

## FIGURATIVE LANGUAGE AND CONTEXTUAL MEANING: IN THOMAS HARDY POEMS

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### ABSTRACT

Despite the growing body of research documented the analysis of poem in EFL learning, relatively few of literature examines the representation of figurative language and textual meaning situated in the ELT context. To fill this gap, the objective of figurative language is to enhance a poem's beauty and unique effects by also creating it much more interesting and distinctive. This research goal is to examine the representation of figurative language and contextual meaning in Hardy poems. The poems scrutinized by the researcher were "Ah Are You Digging On My Grave," "The Man He Killed," and "Neutral Tones." Grounded in qualitative research with the content analysis design, this study portrayed the representation of figurative language and contextual meaning in the poem as the EFL learning material. Drawing on the findings revealed that there are ten figurative language types in those poems, they are personification (21.43%), hyperbole (14.29%), synecdoche (14.29%), simile (14.29%), irony (11.90%), metaphor (7.14%), symbol (7.14%), allusion (4.76%), paradox (2.38%), and apostrophe (2.38%). There are 42 expressions in those poems. This study contributes the benefits to the EFL teachers and students as a reference of literature and semantics material in EFL learning.

**Keywords:** *Figurative Language, Contextual Meaning, Thomas Hardy, Poem.*  
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### INTRODUCTION

A diversity of phenomena happened in human life due to the use of language. One of them is the use of figurative language in literary works. Figurative language is a non-literal language. The use of figurative language in literary work is a must. It refers to the language used in poetry to express emotions. It evokes images or non-text associations. The meaning of figurative language in poetry is determined by the context or situation in which it is placed. Perrine's (1992) performance that poetry is a stronger language than ordinary language. Poetry is a person who expresses his feelings and thoughts through poetry or prose. When a poet expresses someone's feelings, he usually uses beautiful words or language to create the appeal or character of the poem

The literary work by the famous poet, Hardy, in his famous and interesting poem is an example of the figurative language phenomenon. Hardy's poem tells about racism, sadness, confidence, and survival, which can inspire most people in

the world. For instance, the figurative language found in Hardy's poem is "My loved one?- planting rue?". Because the language in the poem is imaginative and cannot be taken literally, the figure of speech in the sentence "planting rue " has a different meaning than the language we normally use in daily life. The phrase "planting rue?" this sentence implies that "planting rue" has the contextual meaning of alleviating someone's sadness by showing regret for the death of a loved one. As previously demonstrated, the context or situation of the writer determines the meaning of figurative language in a poem, which we can refer to as contextual meaning. Longman in Panno et al. (2019) stated that contextual meaning is the linguistic meaning in context.

In relation to education, figurative language is learned in a specific major of college students such as English education and English literature to stimulate language styles, which affects the language used in both oral and written communication. This is supported by Lazar's (2019) in Hutauruk, who stated that figurative language can be used as an effective springboard for comprehensive skills work and to stimulate reading, speaking, and writing. By emphasizing figurative language in the classroom and exposing students to its use in writing literary terms, it benefited both teachers and students.

Maula had previously conducted research (2013). His research seeks to identify the various types of figurative language found in these poems, as well as the most significant figurative language used in poetry and the information expressed in Blake's poetry. According to the researcher's findings, the fundamental difference between the research objects is found in the subject and the type of metaphor analyzed. The initial investigation concentrated on the different kinds of figures of speech used in poems and their contextual implications. Others, on the other hand, concentrate on the contextual meaning of figurative language as well as the meaning of different figurative languages. Based on Palin's theory, the researchers chose and examined various forms of figurative language. This research looked at three of Hardy's poems: "Ah, are you digging my grave," "Neutral Tone," and "The Man He Killed." Based on the preceding statement, the author concentrates on the study of figurative language types and contextual meaning in Hardy's three poems.

