FIGURATIVE LANGUAGE AND IMAGERY MEANING FOUND IN SELENA GOMEZ'S SELECTED SONG AND ITS CONTRIBUTION TO ENGLISH TEACHING

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining The Degree of Bachelor of Education In English Education

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THESIS STATEMENT

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Assalamu'alaikum, wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

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MOTTO

"Start now. Start where you are. Start with fear. Start with pain.
Start with doubt. Start with handshaking. Start with voice
trembling, but start. Start and don't stop. Start where you are, with
what you have. Just start"

(Unknown)

"Susah, tapi bismillah"

(Fiersa Besari)

DEDICATION

This thesis is respectfully dedicated to:

1. My beloved father and mother who always provide peace, comfort, motivation, the best prayers, contribution and great things I can't mention. Thank you for raising me, and I can complete my studies. You mean a lot to me.

2. All my brothers and sisters have encouraged me, especially in terms of finance and hopefully we will all become children who make both parents proud.

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7. For people who have hurt, thank you. Without them, the researcher would not be this strong, and the researcher

would not know what it feels like to get up after falling, without them the researcher never knew the rhythm of pain and because of them, the researcher wants to be a better person. Thank you for stopping by and giving me memories of the researcher's life.

8. Thank you to myself for patiently passing all the tests up to this point. Thank you for being yourself. you are great.

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The researcher understands that a lot of support, cooperation, help, and encouragement from many people. Therefore, the researcher would like to express his deepest gratitude concerning:

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Hopefully, all the kindness and help of all of them will be blessed by Allah SWT. Finally, I realize that this thesis is still far from perfect, because of the limited knowledge I have. For that, I humbly expect constructive suggestions and criticism from all parties to build this research report.

Semarang, 19 September 2023

The Researcher,

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PREFACE

In the name of Allah *Subhanahu Wata'al*a, the most compassionate, the most merciful. Expressing gratitude and Hamdalah to Allah *Subhanahu Wata'ala* for all His greatest grace and mercy. Only by His grace, the researcher fully understand that this research can be done.

This research focuses on figurative language and imagery embodied in song lyrics. It is hoped that the completion of this research can make listeners and or readers better understand the realization of figurative language and imagery in song lyrics. The researcher analyzes the types of figurative language and imagery realized and explains the researcher's view of the realization of figurative language and imagery. It is hoped that readers or listeners of songs can have a better understanding and practical examples of figurative language and imagery. In English teaching, the researcher hopes this research will be useful to be implemented by teachers in the teaching and learning process, especially in English lessons. It is expected that teachers can have a variety of teaching figurative language and imagery by using songs which can also be a model in teaching strategies to improve students' competence in English.

ABSTRACT

Title: **"Figurative Language and Imagery Meaning Found in Selena Gomez's Selected Song and Its Contribution to English Teaching"**

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This study discusses figurative language and imagery realized in a song created by Selena Gomez and its contribution to English teaching. The purpose of this study is to analyze the types of figurative language, types of imagery and to explain the contribution of figurative language and imagery in English teaching. This study used a qualitative approach with content analysis. In this study, the writer collected the data by selecting, listening, collecting and printing the lyrics, and highlighting the figurative language and imagery in the song lyrics. Moreover, the writer analyzed the data by identifying, encoding, classifying, explaining, and describing the contribution of figurative language and imagery to English teaching. After analyzing the data, the researcher found three types of figurative language, namely metaphor, simile, and hyperbole, and four types of imagery, namely tactile, kinesthetic, organic and auditory in the song "The Heart Wants What It Wants", "Kill 'em with Kindness", "Back to You" and "Who Says" by Selena Gomez. The data analysis showed that metaphor and hyperbole are predominantly used in the songs. The result of this study can contribute to the teaching of English.

Keywords: *English Teaching, Figurative Language, Imagery, Song Lyric*

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the question of research, the objective of the study, and the significance of the research.

A. Background of the Study

Literary texts are crucial for language learning because they improve students' motivation, raise their knowledge of other cultures, and help them communicate more effectively. The use of literary text in EFL classes has been demonstrated to have potential benefits, as they support authentic materials, improve language proficiency, and broaden linguistic understanding (M. Shamsur Rabb Khan, Ali Mohammad Alasmari, 2018).

Wellek and Warren (1977:94) assert that literature is primarily about life and is a reflection of real society. As a result, literature is a reflection of reality. It contains the stratification that suggests that literature and society are intimately associated since literature describes the circumstances and issues that exist in society and can be used to depict the events in our lives (R Wallek, 1956). A written text is considered literature if it meets the following criteria: (a). Written, (b). Characterized by careful use of language, (c). Literary genre, (d). Aesthetic reading, (e). Author's intent, (f).

Has several weak meanings, intentionally left to interpretation (Jim Mayer,1997).

Literature is an art form, not a science. The majority of art activities involve a record of mankind's emotional characteristics, such as feeling, spirit belief, and others that are difficult to define. Although it is difficult to describe, literature is fundamentally a linguistic craft (Halim, 2003:35). One of the works of art in literature is the song. It has a series of lyrics with imaginative words and phrases designed to convey to the listener. Lyrics in songs often refer to expressions that a person has experienced. Lyrics become more interesting as they contain different figurative language used by songwriters (Azhar, Z., Hendra, H., & Nurul, I., 2019).

Figurative language often provides a more effective means of saying what we mean than does directly (Perrine 1978:58). Poets employ figurative language because it makes it easier for them to convey their ideas than when they use straightforward language. Figurative language helps poets convey their feelings more fully in their poems while also enhancing the poem's creativity, emotional impact, and aesthetic appeal. Figurative language is not just used in poetry. This also holds for the song's lyrics. Figurative language is associated with the lyrics of the song and uses figurative language. Figurative language is a way of saying something different from the literal meaning. Reaske in Minderop

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(2005:51-52) An understanding of figurative language is also provided as follows: A figurative language is a language that uses various figures of speech (Tira Nur Fitria).

Imagery, on the other hand, are words or phrases that use an appealing sense. Imagery is used in lyrics to, among other things, give the listener an idea of the look, sound, and feel of the subject being described. The use of imagery allows the songwriter to clarify meaning and reinforce emotion and also allows the listener to relate to the song, e.g. Imagery as mental imagery often reflects the imagery created by the reader's reaction when trying to understand the lyrics of the song. Imagery is one of the elements of poetry, and it can be said to have important existential significance. Imagery allows readers to imagine the situation, therefore they can feel the meaning of the lyrics (U Yastanti, D Safitri, 2016). There are many types of imagery such as visual, auditory, olfactory, gustatory, etc. people can also find them in songs or lyrical songs.

Figurative language and imagery are sometimes difficult to interpret for general listeners, especially Indonesian listeners because they have different capabilities to interpret the figurative language that is included in those songs. Since English become a world tool for communication Indonesian learners' have realised how important the English language is. Whereas, English as a foreign language (FL) in Indonesia,

sometimes learning a foreign language is more complicated than a second language. Learning English can be stressful if a learner does not find an enjoyable way to acquire English. Therefore, a lot of enjoyable ways to learn English appeared along with English as the international language. One enjoyable way to learn English is by listening to music.

Music and songs serve a variety of educational purposes. In addition to its primary entertainment function. It has been noted that teaching English to people whose first language is different from English is not only a straightforward method of teaching language. Teachers of second languages have long employed music as an enjoyable way to introduce students to crucial ideas. One of the numerous advantages of employing music and songs to teach English is that instructors can capture students' attention and maintain their enthusiasm for the subject (Kumar, T., Akhter, S., Yunus, M., & Shamsy, A. 2022).

Music covers skills in English such as speaking, and listening. The fact that music is one of the best ways to learn English, the writer is interested in doing a study of the contribution of figurative language toward English teaching. The writer knows that lyrics in Western music not only use denotative meaning to express a message from the singer but also connotative meaning. Many kinds of literature give us so much information that they use the non-literal meaning of

words. For example, some lyric in the songs uses figurative language and imagery to make it more interesting and fancy.

There are many articles written and researched on figurative language and imagery. One of them is conducted by K. Yaito and M. Termjai (2021) titled "An Analysis of Figurative Language and Imagery in British and American Pop Songs". Figurative language and imagery in British and American pop songs were identified, coded, recorded, and tallied to identify the frequency and percentage of each type. Figurative language was more numerous and varied in American songs than British songs, with metaphor being the most common type. The imagery was more numerous in the British than in the American songs, with organic imagery being more common. Pop songs use figurative language and imagery to convey messages, express emotions, and create strong impressions. The researcher found differences in figurative language and imagery between British and American pop song lyrics.

Another study about figurative language and imagery in songs was conducted by BI Ithop and A. Sugiyartati in 2022 with the title "Analysis of Figurative Language and Imagery in Songs Lyric of Sam Smith's Album 'The Lonely Hour'". This research examined the category of words taken from an object of speech, using a descriptive qualitative method to classify them into derivational morpheme and inflectional morpheme

categories. Results revealed 28 words with 10 of them representing derivational morphemes and 38 inflectional morphemes divided into 8 categories.

This study is quite similar to those discussed above with some differences. Unlike the other two studies, this research focuses on figurative language and imagery and its contribution to English teaching. This research can serve as a resource for anyone interested in figurative language and imagery in lyrics. Finally, and perhaps most importantly, this approach is designed to be particularly helpful in English teaching.

