

**FIGURATIVE LANGUAGE ANALYSIS ON *THE TAMING OF THE SHREW***

**DRAMA SCRIPT BY WILLIAM SHAKESPEARE**

*Submitted in Partial Fulfilment of the Requirements*

*For the Degree of Sarjana Pendidikan (S.Pd)*

*English Education Program*

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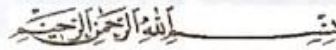


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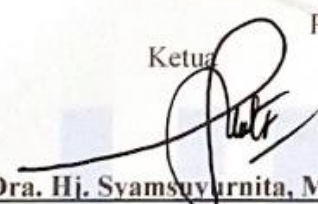
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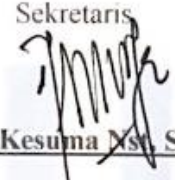
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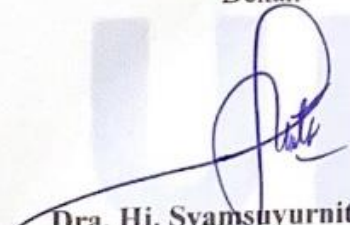
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## ABSTRACT

**Hendy Reinaldi Pratama. 1702050025. “Figurative Language Analysis on *The Taming of the Shrew* Drama Script by William Shakespeare”. Skripsi. English Education Program of Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara. Medan. 2022.**

This study deals with types of figurative language and its meaning in the drama entitled *The Taming of the Shrew* by William Shakespeare. The objectives of the study were to find out the types of figurative language then describe the meanings and find the dominantly of figurative languages found in drama entitled *The Taming of the Shrew* by William Shakespeare. The researcher used descriptive qualitative method to collect the data. The data was analysed through Keraf (2009) that the three phases include data reduction, data display and conclusion drawing and verification. The source of the data was taken from the book by William Shakespeare entitled *The Complete Works of William Shakespeare*. The finding of the research showed some types of figurative language used in drama entitled *The Taming of the Shrew* by William Shakespeare and there were 5 types of figurative language found in the drama. The details were as follows: personification (4), simile (3), metaphor (5), hyperbole (3), irony (2). And figurative language type which dominantly appeared was metaphor, with five total of statements.

Keywords: *Figurative Language, The Taming of the Shrew, William Shakespeare, Drama Script, Literary Work.*

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Proudly, the researcher would like to express his gratefulness to the Almighty Allah SWT and Muhammad SAW, the prophet as well as to his companion for the blessing and the chances given to him in completion of the thesis.

This study is entitled *Figurative Language Analysis on The Taming of the Shrew Drama Script by William Shakespeare* intended to fulfill requirements for achieving the degree of Sarjana Pendidikan (S.Pd) in Faculty of Teacher Training and Education at Universitas Muhammadiyah Sumatera Utara. In writing this research, the researcher faced a lot of problems but those did not stop his efforts to make a better one, and it's impossible to do without helping from others.

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In this study, the researcher apologized if this research wasn't perfect. The researcher apologized if there was a mistake in the words and manner of writing done. The researcher hopes that this thesis is useful for him and the readers.

Medan, August 2022

The Researcher

Hendy Reinaldi Pratama  
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## TABLE OF CONTENT

<b>ABSTRACT .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>ii</b>
<b>TABLE OF CONTENT .....</b>	<b>iv</b>
<b>LIST OF FIGURES .....</b>	<b>vi</b>
<b>LIST OF TABLES .....</b>	<b>vii</b>
<b>LIST OF APPENDICES.....</b>	<b>viii</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. The Background of The Study .....	1
B. The Problem of The Study.....	3
C. The Scope of The Study .....	3
D. The Objective of The Study.....	4
E. The Significance of The Study.....	4
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>6</b>
A. Theoretical Framework.....	6
1. Figurative Language .....	6
2. Types of Figurative Language.....	2
3. Reason of Figurative Language Happened .....	12
4. William Shakespeare's .....	13
5. <i>The Taming of The Shrew</i> .....	14
B. Previous Related Study.....	15
C. Conceptual Framework.....	18
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>20</b>
A. Research Design.....	20
B. Research Site.....	20