## **LITERATURE REVIEW**

Literature is one branch of art study that learns about the feelings and emotions of someone express beautifully and expressively. According to Long (2015), literature is expressing someone's emotions, aspirations, and thoughts beautifully and truthfully. The end result of a person's expression of feelings and thoughts is literary work. Literature expresses the human experience through creative works such as poems, drama, and music. Poetry is the second genre of literature. Poetry is one of the oldest literary genres. Poetry is a genre of literary work that employs expressive language in a way that is distinct from the language we usually use in daily life. Poetry is a genre of literary work that employs expressive language in a way that is distinct from the language we usually use in daily life. This statement related to the Horman and Tjahjono (2013) theory in the Maula argued that poetry used a unique way and for a particular purpose to convey something. By creating a poem and poet has built, both mentally and physically, poetry is also defined as a maker or builder. A Poem is also an expression of someone's feelings from the

deepest heart about their feelings and conveyed through beautiful and expressive writing. This statement is following the theory from Dante (1967) that a poem is expressed as something with beautiful words. It appears to mean a poem is a literary work that beautifully describes something from someone's deepest feelings.

Figurative language is used in poetry to express someone's emotions. Perrine (1992) defines figurative language as "a sort of language that we do not employ in our daily lives." It evokes non-textual pictures or connections. Bennet and Royle (2008) agreed with this approach, stating that literary language is a perversion of common or literal language. It is not the same as Kennedy's (1995) definition of figurative language as a form of speech that occurs when a speaker or writer utilizes words with opposing implications.

According to Perrine's (1992) theory, figurative language is classified into twelve types: metaphor, simile, personification, synecdoche, metonymy, hyperbole, irony, allusion, paradox, allegory, apostrophe, and symbol.

Type	Definition Explanation	Example
<b>a. Metaphor</b>	Metaphor is an implied analogy that expresses imagination which identifies one subject to another. This statement is under Perrine's (1992) theory that metaphor is a kind of figurative language <i>replaced with or substituted for</i> the literal term.	the Robert Herrick poems " <b>You are tulip</b> seen to-day".
<b>b. Simile</b>	Simile was a figure of speech that used a comparison to describe something interestingly.	"Your fingers are like sausages."
<b>c. Symbol</b>	A symbol is identified as something that means more than what it is. The meaning of the symbol is for something definite and precise	in Emily Dickinson poem entitled "Because I could not stop for Death": we passed <b>the school</b> , where Children strove.
<b>d. Personification</b>	Personification was kind of metaphor in that a lifeless object or abstract ideas were constructed for a thing like person, giving information, vividness, and nearness. Perrine (1992) stated that personification is the process of imbuing an object, animal, or concept with human characteristics.	"Where <b>water is not thirsty</b> ".

<p><b>e. Synecdoche</b></p>	<p>Synecdoche was a figure of the speech who explained something use the whole for representing a part Perrine's (2017) theory supports this statement in Syarwani that synecdoche is a category of figurative language that is used to supplement the whole.</p>	<p><b>“When olds folk laugh, they free the world”.</b></p>
<p><b>f. Metonymy</b></p>	<p>Metonymy is figurative language that described a thing by referred to the other thing that was related to it Perrine (2017) in Syarwani stated that a metonym is something that is closely related to the thing that we meant.</p>	<p>"The crown" is used for "The King".</p>
<p><b>g. Paradox</b></p>	<p>Paradox is a kind of statement that appears self-contradictory, but that is true in some sense The purpose of paradox is to attract attention and produce a dramatic effect. A paradox is a statement that contradicts itself but is still true. It could be a circumstance or a statement.</p>	<p><b>“Much madness is a most divine sense”.</b></p>
<p><b>h. Hyperbole</b></p>	<p>Hyperbole was a figure of speech that considerably expressed something then produced a dramatic effect by exaggerating something Perrine (1992) stated that hyperbole or overstatement is an exaggeration in the service of truth</p>	<p>"Go and catch the falling star".</p>
<p><b>i. Irony</b></p>	<p>The deliberate use of language to convey the polar opposite of its literal meaning is called irony. Perrine (1992) defined irony as a figure of speech that is used in sarcasm or ridicule or may not.</p>	<p>" Czar is the voices of God and shall live forever".</p>
<p><b>j. Allusion</b></p>	<p>Allusion is an indirect and covert reference to a historical, cultural, or other person, place, thing, or idea. Perrine's (1992) first theory defined allusion as strengthening the feelings or thoughts of one's work with another.They may</p>	<p>"No! I am prince Helmet, nor was meant to be".</p>

