



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Dilindungi Undang-Undang

**AN ANALYSIS OF FIGURATIVE LANGUAGE IN *STORIES FOR
THINKING CHILDREN 1* BY HARUN YAHYA**

A THESIS

**Submitted to English Education Departement of *Syekh Nurjati* State Institute
for Islamic Studies in Partial Fulfillment of the Requirements for Islamic
Scholar Degree in English Education (S. Pd. I)**



Arranged By:

MIFTAHUS SA'ADAH

Reg. No. 59430548

**ENGLISH EDUCATION DEPARTEMENT OF TARBIYAH FACULTY OF
SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES**

CIREBON

2013



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkannya atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

ABSTRACT

MIFTAHUS SA'ADAH: "An Analysis of Figurative Language in *Stories for Thinking Children I* by Harun Yahya".

This thesis is conducted to analyze figurative language in *Stories for Thinking Children I* by Harun Yahya. Learning about language cannot be separate from learning figurative language especially, when read English stories, novel, and poem because, in stories usually found some types of figurative language that used by author. Learning figurative language is not an easy. Every language has literature and figurative language, stories book no exception. In the book of *Stories for Thinking Children I* many education values that good for the reader especially, children. Therefore, the researcher chooses this book to analyze about figurative language and to understand about stories, the reader must learn about figurative language in order, to easier understanding the stories. This way, hopefully, would be useful for teachers, and parents, especially, the reader of these stories.

The purposes of the research are: the first, to find out types of figurative languages. The second is, to find out the message of figurative language in the stories. And the last is to find out types of figurative language are most frequently used by the author in *Stories for Thinking Children I* by Harun Yahya.

The method of the research of this thesis is content analysis or document analysis. The object of the research in this thesis is the book of *Stories for Thinking Children I* by Harun Yahya. The researcher only analyzes 10 stories in the book of *Stories for Thinking Children I* by Harun Yahya that selected by random. The instrument of the research in this thesis is researcher herself. The techniques collecting data in this research are observation and study documentation. The aim of observation and study documentation are in order to find out the secondary data. Such as: books, official document, article, journal, and daily notes to support this research.

After the researcher analyze the book of *Stories for Thinking Children I* with the primary and secondary data as the source of data the resercher found some 4 types of figurative language. They are: Allegory, Synecdoche, Personification, Allusion, Imagery, and Assonance. There are also some messages in figurative language as described in chapter 4. In the story book the researcher found 1 of Allegory with percentage 10%, 1 of Synecdoche with percentage 10%, 1 of Personification with percentage 10%, 1 of Allusion with percentage 10%, 5 of Imagery with percentage 50%, and the last 1 of Assonance with percentage 10%, in *Stories for Thinking Children I*. From the explanation above can be concluded that Imagery is type of figurative language that most frequently used in the stories with the total 5 or 50%



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Diindungi Undang-Undang

RATIFICATION

The thesis entitled “An Analysis of Figurative Language in Stories for *Thinking Children I* by Harun Yahya” written by Miftahus Sa’adah, Registered Numbers 59439548 has been examined on July 25th, 2013. It has been recognized as one of the requirements for Graduate Degree in English Education Department of Tarbiyah Faculty, Syekh Nurjati Institute for Islamic Studies (IAIN) Cirebon.

	Date	Signature
Chairwoman of English Education Department Dr. Hj. Huriyah Saleh, M.Pd, NIP. 19610112 198903 2 005	August 15 th , 2013	
Secretary of English Education Department Sumadi, SS. M.Hum, NIP. 19701005 200003 1 002	August 15 th , 2013	
Examiner I, Dr. Hj. Huriyah Saleh, M.Pd, NIP. 19610112 198903 2 005	July 30 th , 2013	
Examiner II, Tedi Rohadi, M.Pd, SE, Dip. TEFL, NIP. 19680309 200801 1 017	August 14 th , 2013	
Supervisor I, Dr. Ilman Nafi'a, M.Ag, NIP. 19721220 199803 1 004	August 1 st , 2013	
Supervisor II, Sumadi, SS. M.Hum, NIP. 19701005 200003 1 002	August 15 th , 2013	

Acknowledged by
The Dean of Tarbiyah Faculty

Dr. Saefudin Zuhri, M.Ag,
NIP. 19710302 199803 1 002



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Diindungi Undang-Undang

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon

PREFACE

First of all, the writer would like to praise Allah the Almighty for the blessing and mercy given to me during my study and in completing this thesis. May invocation and safety always given to the prophet Muhammad SAW, (peace be upon him) who his brought human beings from the darkness to the lightness, his family, his colleagues, and his followers up to the end of the world.

