

**FIGURATIVE LANGUAGE ANALYSIS AND SEMANTIC
INTERPRETATION ON THE LYRICS OF “PACKED AT ALL”
BY NATIVE DEEN FOR ENGLISH STUDENT LEARNERS**

THESIS



By:

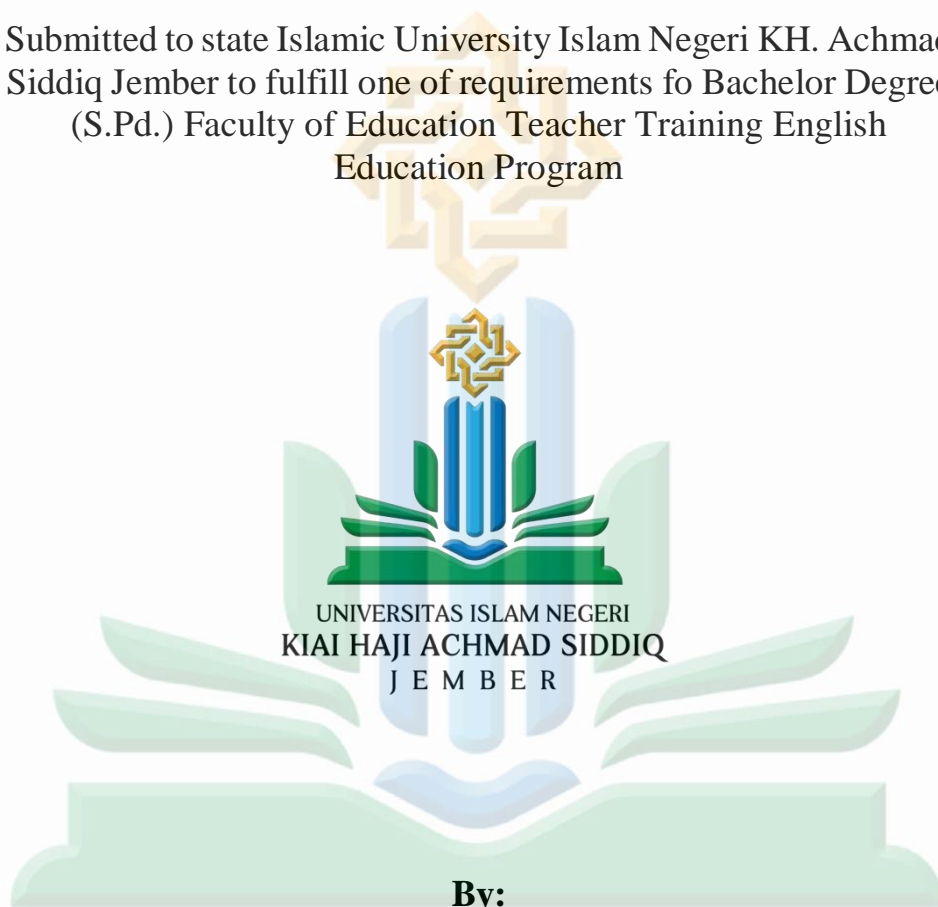
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**UNIVERSITAS ISLAM NEGERI
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AND TEACHER TRAINING FACULTY
KIAI HAJI ACHMAD SIDDIQ STATE ISLAMIC UNIVERSITY OF JEMBER
JUNE 2025**

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Submitted to state Islamic University Islam Negeri KH. Achmad
Siddiq Jember to fulfill one of requirements fo Bachelor Degree
(S.Pd.) Faculty of Education Teacher Training English
Education Program



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Presented to State Islamic University of Kiai Haji Achmad Siddiq Jember
in Partial Fulfillment of The Requirements
For Bachelor's Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Language Teacher Training Department

By:

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THESIS

It has been examined and approved by the board of examiners in fulfillment of
the requirements for the bachelor's degree of education (S.Pd.)
Faculty of Education and Teacher Training

Day: Tuesday
Date: 27 May 2025

The Board of Examiners

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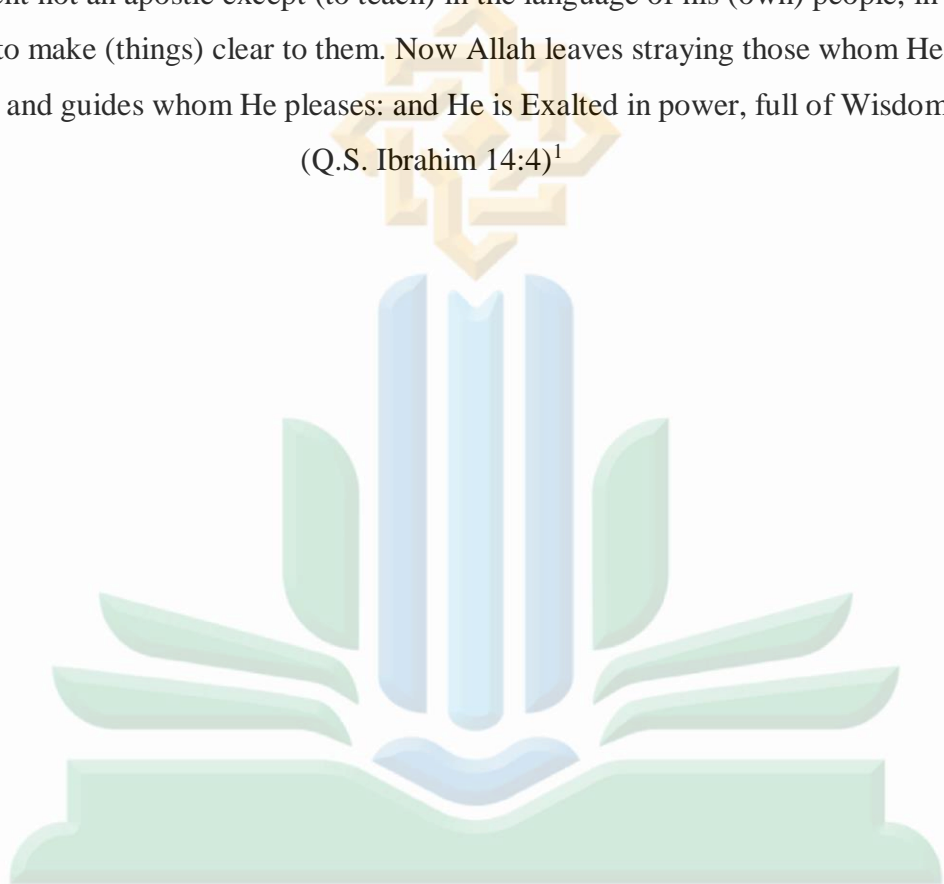
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MOTTO

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلَّ اللَّهُ مَنْ يَشَاءُ
وَيَهْدِيَ مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ ﴿٤﴾

We sent not an apostle except (to teach) in the language of his (own) people, in order to make (things) clear to them. Now Allah leaves straying those whom He pleases and guides whom He pleases: and He is Exalted in power, full of Wisdom.

(Q.S. Ibrahim 14:4)¹



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¹ <https://www.surah.my/14?l=en>, accessed on 02 Juni 2025

DEDICATIONS

I proudly dedicate this thesis to:

1. My beloved parents, Akhmad Buhori and Sumarni, for their unconditional love, endless prayers, and unwavering support throughout my academic journey.
2. My beloved aunt, Satunnah, who has raised and cared for me and I consider her to be my best second parent.
3. My dearest grandparents, whose wisdom and kindness have always been a source of strength and inspiration.
4. My sisters, Syaidah Fauziah and Salwa Syifa Robbi, for being my companions, motivators, and sources of joy in every season of life.
5. My entire family, for their continuous encouragement and belief in my potential.
6. All of my teachers, who have guided me with knowledge, patience, and dedication.
7. My bestfriends, who stood by me with laughter, support, and encouragement in both good and hard times.

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ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Gracious, the Most Merciful.

All praises be to Allah SWT, the Lord of the worlds, who has granted me strength, patience, and guidance throughout every stage of this thesis writing process. Without His mercy and blessings, this academic journey would not have been possible. May peace and blessings be upon our noble Prophet Muhammad SAW, the best role model for all humankind, who has brought us from the darkness of ignorance into the light of knowledge and faith.

I would like to express my sincere gratitude to:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM., the Rector of KH. Achmad Shiddiq State Islamic University of Jember, for providing facilities and support during my academic journey.
2. Dr. H. Abdul Mu'is, S.Ag., M.Si., the Dean of the Faculty of Tarbiyah and Teacher Training, for his leadership and guidance throughout the lecture process.
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4. Dr. Inayatul Mukarromah, S.S., M.Pd., my thesis supervisor, for her patience, sincerity, motivation, and consistent guidance in helping me complete this thesis.
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Finally, I realize that this thesis is far from perfect and may still contain many shortcomings. Therefore, I sincerely welcome any constructive criticism and suggestions for its improvement. May Allah SWT always bestow His mercy and guidance, and I hope this scientific work will be beneficial for all of us.

Aamiin ya Rabbal _Alamin..

Jember, 22 May 2025

The Writer.

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Abstract

Affiah Aidawati, 2025 : *Figurative Language Analysis and Semantic Interpretation on The Lyrics of „Packed at All“ by Native Deen For English Student Learners*

Key Word: *Analysis, Semantic, Figurative Language, Lyrics*

Linguistic used for understanding the relationship between word and meaning, semantic focused on how meaning was constructed, interpreted, and conveyed. While figurative language was often regarded as defining feature artistic expression.

The research Questions are 1). What meaning message conveyed in the song lyrics of Packed at All by Native Deen? 2). What types of figurative language appeared in the song lyrics of Packed at All by Native Deen? 3). What impact occurred for English learners in literature and linguistics through the song lyrics of Packed at All by Native Deen?

This research used the theories of English Language teaching related to the integrated teaching material theories such as, vocabulary, grammar, reading, and translate. Theories of language related to the morphology, syntax, and semantic which included of lexical meaning, grammatical meaning, logical meaning, and religious meaning. While the theories of literatures related to the figurative language such as metaphor, personification, hyperbole, irony, and metonymy.

This research used qualitative approach. The kind of the research is content analysis. This method was done by organizing, coding, and interpreting textual material.

The several findings in Native Deen song with the title Packed at all related to the morphology, it is about free morpheme and bound morpheme. Syntax related to the phrases and sentences. Semantic related to the lexical meaning, grammatical meaning, logical meaning, and religious meaning. There are various figure of speech related to the metaphor, personification, hyperbole, irony, and metonymy. There were many benefit of comprehending linguistics and literature based on the lyrics of Packed at All by Native Deen for English student learners..

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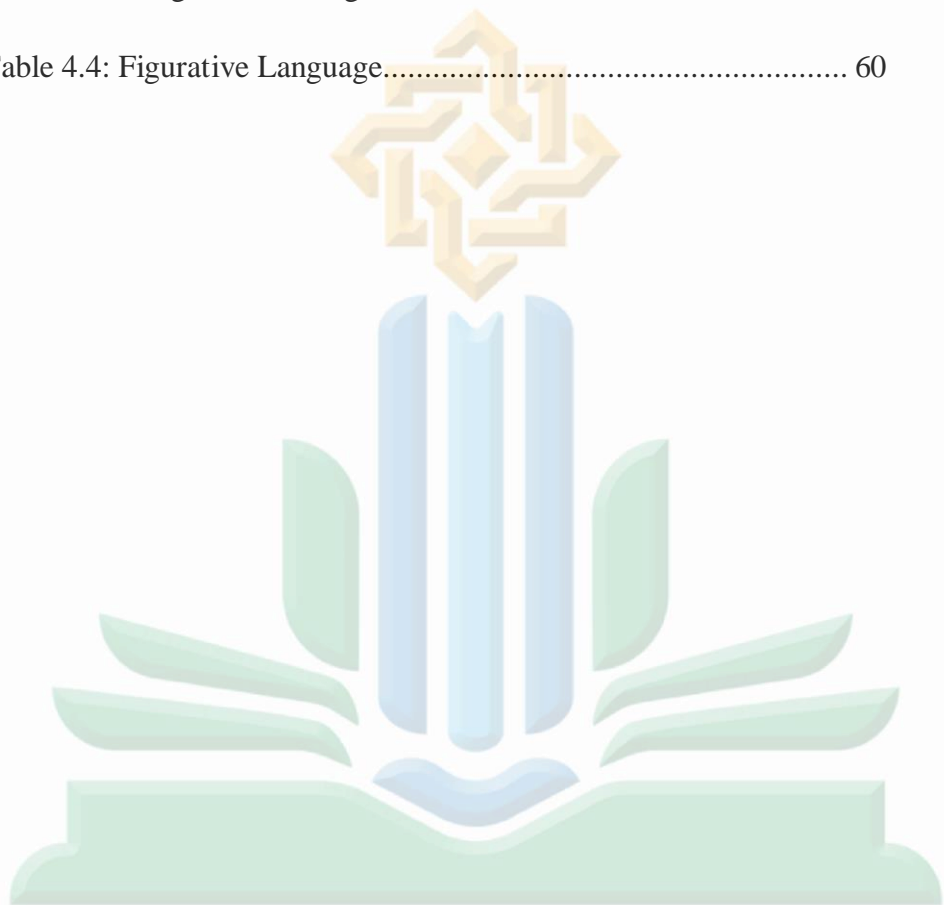
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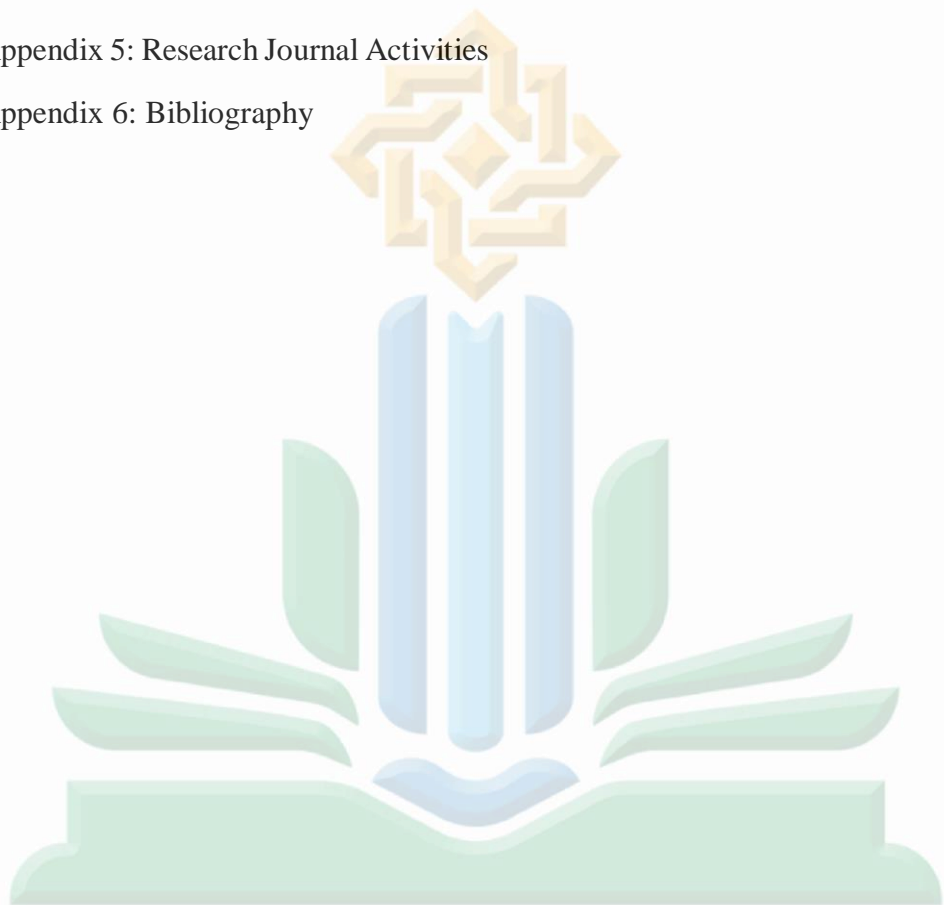
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CHAPTER I

This chapter provided an overview of the study, including the background, research questions, objectives, significance, and definitions of key terms.

INTRODUCTION

A. Research Background

Education played a crucial role in shaping individuals' ability to comprehend and engage with the world, with language serving as the primary medium for formal education. Through language, knowledge was transmitted, and critical thinking as well as communication skills were developed, both of which were essential for personal and professional advancement. As educators continuously explored innovative strategies to enhance learning outcomes, examining the role of semantics and figurative language in language acquisition became increasingly significant. Semantics, which focused on the study of meaning in language, provided learners with a basis for interpreting both literal and implied meanings. Meanwhile, figurative language introduced them to more complex, culturally embedded expressions that enriched their comprehension and linguistic abilities.

According to Vygotsky, language development was closely connected to cognitive development, which facilitated the integration of complex linguistic structures in educational contexts.² This concept was

² Vygotsky, L. S. *Mind in Society: The Development of Higher Psychological Processes*.

particularly important for second language learners, who had to comprehend not only the literal meanings of words but also their deeper, often figurative, implications to attain fluency and cultural competence.