One of the most influential songwriters and singers is Selena Gomez. Selena creates a bunch of songs that tell the listeners or viewers about women, love, friendship, spirit, or even broken heart feelings. Selena covers almost all of her songs with figurative language. Selena Gomez has over 430 million followers on Instagram. She is a singer who always writes a song using figurative language and imagery in her lyrics. Every song has a beautiful message and meaning. There are a lot of messages and values that they can gather from her song.

Thus, the writer is interested in conducting a study on this matter because Selena Gomez is one of the most favourite singers all over the world who made great songs. Hence, the listeners really love her songs, because she is a humble singer.

For the above reasons, the researcher selected a study based on the title "An Analysis of Figurative Language and Imagery Meaning Found in Selena Gomez's Selected Song and its Contribution to English Teaching".

B. Research Questions

Based on the description of the background of the problem that has been stated, the researcher has formulated several main problems that will be discussed in this thesis. The main problems are:

1. What kinds of figurative language are used in Selena Gomez's song?

2. What kinds of imagery are used in Selena Gomez's song?

3. To what extent are figurative language and imagery of Selena Gomez's songs used in English teaching?

C. Research Objectives

Based on the research questions above, the objectives to be achieved in this research are as follows:

1. To analyze the figurative language in Selena Gomez's song lyrics

2. To analyze the imagery in Selena Gomez's song lyrics

3. To explain the figurative language and imageries of Selena Gomez's songs used towards English teaching

D. Significant of the Research

There are three significance of the research. Those are theoretical, practical and pedagogical ones.

1. Theoretical significance

This research is expected to enrich the research of the English language, especially in figurative language and imagery as a reference for further research in the use of figurative language and imagery in song. The result of this research could give more extensive knowledge and positive contribution to English Language Teaching students about figurative language and imagery.

2. Practical significance

a. For the teachers

This research aims to be a source of teaching and learning about figurative language and imagery. Especially in linguistics learning. In linguistics, students learn about the study of meaning which is called semantics. This research is expected to contribute to teaching English where teachers can use figurative language and imagery in songs as material for their teaching.

b. For the students

The result of this research is to provide many explanations regarding figurative language and imagery, which are expected of students who study literature. So, students can develop language skills and an explanation of figurative language and imagery.

c. For the researcher

This research can help many people gain a new understanding of the meaning of song lyrics which contain figurative language and imagery.

3. Pedagogical significance

The result of this research provides the teacher with a chance to explain materials related to figurative language and imagery explicitly.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents several previous researches related to the study and the theoretical review related to the study being conducted by the researcher.

A. Previous Studies

There are several previous types of research which has the same subject, object or teaching technique but in this research, the researcher takes some of the research related to the research.

1. In a 2021, study by K. Yaito and M. Termjai titled "An Analysis of Figurative Language and Imagery in British and American Pop Songs". Figurative language and imagery in British and American pop songs were identified, coded, recorded, and tallied to identify the frequency and percentage of each type. Figurative language was more numerous and varied in American songs than British songs, with metaphor being the most common type. The imagery was more numerous in the British than in the American songs, with organic imagery being more common. Pop songs use figurative language and imagery to convey messages, express emotions, and create strong impressions. The researcher found differences in figurative language and imagery between

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3. The next research the titled "An Analysis of Imagery Meaning Found in Olivia Rodrigo's Selected Songs and its Contribution to Teach Poetry" by Masri Hartutik, Entika Fani Prastikawati, and Jafar Sodiq in 2022. This research analyzed the imagery which were in the lyrics of Olivia Rodrigo's songs. The writer used three songs, there are "Happier", "Driver Lisences", and "Traitor". The collected data were analyzed using qualitative methods. As a result of this research the writer found some imagery in this song, the writer found Visual Imagery, Kinesthetic Imagery, and Organic Imagery. In this research, the writer finds out the contribution of this study towards poetry.

B. Literature Review

1. Figurative Language and Imagery in Language for English Teaching

    1.1. Figurative Language for English Teaching

    Figurative language is a language that uses words or phrases that have a different meaning than the literal interpretation. The author uses figurative language to shape images in readers' minds, expressing thoughts in a fresh, vivid, and imaginative way. Figurative language or language style is an attractive language designed to increase impact by introducing and comparing or appeasing an item or particular thing more generally. So, using a certain language style is worth changing and producing certain connotations.

    According to Perrine (2008, p.61), Figurative can be defined as any way of communicating something unusual. In a sense, when someone says something, sometimes they're not saying it, but there's an implied meaning to what they're talking about (Ketaren, S., Sipahutar, S., Marpaung, E., & Saraqih, E. 2021). Meanwhile, According to Abrams & Harpham (2015), figurative language can distract from the language we use in our daily lives. For example, from complete language, meaning and word composition to achieve a specific effect or special meaning.

Figurative language is frequently used in literary works, including newspaper and magazine articles, advertisements, novels, poems, songs, etc the use of words that go beyond their typical meaning is known as figurative language. To understand the poet's message, someone must use imagination. A researcher just states the facts as they are when they employ literal language. Comparatively, figurative language makes a point linguistically by exaggerating or altering words (Syafitri, D., & Marlinton, M. 2018).

Abrams described figurative language as noticeable departures from what speakers of a language generally understand to be the conventional meaning of words, or the standard arrangement of words, to produce a particular meaning or effect. Although figures are frequently said to as exclusively poetic, they are essential to all forms of conversation. When a sentence's literal meaning is obscured, a figurative or nonliteral meaning is present alongside it (M.H. Abrams).

Picked (2007) found that figurative language is perceived and often incomprehensible details are interpreted. It can be concluded that figurative language is a form of language that deviates from normal words or phrases in the form of common words to form a general literal meaning that includes literary meaning to produce a

specific effect. It means the way of saying one thing and another (Azhari, Z., Hendra, H., & Nurul, I., 2019). To sum up, figurative language is the ability to express through specific language, expressing the soul and personality of the writer.

1.2. Kinds of Figurative Language

There are many types of figurative language of expression, such as metaphor, personification, simile, and others. Each expert has their own opinion and definition for each type of figurative expression. According to Perrine (1992), figurative language can be classified into 12 types as follows:

a. Simile

The simile utilizes the words "like" or "as" to compare two disparate items that have some shared characteristics. The simile "Your fingers are like sausages" is an illustration of one. One's fingers are described in this remark as looking like sausages. Another example is the line from John Legend's song "Glory," "Freedom is like religion to us." This uses the word "like" to contrast freedom with religion (Arifah, 2016).

b. Metaphor

Metaphor declares that one item is another even when they are not similar in a literal sense to

compare two, unlike things. Metaphors, unlike similes, do not contain the terms "like" or "as." The metaphor "Your fingers are sausages" is an illustration of this. The comparison between one's fingers and sausages in this statement is figurative: one's fingers are not meant to be taken at face value. Instead, it denotes having huge, lengthy fingers. One Direction's "One Thing" song's line, "You're my kryptonite," is another illustration. The analogy between you and kryptonite, a fictitious element that can harm the superhero Superman, implies that despite being exceedingly strong, the person being discussed might render him weak (Fitria, T.N., 2018).

c. Personification

Non-living objects can act like humans by being personified, which endows them with human traits. "Summer's breath," which gives summer human features and the ability to breathe, is an example of personification. One more illustration is "I'm weaker." in One Direction's song "Stole My Heart," the lyrics "My words fall, and they hit the ground." Words can "strike the ground" in this line just like people can.

d. Apostrophe

Apostrophes are figurative language devices that allow speakers to address something directly even while it is not present, cannot be seen, or is not being spoken to in general. It can also be used to address an idea or a non-existent person. For example, "Return, Delights!" To the best of the authors' knowledge, apostrophe usage in lyrics has not yet been researched.

e. Synecdoche

Synecdoche comes from Greek and means to absorb something else. This is an idiom for using parts to describe the whole (Fitria, T.N., 2018). Synecdoche is an idiom for replacing wholes with parts (Marhamah, 2018). From the definition, we can conclude that synecdoche is an idiom that uses parts to describe the whole. For example "All eyes on me" the meaning of the word is to tell everyone to pay attention to someone who is speaking in front of them. The word "Eyes" is used to designate a part thing for the whole. "The police knocked down my door" means the police coming to someone's house. The word designates the whole part as "police".

f. Metonymy

A sort of figurative language called metonymy refers to an object or notion by the name of anything closely related to it. For instance, the president and his or her administration are referred to as "The White House," the president of the United States' official residence and office. Another illustration is from The Script's "Paint the Town Green." Which says, "And the life you had in Dublin now ain't nothing but a dream." Dublin, the name of Ireland's capital city, serves as a metonym for Ireland in this sentence (Harmastuty, F. N. K., 2016).

g. Symbol

The symbol is a figurative language that emphasizes things that have their meaning beyond their true meaning. Symbolism is the author's use of objects or references to give a story deep meaning. Authors may use the same object repeatedly to convey deeper meaning, or variations of the same object to create an overarching mood or emotion. The meaning of each symbol, whether it's an object, an action, or a gesture, is controlled by its context. A symbol can simply be defined as an object or action that has more meaning than itself (Marhamah, 2018).