	condense a great deal of meaning, and they aid the poet.	
<b>k. Allegory</b>	Allegory is kind of figure of speech that involves characters and events to reveal a hidden meaning or message Perrine (1992) stated that allegory has a second meaning. He also defined allegory as a narrative or description that increased metaphor, as well as a variety of related symbols.	It was an example poem " Because I could not stop for Death" from Emily Dickinson:"He <b>kindly</b> stopped for me".
<b>l. Apostrophe</b>	Apostrophe is a literary device that refers to a speech or address to a person, an abstract idea, or a thing that is not present or a personified object Perrine's (1992) theories support this statement that apostrophe is closely related to personification, which addressing to dead or something nonhuman that could reply to what is being said.	"Hope, thou bold taster of delight" is also an example of the figure of speech called apostrophe

The context or circumstance of the author determines the meaning of the figurative language in the poem. Contextual meaning refers to the concept that the context determines the meaning of a word, sentence, or phrase. This is consistent with Panno et al(2019) .'s interpretation of Longman, who argued that contextual meaning is textual meaning in context. Contextual meaning, as defined by Chaer in Ponno et al. (2019), is the meaning of words or morphemes that alter based on context. The following example of the contextual meaning in the form of word level. The sentence that says "You crocodile, he cheated his own mother!" has the contextual meaning of a delinquent child. In the sentence above, the word "crocodile" refers to a child who readily commits a crime of deception to his parent without feeling guilty. Besides that, Kadmon (2001) asserts that the context of utterance includes the speech situation, the speakers, addresses, objects, and more. It includes various topics in the conversation between the speaker about the world general and the subject of the conversation. Can draw this conclusion in each word, phrase, or paragraph, there is a context. The contextual meaning of the expression includes the context of situation, purpose, speakers, etc.

## RESEARCH METHOD

The research was conducted by adopting descriptive qualitative research to describe various of figurative language in three selected poems by Hardy and interpret their contextual meanings. Qualitative documents were collected during the research process (Creswell, 2014). The researchers gathered the data by documenting and observing Hardy's poems and related theories about figurative language. The researchers consulted documents such as three selected poems by

Thomas Hardy, taken from James Gibson's variorum edition of Hardy's complete poems.

In analyzing the data, the researchers drew on Miles and Huberman's (2014) theories, which are data condensation, data display, and drawing/verifying conclusions by conducting some procedures. The steps adopted by Ayuni (2021), first, the researchers repeatedly read the selected poems from Hardy and highlighted the parts which contain figurative language. Then, the researchers classified and analyzed the types of figurative speech based on Perrine's theory. Next, the researchers report the result and concluded the research.

## FINDING AND DISCUSSION

### Finding

#### The types of figurative language and contextual meaning in three selected poems by Hardy

The researcher discussed the findings of an analysis of the figurative language and contextual meaning in three Hardy poems: "Ah Are You Digging On My Grave," "The Man He Killed," and "Neutral Tones." They are presented as follows:

##### a. The first poem entitled "Ah Are You Digging On My Grave"

Lines	Line of poem	Figurative language	Contextual meaning
1.	<i>'ah, are you digging on my grave,</i>	-	-
2.	<i>my loved one? - <u>planting rue?</u></i>	Irony	The phrase "planting rue?" this sentence implies that "planting rue" has the contextual meaning of alleviating someone's sadness by showing regret for the death of a loved one.
3.	<i>'no: yesterday he went to wed</i>	-	-
4.	<i><u>one of the brightest wealth has bred.</u></i>	Synecdoche	Thus, a man who is grieved by a woman's death will marry the wealthier woman.
5.	<i>"It cannot hurt her now," he said,</i>	-	-
6.	<i>"that I should not be true."</i>	-	-
7.	<i>'then who is digging on my grave?</i>	-	-
8.	<i><u>my nearest dearest kin?'</u></i>	Hyperbole	This sentence has the contextual meaning of the woman's closest relative (kin) or family.
9.	<i>'ah, no: they sit and think, "What use!</i>	-	-