In the field of English Language Teaching (ELT), one of the main challenges was teaching students not only grammatical rules and vocabulary but also the subtleties of language, including figurative expressions. For non-native speakers, English was often regarded as a global lingua franca, and mastering it provided access to professional and academic opportunities. However, as Harmer noted, effective language instruction needed to go beyond rote memorization and include exposure to real-world language use, where context significantly influenced meaning.³ This was where semantic understanding and figurative language became essential, particularly through authentic materials such as music. Music, especially songs rich in figurative expressions, offered an engaging and realistic context for language learners. Through music, students encountered idiomatic expressions, metaphors, and culturally specific language, encouraging them to move beyond literal translation and engage in deeper linguistic analysis.

Linguistics, as the scientific study of language, provided a theoretical framework for understanding the relationship between words and meaning. Semantics, one of its core branches, focused on how meaning was constructed, interpreted, and conveyed. John Lyons described

Harvard University Press, 1978.

³ Harmer, Jeremy. *The Practice of English Language Teaching*. Pearson Education ESL, 2007.

semantics as "the branch of linguistics concerned with meaning," emphasizing its importance in comprehending both the literal and figurative aspects of language.⁴ Within its linguistic scope, semantic analysis offered a deeper understanding of meaning and context in language use. Semantics examined the meaning of words and their interactions within sentences, while morphology dealt with word formation and internal structure. Meanwhile, syntax explored how words were arranged into meaningful sentences. According to Crystal, understanding these linguistic structures was essential for students to achieve proficiency in English.⁵

In literary studies, figurative language was often regarded as a defining feature of artistic expression. It enabled authors, poets, and lyricists to convey emotions, abstract ideas, and social critiques in imaginative ways. Similar to poetry, song lyrics relied heavily on figurative language to evoke emotions and offer listeners deeper insights into the human experience. According to Abrams and Harpham, figurative language "uses words in ways that deviate from their conventional meaning to achieve a special effect," making it a powerful tool for expression in literature, music, and other art forms.⁶ This literary perspective on language was essential in analyzing song lyrics, particularly those composed by Native Deen. As a group that integrated spiritual,

⁴ Lyons, John. *Linguistic Semantics: An Introduction*. Cambridge University Press, 1995.

⁵ Crystal, D. (2008). *A Dictionary of Linguistics and Phonetics*. Wiley-Blackwell.

⁶ Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Cengage Learning, 2011.

ethical, and cultural messages into their music, Native Deen employed figurative language to express complex ideas related to faith, identity, and social justice. For English learners, studying these lyrics provided not only linguistic insights but also a deeper understanding of the cultural and emotional dimensions embedded in language.

Songs as a form of popular literature, often employed figurative language to convey deeper and more emotional messages. According to Cuddon, figurative devices such as metaphor, simile, and personification added richness and nuance to literary works, including song lyrics.⁷ Applying figurative analysis in the context of English language teaching enabled students to grasp not only the literal meaning but also the underlying messages embedded in the lyrics.

Songs had long been utilized as a tool for language learning, providing a multisensory approach to understanding language through rhythm, melody, and emotional resonance. Music reinforced memory, pronunciation, and vocabulary acquisition, making it a valuable resource for language learners.⁸ Moreover, songs often contained colloquial language, idiomatic expressions, and figurative language, which challenged learners to interpret language in more meaningful and context-specific ways.

In the case of Native Deen's music, their lyrics offered rich material for studying both semantics and figurative language. The group

⁷ Cuddon, J. A. (2013). *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin.

⁸ Murphey, Tim. *Music and Song*. Oxford University Press, 1992

frequently used metaphors to illustrate spiritual journeys, similes to draw parallels between daily struggles and faith, and other figurative devices to engage listeners on both intellectual and emotional levels. For English learners, analyzing such language helped them develop a deeper understanding of linguistic structures and cultural contexts. As a music group that conveyed positive messages through songs infused with Islamic values, Native Deen served as an ideal subject for semantic and figurative analysis. Their songs were not only engaging for students but also contained various linguistic and literary elements that could be explored. Through analyzing their lyrics, students could enhance their understanding of effective English usage while uncovering the deeper meanings within each song.

English as a Second Language (ESL) learning was a significant issue both nationally and internationally. In the national context, such as in Indonesia and other non-English-speaking countries, English language teaching often encountered challenges due to limited access to authentic and contextual materials that supported the development of comprehensive language skills. Traditional curricula remained heavily focused on grammar rules and literal translations, which were insufficient in preparing students to grasp the nuances of meaning and cultural expressions in English.

In Indonesia, where English was a compulsory subject in many educational institutions, the quality of language learning varied depending

on geographical location and resource availability. One of the primary challenges was how teachers integrated cultural materials and real-life language contexts into the classroom, particularly in teaching idioms and figurative language, which could not be translated literally.⁹ The incorporation of songs in English language teaching helped address this challenge by offering a broader and more relevant context. Native Deen, for instance, with lyrics infused with strong cultural and religious elements, provided Indonesian students with an opportunity to understand not only the language but also its underlying social and moral values. This approach was crucial in addressing the challenges of language education in Indonesia, which required a more contextual and engaging learning method.

On an international scale, English language learning was recognized as a global necessity due to its status as the primary language for business, technology, and academic communication. According to a UNESCO¹⁰ report, one of the major global challenges in language education was the lack of teaching materials that were sensitive to local cultural contexts. As the population of English learners became increasingly diverse across different countries, there was a growing need for educational materials that not only taught grammar but also conveyed social and cultural meanings.

⁹ Susilo, H. The Challenges of English Teaching in Indonesian Context: Culture, Curriculum, and Resources. *Journal of Language and Education*, 2017.

¹⁰ UNESCO. *Global Education Monitoring Report: Inclusion and Education*. UNESCO Publishing, 2020.

UNESCO emphasized the importance of cross-cultural approaches in language teaching in the era of globalization. Music, such as Native Deen's album, served as a concrete example of how language instruction could integrate cultural and religious aspects, fostering essential cross-cultural dialogue. In an international context, music that explored religious or social themes helped bridge understanding between students from different cultural backgrounds. For instance, Native Deen utilized lyrics rich in figurative language to reflect the spiritual experiences of Muslims, a theme that could serve as a tool to introduce students to universal values such as tolerance, diversity, and peace.

English language teaching that lacked cultural sensitivity could widen these gaps, whereas materials that promoted cross-cultural understanding could help build connections between communities.¹¹ Another international issue relevant to this study was the role of language and culture in shaping global citizenship. In an increasingly digitally connected world, English learners needed to be prepared to communicate with individuals from diverse cultural backgrounds. Songs such as those produced by Native Deen, which conveyed moral and social messages through figurative language, could help equip students for this role.

Language teaching incorporating cross-cultural understanding was essential in developing individuals capable of participating effectively in

¹¹ OECD. Education at a Glance 2019: OECD Indicators. OECD Publishing, 2019

the global community.¹² The use of music in language teaching further supported this global awareness. Meaningful lyrics and figurative language introduced students to diverse global perspectives and enriched their learning experience. This was crucial in helping students understand the role of language in expressing identity and values, both at national and international levels.

By linking national challenges, such as the difficulties in language education in Indonesia, with broader international concerns related to global citizenship and cross-cultural teaching, this study provided a holistic approach to enhancing English language learning through semantic and figurative analysis. Through Native Deen's musical works, students could gain a deeper understanding of how language conveyed profound meanings and how figurative expressions connected them to social and cultural values worldwide.

In light of the aforementioned rationale, this study examined —FIGURATIVE LANGUAGE ANALYSIS AND SEMANTIC INTERPRETATION ON THE LYRICS OF —PACKED AT ALL‖ BY NATIVE DEEN FOR ENGLISH STUDENT LEARNERS‖

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¹² Byram, Michael. From Foreign Language Education to Education for Intercultural Citizenship. Multilingual Matters, 2008.

B. Research Question

Based on the background above, this study addressed the following research questions:

1. What meaning message conveyed in the song lyrics of Packed at All by Native Deen?
2. What types of figurative language appeared in the song lyrics of Packed at All by Native Deen?
3. What impact occurred for English learners in literature and linguistics through the song lyrics of Packed at All by Native Deen?

C. Research Objectives

This research is aimed to:

1. Investigate the meaning message conveyed in the song lyrics of 'Packed at All' by Native Deen
2. Investigate the types of figurative language appeared in the song lyrics of 'Packed at All' by Native Deen.
3. Investigate the impact occurred for English learners in literature and linguistics through the song lyrics of 'Packed at All' by Native Deen.

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D. Research Significances

The findings of this research aimed to contribute to English learning and teaching in the following ways:

1. Theoretical Significance

For university students, this research provided an opportunity to study figurative language not only through textbooks but also through English song lyrics. Additionally, this study contributed to the understanding of figurative language, assisting students in analyzing its use effectively.

2. Practical Significance

The result of the research is expected to give some contribution for:

a. For researchers

This study served as an insight into the application of theory, enhancing the researcher's knowledge, experience, and analytical skills to support further investigations.

b. For future researchers

The findings of this study provided a reference for other researchers interested in conducting further studies or relevant research, particularly for students in the English Education Department.

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E. Definition of Key Term

The definition of key terms explains the meaning of important terms that focused of this research. The terms used in this study included:

1. Analysis, referred to the process of breaking down information into smaller components to recognize and understand connections and patterns. It involved procedures such as classifying, coding, and interpreting qualitative data.¹³ In this research, analysis was conducted as a process of examining qualitative data to obtain relevant information. This included listening to the songs, reading the lyrics, identifying figurative language, underlining related words, classifying specific lyrics, and reanalyzing the song lyrics to draw final conclusions.
2. Language, referred to a complex cognitive ability that enabled individuals to form and comprehend various sentences, even those they had never encountered before. It was governed by rules and structures that were both universal across languages and unique to each.¹⁴ In this research, language was understood as a communication tool used to convey messages, specifically through the English language.
3. Semantic interpretation, referred to an interpreting language use and its meaning that concern with how meaning was produced, interpreted, and used.¹⁵ In this research, semantics was understood as the analysis of song

¹³ Djamba, Yanti K., and W. Lawrence Neuman, *Social Research Methods: Qualitative and Quantitative Approaches*, Teaching Sociology, vol. 30, 2002, <https://doi.org/10.2307/3211488>.

¹⁴ Steven Pinker, *Language, Cognition, and Human Nature: Selected Articles*,. (New York, NY, US: Oxford University Press, 2013)

¹⁵ Lyons, John. *Linguistic Semantics: An Introduction*. Cambridge University Press, 1995.

messages based on lexical, grammatical, logical meaning, and religious meaning.

4. Figurative, referred to the use of expressions that conveyed meaning beyond their literal interpretation, often creating contrasts between language and meaning.¹⁶ In this research, figurative language was understood as a figure of speech used to interpret the intent and purpose of song lyrics, including metaphor, personification, hyperbole, irony, and metonymy
5. Song Lyrics, referred to a literary work that expressed personal emotions and served as the textual component of a song.¹⁷ In this research, song lyrics were understood as a form of literary expression conveying emotions or messages, specifically in the songs by Native Deen, an Islamic *nasyid* group from a Western country, Washington, D.C., United States.

Figurative language referred to a form of expression instead of using literal words, conveyed ideas in a more engaging and meaningful way through various figures of speech. Examples of figurative language included metaphor, personification, hyperbole, and other devices.¹⁸

They clarified that the use of figurative language in literary works was crucial because it contributed to the development of deeper levels of meaning and enabled authors to convey complex and emotional concepts to readers in a more compelling way.

¹⁶ Schmale, Günter, —Herbert L. Colston, Using Figurative Language, Lexis, no. September (2019): 0–5, <https://doi.org/10.4000/lexis.3541>.

¹⁷ Moeliono, Anton. (2007). Kamus Besar Bahasa Indonesia. Jakarta: Balai Pustaka.

¹⁸ Norton, Dan S., Peters Rushton, and M. H. Abrams, A Glossary of Literary Terms, College Composition and Communication, vol. 8, 1957, <https://doi.org/10.2307/354930>.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

Several studies had explored the use of figurative language in song lyrics, particularly in English Islamic songs. Although no prior research had specifically analyzed the figurative language in Native Deen's songs, some studies had examined figurative expressions in English Islamic songs and served as references for this research, including:

1. Danin Christianto (2018)¹⁹ in his thesis entitled —Syntactic analysis on sentence patterns in John Denver's song lyrics‖ From English Language Education Study Program Department of Language and Arts Education Faculty of Teachers Training and Education Sanata Dharma University Yogyakarta.

This study aimed to identify the sentence patterns used in John Denver's song lyrics. The findings revealed that eight out of nine sentence patterns appeared in the lyrics. The most frequently occurring pattern was S + Vt + dO, which appeared in 12 sentences. However, the pattern S + Vt + iO + dO was not found in any of the lyrics. The researcher anticipated that these findings would assist English learners in enhancing their understanding of sentence patterns and phrase structure rules.

¹⁹ Christianto, D. (2018). Syntactic analysis on sentence patterns in John Denver's song lyrics. Sanata Dharma University.

2. A thesis written by Yuliana Ella Puspita (2023)²⁰ entitled —Semantic Analysis in The Lyrics of Coldplay’s Songs‖ From English Education Department of Tarbiyah and Teachers Training Faculty Raden Intan State Islamic University Lampung.

This study focused on analyzing the lexical and contextual meanings in song lyrics. The researcher selected Coldplay’s album *Music of the Spheres* for analysis. The study aimed to identify words with lexical and contextual meanings and determine the types of contextual meanings found in Coldplay’s lyrics. Three songs from the album *Let Somebody Go*, *Humankind*, and *My Universe* were examined. The findings indicated that 20 words carried both lexical and contextual meanings. Additionally, the contextual meaning types identified in the lyrics included object of the context, context of the language, personal context, situational context, and mood of the speaker or listener. Among these, the most frequently occurring type was the object of the context, with nine words falling into this category.

3. Marce Laimena & Stella Rose Que (2022)²¹ in article about —An Analysis of Figurative Language in Poems by Laksmi Pamuntjak‖. From Pattimura University, Indonesia.

The study aimed to examine the types of figurative language found in selected poems by Laksmi Pamuntjak and how figurative language was

²⁰ Yuliana Ella Puspita, *Semantic Analysis in The Lyrics of Coldplay’s Songs*, (Thesis, State Islamic University Lampung, 2023)

²¹ Marce Laimena & Stella Rose Que, *An Analysis of Figurative Language in Poems by Laksmi Pamuntjak*, *MATAI: International Journal of Language Education*, Volume (3) No. 1 (2022) e-ISSN. 2774-6356

utilized in her poetry. This research employed a qualitative approach with content analysis. The method involved selecting specific poems by Laksmi Pamuntjak, reading them thoroughly, identifying instances of figurative language, and analyzing their usage within the poems.

4. Noni Dwinka Lestari, Dhanu Ario Putra & Lina Tri Astuty Beru Sembiring (2020)²² in article about —An Analysis of Figurative Language in The Novel *Let the Right One In*. From University of Dehasen Bengkulu.

This research examined figurative language in the novel *Let The Right One In* with two main objectives: (1) to identify the types of figurative language present in the novel and (2) to determine the most dominant type. The study applied a descriptive qualitative method, analyzing conversations and narratives within the text. The analysis was conducted using domain analysis from Spreadly and Keraf's theoretical framework. The findings revealed seven types of figurative language: simile, metaphor, personification, allegory, epithet, synecdoche, and eponym. Among these, simile was identified as the most dominant.

5. An article written by Unpris Yastanti and Widya Warlina (2018)²³ entitled —Affixes in Song Lyrics of Adele from Nusa Mandiri College of Foreign Languages, Tangerang, Banten.

The purpose of this study was to identify affixes in the song lyrics

²² lestari, dwinka, noni. Et al (2020). *An Analysis of Figurative Language in The Novel Let the Right One In*. Literary Criticism, 07(02), 93-96.

²³ Yastanti, U., & Warlina, W. (2018). Affixes in song lyrics of Adele. Nusa Mandiri College of Foreign Languages.

of Adele's latest album 25. A descriptive qualitative method was applied in the analysis. The research data were taken from the lyrics of songs in the album. The findings revealed 22 words with suffixes and two words with prefixes. Additionally, the study identified seven adjectives, nine plural forms, five nouns, two verbs, and one preposition.

Table 2.1
Similarities and Differences of Previous Research

No.	Title of Research	Similarities	Differences
1.	A thesis written by Danin Christianto (2018) ²⁴ entitled —Syntactic analysis on sentence patterns in John Denver's song lyrics	Both researchers analyzed syntax of the song	The Previous research used theory of Quirk and Greenbaum (1973) and theory of O'Grady, Dobrovolsky, and Katamba (1996), while the present research used theory of Noam Chomsky and Diane Bornstein.
2.	A thesis written by Yuliana Ella Puspita (2023) ²⁵ entitled	Both researchers analyzed	The Previous research focused on analyze the parts of lexical and

²⁴ Christianto, D. (2018). Syntactic analysis on sentence patterns in John Denver's song lyrics. Sanata Dharma University.