The word "Life is s roller-coaster", indicates that there will be ups and downs. "roller-coaster" here is the symbol in the sentence which have more than one meaning.

h. Allegory

Allegory is a style of language that uses descriptions or idioms to explain something. An allegory is a narrative, whether in poetry or prose, in which the author invents actors, actions, and scenes to interrelated meanings order. Tambling (2010) defines allegory as "depicting one thing in the image of another" or "saying one thing while implying another". An allegory is a narrative or feature that hides a deeper meaning beneath the surface. While the superficial narrative may be interesting in itself, it is the hidden message that the writer is most interested in. According to Whitman (1013), "Allegory is as much a philosophical strategy for interpreting text as it is a literary technique for writing texts". Allegory is not just a literary phenomenon; it also pops up in certain areas of everyday language, sometimes spontaneously, when people talk about difficult problems in everyday life (Gibbs, 2020). At the same time, Fletcher (2021) argues for allegory as

"a fundamental theory of allegory as a symbolic form, showing how it mediates fundamental emotion and cognitive drives and relates them to various aesthetic devices stand up".

i. Paradox

A paradox is a claim that seems to contradict itself. "The peasant lives in a larger world than the globetrotter" as an illustration. The claim that peasants, who often have relatively little information, go farther than global visitors appears counterintuitive, but it may be true if the voyage is spiritual rather than physical. Another illustration is the line from Taylor Swift's song "The Story of Us," "Now I'm standing alone in a crowded room." The speaker claims to be standing alone, which implies being alone, yet she is a busy mom, which implies a room full of people. This could be true if it indicates that she feels incredibly alone despite the crowd Listiani, H. 2015).

j. Hyperbole

Nuriadi (2016: 164) states that hyperbole is a literary technique in which the author or author uses certain words or phrases to achieve exaggerated and exaggerated effects to achieve a remarkable effect in the work. Hyperbole can be

added to fiction to add colour and depth to characters. "I told you to clean your room for million times" It means a person told the other person many times hence it feels like telling him a million times.

k. Understatement

Understatement gives the impression that something is less serious or essential than it is. Among them is, "I have to have this operation. It isn't very serious. I have this tiny little tumour on the brain" (Nordquist, 2018). The speaker intentionally downplays the seriousness of the brain tumour operation in this statement. To the best of the author's knowledge, no previous works of literature have used understatement in lyrics.

l. Irony

Irony is a linguistic device, either spoken or written (verbal irony), in which the true meaning is obscured or contradicted by the literal meaning of the words, or in a dramatic situation (dramatic irony), in which an inconsistency between expected and actual occurs (Tira, N. 2018).

The use of irony as a language tactic can occur either verbally or in writing (verbal irony), where the true meaning is obscured or

contradicted by the literal meanings of the words, or dramatic (dramatic irony), where there is a discrepancy between what is expected and what happens.

1.3. Imagery for English Teaching

Imagery is a source of inspiration for reading and understanding literature because they are used to evoke mental images, not just visual images but feelings and emotions. Although imagery is most often used in figurative language, it is a general term referring to all elements of a poem, figurative or literal, that evoke a sensory experience and an emotional response, as well as the tangible objects so depicted.

According to Vealy (Komarudin 2014: 83), imagery is a form or repeated experience that involves many senses and has no external stimuli. Furthermore, according to Quin (Komarudin 2014: 2013), imagery is the process of creating a scene in the athlete's mind for what is being done (BI Ithop, A Sugiyarti, 2022). Kirszner and Mandel (2017) explain that imagery comes from words or phrases. Imagery creates mental images representing sensory experiences to describe what is seen, heard, tasted, or touched. Conveying an impression of a situation or character has a big impact on a writer (Putrianti, S. D., Bonita, M. P., & Wahyuningsih, N. S. 2019). From this

statement, an image is created from a word or phrase to bring a certain effect to the reader. The imagery in literary works makes readers feel personally on the scene.

1.4. Kinds of Imagery

   a.   Visual Imagery

       Visual imagery uses descriptive language to help the reader visualize the process of the scene.

   b.   Auditory Imagery

       Auditory imagery describes the process of conveying voice to the reader. This is an imagery that the reader can hear or make a sound about.

   c.   Olfactory Imagery

       Olfactory imagery provides the reader with a description of the smell.

   d.   Gustatory Imagery

       Gustatory imagery is a term referring to the way things are experienced through touch.

   e.   Tactile Imagery

       Tactile imagery is a term that refers to a poem's description of the taste of something. In it, the reader can conjure images of aromas of different objects.

   f.   Organic Imagery

       Organic imagery is a way of describing bodily sensations.

   g.   Kinesthetic Imagery

Kinesthetic imagery suggests movement or tension that occurs throughout the poem beyond the speaker's control.

2. Figurative Language and Imagery in A Song

2.1. Song for Teaching a Foreign Language

According to Millington, the Greeks defined lyric as text accompanied by lye and also used an oboe-like car. At that time the term referred to a type of poetry that was not only accompanied by music but was distinct from epic, didactic and dramatic poetry. Contemporary song still uses a definition similar to ancient Greek: a word, phrase, or line composed of poetry and set to a melody. The contemporary term refers to a specific type of poetry-one that is neither narrative nor dramatic. Rather, it is poetry that emphasizes emotion over narrative. Additionally, time is often paused in the lyrics of a song when the speaker is observing, thinking about, or advocating for a feeling, object, or theme. Lyrics can be studied from an academic perspective (Alexander, T. 2013).

Lyrics often contain political, social and economic issues as well as aesthetic elements and thus can convey culturally significant messages. These messages can be explicit or implied through metaphor or symbolism. Lyrics can be analyzed in terms of their unity (or lack of unity)

with the soundtrack. Analysis based on tone and contrast are special cases (Nell, T. 2011).

Songs can used by language teachers as a teaching tool in the classroom. Songs are accessible, and give vocabulary, grammar, and cultural information while still being enjoyable for the pupils. They also feature actual language. In and outside of the classroom, they can offer beneficial speaking, listening, and language practice.

There are many collections of songs for foreign language learners and methods that provide practical advice on using songs in the classroom. Song collections are often sold on cassette and usually include notes on vocabulary and grammar in addition to the lyrics. They also include written music and extensive notes on the songs and music. Griffee describes 76 activities for using music, most of which are related to songs. He also provides a useful introduction for teachers, references, an annotated bibliography on ESL/EFL, songbooks, sample lesson plans, and four indexes, including one index by skill and another by learner level.

As Murphey (1992: 13) says, "Students' interest in the topic of music and songs can be used to stimulate language learning, even if students do not hear the music." There are a wide variety of activities that can be developed for talking about music, including lesson plans, and four

indices, including surveys about students' preferences, discussions about musical genres, role-playing interviews, and oral reports or presentations about specific singers, bands, and types of music. These speaking activities can also lead to teaching sequences that use music.

The use of music for foreign language learning is recommended for a host of overlapping psycho-affective, social, linguistic, cognitive, cultural and pedagogical reasons. As many authors point out, music is fun for learners and can create an enjoyable and relaxed atmosphere in the classroom. At the same time, as was stressed above, music has the power to affect our emotions and so involves the learner. From a linguistic viewpoint, songs are useful for listening comprehension, pronunciation practice (especially prosody), vocabulary learning (especially idioms) and grammar review. Cognitively, the fact that music "sticks in our heads" suggests that it plays a role in our short- and long-term memory (Murphey 1992: 7). Like art, film or literature, music is an integral part of foreign culture; songs in particular reflect and comment on key social, political and historical issues. From a pedagogical point of view, music can be a way to launch discussion and to create authentic communication in which learners exchange their views and interpretations.

2.2. Selena Gomez's Selected Song

Selena Gomez Born July 22, 1992, in Grand Prairie, Texas, is an American singer, actor, producer and businesswoman. Selena Gomez got her start in acting after spending two years working on the children's show "Barney and Friends." After several supporting roles in the film, Gomez guest-starred on Disney Channel's *The Suite Life of Zack & Cody* and *Hannah Montana*. In 2007, she starred in Wizards of Waverly Place, and in 2009 released the pop album Kiss & Tell. Other projects over the years include the 2013 film Spring Breakers, the 2015 album Revival and single Good for You, and the 2020 album Rare and chart-topping "Lose You to Love Me." Gomez has also been praised for being public about his battle with Lupus (The Biography.com. 2022). In this research, the researcher used Selena Gomez's song entitled "The Heart Wants What It Wants".

"The Heart Wants What It Wants" is one of the songs in Selena Gomez's album "For You". The album was released on 24 November 2014, through Hollywood Records. "The Heart Wants What It Wants" was released as the first and only single from the album, released on 6 November 2014.

Selena Gomez is dubbed 'The Queen of Broken Heart' by her fans because she has many songs with the

theme of heartbreak. Especially the song "The Heart Wants What It Wants". The single went on to become a top ten hit on the US Billboard Hot 100 chart and sold over a million copies. The song also achieved similar success in many countries around the world (Seidman, Robert). Selena Gomez's ability to write heartbreak lyrics in her songs was also recognized by her best friend, Taylor Swift. In an interview, Taylor Swift once gave support and praise for Selena Gomez's work and songs which she considered very beautiful, talented, and heartfelt (Bonner, Julie).

