

## The Function of Figure of Speech in Literacy Writing Short Story of Junior High School Students

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### Abstract

The short story material is contained in the competency standards and basic competencies, then contained in the national standardized school exam grids. One of the elements of a short story that affects the quality of the short stories whether it is interesting or not is a figure of speech. A figure of speech is included in one of the indicators that must be mastered by students in the 2013 curriculum. The purpose of this study is to describe the function of the figure of speech used in literacy writing short stories for junior high school students. This research uses a stylistic approach. The data were collected using the heuristic technique and note-taking technique. Data analysis was conducted using the hermeneutic technique. The data in this study are sentences that contain the figure of speech in the short story made by MTs NU Banat Kudus and MTs NU Nurul Huda students, collected by researchers. The source of data in this study is the short stories made by students of MTs NU Banat Kudus and MTs Nurul Huda Kudus. Based on the results of the study, the function of figure of speech used in the literacy writing short stories of junior high school students obtained 4 types of functions. These functions include the function of bringing a description to life, the function of evoking certain impressions and atmosphere, the function of emphasizing narrative and emotions, and the function of portraying a character's feelings. To streamline the presentation, only two data will be presented as examples of each of the functions of the figure of speech in the literacy writing a short story for junior high school students. The variation in the function of the figure of speech found in this study can be a material for further research.

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## INTRODUCTION

The scope of study of Indonesian language subjects in the 2013 curriculum for junior high school / MTs includes language and literary skills. The short story material is contained in the competency standards and basic competencies. Not only that, this material is contained in the national standardized school exam grids. As we know, the assessment to measure students' proficiency in the tested material is carried out through school exams. School examination activities are carried out with this purpose. This activity is carried out by educational institutions. Every year, learners who are in the final grade of their level, such as grade IX in junior high school, will take the school exam. The education facilitator will design indicators as criteria for assessing learners' competence achievement. The aspect of categorizing learners as passing the minimum competency criteria or not is determined by the educator.

Indonesian language learning in the text-based 2013 curriculum is realized in core competencies and basic competencies (Syarifa et al., 2015). The basic competencies of writing short stories are contained in the material of grade IX at the junior high school / MTs level. Learners are expected to be able to express ideas in short stories.

Literary works are social phenomena that occur due to the process of human creativity (Muslim & Doyin, 2021). Literary works have three categories, namely poetry, prose, and drama. One of the materials of literary works taught in the 2013 curriculum learning for junior high school / MTs education level is short stories. Learning aspects of literary skills include writing short stories. The aspects of language and literary skills have the same portion in teaching. The beauty of literature can tear the hearts of readers (Kriswantara & Perdana, 2021). The exposure of vocabulary in the story is closely related to the figure of speech (Wijaya et al., 2021).

Ideas, creativity, and knowledge are very influential in the results of short story work, with

interesting or not categories (Pujiyanto et al., 2015). One of the elements of short stories that influence the category of interesting short stories is the use of a figure of speech. The figure of speech is included in one of the indicators that must be mastered by students in the 2013 curriculum. The use of good a figure of speech in making a story can make a story itself interesting to read. Good language skills are needed to produce good work. Expressing ideas, information, and thoughts in the form of using evocative language can make readers understand the author's intentions (Febriani et al., 2021).

Learning to write short stories is learning that invites students to think creatively (Mubaroq & Subyantoro, 2017). The pouring of ideas and ideas of short stories made by students shows their creativity. The processing of words, sentences, and the use of language poured by students in a short story can make readers captivated or otherwise not interested in reading. One of the things that make short stories interesting is the use of a figure of speech.

Literacy is one aspect that affects the human resource index (Arbarini & Subyantoro, 2017). UNESCO proclaims literacy activities to the world community. UNESCO aims to encourage all citizens of the world to actively participate in improving literacy skills. Literacy is very important because it is related to the quality of human resources. (Widiati et al., 2021). A person's psychology can affect their level of literacy (Pratiwi & Pritanova, 2017). Deepening perception and analytical thinking are key to literacy (Suragangga, 2017).