²⁵ Yuliana Ella Puspita, Semantic Analysis in The Lyrics of Coldplay's Songs, (Thesis, State Islamic University Lampung, 2023)

	—Semantic Analysis in The Lyrics of Coldplay's Songs	semantic song lyrics	contextual meaning, while the present research focuses on analyze lexical meaning, grammatical meaning, logical meaning, and religious meaning.
3.	Marce Laimena & Stella Rose Que (2022) ²⁶ in article about —An Analysis of Figurative Language in Poems by Laksmi Pamuntjak. Noni Dwinka Lestari, Dhanu Ario Putra & Lina Tri Astuty Beru Sembiring (2020) ²⁷ in article about —An	Both researchers analyzed figurative language language	The previous research focused on analyzed poems, while in this research focused on figurative language. analyzed song.
4.		Both researchers analyzed figurative	The previous research focused on analyzed novel, while in this research focused on

²⁶ Marce Laimena & Stella Rose Que, An Analysis of Figurative Language in Poems by Laksmi Pamuntjak, MATAI: International Journal of Language Education, Volume (3) No. 1 (2022) e-ISSN. 2774-6356

²⁷ lestari, dwinka, noni. Et al (2020). *An Analysis of Figurative Language in The Novel Let the Right One In*. Literary Criticism, 07(02), 93-96.

	Analysis of Figurative Language in The Novel Let the Right One In	language	analyzed song.
5.	An article written by Unpris Yastanti and Widya Warlina (2018) ²⁸ in article entitled —Affixes in Song Lyrics of Adele	Both researchers analyzed morphology	The Previous research focused on suffixes, adjective, plural, nouns verbs, and preposition. This study focused on Free morpheme, bound morpheme, Derivational and Inflectional

This study applied semantic analysis and figurative language to classify the implied messages in the lyrics of *Packed at All* based on its theme and da'wah content. Previous research explored different subjects or objects, whereas this study specifically examined *Packed at All* by Native Deen, which had not been analyzed before.

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J E M B E R

²⁸ Yastanti, U., & Warlina, W. (2018). Affixes in song lyrics of Adele. Nusa Mandiri College of Foreign Languages.

B. Theoretical Framework

1. English Language Teaching

According to the *Longman Dictionary of Contemporary English*, learning is defined as the process of acquiring knowledge about a subject or developing skills in an activity, particularly through experience or instruction.²⁹

Like "learning," the term has various expert definitions. Learning can refer to acquiring and mastering knowledge, understanding the meaning of experiences, or systematically testing ideas.³⁰ Traditionally, learning has been viewed as the transfer of knowledge or skills. It can also involve the process of conveying instructions, where knowledge and information are systematically provided to others.³¹

Ramsden³² proposed three learning theories. The first viewed learning as the transfer of knowledge, with the teacher playing a dominant role in the process. The second emphasized student activity in acquiring knowledge or skills. The third focused on the learner's individual process, promoting student-centered strategies where learners actively utilized their abilities to achieve results.

²⁹ Longman, Dictionary of Contemporary English, (Essex: Longman, 2003), p. 595.

³⁰ Anisah., p.12

³¹ Peter westwood, What teachers need to know about Teaching methods, (Victoria: Acer press, 2008)

³² Ramsden, Paul, Learning to Teach in Higher Education, (New York: Routledge, 2000), p. 111- 116

2. Teaching Vocabulary

Vocabulary teaching played a crucial role in language learning by enhancing learners' understanding and use of words in the target language. The mastery of vocabulary influenced overall language skills, including speaking, writing, reading, and listening.³³ Vocabulary instruction involved introducing new words, understanding their meanings, and applying them in appropriate contexts.³⁴ Various approaches were utilized, such as direct vocabulary instruction and contextual vocabulary teaching. The direct approach explicitly taught words and their meanings, whereas the contextual approach enabled students to infer word meanings from specific contexts, such as reading or conversation.³⁵ Both approaches were essential in expanding students' vocabulary, particularly when engaging with complex texts like song lyrics that contained figurative language.

Figurative language, including metaphors, similes, and personification, posed challenges in vocabulary learning since its meaning was often non-literal. Teaching vocabulary with figurative language enabled students to understand word usage in broader and more indirect contexts, enriching their perception of meaning in various situations.³⁶

Songs containing extensive figurative language, such as those in The Remedy album by Native Deen, served as authentic materials for teaching

³³ Thornbury, S. (2002). *How to Teach Vocabulary*. Pearson Education

³⁴ Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press

³⁵ Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge University Press

³⁶ Lazar, G. (2003). *Meaning and Metaphor: Activities to Practise Figurative Language*. Cambridge University Press

figurative vocabulary, helping students develop skills in interpreting nuanced language.³⁷

Songs functioned as an effective medium for vocabulary instruction due to their engaging and emotionally resonant nature, which enhanced student retention. Additionally, authentic English songs exposed learners to commonly used words and expressions in everyday communication.³⁸ By analyzing song lyrics embedded with figurative elements, students could recognize and interpret vocabulary within a meaningful and contextually rich framework.³⁹ The contextual approach not only facilitated an understanding of literal meanings but also demonstrated how words were applied in specific contexts. This method strengthened students' ability to use vocabulary in real-life situations while fostering critical skills in distinguishing between literal and figurative meanings, which were essential for deeper text comprehension.⁴⁰

3. Teaching Grammar

Grammar represented the structure of a language and the way linguistic units, such as words and phrases, were combined to form sentences⁴¹. Traditionally, grammar was defined as the set of rules

³⁷ Kövecses, Z. (2010). *Metaphor: A Practical Introduction*. Oxford University Press

³⁸ Murphey, T. (1992). *Music and Song*. Oxford University Press

³⁹ Medina, S. L. (1993). *The Effect of Music on Second Language Vocabulary Acquisition*

⁴⁰ Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*. Routledge.

⁴¹ Richards, J. C., & Schmidt, R. W. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics* (Fourth). Pearson Education Limited. <https://doi.org/10.4324/9781315833835>

governing how words were arranged to create meaningful sentences.⁴²

Thornbury described grammar as a system of rules that examined different sentence structures and forms used in language. Similarly, Larsen-Freeman viewed grammar as an arrangement of lexicogrammatical patterns that contributed to meaning in communication.⁴³ Similarly, Larsen-Freeman viewed grammar as an arrangement of lexicogrammatical patterns that contributed to meaning in communication.⁴⁴

The term "grammar" had been defined in various ways by linguists and scholars. It referred to the study and analysis of the rules governing how words changed to form sentences.⁴⁵ herefore, grammar was not merely a set of isolated, decontextualized, and static structures or prescriptive rules about linguistic form; rather, it served as an expression of meaning (semantics) within the context of appropriate usage.

Additionally, grammar provided language learners with a set of rules, which was an essential aspect of language learning. This suggested that teaching grammar had a significant impact on language acquisition. Since it involved the process of constructing sentences and was one of the fundamental components of the English language, it could be concluded

⁴² Al-khresheh, M. H., & Orak, S. D. (2021). The Place of Grammar Instruction in the 21st Century: Exploring Global Perspectives of English Teachers towards the Role of Teaching Grammar in EFL/ESL Classrooms. *World Journal of English Language*, 11(1), 9. <https://doi.org/10.5430/wjel.v11n1p9>

⁴³ Thornbury, S. (1999). *How to Teach Grammar*. Pearson Education.

⁴⁴ Larsen-Freeman, D. (2014). *Teaching English as a Second Language or Foreign Language* (M. Celce-Murcia, D. M. Brinton, & M. Ann Show, Eds.; Fourth). National Geographic Learning

⁴⁵ Al-khresheh, M. H., & Orak, S. D. (2021). The Place of Grammar Instruction in the 21st Century: Exploring Global Perspectives of English Teachers towards the Role of Teaching Grammar in EFL/ESL Classrooms. *World Journal of English Language*, 11(1), 9. <https://doi.org/10.5430/wjel.v11n1p9>

that grammar needed to be learned by students and taught by teachers in every English learning context.

4. Teaching Reading

Teaching reading involved guiding students to develop the skills necessary for understanding written texts in English. Reading skills were crucial in language learning as they supported vocabulary mastery, grammar comprehension, and contextual understanding. The process of reading encompassed decoding texts, analyzing content, interpreting meanings, and drawing conclusions from the information presented in writing.⁴⁶

The use of authentic materials, such as song lyrics, proved effective in teaching reading as it motivated students and introduced language in real-world contexts. Song lyrics contained texts rich in meaning and cultural nuances, enabling students to engage with language in a social setting. By analyzing songs from the album *The Remedy* by Native Deen, students expanded their understanding of figurative language and developed critical reading skills.⁴⁷

Figurative language in song lyrics offered students the opportunity to recognize and comprehend deeper contextual meanings. By analyzing metaphors, similes, personification, and irony in the lyrics, students were encouraged to explore meanings beyond the literal words, enhancing their critical thinking and text analysis skills. This approach improved their

⁴⁶ Grabe, W., & Stoller, F. L. (2013). *Teaching and Researching Reading*. Routledge

⁴⁷ Guariento, W., & Morley, J. (2001). *Text and task authenticity in the EFL classroom*. *ELT Journal*, 55(4), 347-353.

ability to understand written texts more holistically and in greater depth.⁴⁸

Teaching reading through song lyrics involved strategies such as skimming, scanning, inference, and evaluating meaning. Skimming helped students grasp the main idea, while scanning allowed them to locate specific details. Inference and meaning evaluation strategies supported students in interpreting figurative language and understanding implied messages in the lyrics. This approach equipped students with reading skills that were both comprehensive and applicable to real-life contexts.⁴⁹

5. Teaching Translate

The process of instructing individuals on how to effectively translate texts from one language to another was known as teaching translation. This involved learning various translation techniques, understanding different translation theories, and developing the ability to navigate linguistic and cultural nuances. Effective translation instruction went beyond mechanics; it also encompassed theoretical and practical aspects, including translation strategies, text analysis, and cultural context.

Teaching translation involved not only the practical skills required for translating texts but also a deep understanding of translation theory and practice, enabling learners to navigate the complexities of meaning across languages.⁵⁰

⁴⁸ Lazar, G. (2003). *Meaning and Metaphor: Activities to Practise Figurative Language*. Cambridge University Press

⁴⁹ Nuttall, C. (2005). *Teaching Reading Skills in a Foreign Language*. Macmillan Education

⁵⁰ Newmark, Peter. *A Textbook of Translation*. Prentice Hall, 1988.

Teaching translation enhanced language proficiency and cultural awareness by developing students' ability to analyze and transfer meaning between languages. This skill set improved communication abilities and created career opportunities in translation and related fields.⁵¹

6. Language

Individuals were generally interested in language, particularly in understanding its meaning and various aspects. Language is arrangement of inconsistent vocal images utilized for human correspondence."⁵² Regardless of their location, social beings communicated with one another through language or symbols. Therefore, understanding and learning a language became essential for individuals living within a specific culture or community.

When individuals knew a language, they could communicate with others who understood the same language⁵³. This implied that they had the ability to produce sounds that conveyed specific meanings and to comprehend or interpret the sounds produced by others. Moreover, Language was a system of rules governing the proper arrangement and relationships of words in a sentence.⁵⁴ Thus, knowing a language meant understanding the system that connected sounds and meanings.

⁵¹ Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. Routledge, 2016.

⁵² Wardaugh, Ronald. 1992. *Introduction To Linguistics*. United Kingdom: Cambridge University Pres.

⁵³ Victoria Fromkin and Robert Rodman. 1978. *An Introduction to language*. United State of America: The Dryden Press

⁵⁴ Brown, D. (2000). *Teaching by Principles An Interactive Approach to Language Pedagogy (Second)*. Pearson Education

7. Linguistics

Linguistics was the scientific study of language or language science⁵⁵. In general, it involved examining all elements of language, from the smallest to the largest, including sounds, morphemes, words, phrases, sentences, and discourse. The primary objective was to understand languages worldwide, ranging from Indonesian regional languages to the official languages of various countries.⁵⁶

Micro linguistic components include phonology, morphology, syntax, and semantics. While macro linguistic components include sociolinguistics, psycholinguistics, ecolinguistics, ethnolinguistics or anthropological linguistics, semiotics, discourse analysis components, pragmatics, semiotics, landscape linguistics, and others.⁵⁷

Studying linguistics from both micro and macro perspectives influenced human thought patterns. Linguistics did not only function within the realm of language but also played a crucial role in nearly all scientific fields.⁵⁸ This indicated that an understanding of linguistics could be applied across various disciplines, enriching perspectives and approaches in analyzing phenomena in different sectors.

According to Lado's theory, a teacher's confidence in delivering language instruction was closely linked to their linguistic competence. Without a strong grasp of linguistic principles, educators might have faced

⁵⁵ Kridalaksana, Harimurti, Kamus Linguistik. (Jakarta: Gramedia Pustaka Utama, 2001), p. 128

⁵⁶ Soeparno, Dasar-dasar Linguistik, (Yogyakarta: Mitra Gama Widya, 2003), h. 17.

⁵⁷ Mukarromah, I. (2023). *Linguistik dan Pariwisata Kolonial*. UIN KHAS Press.

⁵⁸ Mukarromah, I. (2023). *Linguistik dan Pariwisata Kolonial*. UIN KHAS Press.

challenges in teaching effectively and addressing the diverse needs of their students.⁵⁹

—The students facing writing problems decreased averagely 35–40% after they learnt writing using the produced learning handout. Therefore, a morphosyntactic approach is important in understanding EFL students' sentence structures.⁶⁰

In *The Minimalist Program*, Noam Chomsky developed the concept of syntax as the core of the language system. However, within this framework, morphology, syntax, and semantics were closely interconnected⁶¹. The following aspects highlighted the relationship among these three elements:

a. Morphology

Morpheme is the smallest part of a word that still has meaning. Morphemes are divided into two categories: free morphemes (free morphemes) and bound morphemes (bound morphemes).⁶² Free morphemes could stand alone as complete words, whereas bound morphemes could not function independently and had to be attached to other morphemes to form meaningful words.

⁵⁹ ⁵⁹ Lado, Robert. *Linguistics across Cultures: Applied Linguistics for Language Teachers*. University of Michigan Press, 1957.

⁶⁰ Mukarromah, Inayatul, et al. —Designing Morphosyntax Material for EFL Students: Indonesian Case. *English Language Teaching*, vol. 12, no. 6, 2019, pp. 140–145. Canadian Center of Science and Education, <https://doi.org/10.5539/elt.v12n6p140>.

⁶¹ Chomsky, N. (1995). *The Minimalist Program*. Cambridge, MA: MIT Press.

⁶² Williams, J. (2024). Morphology instruction: the missing piece of the reading pie. *Journal of Deaf Studies and Deaf Education*, 29(3), 436-437. <https://doi.org/10.1093/jdsde/ena017>

Katamba⁶³ in his book *Morphology*, explained that derivational morphemes functioned to create new words by altering their word class or meaning, whereas inflectional morphemes only served to adjust grammatical features without changing the word's core meaning. For example, *happy* (adjective) became *happiness* (noun) through derivation, while *walk* changed to *walked* through inflection, indicating tense without modifying the word class.

b. Syntax

Syntax is the study of sentence structure, encompassing elements such as conjunctions, noun phrases, auxiliary verbs, main verbs, and prepositional phrases⁶⁴. Diane Bornstein⁶⁵ explained transformational grammar, which examines how tree diagrams are used to represent syntactic structures. According to Bornstein, sentence structure in a language is not solely determined by the linear order of words but also by hierarchical relationships and transformations that occur among sentence elements.

Syntax is the study of the principles and processes by which sentences are constructed in particular languages.⁶⁶ In this study, Noam Chomsky's phrase structure rules were applied to analyze the syntactic construction of the song lyrics, particularly in identifying how words are

⁶³ Katamba, F. (1993). *Morphology*. Macmillan.

⁶⁴ McManis, C., Stollenwerk, D., & Zheng-Sheng, Z. (1987). *Language Files: Materials for an Introduction to Language*. Reynoldsburg, Ohio: Advocate Publishing Group.

⁶⁵ Bornstein, D. (1977). *An Introduction to Transformational Grammar*. New York: Holt, Rinehart, and Winston.

⁶⁶ Chomsky, N. (1957). *Syntactic Structures*. The Hague: Mouton.

organized into phrases and how these phrases form meaningful sentences. Phrase structure rules such as NP (Noun Phrase), VP (Verb Phrase), and PP (Prepositional Phrase) are essential in syntactic analysis because they provide a formal framework for understanding the hierarchical structure of language.

c. Semantic

Semantics is a branch of linguistics that examines meaning in language, including the meanings of words, phrases, and sentences, as well as how these meanings are constructed and understood.⁶⁷ The meaning-text approach in semantics focuses on how meaning is represented in language through the relationships between linguistic units and texts⁶⁸. This approach emphasizes that meaning formation is a complex process involving various language structures,

These categories of meaning allowed researchers to explore language not only on the surface level, but also through deeper layers of interpretation influenced by context, culture, and intent. In literary texts or song lyrics, such as those by Native Deen, these different types of meaning often interacted, providing rich material for semantic analysis.

Understanding how these meanings operated helped learners and analysts uncover both the literal and implied messages embedded within the text.