C. Technique for Analysing Data .....	21
D. Technique for Data Collection .....	22
<b>CHAPTER IV FINDING AND DISCUSSION .....</b>	<b>23</b>
A. Types of Figurative Languages Appear in the Drama Script .....	23
B. Types of Figurative Languages Dominantly Appeared.....	31
C. Reason of the Dominant Figurative Language .....	32
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>33</b>
A. Conclusion .....	33
B. Suggestion.....	33
<b>REFERENCES</b>	

## LIST OF FIGURES

Figure 1.1 Conceptual Framework .....	19
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## LIST OF TABLES

Table 2.1 Example of Simile .....	7
Table 2.2 Example of Metaphor .....	8
Table 4.1 Personification Data Analysis .....	23
Table 4.2 Simile Data Analysis .....	25
Table 4.3 Metaphor Data Analysis .....	26
Table 4.4 Hyperbole Data Analysis .....	28
Table 4.5 Irony Data Analysis .....	30
Table 4.6 Dominantly Figurative Language Appeared Data Analysis .....	31

## **LIST OF APPENDICES**

- Appendix 1 Book Identity
- Appendix 2 Transcription of Drama Script
- Appendix 3 Reviews of the Reader from the Data
- Appendix 4 Data Collection of Figurative Language in Drama Script
- Appendix 5 Form K-1
- Appendix 6 Form K-2
- Appendix 7 Form K-3
- Appendix 8 Berita Acara Bimbingan Proposal
- Appendix 9 Berita Acara Seminar Proposal
- Appendix 10 Lembar Pengesahan Proposal
- Appendix 11 Surat Keterangan Seminar
- Appendix 12 Surat Izin Riset
- Appendix 13 Surat Balasan Riset
- Appendix 14 Berita Acara Bimbingan Skripsi
- Appendix 15 Surat Pernyataan Bebas Plagiasi
- Appendix 16 Surat Keterangan Perpustakaan
- Appendix 17 Library Originality Report
- Appendix 18 Daftar Riwayat Hidup

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

A language is a social fact, a kind of social contract. It exists not in an individual, but in a community. A language can also be viewed as a mental reality. It exists in the heads of particular language (Bauer, 2007). People who speak it, and we assume its existence because of people's ability to learn languages in general and their practice in dealing with at least one. According to (Harmer, 2006) language is used widely for communication between people who do not share the same first (or even second) language. It means that language can be a primary necessity in human life. It has a big role for every people in making good relationship with others. The statements above indicate that language is not only for communication device but also has many functions. In learning and understanding language, people do not only understand the form of language, but also the meaning and context of language. There are many ways people do in delivering their idea to other people so that people can understand and catch the meaning of idea. In other word, language is a system of communications, by the use of language, people can express their ideas, thought, and feelings.

Learning language is not only learn about the meaning textually, but also contextual. In this case, people or reader need to learn figurative language. It is commonly applied in literary works. Researcher is interested to raise this drama script entitled *The Taming of the Shrew by William Shakespeare* to be analysed, because among the many good reviews, good feedbacks, and good rating or five stars such as: (1) Morgan Barbour, rated five stars: "It's one of the funniest I have ever read, I highly recommend it" (by Google review, 2021); (2) Dinesh Kanpur, rated five stars: "First,

I think it was boring than later it became a comedy, I recommend you this book” (by Google review, 2021); (3) Jack Purdy, rated five stars: “This is a story of how to tame the shrews, with this amazing story” (by Google review, 2021), etc. Researcher found gaps, which researcher found some bad reviews and ratings as follows; (1) Tanvi Gurav, rated two stars: “Where is the interesting part about it? I don’t really understand the 5 stars reviews, but do you do” (by Google.com source, 2022); (2) Sandra S, rated two stars: “I don’t understand but it’s getting really annoying story” (by rottentomatoes.com, 2010); (3) Samantha S, rated two stars: “Looks fabulous, but I just couldn’t get into it. Not a huge fan” (by rottentomatoes.com, 2009); (4) Yani D, rated three stars: “I didn’t like the story at all, but found it somewhat diverting and entertaining nonetheless” (by rottentomatoes.com, 2008); (5) Rae, rated one star: “Read this in 8<sup>th</sup> grade. Remember feeling very uncomfortable reading it” (by goodreads.com, 2022); (6) Kezzie, rated two stars: “I hate reading this book, well in the beginning was sorta fine, this wasn’t even that funny it was extremely boring” (by goodreads.com, 2022). By looking at some reviews above, researcher concluded that readers probably gave the bad reviews because of they do not understand the meaning of the whole story of drama.

