

Figurative Language in the Song Lyrics of Feby Putri's Rihuh Album as an Alternative Literature Teaching Material for Senior High School Students

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ABSTRACT

This study aims to describe the use of figurative language in the lyrics of the album Rihuh by Feby Putri and to analyze its relevance as an alternative teaching material for literature at the high school level. The methods used in this study include a qualitative approach employing content analysis and descriptive analysis. Data were collected through a literature review by reading, marking, and recording figurative language data in ten songs from the album. The results revealed 28 instances of figurative language classified into three main categories: figures of comparison, including metaphors (7), personification (5), and similes (2); figures of contrast, including paradox (8), hyperbole (3), and apostrophe (1); and figures of repetition in the form of anaphora (2). Further analysis indicates that the song lyrics in the Rihuh album meet the criteria for suitability as literary teaching materials based on their poetic yet communicative linguistic aspects, as well as their psychological and cultural aspects that reflect the emotional dynamics of high school-aged adolescents. Thus, this album can be implemented as an alternative literary teaching resource to help students understand various figures of speech in literary texts.

Keywords : Figurative Language, Album Rihuh, High School Literature Teaching Materials

INTRODUCTION

Literary works are creative products that essentially consist of thoughts and imagination, intended to produce something with an aesthetic purpose through a communicative presentation of the author's intent. Literary works themselves come in various forms, such as novels, plays, poetry, and others. Literary works can also be described as works of imagination, as they are the result of the author's expression in conveying their imagination or experiences.

According to (Pradopo, 2017), stylistics can be used to analyze song lyrics, as songs can be compared to poetry because they share the same structural elements. However, poetry and songs differ in that the verses in poetry are usually written with an emphasis on figurative language, whereas songs prioritize the aesthetic appeal of word choice to make them more pleasant to the ear. In addition to word choice, the aesthetic appeal of a song lies in its delivery, as a song conveys the singer's intent to the listener through its performance. According to (Anggraeni & Hidayatullah, 2022), a song gains popularity because it resonates

with the listener's inner feelings; thus, a song can be likened to something that understands the listener's self.

Through linguistic skill and precision, a poet is able to create both ordinary poetry and aesthetically pleasing song lyrics. This is achieved through the selection of diction that is figurative, profound, and rich in metaphor to meet certain standards of beauty. The use of standard language combined with concrete words and figures of speech aims to allow readers to visualize the poet's message more vividly. In line with Waluyo's perspective, poetry consists of a physical structure comprising lines and stanzas that are interconnected in meaning. Furthermore, poets utilize imagery and symbolism to concretize abstract concepts, in line with the function of figurative language as a rhetorical device to persuade the reader. The choice of words that influence the meaning of beauty is also closely tied to the metaphors selected when crafting song lyrics, as the listener's emotions resonate with those of the singer. This statement aligns with (M. Mirza & Rakka Dita, 2022), who note that metaphors can enhance the listener's emotional response through the songwriter's deliberate choice of words that are intentionally veiled from their literal meaning, as every songwriter possesses their own distinctive style in lyric composition. According to (Sudjiman in Murdiana, Yusak Hudiyo, 2020), figurative language is a way for someone to express their intent within a specific context, so its use spans from spoken language to non-literary writing. Although traditionally more closely associated with literary texts, figurative language remains a key element encompassing diction, sentence structure, figures of speech, and rhyme patterns. These elements serve to shape the unique character of a literary work as well as the author's personal style.

Conversely, a melancholic person tends to use romantic figurative language. A cynical person is likely to use cynical and ironic figurative language, while an agile and lively individual will employ vivid and dynamic figurative language. Regarding their classification, (Tarigan in Nur Fahiroh, 2023) distinguishes figures of speech into three groups: comparisons, which include metaphors, similes, and analogies; relationships, which include metonymy and synecdoche; and statements, which include hyperbole, litotes, and irony.

Literature instruction is one aspect of language teaching, alongside grammar and language proficiency. However, when viewed from various perspectives, literature instruction essentially has its own distinct characteristics that are not always limited to linguistic aspects alone. This is because the primary focus of literature instruction lies in sensitivity to aesthetic values and life values. In line with this, Rahmanto in (Trisanti, 2021) argues that literature instruction can support comprehensive education if it encompasses four main benefits: helping to improve language skills, expanding cultural knowledge, developing creativity and sensibility, and supporting the character development of students.