Selena Gomez's songs are known to be poetic and make the listener feel what is happening in the song. "The Heart Wants What It Wants" This song tells the story of a woman's disappointment in the breakdown of a relationship because it is caused by a small thing that makes her partner accuse that the woman is the one who caused all the chaos. Selena Gomez sang this song at the 2014 American Music Awards and received an overwhelming response until Taylor Swift cried seeing her on stage (Torres, J.2015).

2.3. Theoretical Approach

2.3.1. Formalism

Etymologically formalism is derived from the word forma (latin), which means form. In literature, formalism is the theory used to analyze

literary works including pronunciation techniques –including rhythm, rhyme, aquatic / sound, alliteration, assonance, figure of speech, etc. (Nuriadi, 2016). This theory is freed from external elements such as history, biography, context culture etc Formalism is a literature mode of criticism, born in Russia in the century by the initiative of a pioneer Victor Sklovskij.

Russian formalism appeared as a reaction to literature criticism applied at that moment which emphasised and concerned only the content and social characteristics of a literary work. Formalism is one of the sects of modern literature theory. The literature experts and linguists gathered into two groups named, The Moscow Linguistics Circle (1915) whose members were linguists are most, and The Opojaz Group (1916) whose members were literature experts. Formalism is a reaction against a positivistic literary approach which is an approach based on the philosophy of positivism. This approach assumes that all knowledge must be based on facts that can be observed. Science which is not based on the description, according to the ideology, is rejected because it is regarded as empty speculation. Positivist thought influences

thinking in general, especially the literary experts. The formalists reject the theory that literary text depicts individual or community images. According to them, literary texts are facts the material that is built upon the words. On the other hand, the formalists use two concepts. These concepts are named "Defamiliarization" and "de-automatization". Defamiliarizing 'defamiliarization' is the process of 'estrangement' could faster awareness of how techniques could crystallize or frame a text and allow the critical eye to meander into new streams of thought. The process of how the devotee of literary work understands and interprets the meaning behind, by the formalist called 'de-automatization'.

(http://DavidHoffman.blogs.bcu.ac.uk/virtualtheorist/formalism/.)

Formalism is also known as the 'New Criticism'. This critical approach examines a literary text or artwork through its aesthetic composition such as form, language, technique and style. Formalists believe that the art object can be isolated from social, cultural and historical influences and examined as an autonomous whole.

Proponents of formal analysis believe that universal statements or laws about the work under observation can be measured through an analysis of its internal structures and language. A formalist approach will evoke technical vocabulary to examine a piece of work. The form, tone, language, characterization, figures of speech, point of view, setting and theme of a text constitute a universe of ideas within an internal order. These devices of literary work will be more estranging. Formalists prioritize the medium over the content. As implicated in the term 'formalism', 'form' is considered synonymous with content.

As has been explained above, the formalism theory will be applied in this thesis. Derived from all the explanations above, figurative language is one of the ways to analyze a piece of work of literature. The writer puts this approach by looking at the benefits of formalism itself in analysing a literary work. However, to reveal the answer to the third objective of the study, the writer will use teaching media theory as the framework theory to analyze the contribution of figurative language used in song lyrics toward English teaching.

Song is one of the teaching media that can be used to teach any material, it may be used to create a more relaxing in learning a foreign language. It also can be used to teach vocabulary because, in the lyrics of a song, there are several kinds of vocabulary.

2.3.2. Second Language Acquisition

Developing a theoretical framework as the theory for teaching English as a foreign language (TEFL), the teacher frequently thought about the way that theories are applied, the use of media, and the good methods, and techniques relevance. There is not one perfect theory in second language acquisition (SLA). As Spolsky (1989) states, "Any theory of second language learning that leads to a single method must be wrong ". Departs from the explanation above teachers can combine theories to develop an appropriate English teaching. According to Cook (2011), the teacher needs to do whatever is necessary, not just what is scientifically proven but also combine parts of theories that best serve their students' needs. Second language acquisition (SLA) is a very abstract and technical branch of TEFL. SLA is wrapped by several types of methodologies of

English teaching which is any one of them is wrong when applied in the classroom. Departs from the explanation above, SLA theory will be applied as the second theoretical framework for this study regarding the benefit and contribution of song lyrics for English teaching in teaching English as a foreign language, in which the teacher can rely on a sense of culture, history, and social (https://about.futurelearn.com/blog/the-importance-of-teaching-english.)

CHAPTER III
RESEARCH DESIGN

This chapter discusses the research method applied in this research. There are several research methods discussed in this chapter such as the research design.

In this part, the researcher wanted to discuss about research design, source of the study, method of data collection, and method of data analysis.

A. Research Design

In conducting research, we need research designs. Research design refers to strategies for integrating the different components of a research project in an interrelated and coherent manner. Some experts disagree on what constitutes a study design. According to Creswell, research design ranges from the research plan and procedures to the detailed methods of data collection and analysis.

Research design aims to ensure that the knowledge gained allows us to answer the original question as clearly as possible.

In this study, the researcher used qualitative methods, as this research focused on analyzing to interpreting written material in context. It does not provide any statistical process such as the data is not recorded statistically, it describes the types of figurative language and imagery used in the song and

explains what meaning songwriters try to describe with figurative language and imagery in song lyrics. Materials included textbooks, newspapers, magazines, theses, films, manuscripts, articles, etc the material in this study focused on selected figurative languages and imagery in the song that can inform the lyrics.

B. Source of the Study

In this research, there are two sources of data: Primary data and Secondary data

a) Primary Data

In this research, primary data will be taken from one song by Selena Gomez.

b) Secondary Data

Secondary data sources are historical books, articles, and research reports that support the primary data related to figurative language and imagery. This means that in the secondary data sources, the results of the analysis of the primary data sources are strengthened so that the arguments and theories of the paper are accepted.

C. Method of Data Collection

The data collection method of this research is the documenting method. This approach focuses on bibliographic sources by gathering some information from books, websites, dictionaries, and other sources relevant to the topic of this research. The researcher performs several steps. First, listen to

Selena Gomez's song. Second, read the lyrics of the song. Afterwards, the researcher emphasizes lyrics using figurative language and imagery.

D. Method of Data Analysis

In this research, the researcher will use analytical and descriptive methods in the context of formalist theoretical approaches while some of the procedures used by the researcher are as follows:

a) Identification of figurative language and Imagery

Based on the collected data, the first step in analyzing figurative language and imagery is to identify the figurative language itself, identify the imagery meaning found in lyrics and identify its meaning contribution to English teaching. When identifying, the researcher uses codes to facilitate identification.

b) Encoding

When identifying, the researcher uses the codes to facilitate identification. The coding is entered in the following table:

No	Lyric	Figurative Language		Line
		Types	Meaning	
1.	…..	…..	…..	…..

The imagery meaning found in lyrics will be explained in the table below:

No	Lyric	Imagery		Line
		Types	Meaning	
1.	…..	…..	…..	…..

c) Classification of figurative language and Imagery

Figurative language and imagery that have been found in the lyrics will be classified according to the types of figurative language and imagery.

d) Explanation of meaning of figurative language and imagery

In this step, the researcher tries to explain the meaning behind figurative language and imagery and will find out its purpose.

e) Describing the contribution of figurative language and imagery to English teaching.

CHAPTER IV

FINDING AND DISCUSSION

This chapter explains the research findings that were found by the researcher. The result of the data analysis presents the description of the figurative language and imagery found in Selena Gomez's selected song. The display of data was done by describing the figurative language and imagery which is found in the song lyric.

A. Finding

In this section, the researcher presents the types of figurative language and imagery contained in the lyrics of the song "The Heart Wants What It Wants" by Selena Gomez. And its contribution to English teaching to high school students.

1. An Analyzing Figurative Language in A Song

Figurative language is a common language used in some imaginative creations because it uses various figures of speech. It is interesting to use because they can create aesthetic images with a glittering approach. Some examples are metaphor, simile, and hyperbole. Using figurative language means freshly creating imaginative descriptions. It is usually immediately obvious whether a writer is using figurative or literal language.

a. Figurative Language in The Song entitled "The Heart Wants What It Wants"

The classification of figurative language found in Selena Gomez's selected songs is as follows:

| NO | Lyrics | Figurative Language | | Lines |
		Types	Meaning	
1.	This is a modern fairy tales	Metaphor	A modern fairy tale is a metaphor for her relationship	37
2.	No wind in our sails.	Metaphor	There is nothing that can support her relationship till the end.	39
3.	Shining like stars.	Simile	She feels like the happiest woman in the world.	19
4.	Lighting me up like Venus.	Simile	The woman feels great about how the man pleased her.	20

5.	And every second's like torture.	Simile	When the man left her, she started to feel lonely, painful, and broken heart.	22
6.	But, I'm not alive until you call.	Hyperbole	The woman feels insecure and questions their relationship. The only cure for her insecurity is the man's call.	11,28,45
7.	There's a million reasons why I should give you up.	Hyperbole	There are a lot of reasons why I should and her relationship with the man.	15,32,49

8.	You got me scattered in pieces.	Hyperbole	The man makes the woman broken and miserable.	18

The song entitled "The Heart Wants What It Wants" has several types of figurative language found by researchers. The types of figurative language found in the song are as follows:

1. Metaphor

Metaphor is a style of language that uses comparative words to represent other things or not, starting from the comparison of physical objects, characteristics, ideas, or other actions. Keraf 1994: 139 (in Ending Sukwati, 2021) states that metaphor is a variety of analogies that compare two things directly, but in a short pattern. It means that between subject and object have the same attributes, and the writer uses them to compare them to one another.