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10.	<i><u>what good will planting flowers produce?</u></i>	Hyperbole	The sentence implies that there is no point in mourning or planting flowers in memory of the deceased woman.
11.	<i><u>no tendance of her mound can loose</u></i>	Hyperbole	These sentences imply that no amount of action on her part will ever be sufficient to free her from Death's gin.
12.	<i><u>her spirit from Death's gin."</u></i>	Hyperbole	These sentences imply that no amount of action on her part will ever be sufficient to free her from Death's gin.
13.	<i>'but some one digs upon my grave?</i>	-	-
14.	<i>my enemy? = <u>prodding sly?</u></i>	Irony	The term "prodding sly" refers to the woman's adversary or rival approaching her grave cunningly. The term "prodding" refers to the woman's adversary crouching or leaning lower as if mocking her death.
15.	<i>'<u>nay: when she heard you had passed the Gate</u></i>	Personification	These words refer to "the gate" as a moving human being that can swallow and even devour all human flesh.
16.	<i>"<u>that shuts on all flesh soon or late</u>"</i>	Personification	These words refer to "the gate" as a moving human being that can swallow and even devour all human flesh.
17.	<i>she thought you no more worth her hate,</i>	-	-
18.	<i>and cares not where you lie.'</i>	-	-
19.	<i>'then, who is digging on my grave?</i>	-	-
20.	<i>say- since I have not guessed!'</i>	-	-
21.	<i>it is I, my mistress dear</i>	-	-
22.	<i>your little dog, who still lives near</i>	-	-
23.	<i>and much I hope my <u>movements here</u></i>	Personification	The word "movements" in this poem refers to the gestures or movements of the dog digging in the woman's grave like a human.

24.	<i>have not disturbed <u>your rest?</u></i>	Synecdoche	The word "your rest" in this poem refers to a substitute for a dead person, so in this line, the poet explained whether the dog disturbed her rest or her death.
25.	<i>'ah, yes! You dig upon my grave...</i>	-	-
26.	<i><u>why flashed it not on me</u></i>	Personification	The word "flashed" in this sentence means the dead woman saw was a flash of light. The flash of light came from the dead woman's dog who was digging on her grave.
27.	<i><u>that one true heart was left behind!</u></i>	Synecdoche	It means that there is still one person whose heart is very kind and still cares very much even though the woman has died and the heart that cares is her dog.
28.	<i>what feeling do we ever find</i>	-	-
29.	<i>to equal among human kind</i>	-	-
30.	<i><u>a dog's fidelity</u></i>	Personification	His expression means that the dog is given human-like aspects and acts like humans who have loyalty or can be called its fidelity.
31.	<i>'mistress, I dug upon your grave</i>	-	-
32.	<i>to bury a bone, in case</i>	-	-
33.	<i>I should be hungry near this spot</i>	-	-
34.	<i><u>when passing on my daily trot</u></i>	Synecdoche	The word "daily trot" in this sentence means the dog's daily habit of walking activities, and it turns out that the dog stopped at the dead woman's grave.
35.	<i>I am sorry, but I quite forgot</i>	-	-
36.	<i><u>It was your resting-place.'</u></i>	Synecdoche	The word "resting-place" is a substitute for the grave or the final resting place. So the dog accidentally came to the woman's final resting place; he accidentally came looking for food.