Literacy has various types. Everything is often associated with literacy, whether it is scientific, mathematical, information, or digital literacy, all lines are associated with the literacy (Kholifasari et al., 2020). Scientific literacy emphasizes proficiency in the science (Marlina, 2019). Digital literacy is also related to the digital world. Literacy writing short story is no exception. The function and relevance of literature relating to the perception of literacy skills (Nurfaidah, 2017). Learners bring their insights and experiences so that learners' emotions and mentality have a hand in

maximizing their literary knowledge and experiences. Creative products such as short stories are very weighty in life values and behavior (Ismayani, 2013).

From the background of the problem above, the author limits the problem. The problem that becomes the study of this research is the function of the figure of speech in the literacy writing short stories of junior high school students. The purpose of this study is to describe the function of the figure of speech in the literacy of writing short stories of junior high school students.

This study refers to several relevant previous studies. These studies include Arifiyanto et al., (2020), Hasanah, (2013), Prasetyo et al., (2017), Yuniawan et al., (2018), Syaifudin & Rokhman, (2018) etc.

Research Arifiyanto et al. (2020) is relevant to this research. The research conducted by Arifiyanto et al. aims to describe the form and function of figurative speech in the three novels by Utomo. Based on the results of Arifiyanto et al.'s research, it was found that the five most common figurative speech were a metaphor, simile, hyperbole, personification, and synecdoche. The functions of figurative speech also vary, ranging from clarifying images, enhancing impressions, shortening narratives, and describing character feelings.

Further relevant research by Prasetyo et al., 2017. This research aims to describe the diction used in the novel *Hidup Berawal dari Mimpi* by Fahd Djibran; the figure of speech used in Fahd Djibran's *Hidup Berawal dari Mimpi*; and the implementation of Fahd Djibran's *Hidup Berawal dari Mimpi* in literature learning at vocational schools. The results of Prasetyo et al.'s research show that the most dominant diction used in the novel *Hidup Berawal dari Mimpi* by Fahd Djibran is collocation which consists of antonymy, synonymy, homonymy, hyponymy, polysemy data. There is also other diction found in the form of vulgar words, idioms, neologisms, and absorbing words; Figure of speech which is dominantly used by Fahd Djibran in the novel *Hidup Berawal dari Mimpi* is an association

figure of speech. Then other figures of speech that can be found are tautotes, anaphora, epiphora, mesodiplosis, metaphor, personification, hyperbole, litotes, irony, oxymoron, sarcasm, metonymy, asidenton, and polysyndenton; the novel *Hidup Berawal dari Mimpi* by Fahd Djibran is relevant if it is implemented in literature learning at vocational schools.

The next research by Hasanah, (2013). This study aims to find a model of children's contemporary fiction to improve the literacy of grade five elementary school students. The result of this study is that the perspective of Iser and Rosenblatt's reader-response or reader reception theory can be implemented in story reading learning at school (starting in elementary school) as a counterbalance to writer-orientated reading learning. The implementation of the theory allows for more appreciative student engagement because meaning formation occurs in the reading process through transactions between students and the text. In interpreting the text, students will bring with them their knowledge and experience so that students' emotions and cognition contribute to evoke their literary knowledge and experience.

Other relevant research was conducted by Yuniawan et al., (2018). This research aims to strengthen conservation ecolexicon literacy through intensive reading activities for UNNES students. The form of this community service activity is community education in the form of intensive reading training for UNNES students. The intensive reading training on conservation ecolexicon is the team's response to the problematic issue faced related to conservation literacy in UNNES students, namely the limited conservation literacy. This shows the lack of literacy of students related to conservation. This intensive reading training activity of conservation ecolexicon can run according to plan. There are several supporting factors that cause this training activity to run smoothly. These supporting factors are: (1) this training was carefully planned and prepared according to the needs of the community (UNNES students), Bangvasi UNNES and the student association

were very cooperative and provided facilities for this activity, (2) the participants were very enthusiastic in participating in this activity, and (3) the participants had brought conservation topic texts. Besides the supporting factors, there were also inhibiting factors in this activity. The inhibiting factors referred to here are: (1) some participants arrived late, The lateness of the participants was due to their previous lectures and (2) some of the participants had not received linguistics courses so they needed an explanation/introduction related to the concept of lexicon.