Based on this data, no research has yet examined the metaphors in the songs on Feby Putri's album *Riuh* and their relevance to Indonesian literature instruction in high school; the lyrics in the *Riuh* album can serve as an alternative teaching resource for analyzing metaphors in poetry and other literary texts, as the majority of Feby Putri's listeners are teenagers. It is hoped that using song lyrics as teaching materials will help students better understand the meaning of literary texts.

METHODS

The research method employed by the researcher is a qualitative approach. According to (Sugiyono, 2023), qualitative methods focus on uncovering the meaning behind a phenomenon through in-depth analysis of texts and interview results. This approach avoids the use of numerical data and prioritizes the presentation of findings in the form of comprehensive narrative descriptions. In this study, the author employed a literature review approach by reading and analyzing the lyrics of Feby Putri's songs on the album *Riuh*. The approach used in this study is descriptive analysis, which involves presenting factual data accompanied by critical analysis. This method is used to dissect and explain the metaphors contained in the series of song lyrics on the album *Riuh* by singer Feby Putri.

This study employs content analysis. The method used to analyze the data is a descriptive content analysis. The steps taken in this study are as follows: The research procedure began with a comprehensive reading of the short story texts contained in the song lyrics on Feby Putri's *Riuh* album. The next step involved annotating and recording data relevant to the research focus, namely the figurative language in the song lyrics on that album. After the data was collected, the identified metaphors were formulated and analyzed in depth, to be subsequently presented in the form of a written analysis report. The results of this analysis were then tested to determine whether they could be relevant as literary teaching materials in high school, leading to the drawing of a comprehensive conclusion from the research findings.

Subsequently, the results of the analysis were presented by describing the data chronologically, including dialogues, words, sentences, and paragraphs sourced from the lyrics of the album *Riuh* by Feby Putri. The data presented specifically focuses on the figurative language contained within. This figurative language is then evaluated to determine its relevance as literary teaching material for high school students, to ensure the material aligns with educational needs.

RESULT AND DISCUSSION

Table 1. Song Code

Number	Title Song	Song Code
1.	Halu	H
2.	Usik	U
3.	Diri	D
4.	Rantau	R
5.	Alih	A
6.	Cahaya	C
7.	Dera	DE
8.	Liar Angin	LA
9.	Awal	AW
10	Berkesudahan	B

Table 2. Results and Frequency of Figurative Language

figurative language	types	amount of data
Figures of Speech Similes	1. Metaphor	7
	2. Personification	5
	3. Simile	2
Repetition Figures	1. Anaphor	2
Figures of Contrast	1. Paradox	8
	2. Hyperbole	3
	Apostrophe	1
Total = 28		

Based on the analysis of figurative language in Feby Putri's album Rihuh, as presented in the table above, 28 figures of speech were identified across the ten songs in the album Rihuh, released in 2021. The analysis revealed 28 figures of speech found in the song lyrics of the Rihuh album, namely figures of comparison such as metaphors (7), personification (5), and similes (2); repetition figures of speech, specifically anaphora (2); and figures of contrast, specifically paradox (8), hyperbole (3), and apostrophe (1).

Figures of Speech in the Album "Rihuh"

Figurative Language of Similes

According to (Nurajizah, 2021), an analysis of ten songs from Feby Putri's album "Rihuh" revealed instances of figurative language categorized as similes, as illustrated in the following excerpt:

(1) *Senyumanmu bagaikan candu*

In line (1) of the lyrics to Song H, a simile is used with the comparative word "*bagaikan*" to contrast the lyrics about a smile and an addiction, illustrating just how powerful and profound the impact of a person's smile is on the protagonist's feelings in the lyrics.

Figurative Language of Metaphor

According to (Fitriyyah, 2022), a metaphor is a figure of speech that describes something through a direct comparison or by highlighting shared characteristics, as in the following example:

(2) *Amat jauh berbedanya dari nyaman yang slalu ku banggakan*

In line (2), the lyrics of Song R depict a direct comparison between reality and expectations regarding that reality.

Figurative Language of Metaphor

According to (Silaban, 2023), personification is a figurative language device that depicts inanimate objects as if they possess human-like qualities, as in the following example:

(3) *Liar angin tak terarah pun tak mampu sampaikan pesan yang teduh*

In line (3) of the lyrics to the song LA, the writer depicts the wind as if it possessed human-like abilities, namely the ability to convey a message.

