

**AN ANALYSIS OF FIGURATIVE LANGUAGE IN SONG LYRIC BY
QUEEN: A NIGHT AT THE OPERA ALBUM AND IMPLICATION IN
ENGLISH EDUCATION PERSPECTIVE**

THESIS

Submitted as a Partial Requirement
for the Undergraduate Degree in English Education



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DEDICATION

Alhamdulillah rabbi'l'amin, praise thanks to Allah SWT who has given all the blessing; I dedicated this thesis especially for:

1. My beloved family, my father Mr. Wardi, my mother Mrs. Suprihatin Sri Subekti, and my sister Nugraini Kusna Ramdhani, for the support and motivation.
2. My Beloved Almamater UIN Raden Mas Said Surakarta.

MOTTO

“So verily with hardship there is ease. Verily, with hardship there is relief. So, when you have finished (from a business), keep working hard (for other matters). And only to your God do you hope.”

(QS. Insyirah:5-8)

“The purpose of education is to sharpen intelligence, strengthen will and refine feelings.”

(Tan Malaka)

“cogito, ergo sum”

(René Descartes)

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled "An Analysis of Figurative Language in Song Lyric by Queen: A Night at The Opera Album and Implication in English Education Perspective" is my own original work. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due references are made.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Surakarta, 21 June 2023

Stated by,


Abdurrofiq Nasrullah

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 21 June 2023

The Researcher

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ABSTRACT

Abdurrofiq Nasrullah. 2023. An Analysis Of Figurative Language In Song Lyric By Queen : A Night At The Opera Album And Implication In English Education Perspective. Undergraduate Thesis. English Language Education, Culture and language Faculty.

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In this research, the researcher was aimed at analyzing the figurative language used by Queen songs in the “A Night at The Opera” Album and the implications for teaching material development as an English educational perspective.

The researcher used a descriptive qualitative method, because the researcher would analysis and interpret the research object of the song lyrics. Moreover, documentation is used to collect data that produce importance script related the problem of the research. To validate the findngs of this research, the researcher takes help from one of expert.

The findings reveal that there are 13 metaphors, 7 metonymies, 14 hyperboles, 1 paradox, 8 similes, 4 euphemisms, 5 idioms, 7 symbolisms, 2 repetitions, 4 personifications, and 2 allusions. Songs can be used as an interesting learning medium. While the students enjoy music, they can also learn something beneficial. Songs can help to enhance students’ learning experience by making the learning process more interesting. Students can also get a variety of values that they can develop from interpreting figurative language in song lyrics.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is very important in human life, because we may not communicate with each other without it. There are many languages on this globe. One of the languages is English. English has become an important and popular language, for international communication and people always call it an international language. Language as means of communication is the most important thing for human beings. It can express people's ideas, knowledge, and feeling in written or spoken. According to Kreidler (1998:19) language is a system of symbols through which people communicate. The examples of symbols were spoken, written, or sign with the hands. A human being is a social and individual person and always communicates with each other.

Many English Language varieties are used as a means of communication, including British English, America, etc. One language may have terms that are not found in another language, but it is always possible to invent new terms to express what we mean: anything we can imagine or think, we can express in any human language. Language can not be separated from us, because it is so important in every aspect of human life, such as technology, education, sciences, politics, economics, art, etc. In art for example namely song. The songs have the imaginative

quality and specific characteristics of the language use, such as denotation and connotation.

A song not only serves as a means of self-expression but can also function as a means of speaking. Songwriters can convey certain messages in the songs they create. This can be in the form of figurative language or direct sentences. For example, songs and lyrics can be used as motivation, communication about certain issues, or a critique of a phenomenon. The thing that makes the song more interesting in this case is not only the beautiful tones but also the well-communicated lyrics.

Song lyrics are used to share the feelings of the author and to criticize a person or group of people. The author uses various expressions to cover and polite the lyrics of the song. Even though the author uses various words, he still can send the messages. The various expressions usually make people find it difficult to understand the meaning of the lyrics because the meaning is covered with beautiful tones and lyrics. That is why there is a study to understand the meaning in utterance which is called connotative meaning.

Connotations are the attitudes, feelings, and emotions aroused by words. For example, the connotative meaning in one of Queen's songs for the word "anyway the wind blows" is used to describe being easygoing. Some connotative meanings take place due to the speaker's intention to get agreed feeling, pleasantness or unpleasantness, etc, to the listeners but on another side, the speakers have the same feeling with the listeners.

Goddard (1998: 21) states that connotation is shifting an idiosyncratic association, which a word may have for some speakers but not others (as opposed to the fixed and generally accepted meaning of a word). Pardopo in Laily (2001: 21) argues that connotation are relatively unstable; they vary considerably according to the culture, historical period, and the individual experience. It can be concluded that every word the speaker or writer says has meaning , it can be implicitly and explicitly.

The researcher chooses figurative language because the implied lyrics are interesting to learn and have different senses from the meaning. Many of words in the lyrics are not clearly tell the listeners about whom, where, when, the text is situated. Figurative language analysis is purposed to understand the meanings of a song and know how to interpret it. By understanding the meaning of texts in sentences, there is no misconceptions on the interpretation. The song lyrics vary in terms of textual meanings, because generally the hearers of the songs have different interpretations to understand the meaning of the songs. Teacher has to understand the meaning of song and also can interpret it as well before teaching the material to the students, because teacher must have a professional development that always up to date.

Teaching professional development has generally been recognised as having an important role in ensuring that teachers are part of a skilled and up-to-date profession. This recognition has, however, always been tempered by the strong, mostly anecdotal, evidence that much

professional development has not been effective in terms of achieving change in teacher practice. Professional learning can ask a lot of teachers in the interest of their students. Even those who are confident in their professional role can feel profoundly uncomfortable when what they hold to be true is challenged and they have to rethink their beliefs and practices. This is particularly so because teachers are adults who have well defined and defended schema about the way the world works. To develop competence in an area of inquiry, teachers must: (1) have a deep foundation of factual knowledge; (2) understand facts and ideas in the context of a conceptual framework; (3) organise knowledge in ways that facilitate retrieval and application.

As teachers must understand the material being taught and can broaden knowledge, especially in connotative meaning, figurative meaning, with this material development is needed for teachers to be able to teach the material well. In carrying out their duties, a professional teacher needs to have 4 (four) competencies : (1) pedagogical competence, (2) professional competence (3) personality competence (4) social competence. A professional teacher is those who master the philosophy of national education, extensive knowledge, especially subject matter that will be given to students, has the ability to compile learning programs and implement them. In addition, professional teachers can conduct assessments in the learning process, provide guidance to students to achieve the objectives of the learning program, as well as being an

administrator, and as a communicator. Professional competence is competence related to ability to master knowledge, this competencies should be owned by every teacher in order to achieve success in learning and teaching. Achieving professional competence need material development. Materials development is both a field of study and a practical undertaking. As A field it studies the principles and procedures of the design, implementation and evaluation of language teaching materials' (Tomlinson 2001: 66).

English songs are used to express human feelings. It's necessary for listeners especially Indonesian to comprehend the content of the English songs than the others. Now a day many people love the musics or songs, from the young untill adult, especially English ones. Most of them would like to stream, download song and listen it anytime they want. They are interested in improving English mastery through English songs which are popular. Queen has many popular songs, such as: Love of My Life, Bohemian Rhapsody, Death on Two Legs, and so on. Figurative language is sometimes difficult to interpret for general listeners, because they have different capability, mainly in figurative language in Queen's songs.

The researcher founds two related study about the research. First, Heny Listiani (2015) from State Institute for Islamic Studies Salatiga. The tittle of her study is *An Analysis of Figurative Language found on the song lyric by Taylor Swift's "Speak Now" Album*. Second, Khadijah Arifah (2016) from Maulana Malik Ibrahim State Islamic University of Malang.

The title of her study is *Figurative Language Analysis in Five John Legend's Song*. The studies above concern about figurative language in the literature prespective. In this research, the researcher more concern about figurative language in the prespective of the teachers to build materials for their students.

The reseacher wants to concerns about the connotative and denotative meaning of figurative language especially in Queen songs because there are so many figurative languages could be analyzed by the researcher. In fact many students outside don't really understand about figurative language, how to classify the type and explain the denotative meaning of each figurative meaning. Teachers who teach the material about figurative language should master the connotative and denotative meaning theories. Mastery of material and theories about connotative and denotative language can use song lyrics to support the teacher's material development in order to achieve teacher professional competency. Every song has many messages and need to analyze the meaning to understand the song. From the phenomena the writer is interested in conducting the study of figurative language used in Queen's songs. Here the writer carries out a study entitled: "**An Analysis of Figurative Language in Song Lyric by Queen : A Night at The Opera Album and Implication in English Education Perspective**".

B. Limitation of Study

The limitation of this research is limited by the writer on analyzing 11 figurative languages (metaphor, metonymy, hyperbole, paradox, simile, euphemism, idiom, symbolism, repetition, personification, allusion) used by Queen song lyrics in the “A Night at The Opera” album. So, the researcher only focused on the lyrics written by Queen in “A Night at The Opera” album. The research focus on material development is also limited to the analysis of the song lyrics.

C. Problem of Study

From the background of the study, the writer would like to write the problem of study:

1. What are the types of figurative language used in song lyrics by Queen : A Night at The Opera Album?
2. What are the implications of figurative language on teaching material development of song lyrics by Queen : A Night at The Opera Album?

D. Objective of Study

From the background of the thesis, the writer has objective of study. The objective of the study are:

1. To know figurative languages in song lyric by Queen : A Night at The Opera Album

2. To understand the implication of of analyzing figurative language of song lyrics by Queen : A Night at The Opera Album in teaching figurative language material development

E. Benefit of the Study

After this thesis is complete, the researcher hopes this thesis give benefits:

1. For teacher :

 - a. The study contributes to English lecturers in their English teaching process, and it gives additional knowledge to English students and English lecturers or teachers.
 - b. Enrich the teachers' knowledge in understanding and self developing the figurative language, mainly the figurative language used in Queen "A Night at The Opera" album.

2. For Student :

 - a. Enrich the students' knowledge in understanding the figurative language, mainly the figurative language used in Queen "A Night at The Opera" album.

3. For Researcher :

 - a. This study adds the literature in education about figurative language teaching development.

F. Clarification of Keyterm

1. Material Development

Materials development is both a field of study and a practical undertaking. As A field it studies the principles and procedures of the design, implementation and evaluation of language teaching materials' (Tomlinson, 2001).

2. Figurative Language

Figurative language can be divided into comparative, contradictive, and correlative. Comparative figurative language includes personification, metaphor, and simile, while contradictive figurative language includes hyperbole, litotes, paradox, and irony. (Kennedy, 1979)

3. Lyric

Lyrics and poetry are similar; they both employ verbal language, often using characteristic rhetorical and stylistic devices, to tell tales (in the ballad tradition), to propose ideas about life and the world, sometimes to illustrate the limits of language in negotiations between 'subject' and 'world'. (Lars Eckstein, 2010)

4. Song

Song is a piece of music sung or composed for singing. (Michael Agnes, 2000).

5. Queen

Queen are a British rock band formed in London in 1970. Their classic line-up was Freddie Mercury (lead vocals and piano), Brian

May (lead guitar and vocals), Roger Taylor (drums and vocals) and John Deacon (bass guitar).

6. A Night at The Opera Album

A Night at the Opera is the fourth studio album by the British rock band Queen, released on 21 November 1975 by EMI Records in the United Kingdom and by Elektra Records in the United States.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Definition of Figurative Language

In this chapter, the researcher goes through with the underlying theories to support the subject of this research used for data analysis. The researcher has done some literature review in many sources such as books, journals and internet websites. This chapter attaches some definitions, descriptions, and elaborations as foundation of the study.

Figurative language is language that uses figures of speech. A figure of speech is a way of saying something other than the literal meaning of the word. Figure of speech maybe said to occur whenever a speaker or writer, for the sake of freshness or emphasis, departs from the usual denotations of words (X.J. Kennedy, 1979:187).

According to Risdianto (2011:33) figurative language is wording that makes explicit comparisons between unlike things using figures of speech such as metaphors and similes. Figures of speech convey shades of meaning that can't be expressed exactly any other way, they convey a great deal in a shorter time than would otherwise be possible, and they are immediate because they embody the meaning in imagery instead of expressing it abstractly (Potter, 1967:56-57). Figure of speech is a word or words used in an imaginative rather than in a literal sense in the same manner (John. C. Hedges, 1984:253).

Potter (1967:53) states the general term that we will use for the figures of speech that make up figurative language is metaphor, much as the term imagery, which narrowly refers to visual phenomena, is nevertheless used to cover other sense impressions as well. The basic process of metaphor is the comparison of the things that are largely dissimilar, but have at least some one characteristic in common. Figurative language is one of style of language or figure of speech a way of saying something other than the literal meaning of the word. Figurative language are very common in poetry, but is also used in prose and nonfiction writing as well. This is very useful to writer because it can make their language more beautiful to listen.

This chapter discusses the types of figurative language, the meaning and uses it on the movie. Otherwise, the literary elements and imaginary also be discussed.

1. Types of figurative language

There are kinds of figurative language expression such as metaphor, personification, simile, etc. Each expert has their own definition in each type of figurative expressions.

a. Simile

Kennedy (1979:490) affirms that simile is comparison of two things, indicated by some connective, usually like, as, than or verb such as resembles. Generally, simile is defined as a type of figurative language

that used to explain the resemblance of two objects (in shape, color, characteristic etc). For example:

- 1) As easy as shooting fish in a barrel.
- 2) Her eyes are like a star, east star.

The meaning of the first example is doing something that people think is hard but he makes it is very easy and simple. For the second example, the word “eyes” and “east star”, expression can be called explicit comparison because it express those words with the same purpose. The both of the example above used the key word like and as to compare between two unlike things.

b. Metaphor

The second type of figurative language is metaphor. It like simile that is to comparison but in metaphor does not use “as” or “like” to create the comparison. According to Kennedy (1979:490) affirms that metaphor is a statement that one thing is something else, which in a literal sense, it is not. It doesn't use connective words such as like or as.