In this case, meaning can be divided into several categories. such as lexical meaning, grammatical meaning, logical meaning, and religious

⁶⁷ Saeed, J. I. (2003). *Semantics* (2nd ed.). Blackwell Publishing.

⁶⁸ Mel'čuk, I., & Milićević, J. (2020). *An Advanced Introduction to Semantics: A Meaning-Text Approach*. Cambridge University Press. <https://doi.org/10.1017/9781108768592>

meaning. Here's a brief explanation of each:

1) Lexical Meaning

Lexical meaning refers to the direct or dictionary meaning of a word, which corresponds to its referent in the real world.⁶⁹ For example, the word "rat" lexically refers to a type of rodent known for spreading diseases such as typhus.⁷⁰ The word "journey" meant —the act of traveling from one place to another. However, depending on the context, it could also have carried the meaning of dictionary.

2) Grammatical Meaning

Grammatical meaning refers to the meaning derived from the structure and arrangement of words in a sentence.⁷¹ It is determined by grammatical elements such as tense, word order, and function. For example, in the sentence *"She has not taken a book for two days,"* the structure follows the formula S + have/has + not + V3 + O + adverb of time, can be connected the present perfect tense, which expresses an action that started in the past and continues or has relevance to the present.⁷²

3) Logical Meaning

Logical meaning refers to the systematic relationship between linguistic expressions and their truth conditions. It analyzes how sentence

⁶⁹ Palmer, F. R. (1976). *Semantics: A New Outline*. Cambridge University Press.

⁷⁰ Chaer, A. (2009). *Linguistik Umum*. Jakarta: Rineka Cipta.

⁷¹ Nordquist, R. (2020, February 12). *What Is Grammatical Meaning*. ThoughtCo. ThoughtCo. <https://www.thoughtco.com/what-is-grammatical-meaning-1690907>

⁷² Mukarromah, I. (2015). *Smart English Grammar Solution*. STAIN Press.

components interact to convey information based on logical structure.⁷³

This concept highlights that meaning is not solely derived from individual words but also from their logical connections, enabling a precise understanding of how sentences represent facts or propositions in the real world.

4) Religious Meaning

Religious meaning is a cognitive construct that helps individuals interpret transcendental or spiritual experiences.⁷⁴ It emerged through the interaction between personal beliefs and broader religious traditions, shaping how individuals understood and internalized religious concepts within their belief systems.

Religion and spirituality shape how individuals understand their experiences and how these beliefs influence their moral framework and behavior.⁷⁵ This supports the theory that religious meaning is closely related to elements of religion and spirituality.

8. Literature

There were divergent definitions of literature that related to time and social conditions among experts. The complexities of both literature and life contributed to these varying perspectives.

⁷³ Gamut, L. T. F. (1990). *Logic, Language, and Meaning, Volume 1: Introduction to Logic*. University of Chicago Press.

⁷⁴ Jones, J. W. (2013). The psychology of contemporary religious violence: A multidimensional approach. In K. I. Pargament, J. J. Exline, & J. W. Jones (Eds.), *APA handbook of psychology, religion, and spirituality* (Vol. 1, pp. 423–438). American Psychological Association.

⁷⁵ Watts, F. (Ed.). (2017). *Psychology, religion, and spirituality: Concepts and applications*. Cambridge University Press.

According to Lewis, literature added to reality rather than merely describing it. It enriched the essential competencies required in daily life and, in this regard, nourished the barren aspects of human existence.⁷⁶ Great literature was simply language infused with meaning to the highest possible degree.⁷⁷ Wellek and Warren (1956:15) provided a different definition, describing literature as "creativity and art."⁷⁸

Literature, as inferred from the above definitions, was regarded as a significant human invention for expressing ideas and thoughts. Additionally, it was considered a valuable human treasure. Literature helped individuals understand how they came to live in a particular time and place, along with its pleasures and entertainment. According to Abram⁷⁹, figurative language, including metaphor, simile, and personification, was fundamental to the literary arts. It enhanced the aesthetic and emotional experience of literature by creating vivid imagery and deepening the meaning of texts.

Connection between literatures and education there are language development, critical thinking empathy and perspective-taking, cultural awareness, imagination and creativity, communication, skills, ethical and moral exploration, historical insight, literary analysis, cognitive development, lifelong learning, and aesthetic appreciation.⁸⁰

⁷⁶ Lewis, C. S. (1961). *An Experiment in Criticism*. Cambridge University Press.

⁷⁷ Pound, E. (1934). *ABC of Reading*. New Directions Publishing.

⁷⁸ Wellek, R., & Warren, A. (1956). *Theory of Literature*. Harcourt Brace.

⁷⁹ Abrams, M. H. (1999). *A glossary of literary terms* (7th ed.). Heinle & Heinle.

⁸⁰ Machfudi, M. I. (2023). *Introduction to Educational Literature*. Jember: Nizamia Learning Center.

9. Figurative Language

a. Definition of Figurative Language

Figurative language referred to words or phrases that did not carry their usual, everyday literal meanings. Researchers applied figurative language to make their work more engaging or dramatic than literal expressions, which merely conveyed facts. Unlike literal language, where words precisely matched their meanings, figurative language involved deviations from standard word usage to create emphasis or a fresh perspective.⁸¹ Writers and speakers used it to enhance their messages, making them ore vivid and impactful.

b. Types of Figurative Language

There are 13 types of figurative language. They are simile, metaphor, metonymy, personification, synecdoche, hyperbole, irony, paradox, symbol, allegory, apostrophe, imagery, understatement.⁸² On the other hand, there are 8 kinds of figurative language which are simile, metaphor, metonymy, synecdoche, personification, pun, conceit, and oxymoron.⁸³ However, in this research, the researcher discussed the figurative language based on Leech's classification, they are simile, metaphor, personification, hyperbole, metonymy, irony and litotes.⁸⁴ Each type of figurative language has its definition by many experts.

⁸¹ B Y Leila Borges, *British Literature and American Literature* (Brazil: Universitario Da Cidade, n.d.), <https://libgen.is>.

⁸² Perrine Laurence, *Literature ; Structure, Sound, and Sense*, (Harcourt Brace Javanovich , 1977).

⁸³ Miller and Greenberg, *Designing undergraduate education*, (San Fransisco : Jessey-Bass Publishers , 1981).

⁸⁴ Leech, Geoffrey N. dan Michael H Short, p 11.

c. Kinds of Figurative

Personification, metaphor, antithesis, simile, irony, alliteration, parallelism, metonymy, synecdoche, hyperbole, litotes, and euphemism are all examples of figurative language expression. Each type of figurative expression has a unique meaning for each expert.

1) Personification

Personification is the process of giving non-human objects human characteristics.⁸⁵ It is a group of dubious value that should be approached with caution and suspicion.

2) Metaphor

This view is also consistent with the idea that metaphor is understanding and experiencing one type of thing in terms of another⁸⁶. Metaphor is frequently understood to involve the interpretation (or conceptualization) of one entity in terms of something else. it can also be called a comparison sentence without the words like, seem, and as.

3) Irony

Irony was an expression that contained a hidden or contrasting meaning from its literal interpretation. It was often used to subtly convey sarcasm or criticism.⁸⁷

4) Metonymy

Metonymy is a figure of speech that uses a word to refer to

⁸⁵ James J. Paxson, *The Poetics of Personification* (New York: Cambridge University Press, 1994), <https://libgen.is>

⁸⁶ Glucksberg, *Understanding Figurative Language*.

⁸⁷ Abrams, M. H. (1999). *A glossary of literary terms* (7th ed.). Heinle & Heinle.

something else because of a very close relationship, such as the relationship between a brand and a product.⁸⁸ One method for making sense of reference linkage is metonymy. Metonymy and can occasionally be difficult to tell apart⁸⁹.

5) Hyperbole

Hyperbole is a form of figurative language used to exaggerate something in order to give a dramatic effect or emphasize an idea.⁹⁰ Hyperbole called figure of speech that contains statements that are exaggerated in number, size, or nature, in order to emphasize or enhance the impression of something.⁹¹

d. Functions of Figurative Language

Roman Jakobson, a linguist and semiotician, introduced six functions of language in his essay titled "Linguistics and Poetics" (1960)⁹². This theory explained how language functioned in communication, depending on which element of the communication process was emphasized.

1. Referential

This function was employed to convey factual information or describe something related to the context or reality. It focused on the content or topic being discussed.

⁸⁸ Keraf, G. (2010). *Diksi dan Gaya Bahasa*. Jakarta: PT Gramedia Pustaka Utama.

⁸⁹ McArthur, *The Oxford Companion to the English Language*, P.656.

⁹⁰ Perrine, C. D. (1969). *Sound and Sense: An Introduction to Poetry*. New York: Harcourt, Brace & World.

⁹¹ Keraf, G. (2004). *Diksi dan Gaya Bahasa*. Jakarta: Gramedia Pustaka Utama.

⁹² Jakobson, R. (1960). *Linguistics and poetics*. In T. A. Sebeok (Ed.), *Style in Language* (pp. 350–377). Cambridge, MA: MIT Press.

2. Emotive (Expressive)

This function was used to express the speaker's personal emotions, attitudes, or psychological states. It reflected the inner feelings of the sender rather than providing objective information.

3. Conative

This function aimed to influence, persuade, or direct the behavior of the receiver. It was commonly realized through commands, requests, or vocatives.

4. Phatic

This function was used to establish, maintain, or terminate communication. It did not focus on the message itself, but rather on ensuring that the channel of communication remained open.

5. Metalingual

This function was applied when language referred to itself in order to clarify or explain linguistic codes. It helped ensure that both parties understood the terms or structures being used.

6. Poetic

This function emphasized the aesthetic and formal qualities of the message. It was most prominent in literary texts, especially poetry and song lyrics, where the arrangement of language contributed to meaning and emotional impact.

e. Function Figurative Language in Learning English

Figures of speech were frequently employed in various forms of

language expression. Their usage was widespread, whether in written or spoken communication, formal or informal contexts, standard discourse, or slang. Therefore, it became evident that mastering and utilizing these linguistic devices was crucial for individuals adapting to a world where English served as the primary medium of communication⁹³.

The function of figurative language presupposed the creation of additional meanings beyond the exact definition of words, making both written and spoken language more flexible tools that enabled individuals or students to comprehend one another more effectively⁹⁴. The primary purpose of song lyrics was to enhance their message and assist the audience or students in fully grasping it, whether through emotions or specific imagery associated with figures of speech. Another function was to create images that could not be conveyed through literal meaning. Literal meaning referred to something understood exactly as written or spoken, without any figurative or symbolic interpretation..

The purpose of figurative language was to evoke specific mental images, influencing the aesthetic quality of language in both written and spoken communication. In relation to this, Figurative language could serve as a useful springboard for integrated skills development, stimulating reading, speaking, and writing abilities.⁹⁵ Moreover, it encompassed activities designed to enhance students' overall language awareness and

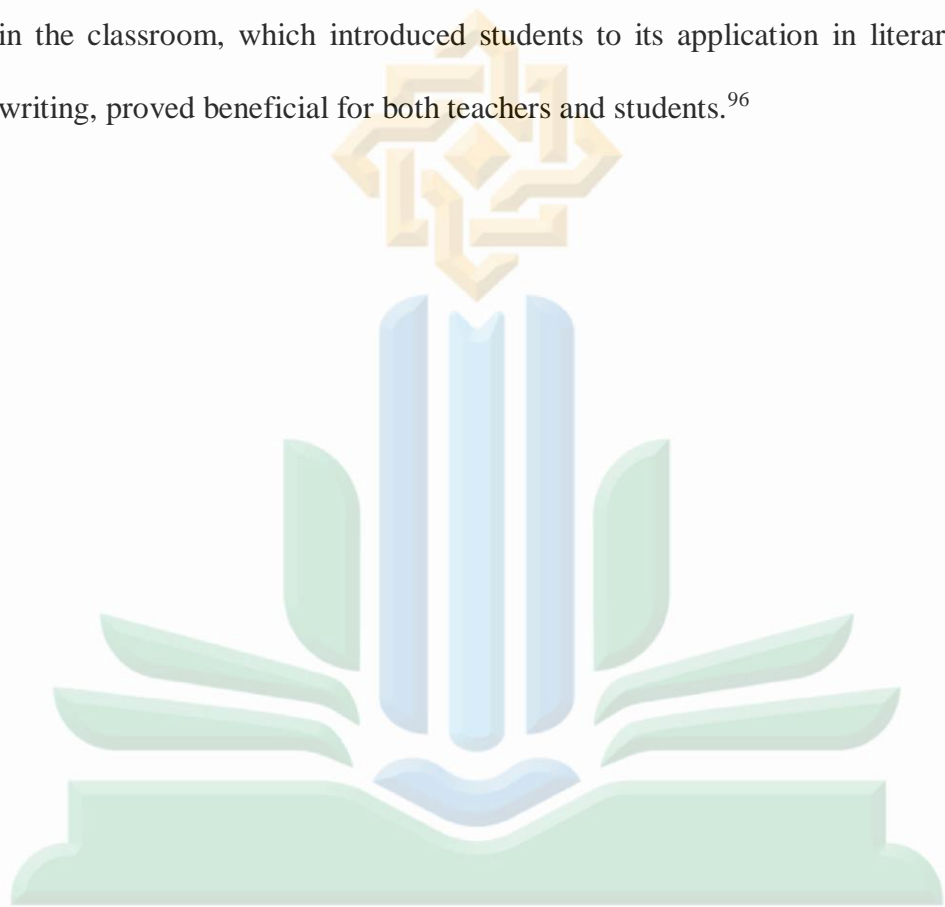
⁹³ <https://www.wordsworthelt.com/blog/the-importance-of-teaching-figures-of-speech-to-esl-learners/>, 19 Januari 2025, 15.12 WIB

⁹⁴ <https://thewordpoint.com/blog/figurative-language>, 6 Agustus 2024.

⁹⁵ Lazar, Meaning and metaphors. Cambridge: Cambridge University Press, 2003, P.1

motivate them to use English with greater confidence and creativity.

In other words, figurative language was employed to express ideas that could not be conveyed literally. It served to communicate emotions, thoughts, and perceptions. Language possessed the ability to explain, reinforce, inspire, and enhance an object. Emphasizing figurative language in the classroom, which introduced students to its application in literary writing, proved beneficial for both teachers and students.⁹⁶



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⁹⁶ Keraf, Diksi dan gaya bahasa, (Jakarta: PT Gramedia Pustaka Utama, 2009), P. 129.

CHAPTER III

RESEARCH METHOD

This chapter examined the research method, covering the research approach and type of research, data and sources of data, primary data sources, secondary data collection, data analysis techniques, and data validity. Native Deen was an American hip-hop music group consisting of three Muslim young men, Joshua Salaam, Naeem Muhammad, and Abdul-Malik Ahmad. Who were known for combining Islamic values with modern musical styles, and in the song "Packed at All", they conveyed a spiritual and religious message about preparing for the hereafter.

A. Research Approach and Type of Research

The researcher used a qualitative approach in this study. As a method of research, the kind of use content analysis. By organizing, interpreting and coding textual material, it is used to make inferences that are repeatable and valid. This study used a qualitative approach to analyzed a song album, using content analysis, organizing, interpreting and coding textual material.

B. Data and Source of Data

Data sources in qualitative research consisted of primary data, which were collected directly by the researcher from the original source for specific research purposes. Secondary data included information obtained from direct interviews with sources, field observations, questionnaires filled out by respondents, or experiments conducted by

researchers. To analyze and describe the problem situation presented in the data, reliable sources were necessary to support the validity of the research. In this study, the researcher utilized a primary data source. The data consisted of the song lyrics of *Packed at All* by Native Deen, which were obtained from the band's official website and music platforms.

C. Technique of Data Collection

Document analysis included both written or text-based artifacts (such as textbooks, novels, journals, and meeting minutes) and non-written records (such as photographs, audiotapes, videotapes, and images).⁹⁷ In this research, documents served as supportive data. The researcher utilized the song lyrics of *Packed at All* by Native Deen along with other relevant supporting documents to enhance the completeness of the data. Qualitative content analysis involved identifying, classifying, and analyzing linguistic and literary elements. In terms of linguistics, the study focused on morphology, syntax, and semantics. From a literary perspective, the analysis examined figurative language in the lyrics, including metaphor, personification, hyperbole, irony, and metonymy. However, the linguistic analysis was not as in-depth as the literary analysis. Additionally, the study explored the meanings conveyed through figurative language, particularly in the context of the values reflected in Native Deen's lyrics.

⁹⁷ Donal Ary, et.al., Introduction to research in Education, 8th edition, (Belmont, USA: Wadsworth, 2010), p. 30.

D. Technique of Data Analysis

The researcher in this study analyzed the data using content analysis, which is based on the theory of Donal Ary et al.⁹⁸ The data were analyzed through a series of steps. Those discussed further down.

1. Familiarizing and Organizing

a) Familiarizing

First, the researcher must be immersed in the data. So, in order to make the researcher familiar with the data, the researcher read and reread all of song lyrics that is Pack at, and also listen to the songs.

b) Organizing

In this research, the researcher read song lyrics of Native Deen titled Packed at All, in order to know how many text that would be analyzed in each chapter.