The next relevant research is Syaifudin & Rokhman, (2018). This study aims to determine the achievements and feedback on the training of developing new literacy-based learning tools in the era of disruption for junior high school teachers in Semarang City. The research results of the training on developing new literacy-based learning tools in the era of disruption for junior high school teachers in Semarang City were carried out by utilizing role models for integrating character values. Therefore, the new literacy that has the most frequently used portion by teachers is humanitarian. Meanwhile, data and technology literacy is still perceived by teachers as difficult to implement. In addition, the training was also appreciated by the teachers and was very enjoyable.

Nurgiantoro (2009) stated that the use of figurative language or a figure of speech can evoke certain impressions and atmosphere, certain sensory responses, and beautify the narrative, which means supporting the aesthetic goals of literary works. Sayuti (1985) argues that the figure of speech is a means or tool to clarify ideas, concretize images and foster new perspectives through comparisons. Pradopo (1993) It is argued that the existence of figures of speech can make literary works interesting, lively, and create vivid imagery. The function of figurative language is to describe something in a literary work to make it clear, vivid, intensive, and interesting. The use of figures of speech can be intended to evoke certain impressions and atmosphere, certain sensory responses, and beautify the narrative, which means it supports

the purposes of literary works. Thus, various functions arise from the utilization of imagery, but all of these functions still aim to build aesthetic value in literary works.

Based on the experts' opinions that have been presented previously, it can be concluded that there are several kinds of functions of figures of speech in literary works. Based on the opinions of the experts, the functions of figures of speech presented in this theoretical study are beautifying sound and narration, concretization, explaining description, giving emphasis to narration and emotions, bringing a description to life, evoking certain impressions and atmosphere, shortening narration and writing, and portraying a characters' feeling.

## METHODOLOGY

This research uses a stylistic approach and data collection techniques in the form of heuristic techniques and note-taking techniques, while data analysis techniques use hermeneutic techniques.

Semiotic interpretation can be done by heuristic and hermeneutic (retroactive) reading. (Supriyanto, 2014) states that heuristic reading is reading according to the first level semiotic system, namely reading according to language conventions, while hermeneutic reading is re-reading by giving interpretations.

## RESULTS AND DISCUSSION

The results showed that the function of figure of speech used in the literacy of writing short stories of junior high school students obtained 4 types of functions. These functions include 236 figures of speech to bring a description to life, 59 figures of speech to evoke a certain impression and atmosphere, 34 figures of speech to emphasize narration and emotion, and 9 figures of speech to portray a character's feelings.

### 1. The Function of Bringing A Description to Life

The function of bringing a description to life in this theoretical study is widely used in personification. The poet deliberately likens what he describes to human characteristics or traits (personification) so that the description seems to be alive and more interesting. Personification functions to enliven the description (Pradopo, 1993). Bringing the description to life in this research is giving a description to something with human characteristics so that everything can do as well as humans who were created as the most perfect creatures. So that inanimate objects seem to be alive. By following the theory, the function of figure of speech that enlivens the description is seen in the following data.

MG.1 Ketika matahari sudah tidak menampakkan cahayanya lagi, burung hantu dan jangkrik yang bersahut-sahutan.

MG.2 Kali ini otakku menyuruhku untuk tetap fokus pada sebuah buku yang banyak goresan pena warna di buku tersebut.

The use of Figure of speech in data code (MG.1) shows the use of the function of bringing a description to life. Evidence of the use of the function of bringing a description to life is seen in the detailed description of the word matahari. The word matahari means sun. The sentence describes the sun that does not show light anymore, coupled with the sound of owls (burung hantu) and crickets (jangkrik) hooting. This sentence explains about the sun that has begun to sink, a sign of the dusk time. This description brings to life the idea of nightfall. The description is reinforced by the hooting of owls and crickets. This shows the atmosphere when night falls.

In the data code (MG.2), the function of bringing a description to life can be seen from the word otakku which seems to be a person/human because it can do activities like telling. This certainly adds flavor to the sentence. The word otak means the brain is an organ in the human body characterized as being able to command humans. The use of the figure of speech here is to bring to life the image that the brain (otak) can also perform activities such

as ordering. In the sentence, the description of the book is also described in detail with the addition of colored pen strokes on the book.