Metaphor only makes sense when the similarities between the two things become apparent or someone understands the connection. For example:

- 1) He has a heart of stone.
- 2) I am a big, big world.

The meaning of heart of stone is the man cannot accept opinion from others because his heart is hard like a stone. For the second example,

the first main word is connected with the second main word directly. Thus, “I am” connected with “big world” directly. The both of statement above compares two things that different.

c. Personification

It is a figure of speech in which a thing, an animal, or an abstract term (truth or nature) is made human (Kennedy, 1979:495). Personification gives human characteristics to inanimate objects, animals, or ideas. This can really affect the way the reader imagines things. This is used in children’s books, poetry, and fictional literature. For example:

- 1) The sun played hide and seek with the clouds.
- 2) The sky was full of dancing stars.

The meaning of the first statement is the weather of that day is always change, and the meaning of the second statement is the sky of that night is very beautiful because full of stars. The both of the sentence above describe the sun and the sky is played and dancing as human do. The word played and dancing has a connotative meaning.

d. Metonymy

According to Perrine (1978:57), metonymy is the use of something closely related for the thing actually meant. It is figure of speech which the name of one object is replaced by another which is closely associated with it. For example:

- 1) Somebody wants your love so open the door.
- 2) The pen is mightier than the sword.

The meaning of the first sentence is someone falling in love and asked girl to accept his love. The second example describe not only sword, weapon, knife that can hurting of someone else, but pen can hurt other as sharp as sword. The both sentences is closely related for the thing actually meant.

e. Symbol

According to Diyanni (2004:569) symbol is any object or action that represents something beyond its literal self. An apple pie, for example, can represent an American Lifestyle. Natural symbols like light and darkness, fire and water can stand for contradictory things.

The meaning of any symbol whether an object, an action, or a gesture, is controlled by its context. A symbol can be defined simply as any object or action that means more than itself. For example:

- 1) Music is nature's painkiller. Sing him a song.
- 2) I'm ready on jail.

The meaning of statement above is the man dislike music, and the meaning of the second sentence is the man is ready with anything happen with him. Because the painkiller and jail here has means more than it is(it not same the literal meaning from dictionary).

f. Synecdoche

Synecdoche is the use of part a thing to stand for the whole of it or vice versa (Kennedy, 1979: 479). From the definition above a synecdoche is a figure of speech in which a part is used for the whole. For example:

1) All eyes on me.

2) Well, because Medicare doesn't cover old ladies falling off of giant bees. Get down.

The meaning of the first example is all peoples looking at her. The meaning of the second statement is Medicare is not always cover all of old ladies of their sickness. The words eyes and giant bees are used to designate a part things for the whole.

g. Paradox

Paradox is statement which seems to contain two opposite facts but is or may be true (Oxford, 1991:298). Paradox occurs in a statement that at first strikes us as self-contradictory but that on reflection make some sense (Kennedy, 1979: 497). For example:

1) He was dead in the middle of his riches.

2) We just need to move quickly but carefully.

The meaning of the first statement is the man was dead when he was in the top in his riches has much money. The meaning of the second statement is they need to move as fast as possible but carefully. The both of example are contradictory statement because it has make sense.

h. Hyperbole

Kennedy (1983:496) affirms hyperbole is emphasizing a point with statement containing exaggeration. It can be ridiculous or funny. Hyperboles can be added to fiction to add color and depth to a

character. Hyperbole is figure of speech that it is intentional exaggeration or overstating, often for emphasis or vivid descriptive.

Hyperboles can be added to fiction to add color and depth to a character. For example:

1) I had to walk 15 miles to school in the snow, uphill.

2) He was so hungry, he ate that whole cornfield for lunch, stalks and all.

The meaning of the first sentence is he walks to school in the snow it make like walk so far like 15 miles away. The second statement describe that he ate so much because very hungry. The statement above is expression of over-statement.

i. Oxymoron

Murthy (2003:507) affirms an oxymoron is a figure of speech which is used to express two contradictory qualities of the same thing. Oxymoron is when two words are put together that contradicts each other (opposite). For example:

1) Takes a big man to play a little guitar.

2) Big man's afraid of a little mouse?

The meaning of the first sentence is sound impossible when a big man plays a little guitar because he has big hands and fingers. The second statement describes the big man that has a big body afraid only because a little mouse. The meaning of the sentence is different with the reality.

j. Litotes

Litotes is opposite from hyperbole. It is kind of understatement where the speaker uses negative of a word ironically, to mean the opposite. According Hornby (2000:451), litotes is expression of one's meaning by saying something is the direct opposite of one's thought, it to make someone's remarks forceful. For example:

1) I shan't be sorry when it's over.

2) It was no easy matter

The meaning of the first example is he will not say apologize when something bad is happen. The meaning of the second statement is the man always thinks carefully when problem come, and not makes it simple and easy.

k. Irony

Irony has a meaning that extends beyond its use merely as a figure of speech. According to Diyyani (2004:933), irony almost arises from a contrast or discrepancy between what happens and what has been expected to happen. For example:

1) You are so discipline because you come the meeting at 8.00 o'clock.

2) Your house is very beautiful because there are so many thing on the floor.

The meaning of the first example is the employee come too late at the meeting. The meaning of the second statement is the house is very dirty because there are many things in every where. The statement above

is a contrast between what happens and what has been expected to happen.

l. Idiom

Idiom theory is a linguistic framework that examines the role of idiomatic expressions in figurative language. According to Perrine (1978:57), metonymy, a related concept, involves substituting the name of one object with another closely associated with it. This figure of speech is a form of metonymy, where the replaced object is in close association with the intended meaning. For instance:

- 1) "Somebody wants your love so open the door" uses the idiomatic expression "open the door" to mean being receptive or welcoming to someone's affectionate advances.
- 2) "The pen is mightier than the sword" utilizes the idiomatic phrase "mightier than the sword" to symbolize the power of writing and ideas compared to physical force.

These examples illustrate the application of idiomatic expressions in figurative language, where the figurative meaning differs from the literal interpretation of the words. Idiom theory explores the conventionalized nature of these expressions and the cognitive processes involved in understanding and using them within specific linguistic and cultural contexts (Perrine, 1978).

m. Repetition

Repetition theory in figurative language posits that the intentional repetition of certain words, phrases, or structures enhances the rhetorical impact and meaning of a text. It serves to emphasize key ideas, create rhythm and musicality, and evoke emotional responses in the audience.

According to Perrine (1978:57), metonymy is the use of something closely related to represent the thing actually meant. It is a figure of speech in which the name of one object is replaced by another that is closely associated with it. For instance:

- 1) Somebody wants your love so open the door.
- 2) The pen is mightier than the sword.

By incorporating repetition, writers or speakers can reinforce the underlying meaning and create a memorable impact on the audience. This rhetorical device enhances the overall effectiveness of communication by adding emphasis, rhythm, and resonance.

n. Euphemism

Euphemism theory in figurative language focuses on the use of indirect or less offensive expressions to refer to sensitive or taboo topics. It involves substituting a mild or less direct phrase for something that might be considered harsh, unpleasant, or socially inappropriate.

According to Perrine (1978:57), euphemism can be considered a figure of speech that employs substitution, where a word or phrase is replaced by another that carries a softer or more socially acceptable

connotation. Euphemisms are often used to mitigate the potential impact of explicit or offensive language and to convey sensitive topics in a more tactful or polite manner.

For example:

- 1) "He passed away" instead of "He died."
- 2) "Letting someone go" instead of "Firing someone."
- 3) "Correctional facility" instead of "Prison."

Euphemisms serve various purposes, including maintaining social harmony, showing respect, or avoiding uncomfortable conversations. They are prevalent in various domains, such as politics, healthcare, and polite conversation.

Understanding euphemisms in figurative language requires knowledge of the underlying taboo or sensitive subjects and their associated alternative expressions. It reflects the complex interplay between language, culture, and social norms, highlighting subtle how individuals navigate sensitive topics with linguistics and diplomacy.

o. Onomatopoeia

Onomatopoeia is a figure of speech in which words imitate or mimic the sound associated with the object or action they refer to. It adds vividness and sensory appeal to the language, creating aural imagery for the reader or listener. The theory of onomatopoeia in figurative language suggests that the use of such words can evoke certain sensations or experiences through the sounds they represent.

According to Perrine (1978:57), onomatopoeia falls under the broader category of figurative language. It involves the use of words that phonetically imitate or resemble the actual sound being described. These words often carry a sensory impact and create a stronger connection between the reader and the described phenomenon.

For example:

- 1) "Buzz" represents the sound of a bee flying.
- 2) "Crash" depicts the sound of a collision or breaking objects.
- 3) "Sizzle" imitates the sound of something frying or sizzling on a hot surface.

By incorporating onomatopoeia into their writing, authors aim to enhance the reader's experience by appealing to their senses and making the text more engaging. It adds a layer of richness and creates a vivid mental image by directly associating the word with the sound it represents.

In conclusion, onomatopoeia is a powerful tool in figurative language that utilizes phonetic imitation to evoke sensory experiences and create aural imagery. Its inclusion in literature and poetry enhances the overall impact and adds depth to the writing. (Perrine, 1978:57).

p. Allusion

According to the theory of allusion in figurative language, an allusion is a rhetorical device that references a person, event, or literary

work, often with the intention of evoking a deeper meaning or association. Allusions rely on the reader or listener's familiarity with the referenced source to fully grasp the intended message.

Drawing from Perrine's definition of metonymy as the substitution of one closely associated object for another, allusion can be seen as a specific form of metonymy that involves referencing a broader cultural or literary context. Allusions can be explicit or implicit, direct or indirect, and can vary according to the level of assumed familiarity with the source material.

For example:

1) In the sentence "Somebody wants your love, so open the door," the phrase "open the door" alludes to the famous line from the Beatles' song "Hello, Goodbye" - "You say goodbye, and I say hello." The allusion depends on the reader's familiarity with the song to understand the implied meaning of the sentence.

2) The statement "The pen is mightier than the sword" is an allusion to Edward Bulwer-Lytton's play *Richelieu*. The allusion implies that the power of words and communication (represented by the pen) can have a greater impact and influence than physical force or violence (represented by the sword).

In both examples, the allusions add depth and layers of meaning to the statements, connecting them to cultural or literary references that enhance the intended message.

By employing allusions, speakers and writers can tap into shared knowledge and cultural associations, adding complexity and nuance to their communication. Allusion theory provides insights into how these references are used strategically to evoke specific connotations, emotions, and intellectual engagement within a formal language context.

B. Uses of Figurative Language

Figurative language is a kind of literature that emphasize in connotation meaning than literary one. It is language that uses word or expression with a different meaning than literal interpretation. It can be found in literature and poetry where the writing appeals to the senses. It can do this by giving a word with a specific meaning, by comparing two things in such a way that we find the comparison interesting or by using words that have unusual constructions or sounds. It is characterized by figure of speech that compares, exaggerates, or shows the other sense of the first appearance meaning.

According to Kennedy (1979:487), of speech are not devices to state what is demonstrably untrue. Indeed they often state truths that more literal language can't communicate, they call attention to such truth, and they lend them emphasize. The reason why we used figurative language

are we can say what we want to say more vividly and forcefully and forcefully by figures than we can by saying it directly, and we can more by figurative statement than we can by literal statement. Figures of speech offer another way of adding extra dimension to language.

Figurative language often provides a more effective meaning than a direct statement. In this condition, there are some reasons for that effectiveness, they are (1) figurative language affords imaginative pleasure, (2) figures of speech are a way of bringing additional imagery into verse, making the abstract concrete and more sensuous poetry, (3) figures of speech are a way of adding emotional intensity to otherwise merely informative statement and conveying attitudes along with information, (4) figures of speech are an effective meaning of concentration a way of saying much in brief compass.

C. Teacher Professional Development

Teacher Professional development is the conditions for achieving a quality teaching process is a professionally trained teacher. This way, the focus of the teaching profession is not simply to mediate in the process of knowledge acquisition, but the teacher to support students in the learning process, and based on their age, to help them take responsibility for their own behaviour and to make them independent. Therefore, considering the complex role of the teacher in modern schools, Teachers should be

trained, facing new challenges and tasks for the full implementation of the responsibilities in the classroom (V. Zuljan & Vogrinc, 2011, p. 7).

Professional development aims to train teachers after completing pre-service studies, by continuously developing knowledge and skills of teachers. Almost all European countries provide opportunities for teachers to have access to various forms of Professional development while working. In some countries, professional training is compulsory, whereas in others it is not (Klashnja, 2006, p. 31).

D. Material Development

Material development is basically dealing with selection, adaptation, and creation of teaching materials (Nunan, 1991). In practice, it focused on evaluation, adaptation of published materials and creation (development of teaching materials by teacher in line with the existing syllabus)

According to Tomlinson (1998:2), material development is everything made by people (the writers, the teachers, or the learners) to give and utilize information and provide experience of the using language, which is designed to promote language learning. So, in developing materials they need to identify, first, learners' needs and consider the objective of the learning. Then, they can develop the materials by adapting them in order to improve or to make them more suitable to learners' needs. Adaptation can be carried out by reducing, adding, omitting, modifying,

and supplementing learning materials (Tomlinson, 1998). Tomlinson also sums up some basic principles of developing learning materials for language learning as follows:

1) Materials should achieve impact

Impact is achieved when students are interested, curious, and pay much attention to the material.

2) Materials should help learners to feel at ease

Sometimes, students feel uninterested, anxious, and bored during teaching and learning process. When students are at ease, however, they are comfortable and relaxed when producing language.

3) Materials should help learners to develop confidence

When students are at ease, they can develop their confidence in producing the language during the teaching and learning process.

4) What is being taught should be perceived by learners as relevant and useful.

The material being taught should be related to learners' needs and learners' interests. They should be able to practice it by using their target language not only in their real-life but also in the classroom.

5) Materials should require and facilitate learner self-investment.