Usually, metaphors are created through the use of multiple forms of the verb "to be". The metaphor was found in the lyrics of the song entitled "The Heart Wants What It Wants". The data related to the use of metaphors are presented in the following lyrics.

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This is a modern fairy tales **(line 37)**

No wind in our sails **(line 39)**

Analysis:

The first metaphor is *"This is a modern fairy tales"* This expression is classified into metaphor because in this expression the woman implies her worse relationship with a modern fairy tale. As we know every fairy tale will always achieve its happy ending.

The last expression in metaphor is *"No wind in our sails"* This expression describes the condition of the woman's relationship with the man. She draws her relationship as a sail.

2. Simile

The simile is a type of figure of speech that compares two things that are conveyed clearly with words; like, as, such, etc (Evi, 2016). The simile is a direct comparison between things that are not very similar. A poet introduces a simile through a connecting word which signals that a comparison is being made; the most commonly used conjunctions are "like" and "as," but "than" is also used.

A simile was found in a lyric of the song entitled "The Heart Wants What It Wants". The data related to

the use of similes are presented in the lyrics of the song below.

Shining like stars and screaming (**line 19**)

Lighting me up like Venus (**line 20**)

Every second's like torture (**line 22**)

Analysis:

The first expression of simile is *"Shining like stars and screaming"* because the woman uses the word like to draw a resemblance to the feeling that she feels. This expression used the word *"like"* as a sign of simile.

The next expression is *"Lighting me up like Venus"* This sentence is included in a simile because there is used the word *"like"* to describe the feeling of being loved by someone.

The last expression of the simile is *"Every second's like torture"* The lyric presents the woman's feeling lonely, empty, hurt, and miserable. This sentence uses the word *"like"* to show the resemblance of the woman's feelings.

3. Hyperbole

The figure of speech known as hyperbole is used when a writer or speaker intentionally and blatantly exaggerates to the highest degree. It is used to give emphasis or to add creativity and humour to a

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description. It is very important to remember that hyperbole is not intended to be taken literally; the audience is aware of this.

Hyperbole was found in the lyrics of the song entitled "The Heart Wants What It Wants". The data related to the use of hyperboles are presented in the lyrics of the song below.

But I'm not alive until you call **(lines 11,28,45)**

You got me scattered in pieces **(lines 15,32,49)**

There's million reasons why I should give you up **(line 18)**

Analysis:

The hyperbole expression can be found in *"But I'm not alive until you call"*. It is overestimating an expression of how she would be alive only if the man called her, instead of knowing she is already alive.

The second expression is *"You got me scattered in pieces"* Describing how bad the feeling of the woman is when the man leaves her. The man broke her heart and it hurt him. This expression uses exaggeration to draw the woman's pain. The woman would not become pieces if she feels hurt, moreover scattered in pieces.

The last expression *"There's million reasons why I should give up"* used the word million to create

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an exaggeration sense. In this matter, the woman has a lot of reasons why she should end her relationship with her man.

b. Figurative Language in The Song entitled Kill Em With Kindness

Kill Em With Kindness is the second track and fourth and last single on Selena Gomez's second solo album, Revival, released on October 9th, 2015. The song was written by Selena Gomez and Davé Audé. It was produced by Rock Mafia and Benny Blanco.

This song reveals the fact that using peaceful actions to overcome our everyday obstacles and limitations would guide us to a peaceful life. It's a kind of motto song in order to bring the listener to live a better life. Through the lyrics, we can feel the energy of power, and braveness that is served by the songwriter. In this song, also said that there is no war and anger has ever solved the problem in life.

1. Metaphor

"Your lies are bullets"

The expression above is classified as a metaphor because here the implies a lie as a bullet that may be able to hurt somebody through bullets. The songwriter believes that lies will guide a person in the wrong way.

"Your mouth is gun"

The second expression of a metaphor of this song is "your mouth is gun ", it is classified as a metaphor because of the same reason as the above lyric. The songwriter describes the similarity between a mouth and a gun which has the same meaning within this song. A gun is a metaphorical word for a mouth.

"Kill em with kindness"

The last expression is "Kill em with kindness ", here the songwriter draws the similarity between the kindness and weapon implicitly. The songwriter makes the word kindness as a tool or weapon to break something. However, here kill refers to an act that actually means against the negative opinions of people around us (bullying).

The Meaning of Figurative Language in The Song entitled Kill Them With Kindness:

"Your lies are bullets"

This expression above is classified as a metaphor because here the songwriter resembles the word lies with bullets. The songwriter compares those two words because of their similarity, which enables them to hurt someone to death. Lies hurt and vice versa.

"Your mouth is a gun"

The second metaphor can be found in expression. This expression tells the listener about the danger of mouth whenever you use it unwisely. The songwriter uses the words gun and mouth to represent one negative metaphorical word. Through the lyric, it is explained that between mouth and gun, both are hurting weapons. The mouth has the power to hurt people orally, and the gun has the power to hurt people physically. In fact, these two things are different.

"Kill em with kindness"

The expression is classified as a metaphor because here, the songwriter used the word kindness to pretend to be a thing (weapon) that enables killing. In fact, here the word kill refers to an act that actually goes against the negative thing or opinion from people around us

c. Figurative Language in The Song entitled Back to You

"Back to You" is a song by American singer Selena Gomez. It was written by Amy Allen, Gomez, Parris Warrington, Diederik Van Elsas and Micah Premnath. It was produced by Trackside and Ian Kirkpatrick. This song was released on May 10th as the lead single from the soundtrack of the second season of Netflix's original series 13 Reasons Why.

This song is about a woman who still loves her ex-boyfriend even though they are not still together. Every time she tries to forget about the man, she always finds herself remembering him. The man will always come into her mind, and finally, she cannot move on and start a new life. According to this song, she knows that the person is not good for her but she still says that if she gets another chance to relive the old memories she would like to spend all her memories again with her ex.

1. Personification

"Thought that I could chase you with a cold evening"

The first personification can be seen in the expression "Thought that I could chase you with a cold evening". Through this lyric, the songwriter implies that could evening has the ability to chase someone. As we know only living things would have the ability to chase something, especially human beings.

"Let a couple of years water down how I'm feeling about you "

The next personification expression can be found in "Let a couple of years water down how I'm feeling about you". The songwriter has given the couple of years the ability to water feeling which seems impossible and very human thing. Through the lyric,

the songwriter represents the woman's hope who try to forget the memories of the man she loves relying on the time.

2. Hyperbole

"You could break my heart in two"

The first hyperbolic expression is "You could break my heart in two". This expression is classified as hyperbole because of its exaggeration. In fact, nobody would break someone's heart into two just because she/he made some mistake in a relationship. No human being would dare to break their love's heart into two, it's impossible.

"You're stuck in my head and I can't get you out of it"

Another hyperbolic expression used can be found in the expression, "You're stuck in my head and I can't get you out of it", this exaggerated expression made the man trapped in the woman's head. Definitely, nobody would be able stuck into somebody's head, however through the lyric the songwriter make it possible using a figurative language called hyperbole. It sounds impossible and exaggerates something.

The Meaning of Figurative Language in The Song Entitled Back To You:

"Thought that I could chase you with a cold evening"

The expression "Thought that I could chase you with a cold evening" not only contains metaphor but also personification. This expression shows the impossibility in which a cold evening has given the power to chase the man as a human in general. However, here through the lyrics, the songwriter tells the woman's feeling who missing her ex-boyfriend and she could not move on. She believes that the man still loves her too.

" Let a couple years water down how I feel about you"

The second personification could be found in expression. This expression describes the woman's feeling of surrender, she believes that time will erase the memory of the man slowly. But in fact, it does not work, the woman finds herself loving him over and over again Here, the songwriter gives the word a couple of years in order to have the ability to water something just like a human being in the fact that, a year cannot do anything like watering, crying, wiping, and so on.

"You could break my heart in two "

The hyperbolic expression could be found in the expression "You could break my heart in two". This expression is an exaggeration because of its impossibility. Through the lyrics, the songwriter

reveals the woman's feeling of true love. The woman believes that only the man she loves would be able to hurt her heart. She knows that whenever the man hurts her, somehow her heart will be back to love him again and again no matter how many times he ruined it. Because the man has owned her heart.

"You're stuck in my head"

The last hyperbolic expression can be found in this expression "You're stuck in my head". Here, the expression is classified as hyperbolic because of its impossibility and exaggeration. Through the lyrics, the songwriter represents the woman's love of how she could not resist the man. She could not ever forget the man, the man's memories and everything that they'd been through wouldn't leave her mind. The sentence you're stuck in my head and I can't get you out of it, accentuates that the woman would not be able to forget about him, the man will always be forever in her mind and heart.

d. Figurative Language in The Song entitled Who Says

The song "Who Says" is a song by Selena Gomez collaborated with The Scene. The song was released in March 2011, as the lead single from the band's third album, When the Sun Goes Down (2011).