2. Coding and Reducing.

a) Coding

In this step, researcher read again all the chapter of lyrics that have been organized. Then researcher gave the codes to every data that would be analyzed.

b) Reducing

The researcher filtered the data by identifying text units that indicated multicultural values. After that, the researcher marked the relevant data in the lyrics..

⁹⁸ Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to research in education* (8th ed.). Wadsworth Cengage Learning.

3. Interpreting and Representing.

a) Interpreting

In this step, the researcher interpreted the data obtained from the lyrics.

b) Representing

The researcher presented the findings and analysis results using a descriptive explanation.

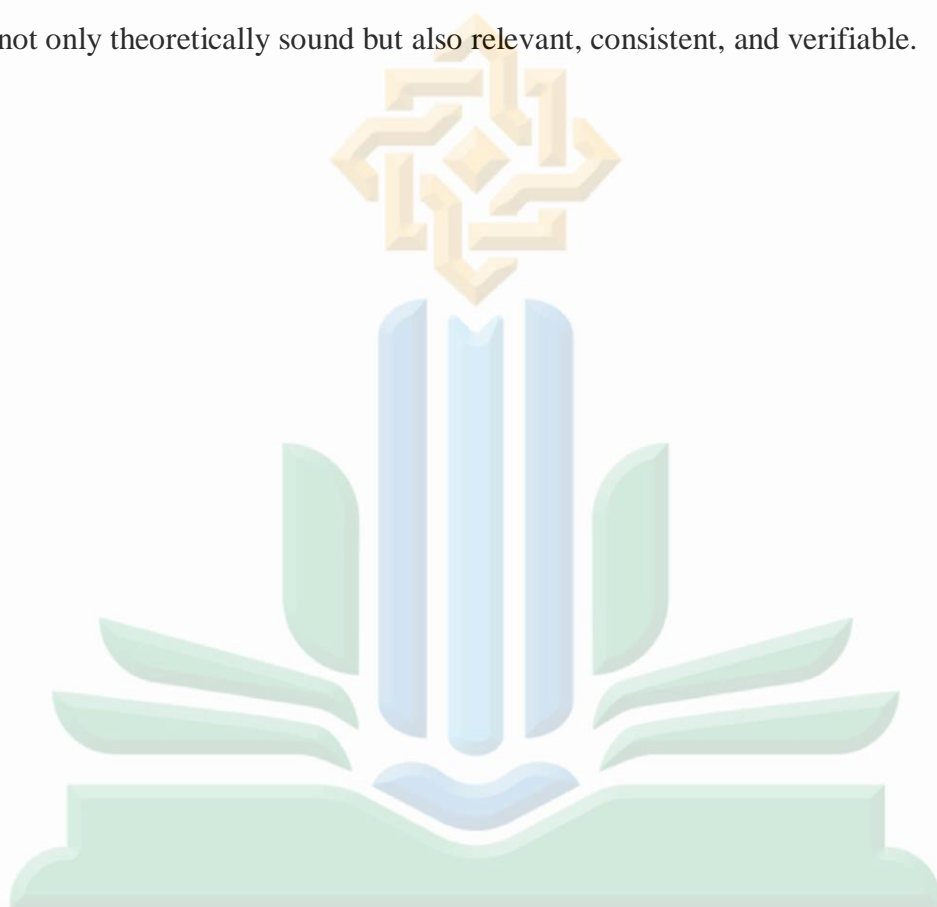
E. Validity of Data

To ensure the validity of the data, this research referred to the theory of data credibility by Sugiyono (2015)⁹⁹. The researcher applied triangulation of theory, technique, and source. Theory triangulation was conducted by comparing the results of the lyric analysis with Noam Chomsky's theory and Jakobson's theory. Technique triangulation was applied by combining several methods, such as document analysis and discussion, to cross-check the consistency of the findings. Source triangulation involved the use of academic journals, scientific articles, and the Islamic cultural context that underlay the lyrics of Native Deen. These sources supported the interpretation and provided deeper insight into the song's background and message.

In addition, the researcher discussed the findings with a supervising lecturer to validate the interpretation, ensure its objectivity, and reduce potential bias. These discussions served as a reflective process to examine

⁹⁹ Sugiyono. (2015). *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*. Bandung: Alfabeta.

whether the conclusions were logically grounded and accurately represented the data. This validation effort aligned with Moleong's (2017) four criteria for trustworthiness in qualitative research, namely: credibility, transferability, dependability, and confirmability.¹⁰⁰ By implementing these strategies, the researcher ensured that the results of the analysis were not only theoretically sound but also relevant, consistent, and verifiable.



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¹⁰⁰ Moleong, L. J. (2017). *Metodologi penelitian kualitatif* (edisi revisi). Bandung: Remaja Rosdakarya.

CHAPTER IV

RESEARCH FINDING

This chapter presented the research findings and discussions related to the research questions. The findings concerning linguistic aspects and meaning messages were discussed in sub-section A, while figurative language was examined in sub-section B. Additionally, the impact on English learners in literature and linguistics was explored in sub-section C. Furthermore, this chapter analyzed linguistic and literature structures based on Noam Chomsky, Geoffrey Leech's theory and using Jakobson's theory framework, supported by other relevant theories. The lyrics of *Packed at All* by Native Deen were selected for analysis in this study.

A. Findings

1. The Meaning Message

The researcher found several findings in Native Deen songs titled *Pack at All*. Including in linguistics that analyzed Morphology, syntax, and semantics. In morphology discussed free morphemes and bound morphemes. In syntax discussed the phrases and sentences. Where in semantics there are lexical meaning, grammatical meaning and religious meaning by analyzing the meaning contained in the phrases and sentences.

a. Morphology

Here were lyric from Native Deen song —Packed at all which analyzed morphology:

Lyric 1: My passport pages are peppered with the borders I have crossed

- Free Morphemes: Passport, page, border, I, have, cross
- Bound Morphemes: pages, peppered, borders, crossed
(Inflectional morpheme)

Lyric 2: I'm running out of time, but what is holding me back

- Free Morphemes: run, time, hold, back
- Bound Morphemes: running, holding (Inflectional morpheme)

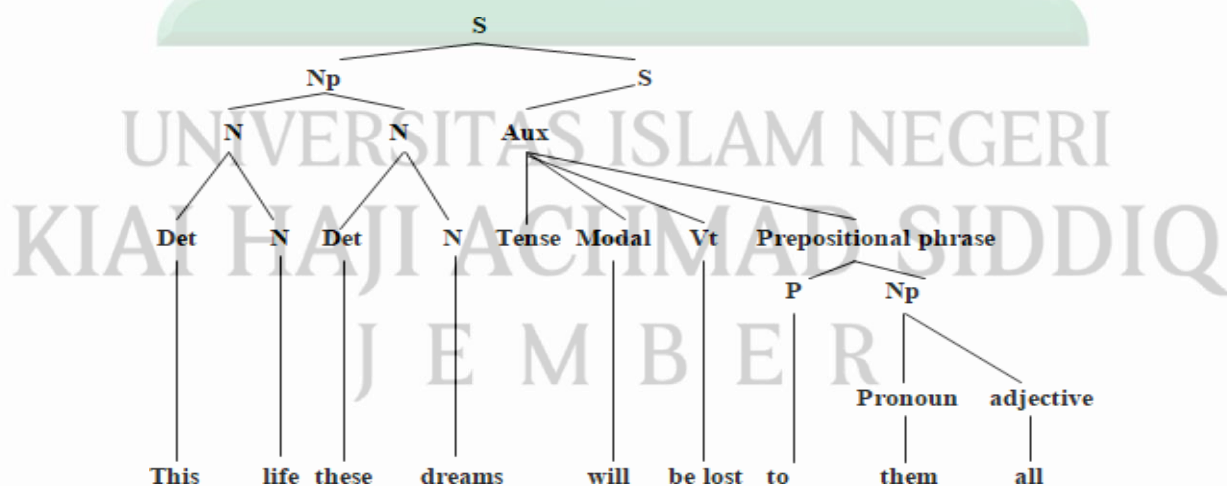
Lyric 3: I'm doing both till the day, He comes calling me back home

- Free Morphemes: I, do, both, day, he, come, back, home
- Bound Morphemes: doing, comes, calling (Inflectional morpheme)

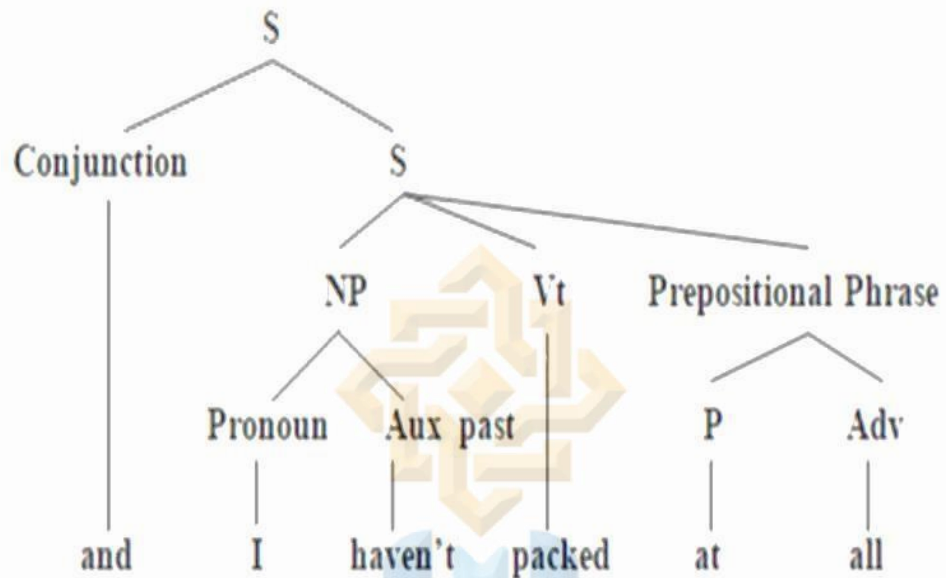
b. Syntax

Here were the Syntax analysis based on the lyrics of *Packed At All* by Native Deen.

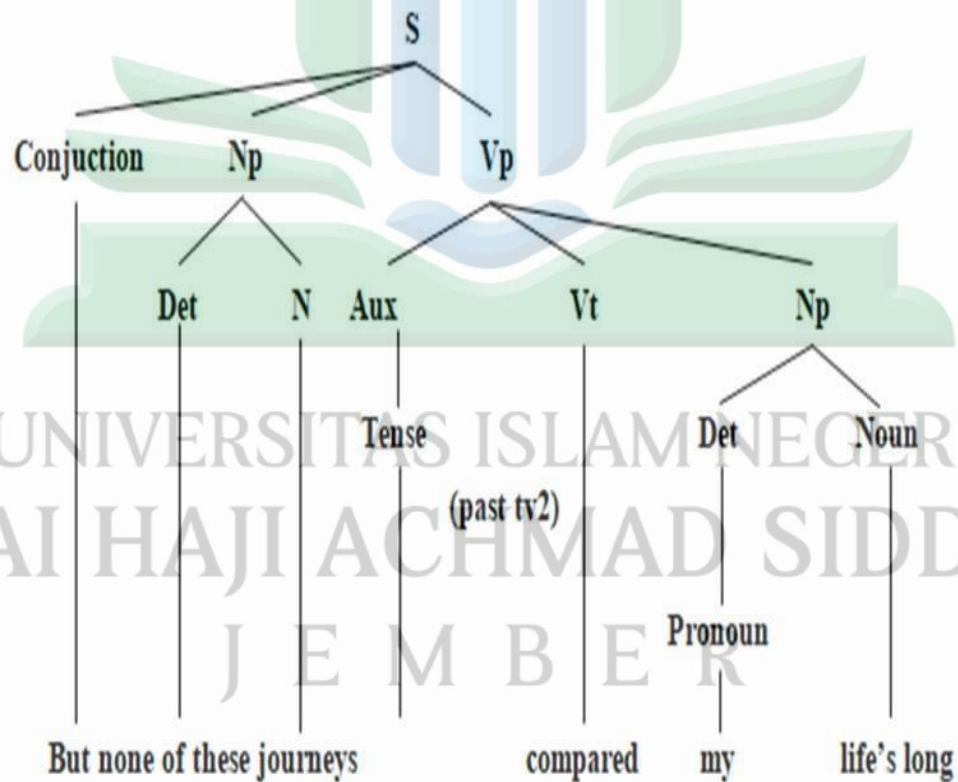
Lyric 1: —This life, these dreams, will I be lost to them all



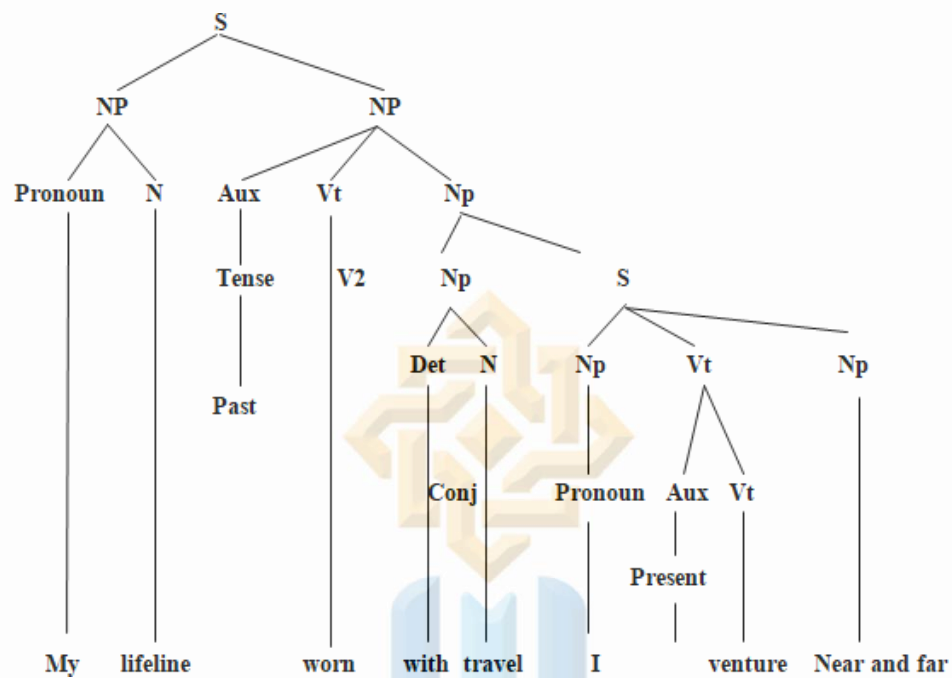
Lyric 2: "And I haven't packed at all



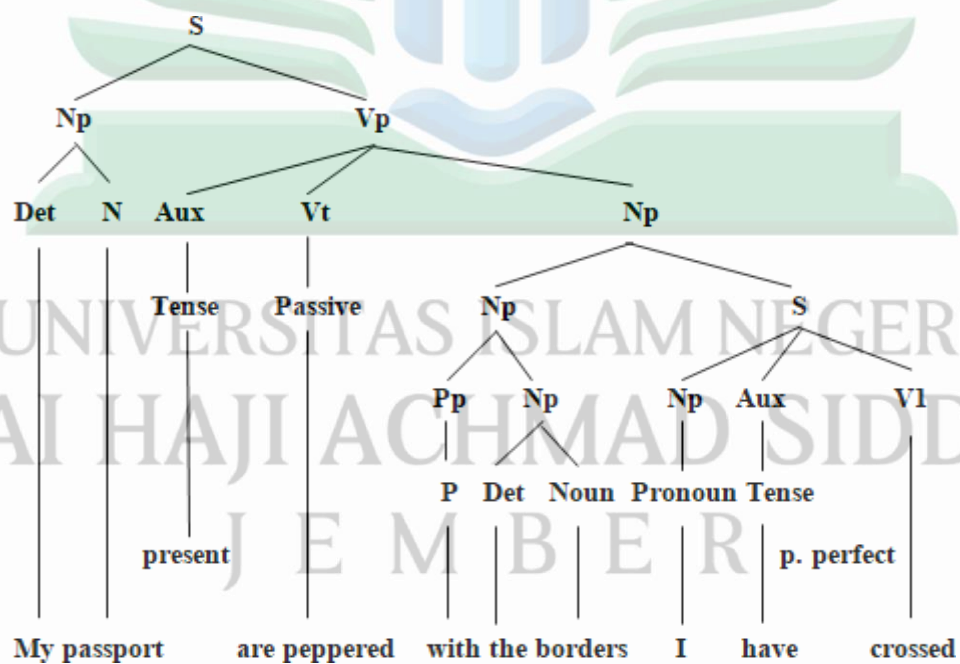
Lyric 3: But none of these journeys compared to my life's long



Lyric 4: —My lifeline's worn with travel, I venture near and far||



Lyric 5: "My Passport pages are prepared with the borders I have crossed||



C. Semantic

The following was a semantic analysis based on the lyrics of the song *Packed At All* by Native Deen, which consisted of lexical meaning, grammatical meaning, logical meaning, and religious meaning.

1. Lexical Meaning

Here were the lexical meanings based on the lyrics of *Packed At All* by Native Deen.