Most of the readers above can’t understand the drama script textually. Even though there are many uses of discussion that use figurative language. Readers can find the use of figurative languages anywhere. It is a part of the literary element that can be found in poem, advertisement, entertainment, magazine, radios, newspaper, social network, movie, drama, novel, poetry, and so on. Moreover, unconsciously the use of figurative languages to make interaction with other people. In this paper, drama script will be analysed. Conducting the research about figurative languages in the



drama would give the positive contribution for the readers. It can be found easily and increase the readers' knowledge about figurative languages. The drama script can be found the literal and figurative meaning and analysis kinds of figurative languages which found in the drama, to understand it more deeply. Therefore, we can get the entertainment and knowledge through the drama.

The starting point in this paper is to find figurative languages in drama entitled *The Taming of the Shrew* by William Shakespeare. There are many figurative languages terms written by the writer on this drama script. The drama script is chosen because it uses figurative language and the researcher is interested to know the meaning of the sentences in drama script more, and to find the solution of the problem from the bad rate of the readers and hopefully it will contribute the readers to help them in understanding the story of the drama by reading this analysis. The figurative language in *The Taming of the Shrew* is personification, hyperbole, metaphor, and other. It makes difficult to understand about the literal and figurative meaning. So, it makes the reader difficult to understand the story. Based on these considerations, the writer is interested in conducting research entitled *Figurative Language Analysis on The Taming of the Shrew Drama Script by William Shakespeare*.

## **B. The Problem of the Study**

The problems of this research are formulated as the following:

1. What types of figurative languages appeared in drama script entitled *The Taming of the Shrew* and what are the meaning of them?
2. What type is dominantly appeared in drama script entitled *The Taming of the Shrew*?

3. What is the reason of the dominant figurative language found in drama script entitled *The Taming of the Shrew*?

### **C. The Scope of the Study**

The scope of this study is about figurative language in drama script entitled *The Taming of The Shrew* by William Shakespeare. The drama script originally published on around May 1590, and been published in 2008 as 5th printed which the 1st printed was in 2001 in the book entitled *The Complete Works of William Shakespeare* (Shakespeare & others, 1989). This study will be analysed using a figurative language proposed by (Keraf, 2009) theory, which the researcher will be consisting seven types of meaning namely; simile, personification, hyperbole, metaphor, synecdoche, metonymy, and irony as the researcher was studied at the 6<sup>th</sup> semester.

### **D. The Objective of the Study**

The objectives of this study are:

1. To find out the types of figurative language used in the drama script entitled *The Taming of The Shrew* and the meaning of them.
2. To conclude what type of figurative language dominantly appeared in the drama script entitled *The Taming of the Shrew*.
3. To find out the reason of figurative language dominantly appeared in the drama script entitled *The Taming of the Shrew*.

### **E. The Significance of the Study**

Furthermore, the emphasis of this research is on figurative languages. The outcome of this study should provide valuable information and make a contribution to academics, English instructors, and educators interested in learning more about

figurative languages. The researcher hope that both the academic and practical fields will benefit from this study's findings as follow:

1. Theoretically

- a. It is believed that after reading and studying this research, the reader would have a better understanding of the sentences that are contained in figurative languages, increasing to the field of theory regarding figurative languages.
- b. Giving more information about sentence found in drama entitled *The Taming of the Shrew* that belongs to figurative languages. It is hoped that after read this research the reader will be motivated to find or to identify or even to make their own research about figurative languages.
- c. The study's findings may serve as realistic teaching material for figurative language classes.

