Nest” is a small place where the birds live and give birth to their babies. It usually takes place on the branches of a tree. Yet, the word “nest” is depicted as a human being who has hair. The phrase means that even though people have a lot of weaknesses, they still have good things in their heart.

#### 12. *Symbol*

**A tree that may in Summer wear.**

The use of “Summer” symbolizes that in the summer season many robins nest on the tree.

**Book 2. Bahasa Inggris for SMA/MA/SMK/MAK revised in 2017 by Ministry of Education**

There are two songs entitled Stand by Me by Ben E. King, We Shall Overcome by Pete Seeger; three poems entitled Invictus by William Ernest Henley, The Road Not Taken by Robert Frost, Dreams by Langston Hughes.

**Table 2.** Non-literal meaning in English Textbook Ministry of Education Revised 2017

No	Types of Semantic Meaning	F	%
1	Personification	5	22.7%
2	Metaphor	6	27.2%
3	Hyperbole	6	27.2%
4	Alliteration	2	9.1 %
5	Simile	1	4.6%
6	Symbol	1	4.6%
7	Litotes	1	4.6%
<b>Total</b>		22	100%

From the **table 2**, it found that there are 22 non-literal meanings from song lyrics and poems in the Students English Book for grade XI published by the Ministry of Education in the 2017 revision. They are personification, metaphor, hyperbole, alliteration, simile, symbol, and litotes Based on the finding, the highest frequencies are metaphor and hyperbole with about 27.2%. The second most used is personification in 14.3% followed by alliteration with only 9.1% and the lowest frequencies are simile, symbol, and litotes with 4.6%.

The first song presented in English book from the Ministry of Education is *Stand by Me* song by Ben E. King. The words, phrases/ sentences found are: (a) When the night has come, and the land is dark; (b) If the sky that we look upon should tumble and fall; (c) All the mountains should crumble to the sea.

### 1. Metaphor

#### **When the night has come, and the land is dark.**

Here, “land” is mentioned as a “dark” but it’s not actually land that has no color at all. Darkness is the condition of the places that have no sun shines on it.

### 2. Personification

#### **When the night has come, and the land is dark.**

The phrase “night has come” has a meaning that the day is gone, because the sun doesn't shine in a certain place because of the earth's rotation. The absence of sun shines, then it changes to the night with the darkness and light only from sun shines reflecting on the moon.

### 3. Hyperbole

#### **If the sky that we look upon should tumble and fall.**

The word “tumble” and “fall” in the phrase is absolutely overstated. Everybody knows that the sky definitely cannot tumble and fall on earth. That line tried to tell people even though his/her dreams and hopes cannot be reached, he does not care as long as his lover is always beside him

#### **All the mountains should crumble to the sea.**

The word “crumble” has a different meaning from the actuality. Mountains might crumble, but it is not as easy as mentioned in the lyrics. The literal meaning of the sentence is that the physical desolation will not overshadow the deep affection and love. So as long as in every condition supporting each other, so there will not feeling miserable

The song *We Shall Overcome* by Pete Seeger conveyed some literary works such as: (a) we'll walk hand in hand; (b) Oh, deep in my heart; (c) The whole wide world around.

#### 4. *Metaphor*

##### **Oh, deep in my heart.**

This line states that the heart is deep. But it does not mean that the heart is located deep in the body, but it is about the main feeling.

#### 5. *Alliteration*

##### **We'll walk hand in hand.**

Here there are two repetition consonants of 'W' and 'H'. it includes in alliteration non-literal meaning when the author tries to give the beauty of song lyrics.

##### **The whole wide world around.**

There are three repetitions of the consonant 'W' which aims to give a beauty of song lyric.

#### 6. *Hyperbole*

##### **The whole wide world around.**

The "whole wide world" is the overstatement of the world. A wide world actually has explained that the world is actually big. But the use of 'whole' overstates how large the word is.

One of the poem by Langston Hughes entitled *Dream* also give some literary works although only consisted of little lines, they are: (a) hold fast to dream; (b) for it dreams die/ for when dreams go; (c) Life is a broken-winged bird that cannot fly; (d) Life is a barren field frozen with snow.

#### 7. *Metaphor*

##### **Hold fast to dream.**

The phrase "hold fast" is the metaphor of "keep". Someone should keep the dream and may not let it go, otherwise should create and actualize the dream.

##### **Life is a broken-winged bird that cannot fly.**

Literally, "life" means the period of time during which creatures are alive. However here, life is compared to a bird who cannot fly due to the broken wings. Hence, if people have no dream any longer, their life would be damaged or miserable.

