

CHAPTER I

INTRODUCTION

This chapter presents the foundation of the study, including the background, research questions, purposes, scope and limitations, significance, and definitions of key terms. These components provide the framework for understanding the focus and direction of the research.

A. Context of the Study

Language serves as a fundamental medium through which humans communicate and express their thoughts, feelings, and intentions¹. It plays an inseparable role in human life because individuals rely on it to fulfil their needs and interact with others². As society develops, communication also becomes more diverse and complex. Since humans are social beings who constantly engage with one another, language holds a vital positions as the primary means of establishing and maintaining social relationships³.

Figurative language refers to the use of words or expressions in non-literal ways to convey meanings, emotions, and conceptual associations that go beyond the literal sense of the words⁴. Figurative language plays an important role in English communication, as it frequently appears in literary

¹ Hayati Milana and Havid Ardi, "AN ANALYSIS OF FIGURATIVE LANGUAGE IN THE SONG" 9, no. 3 (n.d.).

² Communication Tool, "Language as a Communication Tool in Human Life" 10, no. 02 (2020): 45–54.

³ Vinanda Yusnitasari, Wulan Wangi, and Yuli Sugianto, "An Analysis of Figurative Language on the Song Lyrics 'You Are My Sunshine' By Anne Murray," *Lunar* 6, no. 1 (2022): 309–22.

⁴ Helaza Putri Utami and M Ridho Kholid, "English Teacher ' s Figurative Language in Classroom Teaching Process" 2, no. 2 (2024): 1–6.

works, media, and daily conversations⁵. For learners of English as a Foreign Language (EFL), understanding figurative language is not only about recognizing word meaning, but also about interpreting the emotional expression conveyed through the language⁶. However, many figures of speech such as metaphor, simile, and personification can be challenging for students to understand without guidance⁷.

English songs are often used as authentic teaching materials because they expose learners to natural language use and varied linguistic structures⁸. As authentic materials, songs provide meaningful linguistic input that enables learners to experience English as it is naturally used in real communicative contexts. Their lyrical content frequently incorporates figurative language, emotional expressions, and cultural elements that encourage learners to interpret meaning beyond literal understanding. Consequently, selected songs by Noel Gallagher examined in this study may serve as alternative authentic materials that align with pedagogical needs in EFL classrooms at the secondary level. This relevance is further supported by previous studies, which indicate that songs containing figurative

⁵ Elena Semino, "An Integrated Approach to Metaphor and Framing in Cognition, Discourse, and Practice, with an Application to Metaphors for Cancer," 2016, 1–22, <https://doi.org/10.1093/applin/amw028>.

⁶ Ana Fitriana and Chubbi Millatina Rokhuma, "Students' Feelings of Using Figurative Language in Creating Poems at Creative Writing Class: A Narrative Inquiry," *Pedagogy : Journal of English Language Teaching* 13, no. 1 (2025): 90–102, <https://doi.org/10.32332/42343x98>.

⁷ Dinda Kalista Maharani, Maria Yosephin, and Widarti Lestari, "Metaphor, Simile, Personification, and Hyperbole in Expressing Emotions Used in Songs Lyrics in Album 25 by Adele," n.d.

⁸ Anisah Almauizzah and Aprilia Devi Hindriana, "ENGLISH SONGS AS LEARNING MEDIA TO TEACH EFL STUDENTS : A SYSTEMATIC LITERATURE REVIEW" 6, no. 1 (2025): 42–49.

language can support vocabulary enrichment and listening comprehension. In addition, the use of songs in the learning process can increase students' motivation and engagement, making them an effective component of EFL teaching.

Despite the benefits, EFL students still struggle to understand figurative language in song lyrics. Many figurative expressions do not have direct equivalents in learners' native language or contain abstract meanings that are difficult to interpret, which often leads to misunderstanding⁹. In addition, without adequate guidance from teachers, students may fail to grasp the intended message or emotional depth of the lyrics, making it harder for them to connect meaningfully with the material¹⁰.

Among contemporary British songwriters, Noel Gallagher is widely recognized for his distinctive songwriting style, which combines poetic lyricism, symbolic imagery, and emotional depth. His songs frequently employ figurative language to express complex emotions, personal reflections, and abstract ideas through non-literal expressions. The selected songs examined in this study contain various types of figurative language, including metaphor, simile, hyperbole, personification, and symbolism, making them linguistically rich and suitable for qualitative analysis. Furthermore, the emotional nuances embedded in these songs provide

⁹ Reem Alkhamash, "Processing Figurative Language : Evidence from Native and Non-Native Speakers of English," no. November (2022): 1–13, <https://doi.org/10.3389/fpsyg.2022.1057662>.