The writer would like to thank to the people who contributed their ideas and time given to me in completing my thesis. The writer is very grateful thanks to excellencies, among other:

1. Prof. Dr. H. Maksum Muktar, M.A. the Rector of IAIN *Syekh Nurjati Cirebon*.
2. Dr. Saefudin Zuhri, M.Pd. the Dean of *Tarbiyah* faculty of IAIN Syekh Nurjati Cirebon.
3. Dr. Hj. Huriyah Saleh, M.Pd, as Chairwoman of English Education Department of *IAIN Syekh Nurjati Cirebon*.
4. Dr. Ilman Nafi'a, M.Ag, the first supervisor who has given his valuable guidance, motivation, suggestion, and help to the writer during the process of writing this thesis.
5. Sumadi SS, M.Hum, the second supervisor who has given his valuable guidance, motivation, sugesstion, and help to the writer during the process of writing this thesis.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Diindungi Undang-Undang

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon

6. My father and my mother who have supported finance, spirit and prayers for my success.
7. All people especially, my friends who has helped in finishing this thesis.

The writer realized that this thesis is still from being perfect and there are many mistakes either in the arrangement or in content. Therefore, the writer would welcomem to the comment and suggestion from the reader.

Finally, the writer hopes this thesis will be some valuables to readers specially for the writer herself and for the English Department of *IAIN Syekh Nurjati Cirebon* as a reference in general.

Cirebon, July 2013

The Writer



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
 Hak Cipta Diindungi Undang-Undang

TABLE OF CONTENT

PREFACE	i
TABLE OF CONTENT	iii
LIST OF FIGURE	v
LIST OF TABLE	vi
CHAPTER I INTRODUCTION	
A. The Background of the Problem	1
B. The Identification of the Problem	8
1. The Field of the Research.....	8
2. The Kinds of the Problem.....	8
3. The Main Problem.....	8
C. The Limitation of the Problem.....	9
D. The Questions of the Research.....	9
E. The Aims of the Research.....	10
F. The Use of the Research	10
CHAPTER II THEORITICAL FOUNDATION	
A. The Nature of Literature	11
1. The Definition of Literature	11
2. The Function of Literature	13
B. The Nature of Figurative Language	13
1. The Definition of Figurative Language.....	13
2. Types of Figurative Language.....	16



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
 Hak Cipta Diindungi Undang-Undang

C. The Nature of Stories	20
1. The Definition of Stories.....	20
2. Types of Stories.....	23
3. Biography of the Author	32

CHAPTER III METHODOLOGY OF THE RESEARCH

A. The Objective of the Research	37
B. The Object and Time of the Research.....	38
C. The Method of the Research	38
D. The Sources of Data	40
E. The Instrument of the Research	41
F. The Techniques of Collecting Data.....	41
G. The Techniques of Analyzing Data.....	41

CHAPTER IV RESEARCH FINDING

A. Types of Figurative Language	45
B. The Message of Figurative Language	55
C. Types of Figurative Language are most frequently used.....	59