## **2. The Function of Evoke A Certain Impression and Atmosphere**

Figure of speech has a function to evoke a certain impression and atmosphere, such as quiet, spooky, romantic, lonely, crowded, and so on. The use of a figure of speech will give the impression of purity, freshness, and even surprise and therefore become effective (Nurgiyantoro, 2009). In accordance with the theory, the function of a figure of speech that evokes a certain impression and atmosphere is seen in the following data.

MKST.1 Bau tanah basah semakin kuat hidung bekas dari hujan semalam.

MKST.2 Helena melempar begitu saja tasnya dan merebahkan badannya ke tempat tidur serta membayangkan dan merenungkan cara agar dapat pergi ke pulau boureta.

In the data code (MKST.1), the function of a figure of speech that evokes a certain impression and atmosphere is evidenced by the phrase getting stronger contained in the sentence. The smell of wet soil is the description for the phrase bau tanah basah in the sentence, it gives a pungent impression. Meanwhile, the traces of last night's rain which means bekas dari hujan semalam evoke a cold atmosphere.

In the data code (MKST.2), it is evidenced by the word membayangkan, thus making the reader imagine and evoking a certain impression and atmosphere. The imaginative impression arises after lying down on the bed.

## **3. The Function of Emphasizing Narration And Emotion**

The function of the figure of speech in this theoretical study to emphasize the narrative in this study is found in hyperbole. According to the opinion Badrun, (1989) theoretically, hyperbole can indeed function to intensify statements or emotions. Something that exaggerates will seem to emphasize the narrative so that the reader can imagine through the

exaggerated impression even though in reality it is impossible.

MPS.1 Dengan hati yang amat, sangat jengkel, aku menatap ke langit dan berharap langit bisa menghibur kejengkelanku.

MPS.2 Kereta kuda mendarat di atas butiran pasir.

In the data code (MPS.1), the function of the figure of speech used is to emphasize the narrative and emotions. This is evidenced by the use of a variety of words that have the same meaning and are exaggerated such as *amat* and *sangat*. The words *amat* and *sangat* have the same meaning but different word forms. The word *amat* and *sangat* have the same meaning, which is to express too much or more.

In the data code (MPS.2) the function of a figure of speech is to emphasize the narrative and emotion as evidenced by the words *kereta kuda mendarat*. Phrase *kereta kuda* is not an aeroplane. The phrase *kereta kuda* means horse-drawn carriage. But to give emphasis and emotion, the word *mendarat* is used. Whereas the word *mendarat* is the final process of flight.

#### 4. The Function of Portraying A Character's Feelings

The figure of speech can also be used to describe the character's feelings. The author utilizes the form of a figure of speech in describing the character's inner state such as happiness or distress. Following Perrine's opinion (in Waluyo, 1987), language is a way to increase the intensity of the poet's feelings and convey the poet's attitude.

MPT.1 Hal itu ditanggapi Finda dan Tasya dengan sikap dingin.

MPT.2 aku kaget setengah mati saat mendengarnya.

The use of the function of portraying the character's feelings is shown by the phrase *sikap dingin* in the data code (MPT.1). *Sikap dingin* in this case is an indifferent attitude. Finda and Tasya's indifference about something. The author describes the feelings of Finda and Tasya with an attitude of indifference.

In the data code (MPT.2), the function of the figure of speech that describes the character's

feelings is shown in the clause *aku kaget setengah mati* (I shocked to death). In the phrase *kaget setengah mati*, no person or human has ever felt half dead. Death cannot be measured. There is no measure of death. So there is no half-dead happens in real life. This is written by the author to describe the character's feelings.

#### CONCLUSION

Based on the results of the study, it can be concluded that the dominant function of the figure of speech in the literacy of writing short stories for junior high school students is the function of bringing a description to life. Learners mostly use the function of bringing a description to life, to make readers immersed in the story. Learners mostly use personification which can bring to life the image in a short story. Educators need to use a variety of strategies and other learning models to increase the variety of the figure of speech used by students in the literacy of writing short stories in junior high school students.

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