Table 4.1

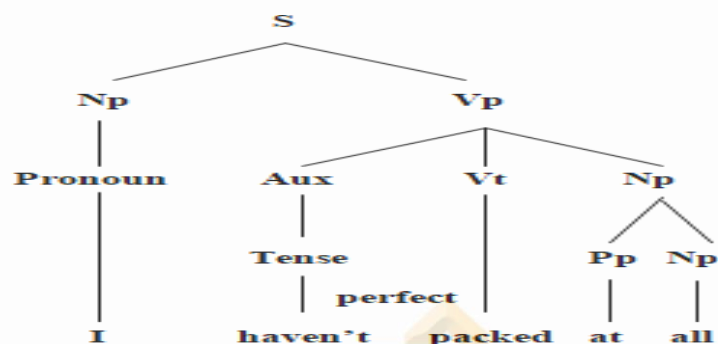
No.	Lexical	Meaning
1.	Life	The state of being alive.
2.	Death	The end of life.
3.	Journey	The act of traveling from one place to another.
4.	Pack	To put things for storage or travel.
5.	Home	A place where one lives or a place of origin and belonging.

2. Grammatical Meaning

Here were the grammatical meanings based on the lyrics of *Packed At All* by Native Deen.

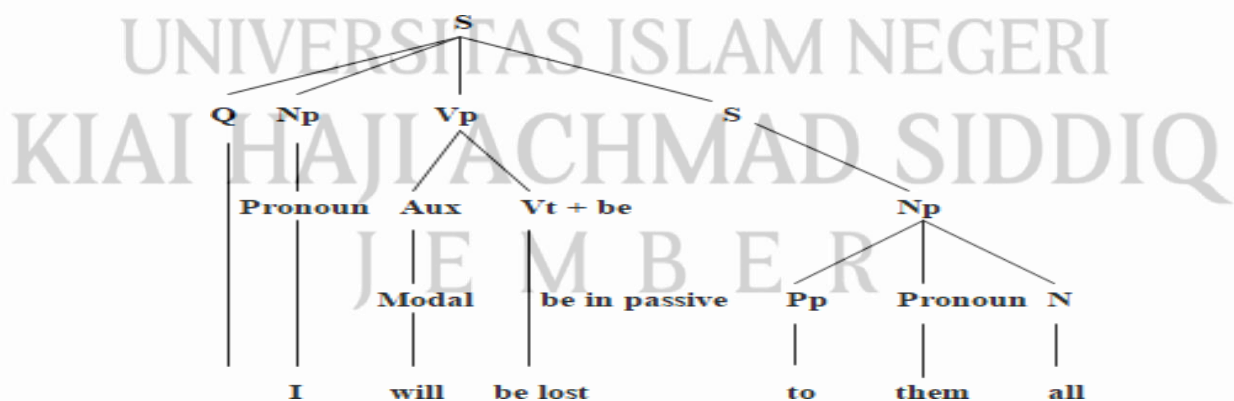
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1. I haven't packed at all



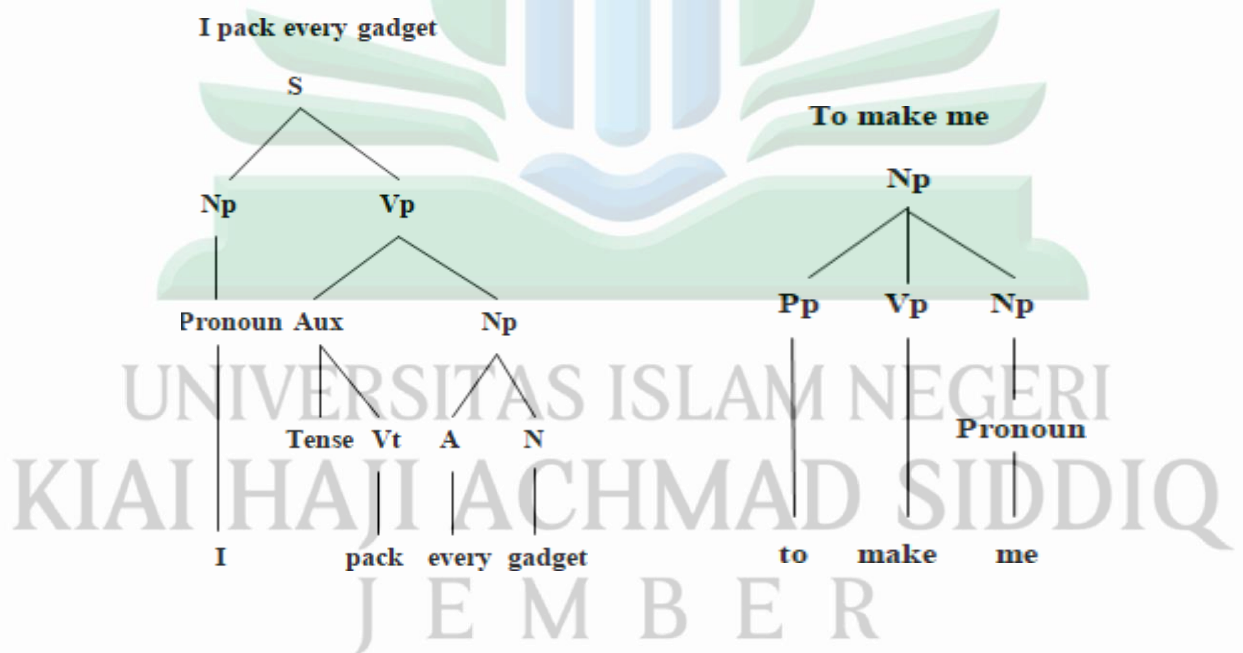
This is the form of Present Perfect tense (have/has + past participle), it states an action that has not been done until now. The phrase —haven't packedll belonged to the category of verb phrase. The Meaning in Indonesia is —*Aku belum berkemas sama sekalil*. It means, spiritual unpreparedness for the afterlife, highlighting the regret that there is no preparation to meet God.

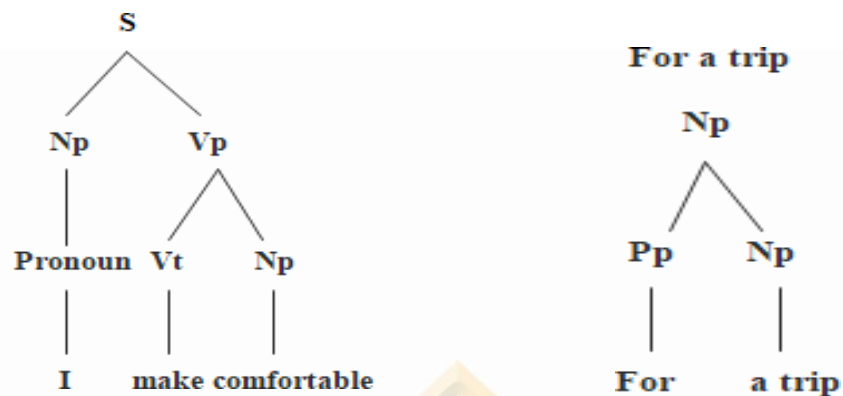
2. This life, these dreams, will I be lost to them all?



In the phrase analysis, there were two phrases, namely —This life” (singular) and —These dreams” (plural). The phrase —This life” belonged to the category of noun phrase because this was followed by a noun, and the same applied to These dreams. Meanwhile, the phrase —Will I be lost” belonged to the category of verb phrase. In terms of sentence structure, —Will I be lost to them all” was in the interrogative form, which was the form of present future in a passive sentence. The auxiliary verb (will) is placed before the subject (I) to form a question. The Meaning in Indonesia is —*Hidup ini, mimpi-mimpi ini, apakah aku akan tersesat di dadalamnya*” It describes a reflection or concern whether someone will be lost in worldly life and dreams, showing the dilemma between pursuing dreams and maintaining spiritual goals.

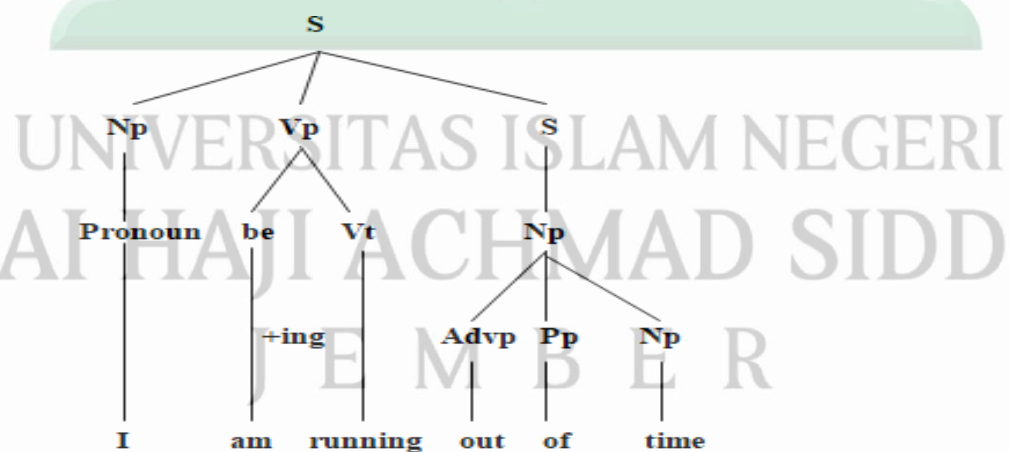
3. For a trip, I pack every gadget to make me comfortable





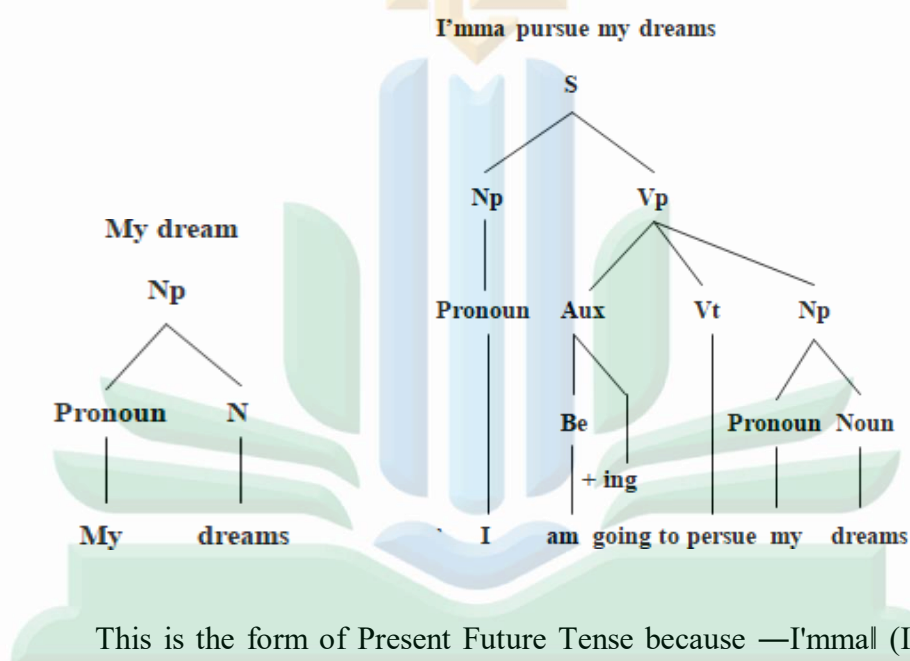
This is the form of Simple Present Tense because it has the structure of subject (I) + verb (pack) + object (every gadget), which shows a habit or common action. The phrase for a trip was categorized as a prepositional phrase, while the phrases —I packed and —to make me belonged to the category of verb phrase. The Meaning in Indonesia is —Untuk perjalanan, aku mengemas setiap alat, agar merasa nyaman. It means that every time he travels, the subject always brings various gadgets for comfort, which in the context of the song criticizes how humans often prepare more for worldly journeys than for spiritual ones.

4. I am running out of time



This is the form of Present continuous tense because it has the structure of subject (I) + be (am) + verb-ing (running), which indicates an ongoing process. Meanwhile, in the phrase analysis, —I'm running‖ was categorized as a verb phrase, and —out of time‖ was categorized as an adverbial phrase. The Meaning in Indonesia is —*Waktiku hampir habis*‖. It describes a feeling of urgency or nearing the end of an opportunity, especially in relation to spiritual preparation before death.

5. I'mma pursue my dreams.



This is the form of Present Future Tense because —I'mma‖ (I am going to) expresses future intention followed by the base verb —pursue‖. Meanwhile, in the phrase analysis, —I'mma pursue‖ was categorized as a verb phrase, and —my dreams‖ was categorized as a noun phrase. The Meaning in Indonesia is —*Aku akan mengejar mimpiku*‖. It describes a strong determination or intention to pursue dreams in the future, emphasizing the motivation and life goals that you want to achieve.

3. Logical Meaning

Here were logical meanings based on the lyrics of *Packed At All* by Native Deen.

Table 4.2

No.	Lyrics of the song	Meaning
1.	My departure could be here tomorrow, but I barely packed at all.	The meaning in Indonesian is — <i>Keberangkatankunbisa terjadi besok, tapi aku hamppir belum berkemas sama sekalil</i> . It means the contradiction between the possibility of imminent death and the lack of preparation. Logically, if someone knows that his departure can happen at any time, then he should be ready, but in this lyric he is not, thus creating a reflective meaning about spiritual unpreparedness.
2.	What can I take with me when I go to meet my Lord?	The meaning in Indonesian is — <i>Apa yang bisa kubawa saat pergi menemui tuhanku?</i> ”. It means questioning something that makes sense in the context of life and death. Logically, when a person dies, worldly possessions cannot be taken to the afterlife, so this question highlights the awareness that only good deeds and deeds

3.	Death is coming, down that line.	have value before God. The meaning in Indonesian is — <i>Kematian akan datang, seiring waktu berjalan.</i> It means death is something inevitable and will come as time goes by. Logically, every human being will face death, so these lyrics reinforce the message about awareness of the passage of time and the need for spiritual preparation.
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4. Religious Meaning

Here were the religious meanings based on the lyrics of *Packed At All* by Native Deen.

Table 4.3

No.	Lyrics of the song	Meaning
1.	My departure could be here tomorrow, but I barely packed at all.	The meaning in Indonesian is — <i>Keberangkatanku bisa terjadi besok, tapi aku hampir belum berkemas sama sekali</i> It means In religious teachings, humans are taught to prepare themselves before facing life after death, so these lyrics reflect religious reflections about being prepared to face

		meeting God.
2.	What can I take with me when I go to meet my Lord?	The meaning in Indonesian is — <i>Apa yang bisa kubawa saat pergi menemui tuhanku?</i> ‖ It means reflects the awareness that the afterlife is a meeting with God. This question emphasizes that worldly possessions cannot be taken with you, and only good deeds and charities have value in the afterlife, in accordance with religious teachings on spiritual preparation for the afterlife.
3.	Death is coming, down that line.	The meaning in Indonesian is — <i>Kematian akan datang, seiring waktu berjalan</i> ‖. It means affirming the certainty of death, which in religious teachings is seen as part of destiny and the beginning of life after death. This statement reminds humans to always be spiritually prepared, because death can come at any time and will bring them to meet God.
4.	I'mma pursue my dreams, but won't forget why He made me	The meaning in Indonesian is — <i>Aku akan mengejar mimpiku, tapi tak akan lupa mengapa dia menciptakanku</i> ‖. It means emphasizes the balance between pursuing worldly dreams and keeping in mind the purpose of life given by

		God. This reflects the religious teaching that humans must strive in the world but remain aware of their spiritual responsibilities.
5.	He comes calling me back home.	The meaning in Indonesian is — <i>Dia memanggilku pulang</i> ‖. It means depicts God ("He") as calling humans back to their original place —home‖ (afterlife). This reflects the belief that worldly life is only temporary, and death is God's call to return to Him, in accordance with the spiritual concept

2. Kinds of Figurative Language in „Packed at All“ song lyrics

Figurative language was a form of language that employed various figures of speech, such as metaphor, simile, personification, and hyperbole. In general, it deviated from traditional, literal ways of describing people or objects. Based on Perrine's theory, figurative language was divided into twelve types. Using figurative language allowed for imaginative descriptions in fresh and creative ways.