This song is included as a motivational song, we can see through the lyrics the songwriter tells us that we should not listen to what other people say about us. Nobody can tell us something bad about what we do or who we are. The song also brings us to be who we are, we should not let others change us by their own opinion. Through this song people especially women have to be proud of their own beauty, it's also about how to represent ourselves and become beautiful through our inner beauty. The way we live a life depends on us, not others' opinions. This song is about being ourselves and not letting anyone tell us what we can do or can be

1. Metaphor

   "When you're a diamond in the rough"

   The expression twenty-three is classified as a metaphor because here the songwriter draws a resemblance between the girl and the diamond. Here, through the expression, the songwriter would like to tell every girl all over the world that they are beautiful no matter what other say.

2. Hyperbole

   "Won't let you touch the sky"

   The writer is classifying the fourth expression "Won't let you touch the sky" as hyperbole. Because,

of its impossibility. The writer mentions that every girl could touch the sky. Here the word sky means success.

The Meaning of Figurative Language in The Song entitled Who Says

"When you're a diamond in the rough"

This expression above is categorized as a metaphor because here the songwriter compares the resemblance between a girl and a diamond to describe the characteristic of true beauty (inner beauty). Therefore, the songwriter wrote that a manners girl same as a diamond in the rough, here a diamond in the rough would not be seen as beautiful outside and is similar to a girl who has ordinary looks, but inside she has a pure heart reflexly, it will come out as an inner beauty. This similarity shows that everything that started from the heart will be seen as true beauty. A big message which implied in this song.

"Won't let you touch the sky"

The second metaphor could be found in expression. This expression is classified as a metaphor because here the songwriter uses the word sky to connotate the word success. Through the lyrics, the songwriter is supporting the girls who thought that they would not be able to achieve success by giving

them quotes from life that can encourage their spirit and give them true motivation.

2. Analyzing Imagery in A Song

    Imagery is a picture of the hand created by the poet. Imagery is used to build strong images of the feelings and thoughts of the reader. There are many types of imagery, including visual imagery, auditory imagery, organic imagery, gustatory imagery, and others. Imagery is used to create s visual image or imaginary feeling that can be felt by the reader. The classification of imagery found in Selena Gomez's selected songs is as follows:

NO	Lyrics	Imagery		Lines
		Types	Meaning	
1.	That after the fever I'll survive.	Tactile	She hopes that after all the problems with him are over, she can survive the relationship.	4
2.	The bed's getting cold and you're not here.	Tactile	She feels lonely if there is no one she loves beside her.	9,26,43

3.	The future that we hold is so unclear.	Kinesthetic	The future of their relationship is unclear.	10,27,44
4.	Breathless moments.	Kinesthetic	She felt that she could not imagine life without the people she loved.	41
5.	I know I'm acting a bit crazy.	Kinesthetic	She's aware of what she's doing, and that she's a little crazy trying to maintain the relationship.	5
6.	You got me sippin' on something.	Kinesthetic	The man makes the woman do something she doesn't want to do.	1
7.	But then you disappear	Kinesthetic	The man leaves the woman and	21

			makes the woman uncertain.	
8.	Strong out, a little bit hazy.	Kinesthetic	The women feel disturbed by the problems they face.	6
9.	Finding a way to let go.	Kinesthetic	She's looking for a way to escape and end the relationship.	26
10.	Baby, baby, no, I can't escape.	Kinesthetic	The woman could not end the relationship.	27
11.	And I'll bet the odds against it all.	Kinesthetic	The woman has gambled against all to survive the relationship.	12,29,45
12.	I've ever known, I'm hoping.	Organic	The woman feels incomparable to anything	3

			she has ever known, and the woman hopes that she will survive.	
13.	You might be right, but I don't care.	Organic	The woman doesn't care anymore for whatever reasons the man gives.	14,31,48
14.	Save your advice 'cause I won't hear.	Auditory	The man gives many reasons but, the woman doesn't want to hear it.	13,30,47

The researcher found several images contained in Selena Gomez's song, "The Heart Wants What It Wants". Including the following.

1. Tactile imagery

Tactile imagery is a term that refers to a poem's description of the taste of something. In it, the reader can conjure images of aromas of different objects.

Tactile imagery was found in the lyrics of the song entitled "The Heart Wants What It Wants". The data related to the use of tactiles are presented in the lyrics of the song below.

That after the fever I'll survive **(line 4)**

The bed's getting cold and you're here **(lines 9, 26, 43)**

Analysis:

The first tactile imagery found in this song is *"That after the fever I'll survive"* This sentence tells about her condition when she has a problem with his boyfriend. The word *"fever"* refers to the word tactile, and *"survive"* explains that she was able to survive with that condition.

The last word that includes tactile imagery found in this song is *"The bed's getting cold and you're here"* The word *"cold"* includes tactile imagery, because this word gives a tactile sensation that causes it to become cold.

2. Kinesthetic imagery

Kinesthetic imagery suggests movement or tension that occurs throughout the poem beyond the speaker's control. Kinesthetic imagery was found in a lyric of the song entitled "The Heart Wants What It Wants". The data related to the use of kinesthetics are presented in the lyrics of the song below.

The future that we hold is so unclear (**lines 10,27,44**)

Breathless moments (**line 41**)

I know I'm acting a bit crazy (**line 5**)

You got me sippin' on something (**line 1**)

But then we disappear and make me wait (**line 21**)

Strung out, a little a bit hazy (**line 6**)

Finding a way to let go (**line 26**)

Baby, baby, no, I can't escape (**line 27**)

And I'll bet the odds against it all (**lines 12, 29, 45**)

I've ever known, I'm hoping (**line 3**)

Analysis:

The sentence *"The future that we hold is so unclear"* illustrated kinesthetic imagery because the word *"hold"* is something that needs movement, and explains the movement of the subject to hold something so, that is why this word is also included in kinesthetic imagery.

The second sentence *"Breathless moments"* explained kinesthetic imagery, because the word *"Breathless"* is something that can feel and it can be perceived as kinesthetic imagery.

The next expression is *"I know I'm acting a bit crazy"* The word *"acting"* is perceived kinesthetic imagery, because in this word it requires motion, and *"crazy"* describes the object's motion.

The sentence *"You got me sippin' on something"* explains a movement to make the object do something, which needs a sense of lips movement to sippin' on something. So, it is perceived as kinesthetic imagery.

In the sentence *"But you disappear and make me wait"* there is a movement to make the object wait for the subject of the song. It can be seen that *"you disappear and make me wait"* is perceived as kinesthetic imagery.

The next word which included kinesthetic imagery is *"Strung out, a little a bit hazy"* because the word *"strung out"* has the meaning of being hanged, the meaning of this word regarding her relationship with him who was hanged, is uncertain. Showing an action with the word *"hazy"* can be perceived as kinesthetic imagery.

In line 26, *"Finding a way to let go"* this sentence kinesthetic imagery, because the word *"finding"* is something that needs movement, and *"let go"* this word also included in kinesthetic imagery.

"Baby, baby, no, I can't escape" The word *"can't"* shows a movement of refusing something. The sentence *"escape"* is something that can feel and

show an action, it can be perceived as kinesthetic imagery.

The sentence *"And I'll bet the odds against it all"* explains a movement to make the object have the courage to confront her feelings. It can be seen by *"I'll bet the odds"* so, it is perceived as kinesthetic imagery. The last expression *"I've ever known, I'm hoping"* is the sentence illustrated by kinesthetic imagery. Because she hoping for something, and *"hoping"* is a word that is included in the form of kinesthetic imagery.

3. Organic imagery

Organic imagery is a way of describing bodily sensations, such as hunger, thirst, fatigue, or nausea. Organic imagery was found in a lyric of the song entitled "The Heart Wants What It Wants". The data related to the use of organics are presented in the lyrics of the song below.

I've ever known, I'm hoping **(line 3)**

You might be right, but I don't care **(lines 14,31,48)**

Analysis:

The first sentence is *"I've ever known, I'm hoping"*. This sentence contains a sense of the feeling of hope. The singer expressed her feelings in the

60

sentence above by saying that she once told him about her relationship.

The last sentence is *"You might be right, but I don't care"* In this sentence she doesn't care anymore, which means contains a sense of the feelings. So, it is perceived as organic imagery.

4. Auditory imagery

Auditory imagery describes the process of conveying voice to the reader. This is an imagery that the reader can hear or make a sound about. Auditory imagery was found in a lyric of the song entitled "The Heart Wants What It Wants". The data related to the use of auditory are presented in the lyrics of the song below.

Save your advice 'cause I won't hear **(lines 13,30,47)**
Analysis:

In this sentence *"Save your advice 'cause I won't hear"*. The lyric above is included in auditory imagery because the sentence gives the listener or readers an image that the singer doesn't want to hear any advice he wants to convey.

3. Contribution of the Study to English Teaching

The last research problem is to what extent figurative language and imagery of Selena Gomez's songs are used in English teaching. The researcher showed that

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based on her analysis and reading of other researchers'
journals, figurative language and imagery can contribute to
English teaching. The most prominent figurative language
to be implemented in the teaching and learning process are
the easiest and simplest ones such as personification,
simile, and metaphor. The most frequent imagery to be
implemented in teaching are kinesthetic imagery and
visual imagery. This is due to the background of the
students themselves whereas in Indonesia English is a
foreign language which means it is not used as a daily
language. Therefore, figurative language and imagery are
the best that contribute to the teaching and learning
process. It can be packaged in the study of understanding
poetry or song lyrics. This method is believed to be the best
because the activity invites students to enjoy the class by
playing musical instruments. The contributions of
figurative language and imagery used in song lyrics to
English teaching are as follows:

No	Contributions
1.	Song lyrics can be used as a tool to improve language, speaking, and skills.
2.	Songs are typically simple to obtain, and teachers can choose songs based on the interests and needs of their students.