##### **Life is a barren field frozen with snow.**

Life is compared to a barren field frozen with snow. It means dreams are protecting of live of the people in every condition, but when the dreams are taken away the life will be broken and not beautiful. The dreams also cannot be achieved.

The poem by William Ernest Henley entitled *Invictus* almost have inferential meaning in all line. The words/ phrases/ sentences are: (a) out of the night that covers me; (b) black as the pit from pole to pole; (c) for my unconquerable soul; (d) my head is bloody, but unbowed; (e) I am the master of my fate, I am the captain of my soul.

#### 8. *Metaphor*

##### **For my unconquerable soul.**

This line metaphor the soul as the unconquerable. The unconquerable means that someone's feeling/ main thinking is unbeatable by someone's influence. The soul is strong enough without worrying about breaking.

#### 9. *Personification*

##### **Out of the night that covers me.**

"Night covers" doesn't mean the real night when the sun sets. But it refers to someone who has dark emotions of anger, sadness, tears, and so on.

##### **For it dreams die/ for when dreams go.**

The personification comes from the verb 'die' and 'go', because actually those verbs are action verbs for human beings. Meanwhile dreams are not living. Dreams die and go mean that the dream has gone and no longer exists in people or we call it hopeless.

#### 10. *Hyperbole*



**My head is bloody, but unbowed.**

The word “bloody” and “unbowed” is an overstatement because the head is not actually injured. But it reflects on feeling stressful but he/she is not broken. She/ he is still strong enough to face all the problems and troubles in his/her life.

**I am the master of my fate, I am the captain of my soul.**

The words “master” and “captain” are an overstatement to say that fate and the soul is based his/her own self, without any distraction from another. Master is the same as an expert, while the captain is the same as the leader. So those words are an exaggeration of a statement.

*11. Simile*

**Black as the pit from pole to pole.**

The “black” try to compare the night as the pit from pole to pole. Both at night and in the pit is black. So it was compared to each other.

*The Road Not Taken* by Robert Frost is a poem provided in English Book too. Here some various literary works used such as: (a) two roads diverged in a yellow wood; (b) and both that morning equally lay; (c) yet knowing how way leads to way; (d) I shall be telling this with a sigh; (e) somewhere ages and ages hence.

*12. Symbol*

**Two roads diverged in a yellow wood.**

A “yellow wood” represents the autumn season in yellow color. This line means there are two roads which means choices in the autumn season.

*13. Personification*

**And both that morning equally lay.**

Morning is just a situation, the verb ‘lay’ is actually not for morning. It is an active verb. The phrase morning equally lay means the morning comes with the sun rises.

**Yet knowing how way leads to way.**

In this sentence, the meaning is that the existing way sometimes shows many other ways. Sometimes in life after one way, it appears other ways that should be chosen more.

*14. Hyperbole*

**Somewhere ages and ages hence.**

“ages and ages” is the exaggeration of telling time passing by, because someone can’t live in ages.

*15. Litotes*

**I shall be telling this with a sigh.**

Litotes is the contrary of hyperbole, because telling should be used in a louder voice but this sentence mentions telling just using a sigh.

Based on the literary works findings from both books in songs and poems, they have seven types of figurative language. There are some similarities and differences between first book and second book. In English book from *Tiga Serangkai* the literary works found are metaphor, hyperbole, simile, personification, depersonification, antithesis, and symbol. Meanwhile, books from Ministry of Education found out personification, metaphor, hyperbole, alliteration, simile, symbol, and litotes as the figurative language. Both books have similar findings that the most figurative language existed in songs and poems are metaphor and hyperbole. All the songs from two books have metaphor language, and four songs from them also used hyperbole. Those types of figurative language followed by personification, simile, and symbol. Personification in the *Tiga Serangkai* book is higher than in the Ministry of education book. Furthermore, a ‘simile’ figurative language only differs at one point. In the same finding with only one finding of ‘symbol’ figurative language. Meanwhile the different types existed are alliteration and litotes from the second book and depersonification and antithesis from the first book. As for short, English book from *Tiga Serangkai* has more frequent use of figurative language. This could happen because the songs and poems chosen in the *Tiga Serangkai* book are longer than in the Ministry of Education book. Besides that, the songs in the Ministry of Education book have several repetitions of words and sentences which exactly have the same meaning.