The material, even media, should allow students to carry out many activities in learner-centered classroom. The media should also facilitate students when they do the activities.

6) Learners must be ready to acquire the point being taught

Teacher can use the material that is familiar with students' life. It means that the material should be related to students' interest and students' needs.

E. Song Lyrics

Song is one of teaching media that can be used to teach any material, it may be used to create a more relaxing in learning foreign language. It also can be used to teach vocabulary because in the song of lyrics there are several kinds of vocabularies. Then, most people like songs. It is believed that songs are like magic. People can cry, laugh, be sad or be angry only by listening to it.

Songs can be performed solo, both (duet), three (trio) or the rillicking (choir). Words in the song are usually shaped rhythmic poetry, but there is also religious matter or free prose. Song is a short metrical composition intended for singing, esp. One in rhymed stanzas; a lyric; a ballad. According to Jamalus (1988:5) songs can be said as art work if they are sounded (song) with the accompaniment of musical devices. In addition, The Encyclopedia of Americana (1998) defines song as a short musical work set to a poetic text, with equal importance given to the music

and to the words. It may be written for one or several voices and is generally performed with instrument accompaniment. Meanwhile, according to Sharndama & Suleiman (in Akporobaro 2006) songs assume a variety of forms, some of the song are rich, imaginative, and are elaborated in the play of words, rythm, and melody.

There is one thing important in a part of song. It is called lyric. Lyric can make a song to be beautiful. Lyric is a short poem usually divided into stanza or strophes and directly expressing the poet own thoughts and sentiments. Since lyrics become the part of a song or poem, it can not be denied that lyric can influence the beauty of the song or poem, because the beauty of song or poem depends on the beauty of the lyrics. Abrams (2002) states that lyric is any fairy short poem, consisting of the utterances from a single speaker who expresses a state of mind on a process of perception, thought, and feeling. Further, he states that in the original Greek, lyric signified a song rendered to the accompaniment of lyric. He also adds that in some current ussages, a lyric still retains the sense of a poem written to be set to music. For example, the hymn is a lyric on a religious subject that is intended to be sung.

Lyrics give the audiences deep understanding about the message contained in the song. In other words, lyrics clarify the message contained in the song. According to Dallin (1994) lyrics are written as a form of interaction beetwen the writer and the listeners. Most of the times, they carry a message (whatever that might be) with the purpose of motivating

the listeners, at least, to think about it. Such a purpose and form of interaction are embedded in the culture context of these people, according to their musical preferences, time, etc. According to Awe (2003:51) song lyrics are an expression of someone about something that has been seen, heard or experienced. In addition, Hornby (2000:802) states that lyrics is expressing a person's personal feeling and thoughts.

F. Queen

Queen are a British rock band formed in London in 1970. Their classic line-up was Freddie Mercury (lead vocals and piano), Brian May (lead guitar and vocals), Roger Taylor (drums and vocals) and John Deacon (bass guitar). Their earliest works were influenced by progressive rock, hard rock and heavy metal, but the band gradually ventured into more conventional and radio-friendly works by incorporating further styles, such as arena rock and pop rock.

G. A Night at The Opera Album

A Night at the Opera is the fourth studio album by the British rock band Queen, released on 21 November 1975 by EMI Records in the United Kingdom and by Elektra Records in the United States. Produced by Roy Thomas Baker and Queen, it was reportedly the most expensive album ever recorded at the time of its release. The album's title is taken from the Marx Brothers film of the same name.

H. Previous Study

The researcher will present the previous research on the same field. There are two researchers who have investigated about semantic analysis. Each of them has a different subject and use different perspective and theory in presenting the topic.

First, Heny Listiani (2015) from State Institute for Islamic Studies Salatiga. The title of her study is *An Analysis of Figurative Language found on the song lyric by Taylor Swift's "Speak Now" Album*.

Second, Khadijah Arifah (2016) from Maulana Malik Ibrahim State Islamic University of Malang. The title of her study is *Figurative Language Analysis in Five John Legend's Song*

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

In this research, the researcher used a descriptive qualitative method, because the researcher would analysis and interpret the research object of song lyrics of Queen. Qualitative method is a research procedure, which produces descriptive data in the form of written or oral words from people and their behaviors that are observed (Bogdan and Taylor cited in Moleong 2004:4). The data are collected in the form of words or picture rather than numbers. On the other hand, Moleong (2001: 2) states that a qualitative research is a research which does not included any calculation or numeration because the datum are produced in the form of word. It is associated with generating and developing an understanding.

Based on the explanation about the qualitative research above, this research of An Analysis of Figurative Language in Song Lyric by Queen: A Night at The Opera Album and Implication in English Education Perspective conducts qualitative method based on the analysis in which researcher tend to use her own interpretation, perception and additional theory to analyze the data found from the object. The theories in this research are about figurative language meanings and some additional theories, which are related to the research. In addition, the data of this research are in the form of song lyrics.

B. Data and Source of the Data

Data are considered as the materials which are used in some research from which the research object is described. Data themselves may be in the forms of discourse, sentence, clauses, phrases, or words which can be obtained from book, magazine, newspaper, television, advertisement, movie, song, etc.

In relation to the qualitative research, as it is stated in Bryman (cited in Muhammad 2013: 31) the qualitative research data are in the form of words or pictures, inductive approach in order to establish theory, emphasizes in interpretation toward social reality and purpose in comprehending phenomena meaning from the participants of the research. While according to Arikunto (2006:107) the data may appear in the form of discourses, sentences, clauses, phrases, words, or even morphemes.

The data of this research are song lyrics which are taken from selected albums of Queen. The research also use the syllabus from the Basic Analysis of Poetry course from the Surakarta Islamic Institute Lecturer Octria Tirafiah, M.Pd. about figurative language material.

C. Research Instrument

Research instrument is a tool that is used in research to find out the problem solving of the research problems. The main instrument of this research is the researcher himself. Since it is a descriptive qualitative research. It is based on Moleong (2001:121) in qualitative research, a

researcher is a planner, data collector, analyst, data interpreter, and reporter of the research result. Although, the researcher is the most important aspects in this research, he/she must have the preparation before doing it. The preparation includes to the understanding about the method that is used, the theories, and knowledge of the study. The supporting instruments of this research are books, play script, computer, printer, etc.

D. Technique of Collecting Data

This research uses qualitative approach. There are some kinds of techniques of collecting data, such as interview, observation, questionnaire, documentation, and test. In this research, the researcher used documentation as the methods of collecting data.

Documentation is one technique to collect data that produce importance script related the problem of the research. Documentation use to collect the data that already available in the document script. Documentation consists of personal note, like diary, letters, and official documentation. Documentation is a method to get data from of one, transcript, book, magazine, agenda, etc.

Meanwhile, According Moleong (2000: 161) documents are commonly used as source data. In many cases documents as data source can be utilized to test, interpret and even to predict. Based on explanation above, it can be stated that documentation is one of the technique used to obtain the data from the document and written materials. In this

research, the researcher takes documents related to song lyrics of Queen.

Then, the steps that are used to collect the data are as follow:

1. The researcher seeks song lyrics of *Queen*. The researcher seeks the song lyrics from www.azlyrics.com.
2. The researcher observes the data by reading all of the song lyric texts.
3. This purpose of this step is to find out the word indicating the figurative language meanings.
4. The researcher categorizes the song lyrics based on Risdianto's theories about types of figurative language meanings. There are simile, metaphor, personification, metonymy, symbol, synecdoche, paradox, hyperbole, oxymoron, litotes and irony
5. The researcher analyzes and interprets the data to answer the problem statements.

This is the example for the table of collecting data and the coding of the data:

No	Data	Code	Explanation
1	Mama, was killed a man	(0:57/MP/BR)	The writer runs away, and expects that he can run away from himself & more importantly, the reality he loathes.

6. The researcher draws conclusion from the result of the analysis.

This is the example for the table of collecting data and the coding of the data:

Explanation of the Coding Data:

a. Site of The Data

0:00 refers to the minutes in the song-

b. Type of Figurative Language

SM refers to Simile

MP refers to Metaphor

PF refers to Personification

MT refers to Metonymy

SY refers to Symbol

SD refers to Synecdoche

PD refers to Paradox

HB refers to Hyperbole

OX refers to Oxymoron

LT refers to Litotes

IR refers to Irony

RP refers to Repetition

EU refers to Euphemism

ID refers to Idiom

ON refers to Onomatopoeia

AL refers to Allusion

c. The Title of Song

DOTL refers to Death On Two Legs

LOSA refers to Lazing On A Sunday Afternoon

ILWC refers to I'm In Love With My Car

YMBF refers to You're My Best friend

39 refers to '39

SL refers to Sweet Lady

SR refers to Seaside Rendezvous

TPS refers to The Prophet's Song

LML refers to Love of My Life

GL refers to Good Company

BR refers to Bohemian Rhapsody

GSTQ refers to God Save The Queen

E. Trustworthiness of Data

Data validation is the conclusion or the end of finding data of in data collection process. Cresweell (2007) said that validity is used to suggest determining whether the findings are accurate from the standpoint of the researcher, the participants, or the readers or an account. Data validation is a part of qualitative research. It is aimed to show whether the data of this research are valid or not. Cambridge Advanced Learner's Dictionary (2015:1432) defines validation is based on truth or reason;

able to accept. It means that validation of data is the degree of truthworthiness data for the research.

This research uses triangulation strategy to validate the findings. Supardi state that triangulation is a process to getting a fix data from the various of point of view. In other words, triangulation is the technique used in checking the validity of the data through the combination of many different tools, perspective and time in qualitative method. To validate the findngs of this research, the researcher takes help from one of lectures of the RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA, Muhammad Rizal, M.A. who is the expert in this field. She checks the validity by reading the information and evidences that have been gotten by the researcher.

F. Technique of Analyzing Data

The researcher analyzed the object of the study through the theories of figurative language meanings. Data analysis means a process which is proposed to find the meaning of the data. Moleong (2001: 248) states that data analysis is a process of organizing and classifying the data into a pattern, category, and basic unit of analysis in order to find the theme and formulate hypothesis as the data suggest. According to the explanation it is known that data analysis is the finding process which is done by the researcher. According to the explanation above, the researcher conducts some steps, as follow:

1. Reading the song lyric over and over again in order to fully understand the meaning of song lyric and collect the data from the song lyric.
2. Analyzing categories the types of figurative language meanings from song lyric of Queen.
3. Determining dominant types of figurative language from song lyric of Queen.
4. Describing the context of situation behind the word figurative language meanings from song lyric of Queen.
5. Describing the correlation on English Teaching material development from the figurative languages.
6. Making conclusion from the analysis of the data.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

All the data were collected from the Queen's album and the lyrics were classified based on the problems discussed. The data analysis of figurative meaning is based on the theoretical concepts which have been explained in the previous chapter. Before talking about types and the real meanings of figurative meaning, the Queen's album needs to be explained. Queen's album called *A Night at Opera* is the one of masterpiece in music history. There are twelve songs in the album as the data, they are "Death on Two Legs", "Lazing on A Sunday Afternoon", "I'm in Love with My Car", "You're My Best Friend", "'39", "Sweet Lady", "Seaside Rendezvous", "The Prophet's Song", "Love of My Life", "Good Company", "Bohemian Rhapsody", "God Save The Queen".

1. The types of figurative language used in song lyrics by Queen : A Night at The Opera Album.

This is the result of analysis of figurative language found in Queen's Best Of Album song lyrics. Through this, we know how many cases each type of figurative language has based on their rank from the most dominant type to less one. There are 67 data found in Night of The Opera Album. Below is the number of data in each type of

figurative language:

a. Metaphor

Metaphor is a figure of language that is used to describe normal words to help the listener or the reader understand the message within. In other words, it describes one thing in terms of another. It is literally denoting one kind of object or idea used in place of another to suggest a likeness or analogy, a more forceful analogy, between them. Indeed, a metaphor transfers meaning from one word on to another so that the word can be understood in a new way.

Is this the real life? Is this just fantasy?

(00:01/MP/BR)

In the iconic Queen song "Bohemian Rhapsody," the metaphorical comparison between "real life" and "fantasy" encompasses a rich tapestry of emotions and existential questioning. The opening lines, "Is this the real life? Is this just fantasy?" serve as a profound exploration of the human experience. The metaphorical juxtaposition suggests a stark contrast between the known and the unknown, the tangible and the elusive.

The speaker's inquiry about the authenticity of their existence demonstrates a profound sense of confusion and uncertainty. They find

themselves grappling with the blurred boundaries between what is perceived as reality and what may be considered a fragment of the imagination. This metaphor serves as a vehicle for the speaker's introspection and contemplation of their place in the world.

By engaging with the concepts of "real life" and "fantasy," the song delves into themes of escapism, disillusionment, and the struggle to discern what is genuine. It raises profound questions about the nature of perception, the reliability of our senses, and the possibility of multiple layers of reality. The metaphorical nature of this comparison encourages listeners to reflect on their own perceptions of the world, inviting them to question the true essence of their experiences and the nature of their own existence.

Overall, the metaphor of "real life" versus "fantasy" in "Bohemian Rhapsody" encapsulates a deep exploration of the human condition, urging listeners to embark on a journey of self-reflection, challenging the boundaries of their reality, and embracing the mysteries that lie beyond the tangible realm.

Mama, life had just begun,

But now I've gone and thrown it all away.

(00:56/MP/BR)

In the lyrics of "Bohemian Rhapsody" by Queen, the metaphor "Mama, life had just begun, But now I've gone and thrown it all away" carries a deeper emotional meaning.

The word "Mama" serves as an emotional plea, evoking a sense of vulnerability and a longing for comfort and understanding. It conveys a personal connection and suggests a desire to express oneself honestly.

The metaphor compares life to a precious and delicate entity that has just embarked on a journey. It paints a picture of the singer being at the threshold of something new and promising, filled with hope and possibilities. The phrase "life had just begun" highlights a sense of excitement, optimism, and the anticipation of a bright future.

However, the subsequent line, "But now I've gone and thrown it all away," reveals a sudden shift in the singer's circumstances. The metaphorical act of "throwing it all away" signifies a conscious and regrettable decision or action that has led to the squandering or abandonment of the positive aspects of life.