3.	Teachers can enliven the classroom by using music songs.
4.	Songs provide pupils with a good diversity of language samples and get them ready for real-world language.
5.	The majority of young language learners consider songs to be one of the most enjoyable activities and one of the best language-learning techniques.
6.	Use songs as the teaching medium, and the time is controllable.
7.	Songs provide students with a variety of new vocabulary.
8.	Enhance the improvement of students' English writing and literacy skills.
9.	Students are motivated and relaxed in the writing-learning process.
10.	Can understand meaning well with expertise in semantics.

Based on the table above, the author found 3 types of figurative language and 4 types of imagery used in Selena Gomez's song "The Heart Wants What It Wants" selected by the researcher. and its contribution to English teaching.

The discussion in this study highlights the research's contribution to English teaching. Most students in

Indonesia find learning English difficult. They are less motivated to learn English because they think it is a difficult subject. This might be the hugest challenge for a teacher to teach English due to it is not a language to communicate daily. Said (Marlina, 2012) that teaching English as a foreign language (EFL) is such a barrier to the point of fluency faced by teachers because it is difficult to empower the students to be more interested in it. In this case, the English teacher needs to be sensitive to the situation of the students. Teachers should stimulate students' enthusiasm for learning English. Brown defines teaching as "helping someone in learning how to do something, giving instruction, leading in the study of anything, supplying knowledge, and causing to know or comprehend", as a facilitator in the learning process, the teacher should think about how to make students easy to learn and interested in English.

This also happens in the teaching and learning of English. The researcher and some of her friends also felt these difficulties in studying English. Using media to support the teaching and learning process is one of the possibilities available to teachers. Many different types of media can be used in the teaching process. Such as realia, a photo, a short card, a film, a song, etc.

Lyrics are a teaching tool that can be used to teach vocabulary or other topics. Song lyrics were used in one study of English teaching, emphasizing imagery and image recognition. Using lyrics as recognition targets can make it easier for students to understand and remember the material, and make learning more enjoyable and useful. Some people do not like art, dancing, reading, or movies, but almost everyone enjoys some type of music. Most people enjoy many different types of music (Douglas Brown,2010).

Selena Gomez's song is one of the songs that can be a medium for learning, especially in English material. In this song, several sentences of figurative language and imagery are part of the elements that exist in poetry. A teacher can use this media for English teaching at school. in addition to learning media, students can also get new vocabulary and more importantly students can enjoy learning in class more.

B. Discussion

This study was conducted to analyze the types of figurative language, types of imagery and to explain the contribution of figurative language and imagery in English teaching. The research conducted shows that there are three types of figurative language: metaphor, simile and hyperbole and four imagery: tactile, kinesthetic, organic and auditory in

Selena Gomez's song chosen by the researcher titled "The Heart Wants What It Wants". The research findings of this study also prove that figurative language and similes can contribute to the teaching of English in the classroom. This is different from the results of research conducted by Masri Hartutik (2022) who only examined imagery and found several imageries, namely: visual, kinesthetic, and organic

The researcher shows the pedagogical contribution of the research as a reflection by the researcher on the research findings during the research. The research believes that there is a significant difference in students' writing skills between students who were taught using communicative English songs and those who were taught without using communicative English songs such as Selena Gomez songs to learn figurative language and imagery which are elements in poetry. For language learners to have communicative competence in speaking, they must also understand the speech acts and behaviours of native speakers of the language. Especially in linguistics learning. In linguistics, students learn about the study of meaning which is called semantics. For language and literature academics, semantic knowledge will provide a lot of theoretical provisions to analyze language in language research or to better master and understand the specific language they are studying. In the study of language, semantics emerged as an attempt to overcome the deadlock in interpreting the

meaning of sentences. Given the conclusions drawn above, this implies that the use of Selena Gomez songs can enhance the improvement of students' semantic comprehension, English writing and literacy skills as seen from the progress of students' scores especially on English learning after being given a treatment using fun media such as songs. Students are motivated and relaxed in the writing learning process when taught using communicative media, therefore it implies that the use of songs can maintain students' interest and help them in exploring and transmitting their ideas into writing so that students can analyze and write them.

Students gain in variety of new vocabulary through the song, helping them expand their words and form new phrases, clauses, sentences, and expressions that prepare them for real-world exposure outside of the classroom. In addition, singing is also a tool for developing the four skills of reading, writing, listening, and speaking. To teach the target language later, the teacher should create a welcoming environment to cheer up the students again. A song could cover this. This song makes the classroom atmosphere more interesting because it brings its character to the source of the song.

However, to connect students to songs, teachers should first understand their needs and interests. Using songs in English teaching is more fun, passionate and rewarding without losing sight of the educational value. The researcher

learned that Students can explain the figurative language and imagery that they get in the song lyrics, students can also more easily identify the types of figurative language and imagery contained in the song lyrics. In addition, they know how to express themselves based on the songs they hear, and having songs as a part of the teaching process is not tiring, although there is a lot of repetition that leads to automatic use of the target language. One of the benefits of using singing as a part of English teaching is that the teacher can easily control the timing of the teaching process. Combined with the basic skills in the teaching plan for the second year of high school, it was found that almost all the indicators have reached the target. This means that when teachers use songs as a part of their lessons, song material goes a long way in enhancing and revitalizing student's knowledge and making the way they learn more interesting and meaningful.

In conclusion, the use of communicative English songs such as Selena Gomez's songs is expected to improve student achievement in the field of pragmatics, namely being able to understand meaning well with expertise in the field of pragmatics, and writing skills, especially in English language learning. This is because the use of song media can be an effective medium to help students practice writing and create the spirit of the learning process so that the competency standards of the learning process can be achieved.

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter presents the conclusion and the suggestion. The conclusion is based on the research findings written above and the suggestion will lead the next researcher to further study using figurative language and imagery.

A. Conclusion

Figurative language is to beautify literary work, and it's the language people use to express their thoughts, ideas, and feelings. There are many types of figurative language, starting with simile, hyperbole, metaphor, personification, and so on. Each type of figurative language has its function to convey a word, phrase, clause, or sentence.

Imagery brings literature to life, giving the reader or listener a detailed sense of what the author or songwriter is conveying. There are many types of imagery, first of visual imagery, auditory imagery, organic imagery, gustatory imagery, and so on. Each type of imagery has its function. This thesis focused on the analysis of figurative language and imagery in the song "The Heart Wants What It Wants" by Selena Gomez.

The researcher elaborates on the findings regarding figurative language and imagery that reveal three figurative languages and four imagery in Selena Gomez's song "The

Heart Wants What It Wants". The figurative language and imagery used in this song are two metaphors, three similes, and three hyperbole. And two tactile imagery, nine kinesthetic imagery, two organic imagery and one auditory imagery. This study analyses figurative language and imagery in terms of meaning and types and its contribution to English teaching where figurative language and imagery in the song can be used as English teaching materials.

The function of figurative language and imagery in Selena Gomez's song "The Heart Wants What It Wants" is to beautify song lyrics and describe the feelings of love, hate, heartbreak, betrayal, dilemma, sincerity, quarrel, and regret more beautifully and interestingly. Through song lyrics, humans can feel a variety of emotions such as love, hate, affection, and even disappointment. The researcher concluded that song lyrics are very suitable for English learners related of their contribution to English teaching.

B. Suggestion

Based on the conclusion above, the researcher wants to give suggestions. They are:

1. For teachers

Teachers can transfer more understanding of figurative language and imagery by inviting students to do such analysis to encourage them to get used to using figurative language and imagery, also use more figurative

language and imagery in making communication with students. Thus, the students will have a better understanding and better implementation to apply in their communication.

2. For students

English learners can apply the analysis because English used in daily language also contains some figurative language meanings such as idiom, hyperbole, personification, and others. By learning figurative language and imagery, students will have a better understanding of English learning and using English in daily communication.

3. For readers

Readers who are interested in figurative language and imagery can start learning about literary criticism because it contains figurative language and imagery and its use.

4. For the next researcher

Research on figurative language and imagery is interesting research because it can reveal some aspects of figurative language and imagery that the author wants to convey. Future researchers can find some other figurative language and imagery realized in songs that are currently popular because songs in the next generation will bring up

various aspects of figurative language and imagery that are interesting to reveal.