Regarding to the amount of figurative language found in this study, the findings of this study quite similar with the previous studies from Syarifuddin & Hasyim (2020) that the most frequent used of nonliteral meaning is

metaphor. While from the song analysis by Avillanova & Bram (2019) the most figurative language are metaphor hyperbole and personification. This is a line to the figurative language purpose to give a beautiful meaning in its' text. But, for the readers it becomes the challenge to define the semantic meaning provided in the text/ lyrics to get the exact meaning with writer intention.

The crucial terms of the use of High Order Thinking Skill (HOTS) becomes the trend in education practice. This approach tries to train the student's ability in critical thinking especially for secondary level in senior high school or vocational high school. Ibrar & Mukhaiyar (2019) said based on the High Order Thinking Skill (HOTS) in Bloom Taxonomy theory. There are six cognitive domains such as remembering (C1), understanding (C2), applying (C3), analysis (C4), evaluation (C5), and creating (C6). Three categories of C1-C3 include to Lower Order Thinking Skill, while C4-C6 refers to High Order Thinking Skill domain. The books from *Tiga Serangkai* have been mentioned as the textbook which implemented HOTS. The fact is the book from the *Ministry of Education* is also implemented HOTS. As Sukmawijaya et al. (2020) stated in their study that the content of English textbook for senior high school is relevant to curriculum 2013 and the context of higher- order thinking skill is implemented. So, whether the books from *Tiga Serangkai* or Ministry of education, both of them are implemented HOTS and curriculum 2013.

As for HOTS practice through the literary works in songs and poems material provided in the English textbooks, the result of study is not efficient to see. The HOTS practice requires students to analyse, evaluate and create. The activity in the language classroom should be design interactively where students start by analyzing the meaning of the songs and poems, followed by evaluate the background of the lyric/ text meaning, and create by students' own idea of the lyrics/ text context. It is a line to English language learning design from English education curriculum in Hong Kong (2010) where learning through songs and poems could be vary as much as possible such as identifying the narrative story of the songs/ poems; identifying line, rhythm, rhyme, images, and sound pattern; Re-imagining the songs/ poems; and other learning such as grammar, vocabulary and writing, etc. Besides, in curriculum 2013 practice, songs and poems could be the subject material/ support material used by teachers in ELT practice.

It can be assumed that HOTS practice should be seen by implementing the material in the teaching and learning process. If the use of songs and poems in the learning process based on knowing and memorizing vocabulary, learning the structure of grammar and pronunciation so the learning practice is still used Low-order thinking skill (LOTS). Meanwhile, as Suharyadi cited in Ibrar & Mukhaiyar (2019) that there are five approaches in HOTS: observing, question, association, experiment and network. For the practice observing activity includes what activity they would learn to comprehend the material (basic LOTS). As for question and association in the developing activity and improve students critical thinking. Then experiment and network as the highest HOTS activity where students tried to create something. So, to see how useful songs and poems in ELT should concern of how it functions of this material in the practice of observing, questioning, associating, experimenting and networking. In short, the use of songs and poems as literary works in English textbooks, whether they use High Order Thinking Skill or not, is seen by how this material will be brought up in the classroom learning process.

When the teachers successfully implemented the use of songs and poems especially in literary works material in English language teaching and emerging the concern of HOTS cognitive domains, so the implementation of the learning process could be successfully increasing students' HOTS. It is supported by Gopalan & Hasyim (2021) that HOTS have been found to be successful in the teaching of literature components such as short stories, novels, poetry, and drama, as this principle can help students develop their reading and learning abilities. Additionally, teachers can use this opportunity to improve students' analytical thinking by teaching them how to analyse and evaluate literary texts, which involves them in seeing relationships between events, drawing inferences, analysing events, synthesising facts, and evaluating the text.

## Conclusion

Based on the research's finding, the most frequent figurative language in English book for grade XI by *Tiga Serangkai* and Ministry of education publisher are metaphor and hyperbole. Meanwhile, the relation of those literary works on High Order Thinking Skill (HOTS) practice is not efficient to see based on the figurative language itself, but how to bring the material of learning figurative language in learning practice as suitable as the component approach of HOTS which is consisted of observe, question, association, experiment, and network. It does not only need an observation by students on trying to analyse the vocabulary, grammar, meaning of the texts but also including how students get the questions, and an experiment to create. In general, whether it is a book from *Tiga Serangkai* and Ministry of Education, both of them implemented curriculum 2013 and critical thinking. As for future researchers, it is better to analyze more English literary works by using different objects study such

as short stories, folklore, fables or others. The researcher also could analyze the practice of HOTS by analyzing the evaluation, assessment in the textbook or investigating teacher practice of the use literary works in English language teaching based on HOTS criterion.

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