Through this metaphor, the singer expresses a deep sense of disappointment, remorse, and self-blame. They convey the feeling of having made choices or taken actions that have resulted in the loss or destruction of the opportunities and happiness they once had.

The metaphorical language in this line creates a vivid and poignant image, intensifying the emotional impact of the lyrics. It conveys the singer's complex and conflicting emotions, portraying their

longing for redemption, a fresh start, and the chance to escape the consequences of their actions. The metaphor captures the universal human experience of grappling with regret and the yearning for a second chance.

You're my sunshine and I want you to know

(00:39/MP/YMBF)

In the Queen song "You Are My Best Friend," the line "You're my sunshine and I want you to know" contains a metaphor that intricately portrays the depth of the emotional connection between the singer and the person they are addressing.

Metaphorically comparing the person to sunshine, the singer uses this imagery to convey the profound impact the individual has on their life. Sunshine represents warmth, brightness, and vitality, symbolizing the qualities this person brings to the singer's existence. Just as the sun illuminates the world and brings a sense of joy, the person being referred to brings light and happiness into the singer's life.

By referring to them as their sunshine, the singer implies that this person is not just a casual acquaintance, but a significant presence that radiates positivity and love. They are a constant source of comfort, like the soothing warmth of the sun's rays. The metaphor captures the idea that this person brings light, brightness, and a sense of renewal to the singer's darkest

moments, rejuvenating their spirit.

Furthermore, the metaphorical use of "sunshine" suggests that the person's influence extends beyond just brightening the singer's days. They play a vital role in the singer's emotional well-being, providing unwavering support, love and emotional nourishment. Similar to how the sun is essential for sustaining life on Earth, this person is integral to the singer's happiness and overall sense of fulfillment.

In essence, the metaphorical use of "sunshine" in this line amplifies the intensity of the emotional bond between the singer and the person they are addressing. It captures the depth of their love, the profound positive impact the person has on their life, and emphasizes their role as a constant source of joy, warmth, and light.

b. Hyperbole

Hyperbole is an expression that exaggerates something or extravagant statement that makes something sounds bigger, better or maybe worse than they are. It means that hyperbole is a kind of style that contains an overstatement, to exaggerate something.

In the songs entitle "You Are My Best Friend" has three hyperboles. The expression of figurative language in terms of hyperbole have been found in the song.

Ooh, you make me live (You're My Best Friend – line 01).

(00:28/HB/YMBF)

In the song "You're My Best Friend" by Queen, the lyrics "Ooh, you make me live" can be interpreted as a hyperbole. Hyperbole is a figure of speech that involves exaggeration for emphasis or dramatic effect. In this case, the singer uses exaggerated language to express the profound impact that the person being referred to has on their life.

The phrase "you make me live" goes beyond the literal meaning of simply being alive. It conveys a sense of vitality, joy, and purpose that the person brings to the singer's life. It suggests that their presence is so significant and uplifting that it enhances the singer's overall existence, making them feel more alive than ever before.

Through this hyperbolic expression, the songwriter conveys the depth of their affection and appreciation for the person they consider their best friend. The use of hyperbole adds an element of intensity and passion to the lyrics, capturing the powerful emotions associated with having a cherished companion who brings immense happiness and fulfillment.

Whatever this world can give to me (You're My Best Friend – line 02).

(00:15/HB/YMBF)

In the lyrics of the song "You're My Best Friend" by Queen, the line "Whatever this world can give to me" is an example of hyperbole. Hyperbole is a figure of speech where exaggeration is used for emphasis or dramatic effect. In this case, the singer is expressing the immense value and significance of the person they are addressing as their best friend. The phrase suggests that the world's offerings pale in comparison to the joy and fulfillment brought by the presence of this special individual. It conveys the depth of their connection and the immense happiness the singer feels in having found such a close and compatible companion. The hyperbolic statement amplifies the intensity of the emotions being expressed, emphasizing the extraordinary bond shared between the singer and their best friend.

It's you you're all I see (You're My Best Friend – line 03).

(00:17/ HB/YMBF)

The lyric "it's you you're all I see" is some lyric from Queen's song entitled "You're My Best Friend". The lyrics are found in line 03. The sentence 'you're all I see' is very clear that this includes overstatement/hyperbole that contains statements that deliberately exaggerate. The lyrics mean the singer only saw his best friend in his life. The singer expresses his happiness with that song lyric. The expression

about how happy he is, because he has a best friend in his life who always there for him in every situation. The literal meaning of the lyric is that the singer very happy has a best friend in his life. Someone who can he rely on in his life. The singer and his best friend always together in every situation.

c. **Personification**

Personification is when you give human feelings and action to an object or animal. It means that personification is a kind of style of figurative language depicting inanimate objects or goods that do not animate as if it has the properties of human nature. In the album "A Night at the Opera" there are four personifications found.

You suck my blood like a leech, you break the law and you preach.

(00:13/PF/DOTL)

The personification of "you" as a blood-sucking leech evokes a powerful image of someone draining the life force and vitality from the speaker. It symbolizes a parasitic and manipulative nature, suggesting that the subject is taking advantage of the speaker's resources or energy.

Furthermore, by depicting the subject as a law-breaking preacher, the lyrics imply hypocrisy and deceitful. It suggests that this individual does not only engage in immoral or illegal activities but also has the

audacity to preach and proclaim righteousness to others. This juxtaposition emphasizes their dishonesty and manipulative tactics, highlighting the speaker's desire for their actions.

Overall, the figurative language intensifies the description of the subject, emphasizing their negative characteristics and unscrupulous behavior. It helps convey the speaker's strong emotions and serves as a powerful critique of the person being addressed in the song.

Love of my life, you've hurt me, you've broken my heart.

(00:22/PF/LML)

The personification of love in the line "Love of my life, you've hurt me, you've broken my heart" adds a profound and multi-dimensional layer to the lyrics. By attributing human-like qualities and actions to love, the songwriter transforms an abstract concept into a sentient being capable of inflicting emotional pain.

In this personification, love becomes an active participant in the singer's life, making choices and exerting its influence. By suggesting that love has the power to hurt and break hearts, the lyrics explore the complexity of romantic relationships. Love is portrayed as a force that can both uplift and devastate, as it weaves its way into the singer's existence.

Through this personification, love takes on a tangible presence, becoming a character in the narrative of the song. It becomes a captivating

and enigmatic figure, capable of both immense beauty and profound sorrow. This portrayal captures the ambivalence and contradictions inherent in love, highlighting its ability to simultaneously bring immense joy and deep anguish.

By giving love to the agency to cause heartbreak, the lyrics delve into the vulnerability and fragility of human emotions. It highlights the risk involved in opening oneself up to love and the potential for pain that accompanies it. This personification invites the listener to reflect on their own experiences with love and empathize with the singer's emotional journey.

In essence, the personification of love in this line elevates the emotional resonance of the lyrics, allowing the audience to connect with the profound impact love can have on one's heart and soul. It transforms love into a complex and dynamic entity, shaping the narrative of the song and deepening its emotional impact.

You've stolen my love, you now desert me.

(01:11/PF/LML)

In the poignant lyrics of Queen's "Love of My Life," the phrase "You've stolen my love, you now desert me" employs the vivid personification of love, endowing it with human qualities and actions. By attributing the ability to steal and desert to love itself, the song portrays love as an active, conscious force capable of inflicting betrayal and heartache.

This personification serves to intensify the emotional weight of the line, effectively conveying the deep sense of pain and abandonment experienced by the speaker. Love, presented as a cunning thief, is depicted as having seized the speaker's affection, only to subsequently abandon them, leaving them bereft and emotionally wounded.

The personification not only adds depth and vividness to the lyrics but also enables the listeners to relate to the speaker's language on a deeply personal level. It captures the universal experience of feeling betrayed and rejected by love, tapping into the common human vulnerability that arises from such a heartbreak.

Through the use of personification, Queen skillfully harnesses the power of figurative language, creating a poignant portrayal of the devastating effects of lost love. The personified love becomes a tangible entity, embodying the pain and sense of loss that the speaker is grappling with, making the song resonate deeply with listeners who have experienced similar emotions in their own lives.

d. Simile

A simile is figurative language that involving the comparison of one with another of a different kind used to make a description more vivid or emphatic. Simile is a subdivision of metaphor in that, as its name suggests, it draws attention to a similarity between two terms through

words such as “like and as” Simile does not, strictly speaking, always entail figurative language, since both terms of a simile can often be understood literally. In the songs entitled “Death on Two Legs” have been found two similes. They are:

You suck my blood like a leech (Death on Two Legs – line 01).

(01:13/SM/DOTL)

The line "You suck my blood like a leech" from Queen's song "Death on Two Legs" is a powerful simile that conveys a vivid and intense image. By comparing the person's actions to that of a leech, the lyricist emphasizes the parasitic nature of their relationship. The use of the simile suggests that this person constantly drains the singer's energy, resources, and emotions, similar to how a leech feeds off blood. It portrays the person as someone who takes advantage of the singer, exploiting them and causing harm, just as a leech does to its host. This figurative language intensifies the emotional impact of the lyrics, emphasizing the singer's feelings of being enslaved and exploited by this individual.

The lyric “*you suck my blood like a leech*” is one of the song lyrics of Queen’s song entitled “Death on Two Legs” found in line 01. The sentence ‘you suck my blood’ and the word ‘leech’ are compared and they show similarities between two different things. These lyrics also use the word ‘like’ to compare the sentence ‘you suck my blood’ and the word

'leech', which it is clear figurative meaning of simile. The sentence 'you suck my blood' refers to the greedy manager who always pressured him. Leech is an animal that shaped like a worm and like suck blood. In this case, the greedy manager compared with a leech. The literal meaning of this lyric is, the singer wants to explain about his manager. His manager always put pressure on him and hire him without a break. He was always enslaved, and the manager always took advantage of him. The manager like a 'leech' in his life.

You talk like a big business tycoon (Death on Two Legs -line 24).

(02:53/SM/DOTL)

The line "You talk like a big business tycoon (Death on Two Legs)" in the song "Death on Two Legs" by Queen uses a simile to compare the way someone talks to a big business tycoon. This comparison implies that the person being referred to in the lyric speaks in a grandiose and arrogant manner, similar to how a wealthy and influential businessperson might communicate.

Furthermore, the phrase "Death on Two Legs" adds a figurative layer to the lyric. It suggests that the person being described is ruthless, destructive, or harmful in some way. It could imply that the person's words or actions have a negative impact on others, as if they were a figurative embodiment of death itself.

The overall meaning conveyed by this lyric is that the singer is expressing their frustration or disdain towards their manager, highlighting their perception of the manager's inflated self-importance and the negative effects their behavior has on those around them.

You call me up and treat me like a dog

(00:31/SM/SL)

In the song "Sweet Lady" by Queen, the line "You call me up and treat me like a dog" employs a vivid simile to intensify the emotional depth of the singer's experience within a troubled relationship. The comparison between the singer's treatment and that of a dog serves to emphasize the magnitude of the disrespect and mistreatment he endured.

By likening the singer's treatment to that of a dog, the simile conveys a deep sense of devaluation and insignificance. Dogs are often regarded as loyal and devoted companions, so being treated like a dog implies a complete lack of appreciation and consideration for the singer's feelings and needs. It suggests a significant power imbalance, with the singer being reduced to a subservient and disposable role in the relationship.

The simile also evokes a strong emotional response in the listener. It taps into a universal understanding of the pain and sadness associated with feeling mistreated and unvalued. The image of being treated like a

dog elicits sympathy and empathy, connecting the listener to the singer's emotional turmoil.

Furthermore, the simile conveys a sense of vulnerability and helplessness. Dogs are dependent creatures, relying on their owners for care and protection. By comparing the singer's treatment to that of a dog, it underscores his powerlessness and inability to change his circumstances.

Overall, the use of the simile "You call me up and treat me like a dog" in "Sweet Lady" creates a poignant and resonant portrayal of the singer's experience of being mistreated and undervalued in a troubled relationship. It captures the emotional impact, establishes a vivid visual image, and elicits empathy from the listener.

e. Repetition

A repetition is a literary device that repeats the same words or phrases a few times to make an idea becomes more memorable and clear.

In the songs entitle "Bohemian Rhapsody" has been found. They are:

Carry on, carry on as if nothing really matters

(01:37/RP/BR)

In the song "Bohemian Rhapsody" by Queen, the line "Carry on, carry on as if nothing really matters" utilizes repetition to emphasize the idea of maintaining a facade of normalcy despite the underlying turmoil. This repetition reinforces the notion that the protagonist feels compelled to continue with their life, even though deep down, they may be struggling or experiencing intense emotions. By repeating the phrase "carry on," it highlights the significance of putting on a brave face and ignoring the significance of their internal struggles. This repetition intensifies the emotional impact and serves as a poignant reflection of the complexities of human experience.

Scaramouche, Scaramouche, will you do the Fandango

(03:11/RP/BR)

In the song "Bohemian Rhapsody" by Queen, the line "Scaramouche, Scaramouche, will you do the Fandango" demonstrates the use of repetition. The repetition of "Scaramouche, Scaramouche" emphasizes and intensifies the character's plea or question. The repetition creates a rhythmic and memorable effect, adding to the overall musicality of the song. This technique not only adds emphasis but also enhances the theatrical and dramatic nature of the lyrics. The repetition of the phrase serves to engage the listener and create a catchy, memorable hook in the song.

f. Metonymy

Metonymy is a figure of speech in which a word or phrase is used to represent something closely associated with it, but not actually a part of it. It is a form of figurative language that depends on the substitution of one term for another that is conceptually related.

Metonymy is often used to add variety, vividness, and depth to language by creating associations and connections between different concepts or objects. It allows writers and speakers to convey complex ideas or evoke certain emotions by using familiar terms that have related meanings or associations.

Screw my brain till it hurts (Death on TwoLegs – line 03).