After analyzing the data, the researcher found several kind of figurative language in Native Deen's „Packed at All“ song lyrics. The kinds of figurative language found in this research are presented as follows

:

a. Metaphor

Here were some lyrics from Native Deen's album *The Remedy* that used the figurative language of metaphor:

a) *My life line's worn with travel*

The sentence "My life line's worn with travel" was considered a metaphor because it compared a person's "life line" to something that had been "worn with travel." Here, the "life line" did not actually experience wear and tear like a physical object that was frequently used or traveled. Instead, the phrase conveyed the idea that a person's life journey was full of challenges or burdens that had "worn" or "worn out" them emotionally and spiritually.

b) *My passport pages are peppered with the borders I have crossed.*

The lyrics made an implicit comparison between "peppered" "pages" (passport pages) and something that was full or dense, such as a peppered surface. The word "peppered" functioned as a metaphor for the pages of a passport that were covered in travel marks.

b. Personification

Here were some lyrics from Native Deen's album *The Remedy* that utilized personification:

a) *Death is coming, down that line*

The sentence "*Death is coming, down that line*" contained personification because it attributed human qualities to death. Death was depicted as an active entity that was approaching, creating a sense

of urgency and allowing the listener to connect with the deep emotional experience of facing mortality.

c. Hyperbole

Here were some lyrics from Native Deen's album *The Remedy* that utilized hyperbole:

a) *I haven't packed at all*

This sentence was an exaggeration meant to create a dramatic effect on the speaker's situation. The unpreparedness described was not only physical but also mental or spiritual, particularly regarding a significant event such as a life journey or meeting with God. The phrase "*at all*" emphasized a total lack of preparation. In reality, a person might have made minimal preparations, but this statement intensified the feeling of being completely unready.

b) *I got it all*

This sentence demonstrated hyperbole by exaggerating the idea of possessing everything needed for the journey. The phrase was not intended to be taken literally but was used to emphasize that the speaker had all material comforts. However, in reality, it was impossible to possess absolutely everything. This highlighted a focus on worldly possessions rather than spiritual readiness.

d. Irony

The following lyrics from Native Deen's "Packed at All" album use irony in figurative language.

a) *For a trip, I pack every gadget....But what can I take with me when I go to meet my Lord?*

This lyric illustrated irony through the contrast between being fully prepared for a worldly journey (by packing gadgets) and being unprepared for the ultimate journey—meeting God. The contradiction emphasized how material possessions were prioritized, despite their insignificance in the afterlife.

c) *My departure could be here tomorrow, but I barely packed at all*

This lyric was ironic because it highlighted the contrast between the possibility of leaving at any moment (whether through death or a major life change) and the lack of preparation. The statement underscored unpreparedness, despite the imminent departure, which contradicted the usual expectation of making necessary arrangements in advance.

e. Metonymy

Here was a lyrics of Paked at All song by Maher Zain that contained metonymy::

a) *My Lord*

This phrase exemplified metonymy because it used the term "*Lord*" to refer to Allah or God as the supreme ruler. Instead of mentioning God's name directly, the word "*Lord*" symbolized His power and authority in human life. This usage reinforced a sense of reverence and submission to God.

From the data above, the researcher concluded that various types of figurative language were used in the lyrics of *Packed at All* by Native Deen. In these lyrics, the researcher identified six types of figurative language, including: Metaphor (2 lyrics), Personification (1 lyric), Hyperbole (2 lyrics), Irony (2 lyrics), Metonymy (1 lyric), and Imagery (1 lyric).

To systematically analyze the figurative language found in *Packed at All*, the researcher created a table to classify the lyrics according to the type of figurative language. Following this, a pie chart was generated to visually represent the findings.

Table 4.4

No.	Lyrics	Types of figurative language
1.	My life line's worn with travel	Metaphor
3.	My passport pages are peppered with the borders I have crossed	Metaphor
3.	Death is coming, down that line	Personification
4.	And I haven't packed at all	Hyperbole
5.	I got it all	Hyperbole
6.	For a trip, I pack every gadget ... but what can I take with me when I go to meet my lord?	Irony

7.	My departure could be here tomorrow, but I barely packed at all	Irony
8.	My lord	Metonymy

B. Discussion

1. The Meaning Messages

In the study of language, there was a term called linguistics. Linguistics was the science that studied language.¹⁰¹ There were many aspects of language that could be studied. In this case, studying language could begin with analyzing meaning. A meaning could be explored further through references and expert opinions. There was a field of study that could be used to uncover hidden meanings that were not immediately apparent, such as those found in song lyrics. Song lyrics were a form of literary expression that conveyed the songwriter's emotions and thoughts.¹⁰² This meant that song lyrics did not always directly convey a meaning, even though their main purpose was to deliver one. Therefore, to understand them, a theory that focused on meaning was required. This theory was called semantics. Semantics was a branch of linguistics that studied meaning in language¹⁰³. Semantics belonged to macro-

¹⁰¹ Victoria Fromkin and Robert Rodman. 1978. *An Introduction to language*. United State of America: The Dryden Press

¹⁰² Moeliono, Anton. (2007). *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka.

¹⁰³ Mel'čuk, I., & Milićević, J. (2020). *An Advanced Introduction to Semantics: A Meaning-Text Approach*. Cambridge University Press. <https://doi.org/10.1017/9781108768592>

linguistics.¹⁰⁴ Based on macro-linguistic categorization, it was divided into phonology, morphology, syntax, and semantics. These four aspects were closely interconnected. However, in this research, the researcher focused on reading skills. Therefore, within the macro-linguistic category, only three elements were examined: morphology, syntax, and semantics.

The following discussion presented the analysis of the smallest elements in linguistics, starting from words, sentences, and ultimately, meaning.¹⁰⁵

1) Morphology

Morphology was the study of the smallest units within words. Words found in song lyrics could be analyzed further. For example, the lyrics contained many affixed words such as pages, peppered, borders, crossed, running, holding, doing, comes, calling, bared, packed, bags, and barely, which belonged to the category of bound morphemes. Bound morphemes were words that could not stand alone and required additional elements in a sentence to convey their meaning.¹⁰⁶ Meanwhile, free morphemes were the opposite of bound morphemes, as they could stand alone and already had meaning.

Examples included my, passport, are, with, the, I, have, I'm, out, of, time, but, what, is, me, back, both, till, the, day, he, me, back, home, departure, could, be, here, tomorrow, but, at, all, lay, wide, and open.

¹⁰⁴ Mukarromah, I. (2023). *Linguistik dan Pariwisata Kolonial*. UIN KHAS Press.

¹⁰⁵ Chomsky, N. (1995). *The Minimalist Program*. Cambridge, MA: MIT Press.

¹⁰⁶ Williams, J. (2024). Morphology instruction: the missing piece of the reading pie. *Journal of Deaf Studies and Deaf Education*, 29(3), 436-437. <https://doi.org/10.1093/jdsde/ena017>

An example from the lyric “*My passport pages are peppered with the borders I have crossed*” demonstrated inflectional morphology. It was explained that words such as *pages*, *peppered*, and *crossed* were classified as inflectional morphemes, meaning that these words only changed their form to indicate tense, number, or possession without altering their word class or core meaning.¹⁰⁷

2) Syntax

To understand the meaning and function of a sentence, it was not enough to simply read the words in order from left to right. It was also necessary to examine how the words were grouped into larger units, such as phrases or clauses, which structured language elements into hierarchical levels based on their complexity or size within the sentence.¹⁰⁸

For example, the sentence “*and I haven't packed at all*” consisted of several syntactic components that interacted to form the overall meaning.

- **Conjunction:** The word “*and*” functioned as a connector between this sentence and the previous one, indicating a coordinative relationship between two or more clauses.
- **Noun Phrase (NP):** “*I*” was a pronoun that served as the subject of the sentence.

¹⁰⁷ Katamba, F. (1993). *Morphology*. Macmillan.

¹⁰⁸ Bornstein, D. (1977). *An Introduction to Transformational Grammar*. New York: Holt, Rinehart, and Winston.

- Auxiliary Verb (Aux): "*Haven't*" was a contraction of "*have not*", functioning as an auxiliary verb to form the present perfect tense, indicating that the action of "*not packing*" had continued up to the present moment.
- Transitive Verb (VT): "*Packed*" was the main verb, meaning "*to pack*." As a transitive verb, "*packed*" usually required a direct object, but in this sentence, the object was omitted because it was either contextually clear or assumed to be understood by the listener.
- Prepositional Phrase (PP): "*At all*" was composed of the preposition "*at*" and the adverb "*all*." In this context, "*at all*" served as a negative intensifier, emphasizing that no packing had been done.

Thus, this sentence structure demonstrated how syntactic elements such as conjunctions, noun phrases, auxiliary verbs, main verbs, and prepositional phrases worked together to convey a precise and specific meaning.¹⁰⁹

3) Semantic

Semantics was the study of meaning found in words, phrases, or sentences.¹¹⁰ It included lexical meaning, grammatical meaning, and religious meaning. These three aspects belonged to micro-linguistics, which would be explained in the following discussion.:

¹⁰⁹ McManis, C., Stollenwerk, D., & Zheng-Sheng, Z. (1987). *Language Files: Materials for an Introduction to Language*. Reynoldsburg, Ohio: Advocate Publishing Group.

¹¹⁰ Saeed, J. I. (2003). *Semantics* (2nd ed.). Blackwell Publishing

a) Lexical Meaning

Based on the findings of research data in the word "death," which meant the end of life, the word "journey," which referred to the act of traveling from one place to another, and the word "life," which meant the state of being alive. Additionally, the word "pack" meant to put things together for storage or travel, and the word "home" referred to a place where one lives or a place of origin and belonging. Thus, the findings were related to Palmer's (1976) theory of lexical meaning, where the sentence explained that lexical meaning is derived from dictionary definitions.¹¹¹ From there, a word carried an inherent meaning that could be interpreted, make it easier to understand its intended message. The theory was also supported by Chaer regarding examples of lexical meaning itself. For example, the word "rat" was commonly associated with rodents that could cause typhus.¹¹²

b) Grammatical meaning

Based on the findings of research data in the sentence "I haven't packed at all." This sentence followed the present perfect tense structure (have/has + past participle), indicating an action that had not been completed until that moment. It symbolized spiritual unpreparedness for the afterlife, highlighting the regret of having no preparation to meet God. So the finding related to Nordquist theory

¹¹¹ Palmer, F. R. (1976). *Semantics: A New Outline*. Cambridge University Press.

¹¹² Chaer, A. (2009). *Linguistik Umum*. Jakarta: Rineka Cipta

(2020) which is related to grammatical meaning, while the grammatical meaning based on the sentence above was the meaning conveyed in a sentence through word order and other grammatical signals, analyzing it required an understanding of grammar and the intended meaning based on word arrangement.¹¹³ This was similar to the example that was written in the book titled *Smart English Grammar Solution* about the use of present perfect tense, namely the sentence —She has not taken a book for two days" followed the structure S + have/has + not + V3 + O + adverb of time, indicating the use of the present perfect tense.¹¹⁴ So, this sentence meant that she had not taken a book for the past two days up until that moment.

c) Logical meaning

Based on the findings of research data in the sentence "My departure could be here tomorrow, but i barely packed at all" related to Gamut theory (1990) which is related to logical meaning, while the logical meaning based on the sentence above involved the logical elements that was often used for solving problem in every daily situation.¹¹⁵ Whereas, in a proven logical sense, if someone had known that their departure could happen at any time, they should have been ready. However, in this lyric, they were not, thus creating a reflective meaning.

¹¹³ Nordquist, R. (2020, February 12). *What Is Grammatical Meaning*. ThoughtCo.

¹¹⁴ Mukarromah, I. (2015). *Smart English Grammar Solution*. STAIN Press.

¹¹⁵ Gamut, L. T. F. (1990). *Logic, Language, and Meaning, Volume 1: Introduction to Logic*. University of Chicago Press.

The second example was from the sentence "What can I take with me when I go to meet my Lord?" It questioned something that made sense in the context of life and death. Logically, when a person died, worldly possessions could not be taken to the afterlife. So, this question highlighted the awareness that only good deeds held value before God.

The third example was "Death is coming, down that line." It signified that death was inevitable and would come as time passed. Logically, every human being would face death, so these lyrics reinforced the message of awareness regarding the passage of time and the necessity of spiritual preparation.

d) Religious meaning

Based on the findings of research data in the sentence "My departure could be here tomorrow, but i barely packed at all" Which is related to Jones' theory (2019) about religious meaning, where the sentence explains that religious meaning is related to religious or spiritual significance¹¹⁶. while in the religious meaning it is proven that in religious teachings, humans were taught to prepare themselves before facing life after death. There for, these lyrics reflected religious contemplation about being prepare to meet god. This is in line with the view of Fraser Watts (2017), who also shows

¹¹⁶ Jones, J. W. (2013). The psychology of contemporary religious violence: A multidimensional approach. In K. I. Pargament, J. J. Exline, & J. W. Jones (Eds.), *APA handbook of psychology, religion, and spirituality* (Vol. 1, pp. 423–438). American Psychological Association.

that religion and spirituality interact with each other to form a broader understanding of life, provide moral structure, and help individuals face life's challenges.¹¹⁷ Both of these theories emphasize that religious meaning is rooted in spiritual experiences and religious beliefs that influence the way individuals see.

Another finding of the the sentence "What can I take with me when I go to meet my Lord?" The meaning in Indonesian was "*Apa yang bisa kubawa saat pergi menemui Tuhanku?*" It reflected the awareness that the afterlife was a meeting with God. This question emphasized that worldly possessions could not be taken along and that only good deeds and charity had value in the afterlife, aligning with religious teachings on spiritual preparation for life after death.

The next finding of the sentence "Death is coming, down that line." The meaning in Indonesian was "*Kematian akan datang, seiring waktu berjalan.*" It affirmed the certainty of death, which in religious teachings was seen as part of destiny and the beginning of life after death. This statement reminded humans to always be spiritually prepared because death could come at any time and would bring them to meet God.

Another finding of the sentence "I'mma pursue my dreams, but won't forget why He made me." The meaning in Indonesian was

¹¹⁷ Watts, F. (Ed.). (2017). *Psychology, religion, and spirituality: Concepts and applications*. Cambridge University Press.

"*Aku akan mengejar mimpiku, tapi tak akan lupa mengapa Dia menciptakanku.*" It emphasized the balance between pursuing worldly dreams and remembering the purpose of life given by God. This reflected the religious teaching that humans must strive in the world while remaining aware of their spiritual responsibilities.

The final finding of the sentence "He comes calling me back home." The meaning in Indonesian was "*Dia memanggilku pulang.*" It depicted God ("He") as calling humans back to their original place, home (the afterlife). This reflected the belief that worldly life was only temporary and that death was God's call to return to Him, in accordance with spiritual concepts.

2. The Figurative Language in song lyrics of "Packed at all"

When discussing literature, there were many literary elements that could be studied. Literary value was highly important because literature was considered a profound form of language, rich in meaning¹¹⁸ And usually, its depiction did not fully reflect the actual situation¹¹⁹. The aspect of literature discussed here was figurative language. The researcher examined figurative language, which had its own way of conveying meaning. Unlike literal language, where sentences directly conveyed meaning without any hidden implications, figurative language expressed meanings in an indirect or implicit manner.¹²⁰ This was where creativity

¹¹⁸ Pound, E. (1934). *ABC of Reading*. New Directions Publishing

¹¹⁹ Lewis, C. S. (1961). *An Experiment in Criticism*. Cambridge University Press

¹²⁰ B Y Leila Borges, *British Literature and American Literature* (Brazil: Universitario Da Cidade, n.d.), <https://libgen.is>

and artistry were used to interpret the meaning within it.¹²¹ Like figurative language such as metaphor, simile, and personification, which could add nuance and distinct color to a literary work.¹²²

There were many types of figurative language, including simile, metaphor, metonymy, personification, synecdoche, hyperbole, irony, paradox, symbol, allegory, apostrophe, imagery, and understatement. Experts had their own definitions of these types of figurative language¹²³

a) Metaphor

There were two lyrics in the finding research of metaphor. This finding related to the theory of Glucksberg (2001) about metaphor. Metaphor was a figure of speech in which one thing was described as if it were something else, making a direct comparison without using words such as —like or —as. It helped express complex or abstract ideas more vividly and creatively.¹²⁴ This was proven by:

1. The sentence *"My life line"s worn with travel"* was classified as a metaphor because it compared life to a journey without using the words *"like"* or *"as."* The phrase *"life line"s worn"* depicted life as if it were a road or a rope that had worn out due to a long journey, implying that the person had experienced many things in life.

2. Meanwhile, the sentence *"My passport pages are peppered with the*

¹²¹ Wellek, R., & Warren, A. (1956). *Theory of Literature*. Harcourt Brace

¹²² Cuddon, J. A. (2013). *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin.

¹²³ Schmale, Günter, "Herbert L. Colston, *Using Figurative Language*, Lexis, no. September (2019): 0–5, <https://doi.org/10.4000/lexis.3541>

¹²⁴ Glucksberg, S. (2001). *Understanding Figurative Language: From Metaphor to Idioms*. Oxford University Press.

borders I have crossed" was also a metaphor because it compared the numerous stamps in a passport to scattered pepper. The word "*peppered*" was not used literally but illustrated how the passport pages were filled with entry and exit stamps from various countries, creating an image of extensive and rich travel experiences.

b) Personification

Based on the finding research bellow

1. The sentence "*Death is coming, down that line*" was classified as personification because it attributed human qualities to death, as if it could move and approach like a traveler. In reality, death was not a living being that could come or walk, but this expression made the concept of death more tangible and created a profound impression. This use of personification reinforced the meaning that death was an inevitable event, steadily approaching along the path of one's life. So, that was related to the theory of Paxson (1994) about personification¹²⁵

c) Hyperbole

There were two lyrics in the finding research of metaphor. This finding related to the theory of Perrine (1969) tentang hyperbole used for exaggerate something in order to give a dramatic effect or emphasize an

idea¹²⁶ It supported by theory of Keraf (2004) about

¹²⁵ James J. Paxson, *The Poetics of Personification* (New York: Cambridge University Press, 1994), <https://libgen.is>

¹²⁶ Perrine, C. D. (1969). *Sound and Sense: An Introduction to Poetry*. New York: Harcourt, Brace & World

exaggerated in number, size, or nature to emphasize the impression of something.¹²⁷ This was proven by:

1. The sentence "*And I haven't packed at all*" was classified as hyperbole because it exaggerated someone's unpreparedness. Literally, "*not packed at all*" indicated complete lack of preparation, but in a figurative context, it could represent a deeper unpreparedness for something greater, such as life or the afterlife.
2. Meanwhile, the sentence "*I got it all*" was also considered hyperbole because it implied that someone possessed everything. Literally, having everything was nearly impossible, making this statement an exaggeration used to emphasize a person's satisfaction or confidence, either in a literal sense or ironically.

d) Irony

There were two lyrics in the finding research of irony. This finding related to the theory of Abrams (1999) tentang irony. It was an expression that contained a hidden or contrasting meaning from its literal interpretation¹²⁸ This was proven by:

1. The sentence "*For a trip, I pack every gadget ... but what can I take with me when I go to meet my Lord?*" was considered irony because it highlighted the contrast between one's readiness for a worldly journey and unpreparedness for the afterlife. This statement implied that while a person could bring many necessities for an ordinary trip,

¹²⁷ Keraf, G. (2004). *Diksi dan Gaya Bahasa*. Jakarta: Gramedia.