2. Practically

- a. For the teacher, this research provides teachers with more information on figurative languages that they may use to educate their students and as learning aids.
- b. For the student, it is hoped that this study gives clear explanation about figurative languages in the drama entitled *The Taming of the Shrew*.
- c. For lecturer, this study is to develop the lecturer 's insight about figurative languages in the literary works.
- d. For researcher, this study will ideally raise awareness of figurative language, assist the researcher in understanding what the author is trying to convey in the writing, and improve writing abilities.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Framework**

##### **1. Figurative Language**

Figurative language has several meanings, figurative language is a striking departure from what users of a language perceive to be the norm. Word meanings, or the conventional arrangement of words, are used to achieve a certain meaning or effect. Figures are frequently seen as purely poetic, although they are essential to the operation of language and to all types of conversation. (Abrams, 1999)

Similarly, figurative language is a type of language that cannot be interpreted literally (Perrine, 1978). Figurative language as language that deviates from the basic usage of words, as mentioned in the background. Instead, it generates a unique impression, clarifies a concept, and makes writing more vibrant and stronger. Similarly, figurative language is a technique of communicating something other than the literal meaning of words. (Giroux & Pratt, 1983)

Furthermore, figurative language is a technique of expressing something other than the literal meaning of words. Figurative language is not a means of expressing anything that is manifestly false. Indeed, it frequently expresses truths that more literal language cannot. It emphasizes such realities by drawing attention to them. (Thompson, 2001).

On the other statement, (Taylor, 1981) divided figurative language into the following categories: simile, metaphor, metonymy, synecdoche, personification, and irony. (Hatch & Brown, 1995) added that figurative language has been classified into several categories, including simile, metaphor, allusion, personification, and so on. As

same as previous experts, (Little, 1963) categorizes figurative language into three groups based on analogies, associations, and other figurative language strategies. Simile, metaphor, personification, analogy, and exaggeration are all based on similarities. Metonymy and symbol are based on associations. Apostrophe and irony are two further figurative language strategies.

And lastly as an addition, (Keraf, 2009) stated that figurative language is a way to express of ideas by using distinctive language that showing of soul and personality's author since the reason of the researcher chooses to analyse the drama script is to find the author's personality by analyses the message of the drama script. Keraf and some other experts categorized figurative languages in the following sub-chapter.

## 2. Types of Figurative Language

### 2.1 Simile

Simile, according to (Keraf, 2009), is an explicit comparison. What is meant by an explicit comparison that is explicit is it implies the same thing with another thing. To that end, it requires an effort that explicitly indicates that similarity, the words: like, same, as, like, like, and so on. Based on explanations stated by the experts above, the writer concludes that simile is kind of figure of speech that compare two things conveyed obviously by words; like, as, such, etc. For examples:

**Table 2.1 Example of Simile**

No.	Sentence	Figurative Language
1.	Jennie is <i>as</i> busy <i>as</i> a bee	as
2.	Rosé sings <i>like</i> a bird	like
3.	Lisa dances <i>as</i> clean <i>as</i> machine	as

## 2.2 Metaphor

According to (Keraf, 2009), metaphor constitutes an analogy that compares two things directly, but in a short form. Metaphor does not use the word 'like', or 'as', 'such', and so on, so that the first subject is directly connected to the second principal. Based on the explanations stated by the experts above, the researcher concludes that metaphor is one kind of figure of speech that is a comparison between things that are not conveyed obviously. For example:

**Table 2.2 Example of Metaphor**

No.	Sentence	Figurative Language
1.	My love is the rose of my heart.	rose
2.	Jungkook is an angel	angel
3.	Adit's bedroom is a prison	prison
4.	It was raining cats and dogs	cat and dogs
5.	Our living room is a refrigerator	Refrigerator