¹⁰ Fitriana and Rokhuma, "Students' Feelings of Using Figurative Language in Creating Poems at Creative Writing Class: A Narrative Inquiry."

valuable opportunities to explore how figurative language conveys affective meaning beyond literal interpretation. Although several studies have investigated figurative language in popular song lyrics, research specifically examining selected songs by Noel Gallagher from the perspectives of figurative language, emotional meaning, and their potential use for EFL teaching at the secondary level remains limited.

A recent study examined figurative language in contemporary song lyrics and focused on identifying and classifying various types of figurative expressions found in the songs¹¹. However, the study primarily emphasized classification and did not specifically discuss the emotional meanings conveyed through those expressions. Another study emphasized dominant figurative devices in a contemporary English album and provided descriptive findings regarding the occurrence of figurative language¹². Nevertheless, the discussion mainly focused on categorization and dominant types rather than on the interpretation of emotional meaning. Research on figurative language in song lyrics has also highlighted its educational value, particularly in supporting EFL listening comprehension¹³. Although the study demonstrated the relevance of song lyrics in language learning, it did not specifically explore how emotional

¹¹ Gesia Affifah et al., “A Figurative Language Found in the Best Song of Imagine Dragons 2023” 1, no. 2 (2024): 80–87.

¹² Dhayun Saputris, “The Analysis on Figurative Language in Harry Styles’ Harry’s House Album,” *IREELL: Indonesian Review of English Education, Linguistics, and Literature* Vol. 3, no. No. 1 (2025): 1–12.

¹³ Lydia Kusumahwati et al., “Analyzing Figurative Language in Niki’s Song Lyrics to Teach Listening Comprehension for EFL Learners,” 2023, <https://doi.org/10.4108/eai.11-11-2022.2329348>.

meaning may be interpreted through figurative expressions. A further study discussed the pedagogical implications of figurative language in contemporary music and its contribution to English language instruction¹⁴. While the study acknowledged the educational potential of song lyrics, detailed analysis of emotional meaning was not the main focus of the investigation. Another study explored how figurative language contributes to emotional and thematic meaning in song lyrics¹⁵. However, none of these studies comprehensively examined figurative language, emotional meaning, and the potential use of the findings for EFL teaching at the secondary level within the context of selected songs by Noel Gallagher.

Based on the reviewed studies, it can be observed that figurative language in song lyrics has been widely investigated from various perspectives, including the identification of figurative language types, the interpretation of meaning, and its pedagogical relevance in language learning. Although these studies provide valuable insights, they generally address these aspects separately rather than integrating them within a single study. Furthermore, research specifically examining selected songs by Noel Gallagher remains limited, particularly studies that combine the analysis of figurative language, emotional meaning, and their potential use for EFL teaching at the secondary level. The selected songs contain rich figurative

¹⁴ Büşra Aras, Sultan Bozkurt, and Serap Önen, "Exploring Figurative Language Usage in Contemporary Music: Pedagogical Implications for English Language Instruction," *Novitas-ROYAL* 18, no. 2 (2024): 29–51, <https://doi.org/10.5281/zenodo.13860646>.

¹⁵ Salma Talita Zahria and Hanafi Wibowo, "An Analysis of Figurative Languages in the Niki Zefanya's SongLyrics," *STAIRS: English Language Education Journal*, 2024, 98–105.

expressions and emotionally nuanced language that invite deeper interpretation beyond literal meaning. Therefore, they provide meaningful linguistic data for investigating how figurative language conveys emotional meaning while also offering theoretical insights into their potential use as authentic materials in EFL teaching at the secondary level. Accordingly, the present study aims to analyze figurative language, interpret the emotional meanings conveyed through the figurative expressions, and discuss their potential use for EFL teaching at the secondary level by using selected songs by Noel Gallagher as the object of analysis.

Understanding emotional meaning in figurative language is essential because figurative expressions often communicate messages that cannot be fully understood through literal interpretation alone. Without a systematic analysis of how figurative language conveys emotional meaning, the affective messages embedded in song lyrics may remain insufficiently explained. Furthermore, the potential pedagogical value of song lyrics as authentic materials cannot be adequately justified without a clear understanding of the meanings conveyed through their figurative expressions. Therefore, examining figurative language and emotional meaning in selected songs by Noel Gallagher is necessary to provide a more comprehensive understanding of how meaning is constructed through figurative expressions and to discuss their potential use for EFL teaching at the secondary level. The findings of this study are expected to contribute to the field of semantic studies, particularly figurative language and emotional

meaning, while also providing theoretical insights into the use of authentic song lyrics in English language teaching at the secondary level.