**b. The second poem entitled “ The Man He Killed”**

Lines	Line of poem	Figurative language	Contextual meaning
1.	<i>'had he and I but met</i>	-	-
2.	<i>by some <u>old ancient inn,</u></i>	Symbol	The phrase "old ancient inn" in this sentence means symbolic meaning that the poet described in ancient war times.
3.	<i><u>we should have sat us down to wet</u></i>	Allusion	The sentence is a figurative expression that means a man and his enemy sitting together for drinking and drinking lots of glasses.
4.	<i><u>right many a nipperkin!</u></i>	Allusion	This sentence means about the number of liquor they drink. The meaning of "nipperkin" in this poem is an old volumetric measurement which is the same size as a glass of beer.
5.	<i>'but <u>ranged as infantry,</u></i>	Simile	The meaning of the sentence is as a line of soldiers or infantry. The word "ranged as infantry" is a line of soldiers who are ready to fight and have been trained to fight for the victory of a nation.
6.	<i><u>and staring face to face,</u></i>	Metaphor	The meaning "staring face to face" is to describe the situation on the battlefield at that time.
7.	<i><u>I shot at him as he at me,</u></i>	Simile	The poet compares the war in modern times and ancient times. The sentence meant the two soldiers facing each other like a good old-fashioned duel.
8.	<i>and killed him in his place</i>	-	-
9.	<i>'I shot him dead because –</i>	-	-
10.	<i><u>because he was my foe,</u></i>	Metaphor	The word "foe" in the poem means the comparison between an array of "I" and his enemy. The relationship between enemy and friend is very opposite; a friend is like someone who accompanies us and does not intend to kill or hurt us.
11.	<i><u>just so: my foe of course he was;</u></i>	Irony	This sentence means the reason for killing his enemy. In this sentence, the man is convincing

			himself that he has shot his enemy in the war.
12.	<i>that's clear enough; although</i>	-	-
13.	<i>'he thought he'd 'list, perhaps</i>	-	-
14.	<i>off-hand like -just as I-</i>	Simile	The sentence compares (I) with his enemy. In this poem, the word (I) explains that his enemy is also like himself, who is unemployed and registering himself as a soldier, not for patriotic reasons.
15.	<i>was out of work - had sold his traps -</i>	Irony	The sentence means that the person he kills or the enemy has no other choice, so he sells all that he has, and it is the same as the killer. They can only enlist in the military just for money.
16.	<i>no other reason why</i>	-	-
17.	<i>'yes; quaint and curious war is!</i>	Irony	The words "quaint and curious" in the poem refers war is not something funny but a pointless thing because when a war occurs, the relationship between friends or relatives will be ignored.
18.	<i>you shoot a fellow down</i>	-	-
19.	<i>you'd treat if met where any bar is,</i>	-	-
20.	<i>or help to half-a-crown.'</i>	Synecdoche	The poet recounts that the man and his enemy had felt indifferent life positions not as an enemy but as friends who might help each other and lend money.

**c. The third poem entitled "Neutral Tones"**

Lines	Line of poem	Figurative language	Contextual meaning
1.	<i>we stood by a pond that <u>winter day</u>,</i>	Symbol	The meaning of the words "winter day" is a symbol of sadness and melancholy.

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2.	<i>and the sun was white, as though chidden of God.</i>	Simile	The meaning of the sentence that compares "the sun was white" was being chided by God. This sentence implies that the sun is gloomy as if chided by God signifies the love that is dead and unhappy.
3.	<i>and a few leaves lay on the starving sod;</i>	Hyperbole	The phrase "the starving sod" refers to a phrase that accentuates the cold impression created by the word hungry, which is exaggerated to mean starving. The word "starving" has an ancient meaning which means death.
4.	<i>they had fallen from an ash, and were gray</i>	Personification	The sentence means a leaf that falls like what humans can do. So the leaves fall from the ash as though like their dead love.
5.	<i>your eyes on me were as eyes that rove</i>	Simile	The sentence's meaning of "your eyes on me were as eyes that rove" is that the woman's eyes appear to have roved into the man's, and she appears bored when she looks at the speaker
6.	<i>over tedious riddles of years ago;</i>	Metaphor	The sentence means that their eyes are looking at a very dull riddle from the past. They seem bored to stare at each other and like repeating something from the past.
7.	<i>and some words played between us to and fro</i>	Personification	The sentence means that "some words" have a human side, like people who can do something like playing.
8.	<i>on which lost the more by our love.</i>	-	-
9.	<i>the smile on your mouth was the deadest thing</i>	Hyperbole	The sentence means the woman's smile is given an exaggerated impression, like something deadly. Here, the deadly thing illustrates that the woman's mouth and smile have a bitter and painful