## 2.3 Personification

According to (Keraf, 2009) personification is a kind of style of figurative language that describes inanimate objects or goods as if they have characteristics of humanity. Personification is a special feature of metaphor, which makes an analogy of inanimate objects act, talk, like humans. Personification is a figure of speech in which something, which doesn't have a soul, as though they have human characteristics. Personification is a figure of speech in which a thing, an animal, or an abstract term (truth, nature) is made human. A personification extends throughout the whole short term. A figure of speech where an inanimate object, trait, or action, is given a life-like disposition, by giving a human quality or trait. It is meant that inanimate things in this world are treated as animate by giving some attributes to inanimate things. So, the point of personification is to express abstract ideas to



inanimate objects, or aspects of nature is described as if it were human. For example; School alarm calls students to enter their classroom. “Calls” are verb form in dictionary. Letters is addition in present tense form because the subject is singular (alarm), alarm is inanimate thing; meanwhile it is given attribute like activity that is done by animate. Alarm can’t call, because “call” is attribute of mouth that only human can do it.

#### **2.4 Metonymy**

A metonymy is the substitution of some word or term closely related to or associated with the literal word or term meant. (‘y’ as the literal word which substituted for ‘x’ as replacement word of something else that the two are closely tied). Examples: (1) She's gone, who was my moon or more; (2) The White House has suggested a slow, cautious approach to the current problems in North Korea; (3) At the foot of August, white water coloured gulls lightly shadow the washed plaster of ivory walls. Traditional accounts of metonymy define as the vehicle a word whose literal denotation is somehow pertinently related. (Griffiths, 2006).

#### **2.5 Allegory**

Allegory, according to (Pardede, 2008), is a form of speech that falls between personification and metaphor. The scales of justice, for example, are a concept expressed in concrete imagery, almost often in the shape of a humanized figure. It's time to make ploughshares out of your swords.

#### **2.6 Synecdoche**

Synecdoche, according to (Perrine, 1978), is a figure of speech in which a component relates to a whole, as in: She was dressed in cotton. Furthermore, Synecdoche is a figure of speech in which a portion of anything is utilized to allude to

the entire thing. "The captain controls one hundred sails," for example, is a synecdoche that employs the word "sails" to refer to ships—ships being the object of which a sail is a component.

## **2.7 Symbol**

According to (Perrine, 1978), a symbol is a trope that combines a literal and sensual quality with an abstract or suggestive component, however it does not have a literal meaning but instead uses that meaning to indicate another. A symbol is anything that is both itself and represents a certain objective reality, for example: 'Some dirty dogs stole my wallet at the bus'.

## **2.8 Hyperbole (Overstatement)**

According to (Kerf, 2009) hyperbole is a figure of speech that incorporates a point statement of exaggeration. Hyperbole is more of an exaggeration than a statement of reality. The phrase can draw the reader's attention and is an exaggeration of the item. (Perrine, 1975) added hyperbole or overstatement is figurative language that contain exaggeration element about something. Hyperbole is such a style that contains an overstatement to exaggerate things. Deliberate overstatement not intended to be taken literally; it is used as a means of emphasizing the truth of a statement. This is relatively rare in Frost. The statement a penchant for fact and truth, not literal truth but use figure of speech called overstatement. Example: I was surprised till half-died hear what his saying. The writer explains his surprised till make him die, meanwhile in the fact it is contrast. He still alive and does not die.

## **2.9 Litotes (Understatement)**

To generate a stronger impression, understatement is the presenting of something with less emphasis. It's the polar opposite of exaggeration. Understatement

is stated to make a thing appear smaller than it actually is, such as: For what they are, we love the things we love. As an addition, litotes constitutes understatement expressions or phrases that are used to say negative or sarcasm thing that is not like the real situation (Keraf, 2009). For example: (1) This is my little house. In fact, her house is big. This statement is litotes because it is an understatement expression that is different from the fact; (2) My bedroom is dirty. In fact, her/his bedroom is clean and tidy. This statement is litotes because it is an understatement expression that is different from the fact.

### **2.10 Paradox**

According to (Kennedy et al., 2013), paradox occurs when a statement appears to be self-contradictory at first but, with reflection, makes sense, such as: Light is the darkest object in physics.