(01:16/MT/DOTL)

“*Screw my brain till it hurts*” is one of the song lyrics of Queen’s song entitled “Death on Two Legs” found in line 03. This lyric shows metonymy. The phrase ‘screw my brain’ refers to mind burden. In this song, the singer shows his anger and depression. The phrase ‘screw my brain’ explains about his emotional response to the problems from his manager did. It is clear that the lyric contains figurative forms of metonymy which an object or concept is referred to not by its own name, but instead by the name of something closely associated with it. The literal

meaning of the lyrics is that he was very concerned about a very serious problem, so that it makes his mind confused and becomes a burden on the mind. The problem makes his mind eroded and caused pain.

The machine of a dream, such a clean machine

(00:16/MT/ILWC)

In the song "I'm in Love with My Car" by Queen, the line "The machine of a dream, such a clean machine" employs metonymy to vividly portray the singer's infatuation with the desired car.

The phrase "the machine of a dream" is a metonymic expression that refers to the car without explicitly mentioning it. It signifies that the car represents a fantastical, idealized object of desire and embodies the singer's dreams and aspirations. The metonymy adds a layer of symbolism and captures the emotional connection the singer feels towards the car.

Furthermore, the phrase "such a clean machine" deepens the metonymy by emphasizing the car's pristine condition. The cleanliness becomes a metaphorical representation of the singer's love and care for the vehicle. It suggests that the car is not only physically immaculate but also a symbol of perfection and beauty in the singer's eyes.

Through the use of metonymy, the song conveys the singer's deep and longing attachment to the car. It highlights the car's significance

beyond its physical attributes, elevating it to a status of a cherished dream and a symbol of perfection in the singer's world.

Write your letters in the sand

(01:29/MT/39)

In the song "39" by Queen, the line "Write your letters in the sand" employs metonymy to convey the singer's profound longing for the music of their era to be remembered and cherished by future generations. The phrase "write your letters" serves as a metaphor for the act of preserving and perpetuating the essence of a bygone time.

By using "letters" as a metonymy, it symbolizes communication and expression in a broader sense. It represents the songs, lyrics and artistic creations that encapsulate the spirit and cultural significance of the era. The sand, as a medium, signifies the transient and impermanent nature of time. It suggests that the memories and experiences of the past are susceptible to being washed away and forgotten.

The singer's plea to "write your letters in the sand" emphasizes the urgency and importance of capturing and preserving the remarkable music and cultural atmosphere of their time. It highlights the desire for future generations to appreciate and perpetuate the unique beauty and artistry that characterized their era.

This use of metonymy evokes a sense of nostalgia, encouraging listeners to reflect on the values and impact of music as a reflection of a particular moment in history. It conveys the singer's hope that the legacy of their music will endure and continue to inspire, even as time marches forward. By calling upon future generations to "write their letters in the sand," the song invites listeners to actively participate in preserving the essence and significance of that musical era for years to come.

g. Paradox

In figurative language, a paradox is a figure of speech that combines contradictory elements or ideas to create an unexpected or thought-provoking effect. Unlike a logical paradox, a figurative paradox is not necessarily self-contradictory but rather presents a seeming contradiction to create emphasis or convey a deeper meaning.

Figurative paradoxes are often used to capture attention, create memorable images, and convey complex ideas. They can add depth, irony or surprise to literary works, poetry and rhetoric. By juxtaposing contradictory elements, they challenge the reader's or listener's expectations and encourage them to think beyond the surface meaning.

So you think you can love me and leave me to die.

(04:24/PD/BR)

From the lyric “So you think you can *love me* and *leave me to die*” is one of song lyrics of Queen’s song entitled “Bohemian Rhapsody” found in line 49. The lyric it is seemingly absurd statement or proposition, it is clear the lyrics contain a figurative meaning of paradox. The phrase ‘love me’ and the sentence ‘leave me to die’ in this lyric looks weird and absurd. When you love someone, you will never ever leave them. The literal meaning of the lyric is, the singer wants to explain about what he feels to the woman he loves. The woman he loved, played his feeling. In this song, the singer is suffering from a very serious illness. He was on the verge of death from his illness. The woman he loved left him because of his dying condition. The singer really sad. He is dying and the woman he loved left him. The singer wants to convey a message to all fans in the world. Love your partner in a happy state even though it is difficult. Love your partner with all your heart.

h. Euphemism

Euphemism is a figure of speech that involves the use of a milder, more indirect, or socially acceptable word or phrase in place of one that might be considered harsh, blunt, offensive, or taboo. It is a way of expressing something unpleasant, sensitive, or controversial in a more tactful or polite manner.

Euphemisms are often used to soften the impact of sensitive or uncomfortable topics, to be culturally sensitive, or to maintain social

decorum. They can be found in various contexts, including everyday conversations, advertising, politics and literature.

Then make yourself null and void

(03:44/EU/DOTL)

The lyric “then make yourself *null and void*” is one of the lyrics from Queen’s song entitled “Death on Two Legs”. The lyric found in line 36. The singer uses a polite expression in the lyric, which it is very clear a figurative meaning of euphemism. The sentence ‘null and void’ refers to useless and died. The sentence ‘useless and died’ is too vulgar to say, that is why it is euphemistically used by saying ‘null and void’. The word ‘yourself’ refers to the singer’s manager. The literal meaning of the lyric is, the singer desperately wanted his manager to die needlessly, hated, unemployed and nobody knew. It will make the singer feel really good. It is all because what his manager did to him was very mean and costly to him. The singer just wants to give the results that his manager has been doing all his life. This singer really uses very precise words.

With your narrow-minded cronies

(01:30/EU/DOTL)

The line "With your narrow-minded cronies" from the Queen song

"Death on Two Legs" employs the figurative language of euphemism to cleverly depict the singer's intense contempt for their manager. The term "narrow-minded" delicately masks the intended insult of stupidity or lack of intellectual depth. It implies a limited perspective and an inability to comprehend the complexities of the music industry. By referring to the manager's associates as "cronies," the singer hints at a sense of sycophancy and a lack of independent thought among this group. This euphemistic choice not only adds a layer of refinement to the lyrics but also intensifies the emotional impact by subtly exposing the manager's perceived incompetence while maintaining a certain level of poetic grace.

You've never had a heart of your own

(01:49/EU/DOTL)

In the song "Death on Two Legs" by Queen, the line "You've never had a heart of your own" utilizes euphemism to deliver a poignant and cutting critique. By employing figurative language, the singer paints a vivid picture of their manager as a malevolent force, resembling a demon with a complete absence of empathy and compassion. The euphemism "heart of your own" suggests that the manager lacks the ability to genuinely care for others or exhibit genuine emotions. This figurative representation intensifies the impact of the criticism, emphasizing the singer's deep-seated resentment and frustration towards their manager's

actions and behavior. The metaphorical portrayal further underscores the exploitative and manipulative nature of the manager, emphasizing their callous disregard for the well-being of others. Through this use of euphemism, Queen conveys a powerful message about the manager's deplorable character, leaving the listener with a vivid impression of their villainous and heartless persona.

i. Idioms

Idioms are expressions or phrases that have figurative meanings that differ from their literal interpretations. They are a type of figurative language commonly used in everyday conversations and often carry cultural or contextual significance.

Idioms are formed by combining words in a way that creates a unique meaning that may not be easily understood based on the individual words used. They add color, imagery, and depth to language, allowing speakers to convey ideas and concepts more vividly.

Too late, my time has come.

(01:56/ID/BR)

The sentence “Too late, my *time has come*” is one of the lyrics from Queen’s song entitled “Bohemian Rhapsody”. This lyric found in line 20.

The phrase 'time has come' means this is a good time to do something or for something to happen. A person or animal has reached the end of its life. The lyric contains figurative meaning of idiom. It is because the lyric uses words which have a meaning that cannot be subtracted from individual words. These lyrics are about the singer's illness.

A disease that he had suffered for a long time, and it was his 'time has come' for the singer to return to God's grace. This disease he got because he is a bisexual and he has a sex with a man. It is too late for him to confess anything to his mom. He wants his mom live happily. The singer is really a legendary singer, he died in peace and left many works of legends. All of his works are still remembered by everyone in the world today. A message that can we learn from this lyric is we must always be kind and honest to those who we love. This is because we don't know when and where God will end our lives in this world, because we are only God's servants.

You eat me up.

(01:38/ID/SL)

The line "You eat me up" in the song "Sweet Lady" by Queen employs the idiom figurative language to vividly portray the impact of the lady on the speaker's emotions and state of mind. The idiom signifies a profound effect that goes beyond their physical consumption.

When the speaker says, "You eat me up," it suggests that the lady's presence engulfs him entirely, as if he is metaphorically devoured by her influence. This idiom conveys the idea that her treatment, attention, and affection have an insatiable effect on him, leaving him emotionally consumed and overwhelmed in the best possible way.

By using this idiom, the song expresses the intensity of the speaker's feelings towards the lady. It implies that she has the power to completely captivate him, leaving him entranced, elated, and filled with a deep sense of happiness. The idiom conveys the notion that the lady's impact is so significant that it permeates his entire being, bringing him immense joy and elevating his mood.

Through this figurative language, the song highlights the speaker's admiration and the deep connection he feels with the lady. It portrays her as someone who not only brings her happiness but also has the ability to consume her thoughts, emotions and attention in a way that makes her feel fully alive and deeply fulfilled.

I feel like dancing in the rain

(01:29/ID/SR)

In the song "Seaside Rendezvous" by Queen, the line "I feel like dancing in the rain" employs the idiomatic expression "dancing in the rain" to evoke a vivid image of uninhibited joy and abandon carefree. The

idiom represents a metaphorical act of celebration that signifies the protagonist's exuberant outlook on life.

By expressing a desire to dance in the rain, the lyrics convey a sense of freedom and liberation from the constraints of societal norms or unfavorable circumstances. The act of dancing in the rain is often associated with embracing the present moment, letting go of inhibitions, and finding joy in even the simplest pleasures of life.

Furthermore, the choice of the idiom "dancing in the rain" suggests that the protagonist remains resilient and refuses to let negative experiences or setbacks dampen their spirits. They maintain a positive attitude and choose to celebrate life regardless of the challenges they may face.

This figurative language adds depth and nuance to the song, contributing to its whimsical and playful tone. It invites the listener to imagine a world where happiness can be found in unexpected places and encourages them to adopt a similar mindset of embracing life's unpredictable moments with open arms.

Overall, the idiom "dancing in the rain" in "Seaside Rendezvous" amplifies the theme of optimism, resilience, and the pursuit of joy, painting a vivid picture of a person who lives life to the fullest and refuses to let adversity define their happiness.

j. Symbolism

In figurative language, a symbol is a literary device that represents an idea, concept, or object and carries a deeper meaning beyond its literal interpretation. Symbols are used to convey complex ideas or evoke emotions by associating them with something more concrete and tangible.

Symbols can take various forms, such as objects, actions, characters, or even colors. They are often employed to increase the depth and richness of a text, allowing readers to explore multiple layers of meaning.

Oh, oh, children of the land

(01:49/SY/TPS)

“Oh, oh, *children of the land*” is one lyric of Queen’s song entitled “Prophet’s Song”. This lyric found in line 19. The phrase ‘children of the land’ means all human in this earth. The singer uses representing object in the lyric, which it is clear a figurative meaning of symbol. The singer wants to explain about the message that God delivered to all human in the world. All ‘children of the land’ must be aware of that. This is a very important message. God wants to warn us that the end is near and all human in the world must immediately repent and return to God’s way. The lyrics of the song very touching our heart. It contains messages that are very important to all of us. The singer added with the addition of

figurative meaning that make us aware of the great power of God.

For many a lonely day sailed across the milky seas

(01:12/SY/39)

In the Queen song "39," the line "For many a lonely day sailed across the milky seas" carries rich symbolism that extends beyond its literal meaning. Let's delve into a more detailed analysis focused on the symbolism present:

The phrase "many a lonely day" implies a prolonged duration of solitude and isolation. This could symbolize not only the physical absence of companionship but also the emotional and spiritual journey of the sailor. It suggests a deeper quest for self-discovery, where the individual navigates through the depths of their own consciousness and confronts their innermost thoughts and feelings.

By stating that these lonely days were spent "sailing across the milky seas," the lyrics introduce a captivating metaphorical landscape. The term "milky seas" alludes to the ethereal realm of the galaxy, evoking images of swirling stardust, constellations, and the cosmic expansion. Here, the symbolism becomes twofold.

Firstly, the "milky seas" represent the vastness and mysteries of the universe. The sailor's journey becomes an allegory for humanity's pursuit of knowledge, truth, and meaning. It signifies a voyage into the unknown, where the sailor ventures beyond the familiar shores of conventional wisdom to explore the infinite possibilities and secrets that lie within the

cosmos.

Secondly, the "milky seas" can also be seen as a metaphor for the vast depths of the human psyche. The sailor's solitary odyssey reflects the introspective exploration of the self, navigating through the intricate and often bewildering aspects of one's own consciousness. It symbolizes the transformative power of introspection, as the sailor delves into the depths of their own mind, confronting personal fears, desires, and truths.

Therefore, the line "For many a lonely day sailed across the milky seas" weaves together profound symbolism. It encapsulates the human yearning for connection, self-discovery, and the search for meaning amidst the vastness of both the outer universe and the inner self. It invites listeners to contemplate the existential journey of the sailor, resonating with the universal quest for understanding and enlightenment in the face of life's enigmatic wonders.

For the sun is cold, and the snow lies crisp upon the ground.

(00:33/SY/39)

In the line "For the sun is cold, and the snow lies crisp upon the ground" from the Queen song "39," the symbolism of the sun being cold and the snow lying crisp upon the ground delves into the depths of a desolate and unforgiving world. The imagery evoked by the cold sun portrays a lack of warmth, vitality, and hope, casting an eerie shadow over

the scene. It suggests a sense of emotional emptiness and detachment, as if the singers find themselves in a barren and isolated landscape.