			meaning, like their love that slowly disappears and dies.
10.	<u>alive enough to have strength to die;</u>	Paradox	This meaning is contradictory and painful, with enough life remaining to allow it to die like their love.
11.	<u>and a grin of bitterness swept thereby</u>	Personification	This sentence is using figurative language of personification. The word "swept" in this line means something that has humanistic action, like humans who can sweep and do something.
12.	<u>like an ominous bird a-wing....</u>	Simile	The sentence means the woman's bitter smile was likened to an ominous bird in flight, representing their story that broke love and lost trust.
13.	<u>since then, keen lessons that love deceives,</u>	Personification	The sentence means something sharp/keen described as something cutting which implies that love teaches a painful and deceptive lesson.
14.	<u>and wrings with wrong, have shaped to me</u>	-	-
15.	<u>your face, and the God-curst sun, and a tree,</u>	Apostrophe	The meaning of the sentence, the poet tries to describe the faces they remember during that winter, the God who was crust with their love story, and the tree whose leaves fell.
16.	<u>and a pond edged with grayish leaves.</u>	Symbol	The word "grayish leaves" symbolizes the meaning of something dull, lifeless, or maybe something neutral

### Discussion

In this part, the researchers explained the research findings that the researcher had mentioned before. The objective of this study was to determine the varieties of figures of speech utilized in three of Hardy's poems and to assess the contextual significance of each figure of speech in Hardy's poem. Based on Perrine's

theory, the researchers discovered figurative language in three of Hardy's poems. The first discovery revealed ten distinct various of figurative language in 42 lines of three Hardy poems. Personification (21.43%), synecdoche (14.29%), hyperbole (14.29%), simile (14.29%), irony (11.90%), symbol (7.14%), metaphor (7.14%), allusion (4.76%), paradox (2.38%), and apostrophe are all examples of figurative language (2.38%). Personification is the most common figurative language in Hardy's three selected poems, based on the research above. In three selected Hardy poems, there are nine lines or expressions that contain the figurative language of personification. The poet ascribes a human being to an object, animal, or idea to express his feelings about the poem. Previous research by Maula (2013) found that William Blake's three poems include 11 forms of figurative language: alliteration, hyperbole, irony, lithotes, metaphor, metonymy, paradox, personification, pun, simile, and synecdoche. In addition, hyperbole is the most usually utilized. The diversity of figurative language utilized in the poem may convey a number of themes, one of which is that individuals should not compare their circumstances to that of others and disparage themselves because everyone is the same. According to the data above, there are ten various forms of figurative language in Hardy's three poems, with personification being the most prevalent. The purpose of personification is to express the poet's feelings by ascribing a human being to an object, animal, or idea. According to Maula's findings of the study, there are eleven categories of figurative language, the most common of which is hyperbole, which serves to enhance writing by exaggerating something.

Aside from that, according to Chaer's view, Hardy's poems featured 42 expressions of each figure of speech. The contextual meaning of figurative language also helps readers imagine the poet's message delivered through the poetry. Using Chaer's theory and Hardy's background, we may deduce the contextual meaning of three selected Hardy poems based on the conclusions above.

The first poem, "Ah Are You Digging On My Grave," might be interpreted as a conversation between a deceased woman and her dog, wondering as to who has dug upon her grave. It usually turns out that her dog was the one who looked for bones in her grave by mistake. The context of the poem tells us that the poem has an unpleasant finish and that no one cares about the vital things of her life, such as her spouse, her fiercest adversary, and her family, except for her dog, who happened to come by accident.

Second, we can conclude with the poem titled "The Man He Killed." This poem contains numerous figurative languages with contextual meanings, implying that the war was fought with both best friend who were forced to murder each other on the battlefield due to the time's circumstances. The reader receives profound and heartbreaking messages from this poem. The poet wishes to convey in this poem that war is pointless. According to the poem's context and some articles, this poem took place during the Industrial Revolution in the 18th and 19th centuries. Thus, war occurred in ancient times, wreaking havoc on all people at the time. This resulted in a disorganized economic system and widespread unemployment. Hardy teaches the reader in this poem that there is no such thing as a winning or losing war, but only greed, madness for power, and expansion.