### **2.11 Irony**

Irony is figure of speech that is used to say something different from the actual meaning (Keraf, 2009). In simple words, there is a difference between the condition and the reality of the subject. For example: (1) He still feels lonely at a big party. This statement explains a man who feels lonely. In fact, he is not alone, there are many people around him but he still feels lonely; (2) You are a smarter person in the world. Sometimes, this statement is not to compliment someone but this statement is to insinuate someone.

## **3. Reason of Figurative Language Happened**

Figurative language is a form of language uses whose meaning deviates from the usual usage, standard, or word order with the aim of achieving a certain effect, namely the effect of beauty. Figurative language used by writers or poets to express, describe,

describe, and emphasize an inspiration, idea, or feeling in other beautiful and dense forms of language to get a poetic effect. So, paragraph above explained the reason figurative language happened in conversation text in drama, song lyrics, or even poets is because to get a poetic effect to make the sentences sound beautiful, although sometimes the language used is not grammatically appropriate. Figurative language is often used by fiction writers in making stories more creative. Sometimes, the use of these figurative words can provoke thought to humour. This is what makes fictions writing more interesting and dramatic, compared to using direct words that refer to statements of fact. Besides being used for fiction writing, figurative words are also often used in everyday conversation.

In responding to this problem, the word figurative language is a variety of language used to express a meaning contained in a literary work, which is stated indirectly, which is expressed in a figure of speech. (Krause, 2008). As an addition, figurative language can be formed as a style of language that is often said by literary critics as the uniqueness or specialty of the author so that the style of language is the hallmark of the author, and each author has his own style in expressing his thoughts (Middleton, 1969).

From several definitions described by experts above in sub-chapter one and two, it can be understood that some experts above have a similar statement to describe and categorized figurative language. But the researcher has concluded that definitions and kinds of figurative language by (Keraf, 2009) is the most suitable of this analysis data which (Keraf, 2009) stated that figurative language is a way to express of ideas by using distinctive language that showing of soul and personality's author and categorized some figurative languages as the researcher has analysed in findings and

discussions chapter, and make this is one of reason the researcher chooses theory by (Keraf, 2009) as based theory to analyse the data. And, found that metaphor of figurative language dominated the text of conversation in drama script since Shakespeare illustrate the main character with animal metaphor made this literally suitable of theory analysis used.

#### **4. William Shakespeare's**

William Shakespeare was an English playwright, poet, and actor (baptized on April 26, 1564 and died on April 23, 1616). Shakespeare is largely recognized as the greatest playwright and writer of English literature ever. Shakespeare is often referred to as the "Bard of Avon" and England's national poet (or simply "the Bard"). A total of 39 plays, 154 sonnets, three lengthy narrative poems, and a few additional lines, some of whose authorship is disputed, comprise his existing works, including collaborations. His plays are produced more often than those of any other writer since they have been translated into every significant living language. Until now, Shakespeare is still considered to be the greatest writer in the English language, and experts continue to analyse and reinterpret his writings.

Shakespeare spent his childhood years at Warwickshire's Stratford-upon-Avon. Shakespeare started a prosperous career in London between 1585 and 1592 as an actor, playwright, and co-owner of the Lord Chamberlain's Men, subsequently known as the King's Men. Shakespeare seems to have retired to Stratford at the age of 49 (about 1613), where he passed away three years later. Shakespeare's most well-known works were created between 1589 and 1613. Shakespeare worked with other writers and composed tragicomedies, usually referred to as romances, in the last periods of his life.

Here are some works of William Shakespeare that categorized as following; *Love's Labour's Lost, King John, Romeo and Juliet, and Venus and Adonis, The Two Noble Kinsmen and Pericles, Prince of Tyre.*

### **5. The Taming of the Shrew**

Shakespeare's comedy in five acts, *The Taming of the Shrew*, was originally published in the First Folio in 1623. It was probably composed around 1590. The difficult relationship between the shrewd Katharina (Kate) and the cunning Petruchio is shown in the drama. Petruchio is out to obtain Katharina's dowry and control her terrible anger.