The snow lying crisp upon the ground adds further layers of symbolism to this vivid picture. The word "crisp" conveys a brittle and sharp quality, emphasizing the biting coldness and the fragile state of the environment. It paints a scene of frozen stillness, where the snow-covered ground reflects the weight of the challenges faced by the singers. The untouched, pristine whiteness of the snow intensifies the feeling of isolation, as if the world around them remains untouched and unyielding.

This symbolism extends beyond the literal interpretation of weather conditions. It speaks to the emotional and existential struggles that the singers confront. The desolation and harshness of the environment serves as a metaphor for their personal journey, representing the obstacles and hardships they must overcome. The frigid sun and crisp snow emphasize the stark reality they face, invoking a sense of vulnerability and perversion in the face of adversity.

Overall, the intricacies of the symbolism in this line paint a hauntingly detailed picture of a desolate and hostile world. It heightens the emotional impact of the song, drawing the listener into the depths of the singer's experiences and inviting contemplation about the challenges and resilience of the human spirit.

k. Allusion

An allusion is a literary device that refers to a person, place, event, or literary work outside of the current text. It is a brief and indirect reference that depends on the reader's or audience's familiarity with the referenced subject to enhance the understanding or meaning of the current work.

Allusions can also be used humorously or satirically, such as when a writer references a famous quote, a work of literature, or a historical event to make a clever or ironic point.

Overall, allusions serve as powerful tools for writers to enrich their works by drawing on shared cultural knowledge and connecting their narratives to broader themes, ideas, or historical contexts.

Beelzebub has a devil put aside for me.

(03:58/AL/BR)

In the song "Bohemian Rhapsody" by Queen, the line "Beelzebub has a devil put aside for me" showcases a captivating use of allusion. Beelzebub, a name derived from Hebrew and often associated with Satan, is a significant figure in biblical mythology, representing evil and darkness. By referencing Beelzebub, the songwriter draws upon the collective cultural and religious knowledge surrounding this character.

The phrase "has a devil put aside for me" suggests that the speaker is destined to face a severe consequence or punishment for their actions. It

implies the existence of a malevolent force that has specifically designated a devil or a tormentor to deal with the speaker's transgressions. This allusion heightens the sense of impending doom and establishes a chilling and foreboding atmosphere in the song.

Furthermore, the mention of Beelzebub evokes powerful imagery of a menacing entity associated with evil, reinforcing the gravity of the situation the speakers find themselves in. The allusion adds a layer of complexity to the lyrics, implying that the speakers are grappling with the consequences of their choices and may soon face the wrath of divine retribution.

By incorporating this allusion, the songwriter masterfully intertwines religious and mythological references, intensifying the emotional impact of the song. It deepens the thematic exploration of guilt, accountability, and the intricate balance between good and evil. The inclusion of Beelzebub as an allusive element in "Bohemian Rhapsody" contributes to its enduring intrigue and captivates listeners with its rich symbolic resonance.

I'm a man of conviction, I'm just as proud as I can be

(01:45/AL/GC)

The line "I'm a man of conviction, I'm just as proud as I can be" from the Queen song "Good Company" employs a powerful allusion that

enhances the speaker's portrayal. The reference to being a "man of conviction" draws upon the imagery of historical icons like Martin Luther King Jr., Mahatma Gandhi, or other influential figures renowned for their unwavering beliefs. Through this allusion, the speakers align themselves with the legacy of these individuals, highlighting their own unyielding principles and resolute character. The mention of pride further emphasizes their self-assuredness, suggesting a deep confidence in their convictions. This allusion contributes to a richer interpretation of the lyrics, presenting the speakers as a steadfast individual who proudly stands for their beliefs and embodies the spirit of remarkable historical figures.

2. The implications of figurative language on teaching material development of song lyrics by Queen: A Night at The Opera Album.

The researchers focused on using songs to understand figurative language can help the students who are still learning to master English. However, senior high school students might be still be unfamiliar with figurative language. Songs can be used as an interesting learning medium. While the students enjoy music, they can also learn something beneficial. Songs can help to enhance students' learning experience by making the learning process more interesting. English teachers can provide some questions about types of figurative language, and then get the student to answer those questions.

Learning figurative language gives some benefits for students. In

order to make students familiar with the types of figurative language, it is better for the teachers or those who design textbooks to provide materials about figurative language through songs. They also have to be able to select songs appropriately, so that they can address the students' needs. As a consequence, it is expected that the learning goals can be achieved. The findings of this research can be used as a reference for English teachers, If teachers choose to use song lyrics to teach English, figurative language is an aspect that should be taken into account. Students will not only learn to answer question regarding language comprehension, but also discuss the lyrics more deeply through classifying the types of figurative language.

The researcher took references from the independent curriculum teaching to correlate the lyrics of a night at the opera album. By analyzing the lyrics of the Pancasila Student Profile book, researchers found various implications of figurative language on teaching material development of song lyrics by Queen : A Night at The Opera Album.

Pancasila student profile (Ministry of Education, Culture, Research, and Technology) is a form of translation of national education goals. The Pancasila student profile serves as the main reference that directs educational policies, including being a reference for educators in building the character and competence of students. Pancasila student profiles must be understood by all stakeholders because of their important role. This profile needs to be simple and easy to remember and implemented by both educators and students so that it can be lived in daily activities. Based on

these considerations, the profile of Pancasila students consists of six dimensions, namely: 1) faith, fear of God Almighty, and have noble character, 2) independence, 3) mutual cooperation, 4) global diversity, 5) critical reasoning, and 6) creative.

When considering the implications of figurative language in the song lyrics of Queen's album "A Night at the Opera" on teaching material development, various values come into play, including religious, personal, relationship, moral, and nationalistic values.

a. Religious values

Songs like "Bohemian Rhapsody" and "The Prophet's Song" feature religious references and spiritual themes. The figurative language used in these songs, such as "Beelzebub has a devil put aside for me" or "Now I know that God and the Devil are one," can spark discussions on existential questions, the quest for meaning, and the role of spirituality in human life. These discussions can encourage critical thinking and exploration of different religious beliefs and perspectives.

b. Personal values

Songs like "Love of My Life" and "You're My Best Friend" delve into personal relationships and emotions. The figurative language used in these songs, such as "Love of my life, don't leave me" or "You're my best friend, I'm happy at home," can facilitate discussions on the importance of love, friendship, and personal growth. Students can explore the impact of these relationships on their lives, reflect on their own experiences, and

gain insight into the complexities of human connections.

c. Relationship values

Songs like "Somebody to Love" and "Good Company" explore the dynamics of relationships and human interactions. The figurative language in these songs, like "Can anybody find me somebody to love" or "Take good care of what you've got," can serve as a starting point for discussions on empathy, understanding, and the challenges faced in relationships. Students can analyze the lyrics, examine different perspectives, and develop their own insights into the complexities of human connections.

d. Morals to nature

The song "The Prophet's Song" contains nature-themed imagery and metaphors, such as "And the wind, howling like this swirling storm inside." The figurative language in this song can prompt discussions about humanity's relationship with the natural world, environmental ethics, and the importance of preserving nature. Students can analyze the metaphors used and explore the messages conveyed about the interplay between nature and human existence.

e. Nationalism

The song "God Save the Queen" serves as a nationalistic anthem. The song can be explored in the context of national identity, patriotism, and the symbolism associated with a nation. Students can examine the concept of national pride, and consider the historical and cultural significance of national anthems.

When incorporating these songs into teaching materials, educators can provide historical and cultural context, encourage critical analysis of the lyrics, and facilitate discussions that promote empathy, cultural understanding, and ethical reflection. By exploring the figurative language in these songs, students can gain insights into diverse values and perspectives, fostering a deeper appreciation for the power of language and music in conveying complex ideas.

B. Discussion

1. The types of figurative language used in song lyrics by Queen : A Night at The Opera Album

The data analysis of figurative meaning is based on the theoretical concepts which have been explained in the previous chapter. Before talking about types and the real meanings of figurative meaning, the Queen's album needs to be explained. Queen's album called *A Night at Opera* is the one of masterpiece in music history. There are twelve songs in the album as the data, they are "Death on Two Legs", "Lazing on A Sunday Afternoon", "I'm in Love with My Car", "You're My Best Friend", "'39", "Sweet Lady", "Seaside Rendezvous", "The Prophet's Song", "Love of My Life", "Good Company", "Bohemian Rhapsody", "God Save The Queen".

According to Kennedy (1979:487), of speech are not devices to state what is demonstrably untrue. Indeed they often state truths that more

literal language can't communicate, they call attention to such truth, and they lend them emphasize. The reason why we used figurative language are we can say what we want to say more vividly and forcefully and forcefully by figures than we can by saying it directly, and we can more by figurative statement then we can by literal statement. Figures of speech offer another way of adding extra dimension to language.

Figurative language often provides a more effective meaning than a direct statement. In this condition, there are some reasons for that effectiveness, they are (1) figurative language affords imaginative pleasure, (2) figures of speech are a way of bringing additional imagery into verse, making the abstract concrete and more sensuous poetry, (3) figures of speech are a way of adding emotional intensity to otherwise merely informative statement and conveying attitudes along with information, (4) figures of speech are an effective meaning of concentration a way of saying much in brief compass.

2. The implications of figurative language on teaching material development of song lyrics by Queen : A Night at The Opera Album

The researchers only focused on 11 types of figurative language, namely, simile, metaphor, personification, and hyperbole because those types of figurative language were commonly used in students' textbooks.

Teacher Professional development is the conditions for achieving a quality teaching process is a professionally trained teacher. In this way, the

focus of the teaching profession is not simply to mediate in the process of knowledge acquisition, but the teacher to support students in the learning process, and based on their age, to help them take responsibility for their own behavior and to make them independent. Therefore, considering the complex role of the teacher in modern schools, Teachers should be trained, facing new challenges and tasks for the full implementation of responsibilities in the classroom (V. Zuljan & Vogrinc, 2011, p. 7).

Professional development aims to train teachers after completing pre-service studies, by continuously developing knowledge and skills of teachers. Almost all European countries provide opportunities for teachers to have access to various forms of Professional development while working. In some countries, professional training is compulsory, whereas in others it is not (Klashnja, 2006, p. 31).

Songs can be performed solo, both (duet), three (trio) or the rillicking (choir). Words in the song are usually shaped rythmic poetry, but there is also religious matter or free prose. Song is a short metrical composition intended for singing, esp. One in rhymed stanzas; a lyric; a ballad. According to Jamalus (1988:5) songs can be said as art work if they are sounded (song) with the accompaniment of musical devices. In addition, The Encyclopedia of Americana (1998) defines song as a short musical work set to a poetic text, with equal importance given to the music and to the words. It may be written for one or several voices and is generally performed with instrument accompaniment. Meanwhile,

according to Sharndama & Suleiman (in Akporobaro 2006) songs assume a variety of forms, some of the song are rich, imaginative, and are elaborated in the play of words, rythm, and melody.

While the students enjoy music, they can also learn something beneficial. Songs can help to enhance students' learning experience by making the learning process more interesting. English teachers can provide some questions about types of figurative language, and then get the student to answer those questions.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data from Queen's song lyrics, it is found that figurative language can be very useful to the writer because it can give special effect to make the song more beautiful and interesting to listen. The lyrics of those songs generally involves constructed figurative language the writer. It is found that there are 13 metaphors, 7 metonymies, 14 hyperboles, 1 paradoxe, 8 similes, 4 euphemisms, 5 idioms, 7 symbolisms, 2 repetitions, 4 personifications, and 2 allusions. The type of hyperbole and repetition mostly found in it is form counterfactual expression, while the type of simile, metaphor and personification mostly found after it. It seems this is style of the author in making a song, he wants to deliver the message through the lyrics and make the song more beautiful.

B. Suggestion

Figurative language is often achieved by presenting words in order to make compared or associated with other unrelated words or meanings. Music can make you feel happier, excited and boost your mood. It can create a calm atmosphere when you hear it. The styles and form maybe can be different and unique from to one another based on the songwriter's experience and knowledge but essentially music is

universal since it is easily accepted by many people in many places around the world.

The writer would like to suggest that the English students should analyze figurative language in songs because the writer thinks that figurative language is an interesting subject to study and it can enrich the people knowledge in understanding figurative language. In figurative language the words have other meanings from the literal one. That is why the writer thinks it is very important for the English students who interested in literature and figurative language. In analyzing a figurative language, a writer should pay much attention to the context to get the real meaning and proper message from the words.

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APENDICES

Abdurrofiq Nasrullah/Pendidikan Bahasa Inggris/163221125

An Analysis of Figurative Language in Song Lyric by Queen : A Night at The Opera
Album and Implications in English Education Perspective

1. Data 1. Metaphor (MP)

No	Data	Code	Explanation
1	You're just an old barrow boy (Death on Two Legs – line 14).	02:03/MP/DOTL	The way a manager treats an artist, when the artist gets older and cannot keep up with the times, they will leave him and replace him with a new one.
2	You're a sewer rat decaying in a cesspool of pride (Death on Two Legs line 34).	03:38/MP/DOTL	The meaning about this lyric is how an arrogant and greedy person died. The hyperbolic statement exaggerates the subject's repulsive qualities, likening them to a decaying rat in a cesspool. It conveys strong disdain and contempt towards the person being addressed.
3	You're my sunshine and I want you to know (You're My Best Friend	00:39/MP/YMBF	The meaning of this lyric is the singer feels very happy.

	- line 08).		
4	For the earth is old and grey, little darling, we'll away.	02:28/MP/39	The meaning of the lyric is world is full of downgrade music that is now very different from the amazing 60s, 70s and 80s music.
5	Is this the real life? Is this just fantasy?	00:01/MP/BR	The metaphorical comparison between "real life" and "fantasy" expresses the speaker's confusion and uncertainty about their current situation. It suggests a sense of detachment from reality and a questioning of the nature of them.
6	Mama, life had just begun, But now I've gone and thrown it all away.	00:56/MP/BR	The singer is trying to say that he wants to throw all the problem or the bad things in his life.
7	The machine of a dream, such a clean machine.	00:16/MP/ILWC	The metaphorical comparison between a car and a dream suggests that the car represents the speaker's aspirations and desires. It highlights the car's appeal, both in terms of its physical condition and the symbolic significance it holds.