B. Research Questions

Based on context of the study above, this study addresses the following research questions:

1. What types of Figurative Language are found in the selected songs by Noel Gallagher?
2. How are the figurative expressions in the selected songs interpreted in terms of their emotional meaning?
3. In what ways can the figurative elements in the selected songs be potentially used to support the teaching of English as a Foreign Language (EFL)?

C. Purposes of the Study

This research aims to:

1. Identify the types of figurative language found in the selected songs by Noel Gallagher.
2. Interpret the figurative expressions in the selected songs in terms of their emotional meaning.
3. Discuss the potential use of the figurative elements found in the selected songs for English as a Foreign Language (EFL) teaching at the secondary level.

D. Scope and Limitations of the Study

a. Scope of the Study

This study is confined to a qualitative textual analysis within the field of literary and linguistic study. It focuses on examining figurative language as it appears in song lyrics, particularly in identifying the types of figurative expressions and interpreting their emotional meanings.

The object of this study consists of ten selected songs by Noel Gallagher. The analysis focuses on identifying the types of figurative language found in the lyrics of the selected songs and interpreting the emotional meanings conveyed through the figurative expressions. The analysis is limited to the lyrical texts and does not extend to musical elements, such as melody, rhythm, or instrumentation, nor does it examine the songwriter's personal background or the historical context surrounding the composition of the songs.

Furthermore, this study discusses the potential use of the selected songs as authentic materials for English as a Foreign Language (EFL) teaching at the secondary level. The pedagogical discussion is presented from a theoretical perspective based on relevant educational theories and does not involve classroom implementation, experimental research, or the measurement of students' learning outcomes.

b. Limitation of the Study

This study has several limitations. First, the study is limited to ten selected songs by Noel Gallagher and, therefore, does not represent his entire body of musical works or song lyrics produced by other artists. Second, the identification and classification of figurative language are based on established theories of figurative language, such as Perrine's classification, which may not cover all possible stylistic interpretations. Third, the interpretation of emotional meaning is grounded in Leech's theory of affective meaning. Since the interpretation of figurative expressions involves the researcher's analytical perspective, different researchers may arrive at different interpretations of the same expression.

In addition, the discussion of the potential use of the selected songs for EFL teaching at the secondary level is theoretical in nature and is not supported by classroom implementation, experimental procedures, or empirical evaluation. Therefore, the findings are intended to provide theoretical insights rather than empirical evidence and cannot be generalized to all EFL teaching contexts.

E. Significance of the Study

This study is expected to provide valuable contributions to various stakeholders:

1. For English Teachers

This study provides theoretical and pedagogical insights for English teachers regarding the use of lyrics from selected songs by Noel Gallagher containing figurative language as authentic teaching materials in EFL teaching at the secondary level. By analyzing the types of figurative language and their emotional meanings, this study may serve as a reference for teachers in designing interpretive and text-based learning activities that support students' understanding of implied meaning in English texts. The findings do not present instructional procedures or tested teaching strategies, but rather offer conceptual considerations that teachers may adapt according to their instructional needs and classroom contexts.

2. For Students

This study may benefit students indirectly by providing conceptual insights into how figurative language in lyrics from selected songs by Noel Gallagher can be approached and interpreted in English learning. Exposure to discussions of figurative expressions and emotional meaning may help students develop greater awareness of non-literal language use, enhance their interpretive skills, and foster engagement

with authentic English texts. However, this study does not measure students' learning outcomes or behavioral changes.

F. Definition of Key Terms

To ensure clarity and consistency throughout this study, the following key terms are defined:

1. Figurative Language

In this study, figurative language is defined as non-literal expressions found in the lyrics of selected songs by Noel Gallagher that convey implied, symbolic, or emotional meanings beyond their literal interpretation.

2. Emotional Meaning

In this study, emotional meaning is understood as the emotional tone, atmosphere, or affective message conveyed through figurative expressions in the lyrics of selected songs by Noel Gallagher and interpreted within the context of each song.

3. EFL Teaching at the Secondary Level

EFL Teaching at the Secondary Level is defined as the educational context in which the findings of this study are discussed. In this study, the term focuses on the potential relevance of figurative language and emotional meaning identified in selected songs by Noel Gallagher to English language teaching and learning at the secondary school level.