The last poem, "Neutral Tones," can be concluded to be about death love, which is explained in a neutral tone but contains painful implications. This poem depicted a man and a woman's dead love as a result of their relationship's lack of communication. It had a detrimental effect on their relationship; as indicated in the appendix, this poem is on the verge of failing to love, or as we might say, the crash of love. Although the poet's tone is neutral and unemotional, this poem is painful and emotionally charged. This poem uses depressing symbols to convey neutral emotions. Hardy's pessimism stemmed from various factors, including the expansion, his unhappy first marriage, and his fear and aversion to change. Thus, this poem expressed Hardy's pessimistic love for his unhappy first marriage.

Additionally, the researcher discovered that teachers rarely apply English learning and incorporate various types of figurative language into a fun way by reading the poem. Students would quickly become bored if they were required to learn English theoretically in class. It would not be adequate to teach students in this manner. English instruction must be enjoyable for students for them to be motivated to learn and retain information from the class. We must instill in students the belief that learning English is both enjoyable and exciting. One exciting and enjoyable way for students to practice their English is to guess the various of figurative language used in the poem that is uncommon in everyday life. As a result, they will be intrigued to learn more about it.

Hutauruk (2019) discovered that learners need additional hours to learn about figurative language, which includes definitions, functions, and identification practice. The goal of figurative language, as we all know, is to provoke a certain image. It influences the linguistic beauty of work in both oral and written communication. By stimulating reading, speaking, and writing abilities, figurative language can be an excellent springboard for integrated skills development. It also includes activities aimed at increasing students' overall language awareness and encouraging them to use English more convincingly and creatively.

By learning a figure of speech in class, students will develop an interest in learning, which will motivate them throughout the process of learning in class. It can help students expand their vocabulary by reading and analyzing the class poem's figurative language. Additionally, students improved their reading comprehension by identifying the kinds of figurative language and their contextual meanings; they also developed their critical thinking skills in class by determining the various of figurative language and their contextual meanings in the poem.

## **CONCLUSION AND SUGGESTION**

Drawing on findings, the researcher restricted the figurative language based on Perrine's theory. Out of 12 types, allegory and symbol are not found in the poems. Those are personifications, hyperbole, synecdoche, simile, irony, metaphor, symbol, allusion, paradox, and apostrophe. Personification was the most dominant figurative language used by Hardy. Irony, synecdoche, hyperbole, and personification were found in "Ah Are You Digging On My Grave". Meanwhile, in "The Man He Killed," the poet used symbol, allusion, simile, metaphor, irony, and synecdoche. Lastly, in the "Neutral Tones", figurative language such as simile,

hyperbole, symbol, personification, metaphor, paradox, and apostrophe were found. The researchers suggest that additional researchers examine the figurative language used by other poets and perspectives. Moreover, further researches need to investigate the other types of meaning such as social, connotative, and affective meaning.

Furthermore, 42 figurative language terms in Hardy's poem have contextual meaning. The poem "Ah Are You Digging On My Grave?" is about dogs who have human-like features and behave like faithful people, or we may call them loyal. The second poem, "The Man He Killed" told the story of two comrades forced to kill each other on the battlefield during the Industrial Revolution. The third poem, the poem "Neutral Tone" was produced to portray the dead love of a man and a woman who could not communicate well.

Concerning education, identifying figurative language and figuring out the contextual meaning in poems help the students improve their ideas, creativity, and imaginations. Pedagogically, the teacher could teach and adopt the representation of figurative language and use contextual examples in a wide range of sentences in ELT. Practically, the students can gain better their vocabulary by understanding the contextual meaning of a poem. It can increase and stimulate four skills in English starting from critical thinking, reading comprehension, expressing ideas beautifully, speaking fluently, and writing literary terms.

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