8	We'll make our love a story that will never die.	02:05/MP/SR	The comparison of love to a story that never dies suggests that their love will be immortalized and remembered through time. It conveys the idea of a timeless and enduring love.
9	Touched your wheel, but your chrome, it won't heal.	02:12/MP/ILWC	The metaphorical comparison between "chrome" and a wound that won't heal suggests the speaker's emotional attachment to the car and the belief that it holds an irreplaceable significance in their life.
10	You are the love of my life, and I'll love you till the end of time.	01:56/MP/LML	The comparison between the person and the love of the speaker's life suggests their deep and enduring affection. It conveys a sense of commitment and devotion.
11	I'm in love with my car, got a feel for my automobile.	00:58/MP/ILWC	The comparison between love and the speaker's car suggests a deep emotional attachment and affinity. It conveys a sense of passion and enjoyment in owning and driving the car.

12	Caught in a landslide, no escape from reality.	00:10/MP/BR	The metaphorical comparison of being caught in a landslide to having no escape from reality suggests a feeling of being overwhelmed or trapped by the hardships of life. It conveys a sense of helplessness and entrapment.
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2. Data. 2 Metonymy (MT)

No	Data	Code	Explanation
1	Screw my brain till it hurts (Death on Two Legs – line 03).	01:16/MT/DOTL	The singer was very concerned about a very serious problem, so that it makes his mind confused and becomes a burden on the mind. The problem makes his mind eroded and caused pain.
2	The machine of a dream, such a clean machine.	00:19/MT/ILWC	The singer dreams about to get a new car. The singer always dreaming about that car. He really likes that car.
3	Write your letters in the sand.	01:29/MT/39	The singer really wants to tell people in the future about music taste in his era is really amazing, so he wants people in the

			future perpetuate that music era.
4	Though their hearts so heavily weigh.	02:23/MT/39	The singer wants to tell to everyone that he really disappointed with the taste of music in the future.
5	Your mother's eyes, from your eyes, cry to me.	02:41/MT/39	The singer wants to explain about the ancestors crying see their successors.
6	Bring it back, bring it back, don't take it away from me, because you don't know what it means to me.	00:50/MT/LML	The use of "it" as a metonymy refers to the love or relationship that is being cherished by the speaker. It emphasizes the emotional significance and value attached to that connection.
7	You're the best friend that I've ever had, I've been with you for such a long time, you're my diamond.	00:47/MT/YMBF	The use of "diamond" as a metonymy refers to the friend's value and preciousness. It implies that the friendship is rare, beautiful, and enduring.

3. Data 3. Hyperbole (HB)

No	Data	Code	Explanation
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1	Ooh, you make me live (You're My Best Friend – line 01).	00:28/HB/YMBF	The literal meaning of the lyric is the singer just wants to say if he is very happy to have someone special in his life.
2	Whatever this world can give to me (You're My Best Friend – line 02).	00:15/HB/YMBF	The literal meaning of the lyric is that the singer how happy he is can meet someone special in his life that can keep up with him.
3	It's you, you're all I see (You're My Best Friend – line 03).	00:17/HB/YMBF	The literal meaning of the lyrics is the singer shows how happy he has a best friend in his life.
4	The Sweetest sight ever seen ('39 - line 04).	00:58/HB/39	The literal meaning of this lyric is the singer just wants to say he saw a very beautiful scenery and he likes that.
5	So you think you can love me and leave me to die (Bohemian Rhapsody – line 49)	04:24/HB/BR	The literal meaning of the lyric is, the singer wants to explain about what he feels to the woman he loves
6	You will remember when this is blown over and everything's all by	01:50/HB/LML	The impact or significance of a particular event or situation will be so great

	the way.		that it will be remembered long after it has passed. It emphasizes the lasting effect and the importance of the experience.
7	You're a sewer rat decaying in a cesspool of pride.	03:38/HB/DOTL	The hyperbolic description presents the subject as someone who is morally repugnant and consumed by excessive pride. It intensifies the negative characterization, highlighting the speaker's strong disdain for the person being addressed.
8	I go out to work on Monday morning, Tuesday I go off to honeymoon.	00:14/HB/LOSA	The speaker's desire to escape responsibilities and indulge in leisurely activities. It emphasizes the notion of escaping the mundane routine of work and embracing freedom.
9	You are the strongest chain and not just some reflection.	01:54/HB/TPS	The hyperbolic statement emphasizes the subject's strength and uniqueness, suggesting that they are not merely a reflection or imitation of others but a true force to be reckoned with.
10	You've taken all my	01:22/HB/DOTL	The statement exaggerates

	money, and you want more.		the extent of financial exploitation, emphasizing the greed and avarice of the person being addressed. It amplifies the negative impact they have on the speakers.
11	I'm so happy, I could die.	01:03/HB/LOSA	The speaker's happiness, emphasizing their current state of extreme joy. It conveys a sense of overwhelming.
12	Don't you hear my call even though you're many years away?	01:20/HB/39	The statement exaggerates the vast distance between the speaker and the person they are calling out to. It conveys a sense of longing and the feeling of being separated by a significant span of time.
13	I go crazy like a fool.	01:01/HB/LOSA	The hyperbolic statement exaggerates the speaker's state of going crazy, suggesting that they are behaving in an irrational or carefree manner. It conveys a sense of letting go and enjoying the moment.
14	I go completely crazy like a fool.	01:05HB/LOSA	The speaker's state of going completely crazy, suggesting that they are behaving in an irrational

			or carefree manner. It conveys a sense of letting go and enjoying the moment to the fullest.
15	You're sewn together with a glue called lies.	02:04/HB/DOTL	The statement exaggerates the extent of deception and dishonesty, portraying the subject as being completely composed of lies. It emphasizes the speaker's strong resentment and anger towards them.

4. Data. 4 Paradox (PD)

No	Data	Code	Explanation
1	So you think you can love me and leave me to die (Bohemian Rhapsody – line 49)	04:18/PD/BR	The literal meaning of the lyric is, the singer wants to explain about what he feels to the woman he loves.

5. Data. 5 Simile (SM)

No	Data	Code	Explanation
1	You suck my blood like a leech.	01:13/SM/DOTL	A person who always enslaved, and always took advantage of the singer
2	You talk like a big business tycoon.	02:53/SM/DOTL	The singer wants to explain about his manager who always

			talk nonsense
3	You call me up and treat me like a dog.	00:31/SM/SL	The literal meaning of the lyric is the singer was not served well. His girlfriend always disappoints and makes him sad.
4	You call me sweet like I'm some kind of cheese	01:26/SM/SL	The singer wants to explain that the woman's face is like a piece of a cheese which is very tasty and sweet.
5	Like a ship tossed around on the ocean, a ship with no steering wheel.	01:55/SM/TPS	The simile compares the feeling of being lost and without direction to a ship being tossed aimlessly on the ocean. It conveys a sense of vulnerability and helplessness, emphasizing the speaker's lack of control over their circumstances.
6	You're the best friend that I ever had, I've been with you such a long time, you're my sunshine.	01:34/SM/YMBF	The simile compares the friend to sunshine, emphasizing their role in bringing joy, light, and happiness into the speaker's life. It conveys a deep appreciation and affection for their friendship.
7	You're my lady of the morning, love shines in	00:45/SM/SL	The simile compares the lady to the morning,

	your eyes.		emphasizing her radiance, freshness, and the love that emanates from her eyes. It conveys a sense of admiration and the speaker's perception of her beauty.
8	Like the waves on the beach, you're a part of me that I cannot break.	00:34/SM/TPS	The simile compares the indivisibility of the singer's connection with someone to the unbreakable nature of waves on the beach. It conveys a deep sense of attachment and an inability to sever that bond.

6. Euphemism (EU)

No	Data	Code	Explanation
1	Then make yourself null and void.	03:44/EU/DOTL	The literal meaning of the lyric is, the singer desperately wanted his manager to die needlessly, hated, unemployed and nobody knew.
2	With your narrow minded cronies.	01:30/EU/DOTL	The literal meaning of the lyric is, the singer wants to explain about his manager who really 'stupid'.
3	You've never had a heart of your own.	01:49/EU/DOTL	The literal meaning of the lyric is, the singer wants to explain about his manager who looks

			like a demon. He really likes to talk nonsense.
4	Death on two legs.	01:38/EU/DOTL	The singer wants to explain about the condition about his manager who died in very bad condition.

7. Data 7. Idioms (ID)

No	Data	Code	Explanation
1	You eat me up.	01:38/ID/SL	The lady always makes him happy, smile and in a good mood. He likes how the lady treated him.
2	You hold me down.	01:39/ID/SL	The lady who makes him feel sad and 'down'. The lady he met always makes him upset.
3	I feel like dancing in the rain.	01:29/ID/SR	This lyric is about a man who really enjoys his life. His life is happy because he never lets a bad thing make him sad.
4	For those who hear and mark my words.	02:41/ID/TPS	The literal meaning of the lyric is about God's messages being conveyed through the seer.
5	Too late, my time has	01:56/ID/BR	A disease that he had

	come.		suffered for along time, and it was his 'time has come' for the singer to return to God's grace.
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8. Data. 8 Symbolism (SY)

No	Data	Code	Explanation
1	For many a lonely day sailed across the milky seas ('39 -line 08).	01:12/SY/39	The literal meaning of the lyric is the singer wants to explain about a sailor who sailed in the night in the open seas.
2	And ice cold hearts of charity bare (The Prophet's Song -line 09).	01:15/SY/TPS	The literal meaning of the lyric is that a man who felt sad for a very long time. This makes him become a 'ice cold heart' and he gives his true heart to someone else. His heart completely died and froze.
3	Oh, oh, children of the land (The Prophet's Song – line 19).	01:49/SY/TPS	The singer wants to explain about the message that God delivered to all human in the world.
4	These kings of the beasts now counting their days (Prophet's Song – line 27).	02:17/SY/TPS	The literal meaning of the lyric is kings of demons in the hell waiting for their day to carry out their duties.
5	You had your time, you	01:45/SY/TPS	The use of "time" and

	had the power, you've yet to have your finest hour.		"power" symbolizes influence, dominance, and the peak of one's achievements. The line suggests that although the subject may have had previous successes, their true moment of greatness is yet to come.
6	For the sun is cold, and the snow lies crisp upon the ground.	00:33/SY/39	The symbolism of the sun being cold and the snow lying crisp upon the ground suggests a desolate and harsh environment. It conveys a sense of isolation and challenges faced by the singers.
7	And the night followed day, and the storytellers said that the score brave souls inside.	00:38/SY/39	The symbolism of the night following day represents the passage of time and the cycle of life. It adds a poetic and mystical element to the lyrics, hinting at the journeys and experiences of brave individuals.

9. Data. 9 Repetition (RP)

No	Data	Code	Explanation
1	Scaramouche, scaramouche, will you do the fandango? (Bohemian Rhapsodie – line 20)	03:11/RP/BR	The line is essentially a whimsical and poetic expression, combining theatrical elements and musical references to add to the lyrical and emotional depth of the song. Its main purpose is to enhance the overall artistic experience rather than conveying a literal meaning.
2	Carry on, carry on as if nothing really matters	01:37/RP/BR	The writer needs pretend everything is okay to keep living his life.

10. Data. 10 Personification (PF)

No	Data	Code	Explanation
1	You suck my blood like a leech, you break the law and you preach.	00:13/PF/DOTL	The personification of “you” as a blood-sucking leech and a law-breaking preacher portrays the subject as a deceitful and malicious individual. It adds intensity to the description and emphasizes the negative actions and behavior of the person being addressed.

2	For we are only dreamers of the dreams, on a voyage to who knows where.	00:48/PF/TPS	The personification of "dreamers" and "dreams" gives them human-like qualities and agency. It portrays the individuals as explorers embarking on a mysterious and uncertain journey, driven by their aspirations.
3	For my life, still ahead, pity me.	00:56/PF/39	The personification of the singer's life as having a future and being capable of experiencing pity adds a sense of vulnerability and sympathy. It suggests that the singer anticipates difficulties or challenges in their upcoming journey.
4	Love of my life, you've hurt me, you've broken my heart.	00:22/PF/LML	The personification of love as capable of hurting and breaking hearts adds emotional depth to the lyrics. It portrays love as a powerful force that can
5	You've stolen my love, you now desert me.	01:11/PF/LML	The personification of love as capable of stealing and deserting conveys a sense of betrayal and heartbreak. It adds emotional weight to the lyrics,

			emphasizing the pain caused by the loss of love.
6	Sweet lady, you're my one and only love.	02:01/PF/SL	The personification of the lady as the speaker's one and only love adds an element of endearment and emotional attachment. It portrays the lady as a singular and cherished figure in the speaker's life.

11. Data. 11Allusion (AL)

No	Data	Code	Explanation
1	Beelzebub has a devil put aside for me.	03:58/AL/BR	The Beelzebub, a biblical figure associated with evil, suggests the presence of a malevolent force or punishment awaiting the speaker. It adds a dark and ominous tone to the lyrics.
2	I'm a man of conviction, I'm just as proud as I can be.	01:45/AL/GC	The allusion to being a man of conviction suggests that the speaker holds strong beliefs and principles. It conveys a sense of confidence and self-assuredness.