¹²⁸ Abrams, M. H. (1999). *A glossary of literary terms* (7th ed.). Heinle & Heinle.

nothing could be taken when facing death, creating a meaning that contradicted expectations.

2. The sentence *"My departure could have been there the next day, but I had barely packed at all"* also represented irony because it described someone who had realized that their departure could have happened at any time but still had not prepared. This created a mismatch between the awareness of an impending event and the lack of action to face it, reinforcing the irony in the statement.

e) Metonymy

Based on the finding research bellow

1. The phrase 'my Lord' was metonymy because it used the word 'Lord' to represent God as a whole. In metonymy, a word or phrase that was closely related to a concept was used to replace it. In this case, 'Lord' was not just a title, but represented power, majesty, and all aspects of divinity. The use of metonymy made the conveying of meaning stronger and more direct without the need for long explanations. So, that related to the theory of Keraf (2010) about metonymy, that is used a word to refer to something else because of a very close relationship¹²⁹

Based on Roman Jakobson's theory of language functions¹³⁰, the poetic function is dominant in song lyrics because it emphasizes the aesthetic form of the message. In —Packed at Alll by Native Deen, the

¹²⁹ Keraf, G. (2010). *Diksi dan Gaya Bahasa*. Jakarta: PT Gramedia Pustaka Utama

¹³⁰ Jakobson, R. (1960). *Linguistics and poetics*. In T. A. Sebeok (Ed.), *Style in Language* (pp. 350–377). MIT Press.

poetic function is realized through figurative language and rhythmic structures that enhance the spiritual and motivational message of the song. This research belongs to the field of approach to analyse for literary work, as it applies linguistic approaches particularly semantics and figurative language analysis to explore the meanings and stylistic devices used in literary texts such as song lyrics.

In this study, Noam Chomsky's phrase structure rules were applied to analyze the syntactic construction of the song lyrics, particularly in identifying how words are organized into phrases and how these phrases form meaningful sentences. Phrase structure rules such as NP (Noun Phrase), VP (Verb Phrase), and PP (Prepositional Phrase) are essential in syntactic analysis because they provide a formal framework for understanding the hierarchical structure of language. By applying these rules, the researcher could examine the grammatical patterns and relationships between sentence elements within the lyrics. This approach was relevant to the study, as it helped reveal how the arrangement of words and phrases contributes not only to the grammatical correctness of the text but also to its semantic depth and poetic expression.

3. The the impact for English learners in linguistics and literature

In the field of linguistics and literature, there were many benefits within it. For example, the impact on English learners was certainly related to education.¹³¹

¹³¹ Longman, Distionary of Conttemporary Englsih, (Essex: Longman, 2003), p. 595.

Teaching vocabulary was related to how morphology could be studied. As found in the lyrics of *Packed at All*, —my passport pages were peppered with the borders I had crossed,¹³² the smallest units of words were analyzed and linked to free morphemes and bound morphemes. From this research, morphology had an impact on English learners in linguistics and literature, particularly in teaching vocabulary. It was proven that vocabulary teaching involved introducing new words, understanding their meanings, and learning how to use them in appropriate contexts.¹³² And it could be associated with authentic English songs to introduce students to commonly used words and phrases in everyday language¹³³

Teaching grammar was related to how sentence structures were formed and carried meaning. For instance, the syntactic findings from the lyric "*but none of these journeys compared to my life's long*" examined sentence structure mastery using tree diagrams. Additionally, analyzing grammatical meaning helped expand knowledge about grammar itself.¹³⁴ For example, the sentence "*I haven't packed at all*" demonstrated a grammatical structure classified under the present perfect tense.¹³⁵ Sehingga grammar is customarily characterized as how words are utilized to shape sentences.¹³⁶ Thus, grammar was customarily characterized as

¹³² Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press

¹³³ Murphey, T. (1992). *Music and Song*. Oxford University Press

¹³⁴ ¹³⁴ Larsen-Freeman, D. (2014). *Teaching English as a Second Language or Foreign Language* (M. Celce-Murcia, D. M. Brinton, & M. Ann Show, Eds.; Fourth). National Geographic Learning

¹³⁵ Thornbury, S. (1999). *How to Teach Grammar*. Pearson Education

¹³⁶ Al-khresheh, M. H., & Orak, S. D. (2021). *The Place of Grammar Instruction in the 21st Century: Exploring Global Perspectives of English Teachers towards the Role of Teaching*

how words were utilized to form sentences. Grammar was a representation of the structure of a language and the manner in which linguistic units, such as words and phrases, were combined to produce sentences within the grammatical system of the language¹³⁷ Therefore, a morphosyntactic approach is important in understanding EFL students' sentence structures¹³⁸

Teaching reading was associated with the elements examined in this research because the primary skill involved was reading. This was evident in the semantic analysis, particularly in logical and religious meaning, where understanding the meaning of sentences required a habit of frequent reading. By doing so, students were able to expand their comprehension of figurative language and develop critical reading skills.¹³⁹ Reading involved the process of decoding texts as well as the ability to analyze, interpret, and conclude the meaning of information conveyed in writing¹⁴⁰ This approach provided students with reading skills that were richer and more relevant to their everyday lives¹⁴¹.

Among all learning processes, the final focus remained on teaching

Grammar in EFL/ESL Classrooms. *World Journal of English Language*, 11(1), 9. <https://doi.org/10.5430/wjel.v11n1p9>

¹³⁷ Richards, J. C., & Schmidt, R. W. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics* (Fourth). Pearson Education Limited. <https://doi.org/10.4324/9781315833835>

¹³⁸ Mukarromah, Inayatul, et al. —Designing Morphosyntax Material for EFL Students: Indonesian Case. *English Language Teaching*, vol. 12, no. 6, 2019, pp. 140–145. Canadian Center of Science and Education, <https://doi.org/10.5539/elt.v12n6p140>.

¹³⁹ Guariento, W., & Morley, J. (2001). Text and task authenticity in the EFL classroom. *ELT Journal*, 55(4), 347-353

¹⁴⁰ Grabe, W., & Stoller, F. L. (2013). *Teaching and Researching Reading*. Routledge

¹⁴¹ Lazar, G. (2003). *Meaning and Metaphor: Activities to Practise Figurative Language*. Cambridge University Press

translation the ability to teach and practice translation. This was essential because the research utilized English, meaning that the intended meaning of the language being analyzed needed to be understood. For example, lexical meaning involved translating words based on dictionary definitions. An instance of this was the word "*death*", which meant "*the end of life*".¹⁴²

This research found that literature had a strong connection to the field of education. Literature was not only used as reading material but also as a tool to support the development of students' skills. It helped improve language development by exposing learners to rich vocabulary, complex grammar, and meaningful expressions. Through reading and interpreting literary texts, students also practiced critical thinking as they analyzed characters, identified themes, and evaluated the messages of the stories.

In addition, literature built empathy and perspective-taking. The characters in literary works allowed students to understand different life experiences and emotions, which increased their cultural awareness. Literature also encouraged imagination and creativity, especially when learners engaged with poetry, fiction, or drama. These activities helped them express ideas in more meaningful and artistic ways.

Moreover, literature supported the development of communication skills, especially through discussions, reflections, and writing tasks. It gave students opportunities to explore ethical and moral values found in different stories. Literature also offered historical insights, as many texts reflected the time, culture, and events of the past. By analyzing texts,

¹⁴² Newmark, Peter. A Textbook of Translation. Prentice Hall, 1988

students practiced literary analysis and improved their cognitive skills.

Finally, literature promoted lifelong learning and aesthetic appreciation. When students enjoyed the beauty of language and expression, they became more motivated to read and learn continuously. In conclusion, literature in education played an important role in shaping not only knowledge but also values and emotional understanding.¹⁴³

After gathering the data, the researcher needed to discuss the results to clarify the solutions to the issues raised in the preceding chapter. The first issue in this study was related to linguistics. Morphology, syntax, and semantics used in the song *Packed At All* were the focus of this research. The main challenge of the study was the diversity of morphological, syntactic, and semantic elements found in the chosen song. Morphology was related to free morphemes and bound morphemes, syntax was associated with the structure of tree diagrams, and semantics involved lexical meaning, grammatical meaning, logical meaning and religious meaning.

The second issue was related to literature, specifically figurative language. The figurative language identified in the study included metaphor, personification, hyperbole, irony, and metonymy. According to Perrine's theory, figurative language is divided into twelve types. And Jakobson's theory related to the language function. The use of figurative language allows for imaginative descriptions in creative ways.

¹⁴³ Machfudi, M. I. (2023). *Introduction to Educational Literature*. Jember: Nizamia Learning Center.

The researcher analyzed five types of figurative language in the song *Packed At All*: metaphor, personification, hyperbole, irony, and metonymy. In the song, the researcher identified eight instances of figurative language: two metaphors, one personification, two hyperboles, two ironies, and one metonymy. Other types of figurative language, such as simile and imagery, were not found because there were no elements containing them in the lyrics.

Based on the research findings, the researcher concluded that linguistics and literature had an important role in song lyrics, making them more engaging. Morphology, syntax, semantics, and figurative language helped listeners understand sentence structures and visualize the story in the lyrics. These elements also helped students expand vocabulary, improve reading skills,¹⁴⁴ and understand grammar through translation, supporting their multilingual development.¹⁴⁵

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¹⁴⁴ Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The grammar book: An ESL/EFL teacher's course* (2nd ed.). Heinle & Heinle.

¹⁴⁵ Newmark, P. (1988). *A textbook of translation*. Prentice Hall.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter presented the conclusion of the research based on the analysis and discussion outlined in the previous chapter. It included the implied message, the types of figurative language used in the lyrics of *"Packed at All"* by Native Deen, and their impact on English learners in the fields of linguistics and literature..

1. From the first statement problem, the author identified three divisions in linguistics: Morphology, Syntax, and Semantics. Morphology examines the smallest unit of word structure, Syntax focuses on the arrangement of phrases or sentences, and Semantics deals with meaning. In the study of meaning, the author categorizes it into five types: lexical meaning, grammatical meaning, logical meaning, and religious meaning. The song conveyed themes of death and spirituality, emphasizing messages about the transient nature of life, preparation for the afterlife, and religious devotion.

2. From the second statement problem, the writer found seven types of figurative languages being used in Native Deen's song lyrics of *‘Packed at All’* such as metaphor, personification, hyperbole, irony, and methonymy. From the figurative language that writer found in the Native Deen's song lyrics of *‘Packed at All’*, the researcher has 8 data. There are 2 data of metaphor, 1 data of personification, 2 data of

hyperbole, 2 data irony, 1 data of metonymy,

3. Based on the analyzed above, it was concluded that linguistics such as morphology, syntax, semantics, and literature through figurative language played an important role in education, particularly in student learning. Learning through song lyrics had a positive impact on students, as seen in the religious-themed lyrics of Native Deen, which conveyed various religious meanings and had their own specific messages.

B. Suggestion

Based on the conclusions above, the writer presented several suggestions for teachers, students of the English Department, and future researchers, as outlined below:

4. For English teachers, it was suggested to be more creative in making the teaching and learning process engaging by using music as a medium. This was especially relevant in linguistics and literature classes that discussed morphology, syntax, semantics, and figurative language, as incorporating media helped students understand concepts more easily and made learning more interesting.
5. For students of the English Department, the researcher hoped that they would find ways to enhance their skills, particularly in linguistics and literature, by exploring other materials such as novels, movies, and other literary works..
6. For future researchers, especially those facing similar challenges and

interested in conducting related studies, this research could serve as a reference. Additionally, future researchers were encouraged to apply different theories in their studies. The writer hoped that this study would provide benefits to other researchers in the field.



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APPENDIX 1

Matrix

Title	Variable	Sub Variable	Indicator	Source of Data	Research Method	Research Focuses
Figurative Language Analysis and Semantic Interpretation on The Lyrics of 'Packed at All' by Native Deen for English Student Learners	a. Linguistic b. Literature	a. Morphology b. Syntax c. Semantic d. Lexical Meaning e. Grammatical Meaning f. Logical Meaning g. Religious Meaning h. Figurative Language	Morphology Syntax Semantic <ul style="list-style-type: none"> • Lexical Meaning • Grammatical Meaning • Logical Meaning • Religious Meaning Figurative Language <ul style="list-style-type: none"> • Definition of Figurative Language • Types of Figurative Language • Function Of Figurative Language 	Song lyrics Of 'Packed at All' by Native Deen	1.Type of Research: Qualitative 2.Data Collection: <ul style="list-style-type: none"> • Familiarizing and Organizing • Coding and Reducing • Interpreting and Representing Data Analysis: Semantic and Figurative Language	1. What meaning message conveyed in the song lyrics of Packed at All by Native Deen? 2. What types of figurative language appeared in the song lyrics of Packed at All by Native Deen? 3. What impact occurred for English learners in literature and linguistics through the song lyrics of Packed at All by Native Deen?

APPENDIX 2

Packed at All Lyrics by Native Deen

My life line's worn with travel, I venture near and far
 My passport pages are peppered with the borders I have crossed
 But none of these journeys compared to my life's long
 My departure could be here tomorrow, but I barely packed at all
 And I haven't packed at all


This life, these dreams, will I be lost to them all
 My departure could be here tomorrow, and I barely packed at all
 And I haven't packed at all. (2x)

For a trip, I pack every gadget, to make me comfortable
 Waterproof WIFI and GPS, yeah, you know I got it all.
 But what can I take with me when I go to meet my Lord?
 My bags lay wide open, barely packed at all.
 And I haven't packed at all.

I'm running out of time, but what is holding me back, holding me back
 Death is coming, down that line, but what is holding me back holding me back
 I'mma pursue my dreams, but won't forget why he made me
 I'm doing both till the day, He comes calling me back home, home.

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APPENDIX 3


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 Jl. Mataram No. 1 Mangli, Jember Kode Pos 68133
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SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

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 Program Studi : Tadris Bahasa Inggris
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telah lulus cek similarity dengan menggunakan aplikasi Turnitin UIN KHAS Jember dengan skor akhir sebesar (10,2 %):

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 2. Skor Akhir adalah total nilai masing-masing BAB kemudian dibagi 5.

APPENDIX 4

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama : Afifah Aidawati
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 Institusi : UIN Kiai Haji Achmad Siddiq Jember

Menyatakan dengan sebenarnya bahwa dalam hasil penelitian ini tidak terdapat unsur-unsur penjiplakan karya penelitian atau karya ilmiah yang pernah dilakukan atau dibuat orang lain, kecuali yang secara tertulis dikutip dalam naskah ini dan disebutkan dalam sumber kutipan dan daftar pustaka.

Apabila dikemudian hari ternyata hasil penelitian ini terbukti terdapat unsur-unsur penjiplakan dan/atau klaim dari pihak lain, maka saya bersedia untuk diproses sesuai peraturan perundang-undangan yang berlaku.

Demikian surat pernyataan ini saya buat dengan sebenarnya dan tanpa paksaan dari siapapun.

Jember, 14 Mei 2025

Saya yang menyatakan


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APPENDIX 5

RESEARCH JOURNAL ACTIVITIES

A Semantic And Figurative Language Analysis On The Lyrics Of 'Packed At All' By Native Deen For English Student Learners

No.	Date	Activity
1.	16 May 2024	Starting research by creating a research matrix
2.	26 Juny 2024	Creating Chapter 1 with Classification of data obtained from the internet, books, and other documentation
3.	10 August 2024	Making chapter 2 Consultation and selection of data obtained
4.	05 September 2024	Creating Chapter 3 and consulting research methods
5.	09 Oktober 2024	Creating Chapter 4 and compilation of data
6.	04 February 2025	Creating Chapter 5, Consultation and compilation of data
7.	02 May 2025	Writing up to the organization of data and ask for approval from the supervisor

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APPENDIX 6

Bibliography



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3. SMPN 3 Singaraja (Graduated in 2017)
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