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APPENDIXES

Appendix 1

"The heart wants what it wants"

You got me sippin' on something

I can't compare it to anything

I've never known, I'm hoping

That after this fever I'll survive

I know I'm acting a bit crazy

Strung out, a little bit hazy

Hand over heart, I'm praying

That I'm gonna make it out alive

The bed's getting cold and you're not here

The future that we hold is so unclear

But I'm not alive until you call

And I'll bet the odds against it all

Save your advice 'cause I won't hear

You might be right, but I don't care

There's a million reasons why I should give you up

But the heart wants what it wants

The heart wants what it wants

You got me scattered in pieces

Shining like stars and screaming

Lighting me up like Venus

But then you disappear and make me wait

And every second's like torture

Heroin drip, no more so

Finding a way to let go

Baby, baby, no, I can't escape

The bed's getting cold and you're not here

The future that we hold is so unclear

But I'm not alive until you call

And I'll bet the odds against it all

Save your advice 'cause I won't hear

You might be right, but I don't care

There's a million reasons why I should give you up

But the heart wants what it wants

The heart wants what it wants

The heart wants what it wants

The heart wants what it wants

This is a modern fairy tale

No happy endings

No wind in our sails

But I can't imagine a life without

Breathless moments

Breaking me down, down, down, down

The bed's getting cold and you're not here

The future that we hold is so unclear

But I'm not alive until you call

And I'll bet the odds against it all

Save your advice 'cause I won't hear

You might be right, but I don't care

There's a million reasons why I should give you up

But the heart wants what it wants

The heart wants what it wants

The heart wants what it wants

The heart wants what it wants

The heart wants what it wants, baby

It wants what it wants, baby

It wants what it wants

It wants what it wants

The heart wants what it wants, baby

It wants what it wants

Appendix 2

"Kill 'em with kindness"

The world can be a nasty place

You know it, I know it, yeah

See, we don't have to fall from grace

Put down the weapons you fight with

And kill 'em with kindness

Kill 'em with kindness

Kill 'em, kill 'em, kill 'em with kindness

Kill 'em with kindness

Kill 'em with kindness

Go ahead, go ahead now

We're running out of time chasing our lives

Everyday a small piece of you dies

There's aways somebody you're willing to fight, to be right

Your lies are bullets, your mouth's a gun

No war and anger was ever won

Put out the fire before igniting

Next time you're fighting

Please, kill 'em with kindness

Kill 'em with kindness

Kill 'em, kill 'em, kill 'em with kindness

Kill 'em with kindness

Kill 'em with kindness

Go ahead, go ahead now

Your lies are bullets, your mouth's a gun

No war and anger was ever won

Put out the fire before igniting

Why can't we stop fighting?

And kill 'em with kindness

Kill 'em with kindness

Kill 'em, kill 'em, kill 'em with kindness

Kill 'em with kindness

Kill 'em with kindness

Go ahead, go ahead now

Appendix 3

"Back to You"

Took you like a shot

Thought that I could chase you with a cold evening

Let a couple years water down how I'm feeling about you

And every time we talk

Every single word builds up to this moment

And I gotta convince myself

I don't want it even though I do

You could break my heart in two

But when it heals, it beats for you

I know it's forward but it's true

I wanna hold you when I'm not supposed to

When I'm lying close to someone else

You're stuck in my head and I can't get you out of it

If I could do it all again

I know I'd go back to you

I know I'd go back to you

I know I'd go back to you

We never got it right

Playing and replaying old conversations

Overthinking every word and I hate it

'Cause it's not me

And what's the point in hiding

Everybody knows we got unfinished business

And I'll regret it if I didn't say this isn't what it could be

You could break my heart in two

But when it heals, it beats for you

I know it's forward but it's true

I wanna hold you when I'm not supposed to

When I'm lying close to someone else

You're stuck in my head and I can't get you out of it

If I could do it all again

I know I'd go back to you

I know I'd go back to you

I'd go back to you

I'd go back to you

What was there, wasn't sure

But I'd go back to you

I know I'd go back to you

You could break my heart in two

But when it heals, it beats for you

I know it's forward but it's true

Won't lie, I'd go back to you

You know, my thoughts are running loose

It's just a thing you make me do

And I could fight, but what's the use

I know I'd go back to you

I wanna hold you when I'm not supposed to

When I'm lying close to someone else

You're stuck in my head and I can't get you out of it

If I could do it all again

I know I'd go back to you

I'll go back to you

I'll go back to you

I know I'd go back to you

I'll go back to you

I'll go back to you

I know I'd go back to you

Appendix 4

"Who Says"

I wouldn't wanna be anybody else

You made me insecure

Told me I wasn't good enough

But who are you to judge

When you're a diamond in the rough

I'm sure you got some things

You'd like to change about yourself

But when it comes to me

I wouldn't want to be anybody else

Na na na

Na na na

Na na na

Na na na

I'm no beauty queen

I'm just beautiful me

Na na na

Na na na

You've got every right

To a beautiful life

C'mon

Who says

Who says you're not perfect

Who says you're not worth it

Who says you're the only one that's hurting

Trust me

That's the price of beauty

Who says you're not pretty

Who says you're not beautiful

Who says

It's such a funny thing

How nothing's funny when it's you

You tell 'em what you mean

But they keep whiting out the truth

It's like a work of art

That never gets to see the light

Keep you beneath the stars

Won't let you touch the sky

Na na na

Na na na

Na na na

Na na na

I'm no beauty queen

I'm just beautiful me

Na na na

Na na na

You've got every right

To a beautiful life

C'mon

Who says

Who says you're not perfect

Who says you're not worth it

Who says you're the only one that's hurting

Trust me

That's the price of beauty

Who says you're not pretty

Who says you're not beautiful

Who says

Who says

Who says you're not star potential

Who says you're not presidential

Who says you can't be in movies

Listen to me, listen to me

Who says you don't pass the test

Who says you can't be the best

Who said, who said

Would you tell me who said that

Yeah, oh

Who says

Who says

Who says you're not perfect

Who says you're not worth it

Who says you're the only one that's hurting

Trust me

That's the price of beauty

Who says you're not pretty

Who says you're not beautiful

Who says

Who says

Who says you're not perfect

Who says you're not worth it

Who says you're the only one that's hurting

Trust me

That's the price of beauty

Who says you're not pretty

Who says you're not beautiful

Who says

Appendix 5

Table 1

| NO | Lyrics | Figurative Language | | Lines |
		Types	Meaning	
1.	This is a modern fairy tales	Metaphor	A modern fairy tale is a metaphor for her relationship	37
2.	No wind in our sails.	Metaphor	There is nothing that can support her relationship till the end.	39
3.	Shining like stars.	Simile	She feels like the happiest woman in the world.	19
4.	Lighting me up like Venus.	Simile	The woman feels great about how the man pleased her.	20

5.	And every second's like torture.	Simile	When the man left her, she started to feel lonely, painful, and broken heart.	22
6.	But, I'm not alive until you call.	Hyperbole	The woman feels insecure and questions their relationship. The only cure for her insecurity is the man's call.	11,28,45
7.	There's a million reasons why I should give you up.	Hyperbole	There are a lot of reasons why I should and her relationship with the man.	15,32,49

8.	You got me scattered in pieces.	Hyperbole	The man makes the woman broken and miserable.	18

Appendix 6

Table 2

| NO | Lyrics | Imagery | | Lines |
		Types	Meaning	
1.	That after the fever I'll survive.	Tactile	She hopes that after all the problems with him are over, she can survive the relationship.	4
2.	The bed's getting cold and you're not here.	Tactile	She feels lonely if there is no one she loves beside her.	9,26,43
3.	The future that we hold is so unclear.	Kinesthetic	The future of their relationship is unclear.	10,27,44
4.	Breathless moments.	Kinesthetic	She felt that she could not imagine life without the people she loved.	41

5.	I know I'm acting a bit crazy.	Kinesthetic	She's aware of what she's doing, and that she's a little crazy trying to maintain the relationship.	5
6.	You got me sippin' on something.	Kinesthetic	The man makes the woman do something she doesn't want to do.	1
7.	But then you disappear and make me wait.	Kinesthetic	The man leaves the woman and makes the woman uncertain.	21
8.	Strong out, a little bit hazy.	Kinesthetic	The women feel disturbed by the problems they face.	6

9.	Finding a way to let go.	Kinesthetic	She's looking for a way to escape and end the relationship.	26
10.	Baby, baby, no, I can't escape.	Kinesthetic	The woman could not end the relationship.	27
11.	And I'll bet the odds against it all.	Kinesthetic	The woman has gambled against all to survive the relationship.	12,29,45
12.	I've ever known, I'm hoping.	Organic	The woman feels incomparable to anything she has ever known, and the woman hopes that she will survive.	3
13.	You might be right,	Organic	The woman doesn't care	14,31,48

	but I don't care.		anymore for whatever reasons the man gives.	
14.	Save your advice 'cause I won't hear.	Auditory	The man gives many reasons but, the woman doesn't want to hear it.	13,30,47

Appendix 7

Table 3

No	Contributions
1.	Song lyrics can be used as a tool to improve language, speaking, and skills.
2.	Songs are typically simple to obtain, and teachers can choose songs based on the interests and needs of their students.
3.	Teachers can enliven the classroom by using music songs.
4.	Songs provide pupils with a good diversity of language samples and get them ready for real-world language.
5.	The majority of young language learners consider songs to be one of the most enjoyable activities and one of the best language-learning techniques.
6.	Use songs as the teaching medium, and the time is controllable.
7.	Songs provide students with a variety of new vocabulary.
8.	Enhance the improvement of students' English writing and literacy skills.
9.	Students are motivated and relaxed in the writing-learning process.

10.	Can understand meaning well with expertise in semantics.

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