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	61
B. Suggestion	62

BIBLIOGRAPHY

APPENDIX



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Diindungi Undang-Undang

LIST OF FIGURE

Figure 1: Types of Traditional Tales.....	25
--	----



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

LIST OF TABLE

Table 1: Analysis of Figurative Language in the story of <i>Amar and the Tortoise (A & T)</i>	49
Table 2: Analysis of Figurative Language in the story of <i>What Rasheed's Brother Taught Him (W R B T H)</i>	50
Table 3: Analysis of Figurative Language in the story of <i>Cute Long Tailed Squirrels(C L T S)</i>	50
Table 4: Analysis of Figurative Language in the story of <i>it's Important to Follow the Good Word (I F G W)</i>	51
Table 5: Analysis of Figurative Language in the story of <i>the Cleanliness of Believers (C O B)</i>	51
Table 6: Analysis of Figurative Language in the story of <i>Naeem and the Pretty Peacock (N & P P)</i>	52
Table 7: Analysis of Figurative Language in the story of <i>Ali's Little Bird (A & L B)</i>	52
Table 8: Analysis of Figurative Language in the story of <i>Ali's Little Friend (A L F)</i>	53
Table 9: Analysis of Figurative Language in the story of <i>Sayid and the Squid (S & S)</i>	53
Table 10: Analysis of Figurative Language in the story of <i>Kareem and Grandpa Hassan (K & G H)</i>	53



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Diindungi Undang-Undang

Table 11: Types of Figurative Language are most frequently used in the stories.....



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

CHAPTER I

INTRODUCTION

A. The Background of The Problem

Language is very important for human life, without language all people in the world cannot communicate with other people because language is a tool of communication for human beings. Language is a medium of communication for human beings. Language allows people to express their feelings, opinions, ideas. Every person has different language styles. For example, in the book of *Stories for Thinking Children I* the author used language style for children to make understanding the stories easier. Not only does figurative language add richness to spoken and written language, it's also frequently used in the academic world of communication. It is supported by Alkhuli, (1976: 7)

English is an International language and it is often used as the International communication language. As we know, language is a medium of communication for human beings. Language allows people to express their feelings, opinions, ideas, etc.

According to Rosenheim (2004: 17) Language is the great gift that distinguishes human beings from other creatures. Like most gifts, it can be used thoughtfully and to good advantage or it can be used carelessly, indifferently, and quite unsuccessfully. The way in which you use language can tell people a good deal about your personal qualities your way of thinking, your alertness, your concern for useful communication with other people and your respect, for the English language itself.

From the statement above can be concluded that English language is international communication for human beings that allow people to express their feelings, opinions, and ideas. Language can tell people a good deal about personal qualities,



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

way of thinking, alertness, and concern for useful communication with other people concern and respect.

Every people have different language to communicate with other people which called code. Wardhaugh (2006: 2) states that “when two or more people communicate with each other in speech, it can call the system of communication that they employ codes that call a language”. According to the statement above can be concluding that language is tool of communication for human that usually called a code or a language.

Learning about language cannot be separate from learning figurative language especially, when read English stories, novel and poem because, in stories usually found some types of figurative language that used by author. According to Tarigan (2009: 104) Figure of speech is figurative language, beautiful language which used to raise and enhance the effect by introducing and comparing certain objects or things with objects or other things that are more common. Every language has literature and figurative language, stories book no exception. Therefore, to understand about stories the reader must learn about figurative language to easier understanding the stories. According to Richards and Schmidt (2002: 526) state that:

Story is a theory of the cognitive representation of narrative texts, including simple stories, folk tales, fables, and narratives. Some or all of the characteristics of the structure of stories is said to be incorporated into people’s knowledge systems as a SCHEMA for stories. This describes the elements common to most stories, the kinds of situations, events, actors, actions and goals that occur in stories and the interrelationships among the elements of a story.

From the statement above can be conclude that learning language cannot be separate from learning figurative language especially, when read stories because,



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkannya atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

in stories usually found some types of figurative language that used by author. Therefore learning figurative language is very important to easier the reader understanding the difficult sentence in the stories. From here the researcher interest to analyze about figurative language and chooses to analyze figurative language in *Stories for Thinking Children I* by *Harun Yahya*. The researcher choose this book because, want to know are there some types of figurative language that used by author in this book. Many education values for the reader especially, for children will achieve. Such as: peace, justice, and happiness promised in the Al-Qur'an and the researcher want to know are there some types of figurative language in book of *Stories for Thinking Children I* and this book also very interesting for children. Therefore, the researcher want to analyze stories that written by Harun Yahya in *Stories for Thinking Children I* to easier for reader especially, the parents or the teacher using the stories in daily life in teaching story telling for children.

Students are expected to comprehend different types of figurative expressions as they advance trough middle school to high school. Each story has literature and figurative language that make story more beautiful. Figurative language is language that means something more than or other than what the words actually mean.