Explanation of the Coding Data:

d. Site of The Data

0:00 refers to the minutes in the song-

e. Type of Figurative Language

SM	refers to Simile
MP	refers to Metaphor
PF	refers to Personification
MT	refers to Metonymy
SY	refers to Symbol
SD	refers to Synecdoche
PD	refers to Paradox
HB	refers to Hyperbole
OX	refers to Oxymoron
LT	refers to Litotes
IR	refers to Irony
RP	refers to Repetition
EU	refers to Euphemism
ID	refers to Idiom
ON	refers to Onomatopoeia
AL	refers to Allusion

f. The Title of Song

DOTL	refers to Death On Two Legs
LOSA	refers to Lazing On A Sunday Afternoon
ILWC	refers to I'm In Love With My Car
YMBF	refers to You're My Best friend
39	refers to '39
SL	refers to Sweet Lady
SR	refers to Seaside Rendezvous
TPS	refers to The Prophet's Song
LML	refers to Love of My Life
GL	refers to Good Company

VALIDATION SHEET

The thesis data entitled An Analysis of Figurative Language in Song Lyric by Queen : A Night at The Opera Album and Implications in English Education Perspective had been checked and validated by Muhammad Rizal, M.A. on:

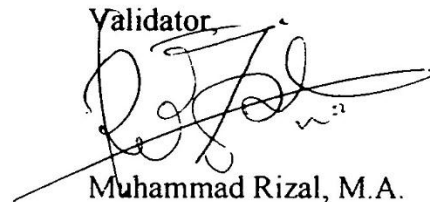
Day : Tuesday

Date : June 6, 2023

The statement made truthfully in accordance with the theory and applicable rules without coercion.

Surakarta, June 6, 2023

Validator,

A handwritten signature in black ink, appearing to read 'Muhammad Rizal', written over a horizontal line. The signature is stylized and includes a long horizontal stroke extending to the right.

Muhammad Rizal, M.A.

Queen: A Night at The Opera



Queen
A Night At The Opera

QUEEN LYRICS

"Death On Two Legs"

You suck my blood like a leech
You break the law and you breach
Screw my brain 'til it hurts
You've taken all my money, and you want more

Misguided old mule
With your pigheaded rules
With your narrow-minded cronies
Who are fools of the first division

Death on two legs
You're tearing me apart
Death on two legs
You never had a heart
Of your own

Kill joy, bad guy
Big talking, small fry
You're just an old barrow boy
Have you found a new toy
To replace me?
Can you face me?

But now you can kiss my ass goodbye

Feel good. Are you satisfied?
Do you feel like suicide?
I think you should
Is your conscience all right?
Does it plague you at night?
Do you feel good, feel good?

Talk like a big business tycoon
You're just a hot air balloon
So no one gives you a damn
You're just an overgrown school boy
Let me tan your hide

Dog with disease
You're the king of the 'sleaze'
Put your money where your mouth is, Mr. Know-All
Was the fin on your back part of the deal, shark?

Death on two legs
Tearing me apart
Death on two legs
You never had a heart
You never did
...of your own
...right from the start

Insane, you should be put inside
You're a sewer rat decaying in a cesspool of pride

Should be made unemployed
Then make yourself null and void
Make me feel good
I feel good

"Lazing On A Sunday Afternoon"

I go off to work on Monday morning
Tuesday I go off to honeymoon
I'll be back again before it's time for sunny-down
I'll be lazing on a Sunday afternoon

Bicycling on every Wednesday evening
Thursday I go waltzing to the zoo
I come from London town, I'm just an ordinary guy,
Fridays I go painting in the Louvre

I'm bound to be proposing on a Saturday night
(There he goes again)
I'll be lazing on a Sunday
Lazing on a Sunday
Lazing on a Sunday afternoon.

"I'm In Love With My Car"

The machine of a dream
Such a clean machine
With the pistons a-pumpin'
And the hubcaps all gleam

When I'm holding your wheel
All I hear is your gear
With my hand on your grease gun
It's like a disease son

I'm in love with my car
Gotta feel for my automobile
Get a grip on my boy racer rollbar
Such a thrill when your radials squeal

Told my girl I have to forget her
Rather buy me a new carburettor
So she made tracks sayin' this is the end now
Cars don't talk back they're just four-wheeled friends now

When I'm holding your wheel
All I hear is your gear
When I'm cruisin' in overdrive
Don't have to listen to no run-of-the-mill talk jive

I'm in love with my car
(Ooh, I'm in love with my car)
Gotta feel for my automobile
I'm in love with my car
(Ooh, I'm in love with my car)
String-back gloves in my automolove!

"You're My Best Friend"

Ooh, you make me live
Whatever this world can give to me
It's you, you're all I see
Ooh, you make me live now, honey
Ooh, you make me live

Oh, you're the best friend that I ever had
I've been with you such a long time
You're my sunshine
And I want you to know
That my feelings are true
I really love you
(Ooh) Oh, you're my best friend

Ooh, you make me live
Ooh, I've been wandering 'round ('Round)
But still come back to you
(Ooh, still come back to you)
In rain or shine, you've stood by me, girl (Girl)
I'm happy at home
(happy at home)
You're my best friend

Ooh, you make me live
Whenever this world is cruel to me
I got you to help me forgive
Ooh, you make me live now, honey
Ooh, you make me live

Oh, you're the first one
When things turn out bad
You know I'll never be lonely
You're my only one

And I love the things
I really love the things that you do
Oh, you're my best friend (Oh)

Ooh, you make me live
(Live, live, live)
I'm happy, happy at home
You're my best friend, oh
Oh, you're my best friend

Ooh, you make me live, ooh
Ooh, you're my best friend

"'39"

In the year of '39 assembled here the volunteers
In the days when the lands were few
Here the ship sailed out into the blue and sunny morn
The sweetest sight ever seen

And the night followed day
And the story tellers say
That the score brave souls inside
For many a lonely day sailed across the milky seas
Never looked back, never feared, never cried

Don't you hear my call though you're many years away?
Don't you hear me calling you?
Write your letters in the sand
For the day I take your hand
In the land that our grandchildren knew

In the year of '39 came a ship in from the blue
The volunteers came home that day
And they bring good news of a world so newly born
Though their hearts so heavily weigh

For the earth is old and grey, little darling wellaway
But my love this cannot be
For so many years have gone though I'm older but a year
Your mother's eyes from your eyes cry to me

Don't you hear my call though you're many years away?
Don't you hear me calling you?
Write your letters in the sand
For the day I take your hand
In the land that our grandchildren knew

Don't you hear my call though you're many years away?
Don't you hear me calling you?
All your letters in the sand cannot heal me like your hand

For my life
Still ahead
Pity me

"Sweet Lady"

Ooh, I like it

You call me up and treat me like a dog

You call me up and tear me up inside

You've got me on a lead

Ooh, you bring me down

You shout around

You don't believe that I'm alone

Ooh, you don't believe me

Sweet lady

Sweet lady

Sweet lady (sweet lady)... stay sweet

You say

You call me up and feed me all the lines

You call me sweet like I'm some kind of cheese

Waiting on the shelf

You eat me up

You hold me down

I'm just a fool to make you a home

Ooh, you really do

And you say

Sweet lady

(Sweet lady)

Sweet lady

(Sweet lady)

Sweet lady (ooh, come on)... stay sweet

My sweet lady

Though it seems like we wait forever

Stay sweet, baby

Believe and we've got everything we need

(Got everything we need)

Sweet lady

Sweet lady

Sweet lady (Yeah, ooh, ooh)... stay sweet

Stay sweet

Runaway come on

Yeah yeah

Yeah yeah

Sweet lady

Woo!

"Seaside Rendezvous"

Seaside

Whenever you stroll along with me I'm merely contemplating what you feel inside

Meanwhile

I ask you to be my Clementine

You say you will if you could but you can't

I love you madly

Let my imagination run away with you gladly

A brand-new angle

Highly commendable

Seaside rendezvous

I feel so romantic. Can we do it again?

Can we do it again sometime? (ooh I like that)

Fantastic, c'est la vie mesdames et messieurs

And at the peak of the season, the Mediterranean

This time of year it's so fashionable

I feel like dancing in the rain

Can I have a volunteer?

Just keep right on dancing

What a damn jolly good idea -

It's such a jollification as a matter of fact, so très charmant, my dear

Underneath the moonlight

Together we'll sail across the sea reminiscing every night (shine on silvery moonlight)

Meantime (in the meantime, baby)

I ask you to be my Valentine

You say you'd have to tell your daddy if you can

I'll be your Valentino

We'll ride upon an omnibus and then the casino

Get a new facial
Start a sensational

Seaside rendezvous — so adorable
Seaside rendezvous — ooh hoo
Seaside rendezvous — give us a kiss

"The Prophet's Song"

Oh, oh, people of the earth
"Listen to the warning,"
The seer he said
Beware the storm that gathers here
Listen to the wise man.

I dreamed I saw on a moonlit stair
Spreading his hands on the multitude there
A man who cried for a love gone stale
And ice cold hearts of charity bare.
I watched as fear took the old man's gaze
Hopes of the young in troubled graves
"I see no day," I heard him say
So grey is the face of every mortal.

Oh, oh, people of the earth
"Listen to the warning,"
The prophet he said
For soon the cold of night will fall
Summoned by your own hand.

Oh, oh, children of the land
Quicken to the new life
Take my hand
Fly and find the new green bough
Return like the white dove.

He told of death as a bone white haze
Taking the lost and the unloved babe
Late too late all the wretches run
These kings of beasts now counting their days.

From mother's love is the son estranged

Married his own his precious gain
The earth will shake in two will break
And death all around will be your dowry

Oh, oh, people of the earth
"Listen to the warning,"
the seer he said
For those who hear and mark my words
Listen to the good plan

Oh, oh, oh, oh and two by two my human zoo
They'll be running for to come
Running for to come out of the rain

Oh, flee for your life
Who heed me not, let all your treasure make you
Oh, fear for your life
Deceive you not, the fires of hell will take you
Should death await you

Ah, people can you hear me?
And now I know, and now I know
And now I know, and now I know
That you can hear me
And now I know, and now I know
And now I know, now I know
Now I know, now I know
Now I know, now I know
Now I know
The earth will shake in two will break
The earth will shake in two will break
Death all around around around around
Around around around around

Now I know, now I know

Now I know, now I know
Now I know, now I know
Now I know, now I know
Now I know, now I know
Now I know
Whoa, whoa, whoa, whoa
Whoa, whoa, whoa, whoa_

Listen to the wise listen to the wise listen to the wise
Listen to the wise listen to the wise man

La la
La la la la la la
La la la la la la
La la la la la la
La la la la la la
La la la la la la
La la la la la la

La la

La la

La la

Come here (I - You)
Come here (I - You)
Come here (I - You)
Come here (I - You)

Ah ah ah ah ah

Listen to the man listen to the man listen to the man listen to the madman

God gave you grace to purge this place
And peace all around may be your fortune

Oh, oh, children of the land
Love is still the answer take my hand
The vision fades a voice I hear
"Listen to the madman!"

Ooh, but still I fear and still I dare not
Laugh at the madman!

"Love Of My Life"

Love of my life, you've hurt me
You've broken my heart
And now you leave me

Love of my life, can't you see?
Bring it back, bring it back
Don't take it away from me
Because you don't know
What it means to me

Love of my life, don't leave me
You've taken my love
(All my love)
You now desert me

Love of my life, can't you see?
(Please bring it back, back)
Bring it back, bring it back
Don't take it away from me
Because you don't know
What it means to me

You will remember
When this is blown over
And everything's all by the way
When I grow older
I will be there at your side
To remind you how I still love you
I still love you

Back, hurry back
Please, bring it back home to me
Because you don't know

What it means to me

Love of my life

Love of my life

Ooh, ooh

"Good Company"

"Take good care of what you've got,"

My father said to me

As he puffed his pipe and Baby B

He dandled on his knee

"Don't fool with fools who'll turn away

Keep all good company."

Ooh-ooh, ooh-ooh

Take care of those you call your own

And keep good company

Soon I grew and happy too

My very good friends and me

We'd play all day with Sally J

The girl from number four

And very soon I begged her, "Won't you keep me company?"

Ooh-ooh, ooh-ooh

Ooh-ooh, ooh-ooh

Come marry me for evermore

We'll be good company

Now marriage is an institution. Sure
My wife and I, our needs and nothing more

All my friends by a year

By and by disappear

But we're safe enough behind our door

I flourished in my humble trade

My reputation grew

The work devoured my waking hours

But when my time was through

Reward of all my efforts: my own limited company

I hardly noticed Sally as we parted company

All through the years

In the end, it appears

There was never really anyone but me

Now I'm old, I puff my pipe

But no one's there to see

I ponder on the lesson of my life's insanity

Take care of those you call your own

And keep good company

"Bohemian Rhapsody"

Is this the real life?
Is this just fantasy?
Caught in a landslide
No escape from reality
Open your eyes
Look up to the skies and see
I'm just a poor boy, I need no sympathy
Because I'm easy come, easy go
Little high, little low
Any way the wind blows
Doesn't really matter to me, to me

Mama, just killed a man
Put a gun against his head
Pulled my trigger, now he's dead
Mama, life had just begun
But now I've gone and thrown it all away

Mama, ooh
Didn't mean to make you cry
If I'm not back again this time tomorrow
Carry on, carry on as if nothing really matters

Too late, my time has come
Sends shivers down my spine
Body's aching all the time
Goodbye, everybody, I've got to go
Gotta leave you all behind and face the truth

Mama, ooh (Any way the wind blows)
I don't wanna die
I sometimes wish I'd never been born at all

I see a little silhouette of a man
Scaramouche, Scaramouche, will you do the Fandango?
Thunderbolt and lightning very, very frightening me
(Galileo) Galileo
(Galileo) Galileo
Galileo Figaro
Magnifico-o-o-o-o

I'm just a poor boy, nobody loves me
He's just a poor boy from a poor family
Spare him his life from this monstrosity

Easy come, easy go, will you let me go?
Bismillah! No, we will not let you go (Let him go!)
Bismillah! We will not let you go (Let him go!)
Bismillah! We will not let you go (Let me go!)
Will not let you go (Let me go!)
Never let you go (Never, never, never, never let me go)
Oh oh oh oh
No, no, no, no, no, no, no
Oh, mamma mia, mamma mia (Mamma mia, let me go)
Beelzebub has a devil put aside for me, for me, for me

So you think you can stone me and spit in my eye?
So you think you can love me and leave me to die?
Oh, baby, can't do this to me, baby
Just gotta get out, just gotta get right outta here

Ooh, ooh yeah, ooh yeah
Nothing really matters
Anyone can see
Nothing really matters
Nothing really matters to me

Any way the wind blows