Figurative Language of Hyperbole

According to (Rizki & Mulyani, 2017), hyperbole is a figure of speech that uses word choices to describe something in an exaggerated manner, often to the point of being illogical, as in the following example:

(4) *Dihampiri sribu ragu hanya membisu*

In line (4) of the lyrics to Song H, the statement *dihampiri sribu ragu hanya membisu* is an exaggeration.

Figurative Language of paradox

According to (Salwia & Efendi, 2022), a paradox is a figure of speech that contains a clear contradiction to an existing fact, as in the following example:

(5) *Hangat ruang kutersudut*

In line (5) of the song's lyrics, the author describes a clear contrast between a warm atmosphere which typically evokes a sense of comfort and a feeling of being cornered, which conveys a sense of being trapped.

Figurative Language of anaphora

Anaphora is a figure of speech involving repetition, specifically the repetition of the first word in each line or sentence, as in the following example:

(6) *Diri, biarkan kau berdiri*

Diri, sempatkan kau merasa

In line (6) of the lyrics to Song D, the author demonstrates the use of the repeated word "diri" at the beginning of the line, which serves to emphasize the subject.

Figurative Language of apostrophe

The apostrophe is a figure of speech used for emphasis, creating a dramatic effect by referring to something that is not present or to an abstract idea (Arsal et al., 2024).

(7) *Wahai Cahaya*

In line (7) of the lyrics to Song C, the writer seems to be engaging in a direct dialogue with light, which is an abstract concept.

The Relevance of Song Lyrics from Feby Putri's Album *Riuh* as an Alternative Teaching Resource for Literature in High School

Based on the alignment between the metaphors in the song lyrics from Feby Putri's album *Riuh* and the theory of suitability for high school literature teaching materials from the perspectives of language, psychology, and cultural background, it is evident that these lyrics

meet the standards to serve as alternative literature teaching materials for Phases E and F in high school through three main aspects: language, psychology, and cultural background. In Phase E, students are required to be able to understand and appreciate literary texts, while in Phase F, they are expected to be able to analyze and reflect on the values contained therein more critically. These three aspects serve as an important foundation for determining the relevance of teaching materials to students' needs and development.

The language aspect emphasizes that instructional materials must be appropriate for the students' language proficiency level. The figurative language in the poetic Rihuh album employs metaphors and emotional expressions, yet these are conveyed using accessible vocabulary that is not overly complex. This supports the learning outcomes of Phase E in identifying linguistic elements and the meaning of texts, as well as Phase F in analyzing the use of figurative language and structure in greater depth.

Meanwhile, from a psychological and cultural perspective, the themes of anxiety, the search for identity, and emotional dynamics explored in the album Rihuh align with the developmental stages of high school students. In Phase E, approaching these themes through students' personal experiences helps them understand and respond to the lyrics on a personal level. In Phase F, the approach from these three aspects encourages students to reflect deeply or critically on the values, attitudes, and social realities depicted in the lyrics. Furthermore, the cultural background that is closely tied to the lives of today's adolescents or students makes learning more meaningful and contextual. Thus, it can be concluded that the integrated aspects of language, psychology, and cultural background support the achievement of literary learning outcomes in Phases E and F.

CONCLUSION

Based on the results of a figurative language analysis of ten songs from Feby Putri's album *Rihuh*, it can be concluded that, overall, there are 28 instances of figurative language use, demonstrating the richness of figurative language in this work. The research findings indicate a dominance of figures of contrast, consisting of eight instances of paradox, three instances of hyperbole, and one instance of apostrophe. Additionally, figures of comparison were found, including seven instances of metaphor, five instances of personification, and two instances of simile. The aesthetic elements of the lyrics are reinforced by the presence of two instances of anaphora, a type of repetition figure of speech, which serve to emphasize the meaning of each line of the lyrics.

These various figures of speech—which encompass comparison, contrast, and repetition—demonstrate that the album Rihuh possesses a literary complexity worthy of appreciation. The integration of these song lyrics into an educational context highlights their strong relevance as an alternative literary teaching material for high school students. This is based on the fulfillment of the criteria for suitable teaching materials, which include linguistic aspects that are poetic yet still communicative for students, as well as psychological and cultural aspects that are highly representative of the dynamics of adolescent emotional development. Both theoretically and practically, the song lyrics in this album can serve as an effective medium to stimulate students' understanding of figurative language elements within the Indonesian Language curriculum.

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