Seldom literature and figurative language that used by the author in story is difficult to be understand by the reader therefore, all people need to study about literature and figurative language to know what style of language that used by author. This is supported by Haynes (1995: 58) "features of style which are found



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

more often, and more densely, in artistic texts than in others, and particularly in poetry-like texts such as: songs, raps and some advertisements, and some comic or stories”. Therefore, all people need to study about literature and figurative language to know what style of language that used by author in the stories.

To understand about words that used in literary works such as: in novel, poem, song, stories, etc need long time because, there are literary or figurative language that difficult to be understand. To know about it all people need knowledge related about it and also imagination to figure out the author’s or speaker meaning. For the example: Zubair, saw that Rasheed was deep in thought. Type of that sentence is personification because, the word deep usually used for people or person. The meaning of figurative language of the sentence above is Rasheed thought about something.

People who want study about literary and figurative language especially English can use stories because in the stories there are literary and figurative language that used by author. It has many advantages for develop skill of English, because in stories there are character, plot, action, setting, value, literary and figurative language that make interest to study. Figurative language is part of language style. According to Carol Jago, et al (2010: 21-23) state that there are four elements of styles: diction, imagery, figurative language, and syntax. From the explanation above can be concluding that figurative language is element of style.

To support of research can review of last topics from Ade Safa’at Taufiq (2012) about “The Figurative Language of *The Mill on The Floss* by George



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Eliot”, Nur Hikmah Dianatin (2012) about “The Analysis of Figurative language in the Novel *The Kite Runner* by Khaled Hosseini”, Lilis Suryani (2012) about “The Analysis of Figurative Language and Education Values on Mary Lynn Baxier’s Novel Entitled *Priceless*”, Elaheh Fadaee (2011) about Symbols, metaphors and similes in literature: A case study of "Animal Farm", And Irfan Febriana (2012) about “The Figurative Language in the Novel Entitled *To Kill a Mocking Bird* by Harper Lee”. Ade Safa’at Taufiq (2012) studied about The Figurative Language of *The Mill on the Floss* by George Eliot; the theories that are used for analyzing this research are theory of literature art, its intrinsic element, novel, social class, and also social conflict.

In this study the writer used descriptive qualitative method and analyzed the background of each character before analyzing the social class for supporting the arguments. For the type that used in this research is document or content qualitative analysis which focused on analyzing and interpreting recorded material within its own context, which is novel. The aims of this research are learning reading novel on their competence in reading comprehension and about figurative language.

There is some figurative language that discussed in this thesis such as: simile, personification, metaphor, hyperbole, metonymy, oxymoron, and synecdoche. Figurative language that often used in this novel are personification, hyperbole, and symbolic. The results of this thesis there are figurative language in this novel and also consist of intrinsic element they are: title, theme, characterization, setting-plot, point of view, style, and synopsis. There are many



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

social conflicts as the result or investigating a literary work especially, in figurative language.

Nur Hikmah Dianatin (2012) researched about The Analysis of Figurative language in the Novel the Kite Runner by Khaled Hosseini. In this research the write try to explore the intrinsic, moral values, and figurative language by using some theoretical foundation to make it strong research. The field of the research that used in this thesis is about literature.

Lilis Suryani (2012) investigated about The Analysis of Figurative Language and Education Values on *Mary Lynn Baxier's* Novel Entitled *Priceless*. The analysis mainly used descriptive qualitative analysis method or content analysis. In this thesis discussed the types of figurative language that found in the novel such as: simile, metaphor, personification, synecdoche, metonymy, symbol, allegory, paradox, overstatement and understatement, and irony. The writer also wants to know the most frequently of figurative language that used in this novel.

Elaheh Fadaee (2011) studied about Symbols, metaphors and similes in literature: A case study of "Animal Farm". One of the aims of literary text is to say as much as possible as briefly as possible, means to say more in few words to achieve a maximum effectiveness. In this case, figures of speech, specifically symbol, metaphor and simile have an important role, as they include figurative meaning of words besides their literary meaning. In this article, symbols, metaphors and similes in George Orwell's 'Animal Farm' were studied to find out the effect of using figures of speech on the writer's style and the addressee's understanding. For this aim, these three figures of speech were founded in the



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

novel and their types were determined according to Newmark`s (1988b), Fromilhague`s (1995) and Rokni`s (2009) classifications, respectively.

Irfan Febriana (2012) analyzed about “The Figurative Language in the Novel Entitled *To Kill a Mocking Bird* by Harper Lee”. The aims of this research are to find out learning reading novel on their competence in reading comprehension and about figurative language. In this research used theory of literature and intrinsic novel for analyzed novel. In this study the researcher used descriptive qualitative because the researcher has to analyze the background each character before analyzing figurative language for supporting the arguments.

The researcher used document or content qualitative analysis which focused in analyzing and interpreting recorded material within its own context, which is novel. To find out data of novel the researcher used genetic structuralism method. There are some of figurative languages in novel such as: a simile, personification, metaphor, hyperbole, and idiom in the novel. The result of the research shows this novel have figurative language and consist of intrinsic element: theme, literary fact (plot, setting, and character) and literary devices (point of view, style, tone, and symbolism). And the researcher found many social conflicts as the result of social class as extrinsic elements.

Based on review of related studies the writer concluded that there is some thesis that studied about figurative language. In each thesis there are the differences about the research, such as: about the technique of analyzing data and the aim of the research. Each thesis has the strength and weakness that make the thesis different from the other. In this study, the researcher will analyze the same



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

case of figurative language especially about figurative language that found in book of *Stories for Thinking Children .I. by Harun Yahya*, these research different from the other researcher because the researcher analyze about children stories not about novel or song. In stories there are phrase and sentences that usually did not know about it because, it has literal meaning or figurative meaning.

The focus of the research is to find out deeply about literary works, kinds and meaning of figurative language that used by Harun Yahya especially, in some stories of *Stories for Thinking Children I*. The researcher chooses to analyze this book because in this book many education values for the reader especially for children will achieve such as: peace, justice, and happiness promised in the Al-Qur'an and the researcher want to know are there some types of figurative language in book of *Stories for Thinking Children I*. Therefore, the researcher want to analysis stories that written by Harun Yahya in *Stories for Thinking Children I*.

B. The Identification of The Problem

Identification of the problem is required to give the clarification about the study which is will be investigated. Then the researcher arranges the identification of the problem referred background of the problem above, those are:

1. The Field of Research

The field of study of the research is literature.

2. The Kinds of The Problem

This research focuses on figurative language in Harun Yahya's stories.

3. The Main Problem



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

In the book of *Stories for Thinking Children 1* there are many education values that can be taken by the reader especially for children. Such as: peace, justice, and happiness promised in Al-Qur'an and asks the reader or students to learn Al-Qur'an. Therefore the writer interests to analyze about figurative language in this story books, in order to know are there some types of figurative language that used by the author in this story books.

C. The Limitation of The Problem

The research focuses on the analysis of figurative language in Harun Yahya stories text of *Stories for Thinking Children 1 book*. In this research the researcher only analyzes some of only analyze 10 of stories that selected by random. In order to easier and more focus in analysis about figurative language in book of *Stories for Thinking Children 1* therefore, the researcher only analyze some of figurative language in book of *Stories for Thinking Children 1*.

D. The Questions of The Research

Based on the background of the problem that have described. Therefore the questions of the problem are as follow:

1. What types of figurative language are used in *Stories for Thinking Children 1 by Harun Yahya*?
2. How are the messages of figurative language in the stories?
3. What types of figurative language are most frequently used in *Stories for Thinking Children 1 by Harun Yahya*?



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

E. The Aims of The Research

The aims of the research are the writer will obtain regarding the questions of the research. The purposes of the research are:

1. To find out types of figurative language in *Stories for Thinking Children 1* by *Harun Yahya*.
2. To find out the messages of figurative language in the stories.
3. To find out the types of figurative language are most frequently used in *Stories for Thinking Children 1* by *Harun Yahya*.

F. The Use of The Research

The uses of the research in this thesis are:

1. To add of knowledge about figurative language that used in each stories.
2. The result of the research hoped to be able to help the students feel easier to learn English lesson especially in learning literature, to give reference to development of teaching learning process.
3. Giving a profitable description to any further researcher which wants to study the same case, so this study becomes a helpful information and useful reference for the next study.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkannya atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

BIBLIOGRAPHY

- Alkhuli, Muhammad Ali. 1976. *English as a Foreign Language*. Linguistic Background and Teaching Method, Riyad: University Press.
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.
- Ary, Donald, et al. 2006. *Introduction to Research in Education*. (7th ed.). USA: Wadsworth.
- _____. 2010. *Introduction to Research in Education*. (8th ed.). USA: Wadsworth.
- Berg, Bruce L. 2001. *Qualitative Research Methods for the Social Sciences*. (4th ed.). California State University: the United State of America.
- Cohen, Louis, et al. 2000. *Research Method in Education*. (5th ed.). London: the Taylor & Francis e-Library.
- Colston L, Herbert and Katz N, Albert. 2005. *Figurative Language Comprehension: Social and Cultural Influences*. London: A Lawrence Erlbaum Associates.
- Dianatin, Nur Hikmah. 2012. *The Analysis of Figurative Language in the novel The Kite Runner by Khaled Hosseini*. Unpublished Graduate Thesis. Cirebon: IAIN Syekh Nurjati.
- Diyanni, Robert. 2002. *Literature*. (4th ed.). New York: library of congress cataloging in publication data.
- Dubois, Carl D. 1999. *Metonymy and Synecdoche in the New Testament*. USA: SIL International.
- Eagleton, Terry. 1996. *Literary Theory an Introduction*. (2nd ed.). Hong kong: Replika Press Pvt Ltd, Kundli.
- Fadaee, Elaheh. 2011. *Symbols, metaphors and similes in literature: A case study of "Animal Farm"*. Bandar Abbas: Islamic Azad University.
- Farid, Mona Mohammad. 2012. *The Effect of A Story Based Programme on Developing Moral Values At The Kindergarten Stage*. Al-Balqa Applied University: Princess Alia University College.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

- Fraenkel, Jack et al. 2011. *How to Design and Evaluate Research Education*. (8th ed.). New York: acid-free paper.
- Haynes, John. 1995. *Style*. New York: Rutledge.
- Jago, Carol et al. 2010. *Literature and Composition: Reading, Writing and Thinking*. New York: Rountledge.
- Katz, Albert N. 1998. *Figurative Language and Thought*. New York: Oxford University.
- Moleong, Lexy J. 2007. *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosda Karya.
- Lazar, Gillian. 2003. *Meaning and Metaphors*. New York: Cambridge University Press.
- Littlemore, Jeannette and Low, Graham D. 2006. *Figurative Thinking and Foreign Language Learning*. New York: Palgrave Macmillan.
- Richards, Jack C. and Richard, Schmidt. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics*. Malaysia: Pearson Education.
- Rosenheim, Edward. 2004. *When Bad Grammar Happens to Good People*. Canada: Book-mart Press.
- Sukardi. 2003. *Metode Penelitian*. Jakarta: Bumi Aksara.
- Suryani, Lilis. 2012. *The Analysis of Figurative Language and Education Values on Mary Lynn Baxier's Novel Entitled Priceless*. Unpublished Graduate Thesis. Cirebon: IAIN Syekh Nurjati.
- Pebriana, Irfan. 2012. *The Figurative Language in the Novel Entitled To Kill a Mockingbird by Harper Lee*. Unpublished Graduate Thesis. Cirebon: IAIN Syekh Nurjati.
- Tarigan, Henry Guntur. 2009. *Pengajaran Semantik*. Bandung: Angkasa.
- Taufiq, Ade Syafa'at. 2012. *The Figurative Language of the Mill on the Floss by George Eliot*. Unpublished Graduate Thesis. Cirebon: IAIN Syekh Nurjati.
- Torres, Carmen Milagros. 2003. *Traditional Tales: History and Genre*. Humacao: University of Puerto Rico.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon
Hak Cipta Diindungi Undang-Undang

Wardhaugh, Ronald. 2006. *An introduction to sociolinguistics*. United Kingdom: Blackwell Publishing.

Yahya, Harun. 2003. *Stories for Thinking Children I*. Istanbul: Secil Ofset.