*The Taming of the Shrew* is one of the works of William Shakespeare that the researcher chooses as a data of analysis. It is a Shakespearean comedy that is thought to have been composed between 1590 and 1592. *The Taming of the Shrew* has been adapted numerous times for stage, screen, opera, ballet, and musical theatre. The play opens with a framing technique known as the induction, in which a devious nobleman deceives a drunken tinker named Christopher Sly into believing he is a nobleman himself. The nobleman then arranges for the play to be staged for Sly's entertainment. Drama used in this research which entitled *The Taming of the Shrew* and collected from the book entitled *The Complete Works of William Shakespeare*, written in between 1590-1592 by Geddes & Grosset. It has 740 pages with 45 titles and been published in 2008 in New Lanark, Scotland as 5<sup>th</sup> edition, but the recent book was printed and bound in India.

### **B. Previous Related Study**

The first previous study was research entitled *Figurative Language Found in Lana Del Rey's Selected Song Lyrics*. It has been researched by Rio Hasfi Azazi



(2018). This research dealt with Figurative Language Found in Lana Del Rey's Song Lyrics. The objectives of the researcher were to find out types of figurative language and the reasons of the realized of figurative language used in the song. The source of the data was taken from the lyrics and sentences in the song. By using descriptive qualitative method of the data were analysed and it was found, here were 102 utterances and 8 types of figurative language they were Hyperbole 24 lyrics, personification 10 lyrics, symbol 7 lyrics, Rhyme 13 lyrics, metaphor 26 lyrics, Simile 11 lyrics, Alliteration 6 and imagery 2 lyrics. The reason of using figurative language was figurative language afforded readers imaginative pleasure of literary works was 102 lyrics. (Hazazi, 2018)

The second previous study was research entitled *The Translation of Figurative Language in The Fault in Our Stars Movie*. It has been researched by Miranda Aulia (2019). The purpose of this study was to find out 1) to discover the translation of figurative language in The Fault in Our Stars movie especially simile and personification. 2) to find out types of figurative language in The Fault in Our Stars movie. The source of the data was dialogue between four characters in The Fault in Our Stars movie was taken from script of The Fault in Our Stars movie. This study was conducted by using descriptive qualitative method. The technique of collecting data was documentary sheet. The data were analysed using (Cresswel, 2007) model. The technique of analysing data was watching the movie with subtitle English and Indonesia, identifying figurative language also used an unofficial script from [www.scripts.com](http://www.scripts.com) and the researcher underlined the figurative language, classifying figurative language used in the movie especially simile and personification, analysing the figurative language and the translation by using theory of Larson (1984), checking

the data and make sure the data was correct and validating the data. The finding showed that 1) the procedures that used by translator to translate figurative language are translating the figurative language in TL without reducing any meaning feature. 2) there were 21 data of figurative language found in *The Fault in Our Stars* movie, specifically 4 sentences (19.04%) for simile, and 2 sentences (9.52%) for personification. (Aulia, 2019)

The third previous study was research entitle *Figurative Language in Selected Shawn Mendes Album Song Lyrics* It has been research by Nur Annisa Safira (2020). This study deals with the figurative language analysis in selected Shawn Mendes album song lyrics. The objective of the study is to identify the types of figurative language found in selected Shawn Mendes album song lyrics, and analyse the meaning of figurative language in selected Shawn Mendes album song lyrics. The researcher uses a descriptive qualitative in this study. The data of research were taken from Shawn Mendes song lyrics in selected Shawn Mendes album, the researcher found several findings of figurative language. There are five types of figurative of speech found in this song, there are metaphor, hyperbole, personification, simile and repetition. The most figurative language that is used in selected Shawn Mendes album song lyrics is hyperbole. (Safira, 2020)

The fourth previous study was research entitle *The Use of Figurative Language on the Rainbow Troops Novel by Andrea Hirata*. It has been researched by Tia Agustina (2020). This study deals with the use of the figurative language on *The Rainbow Troops* novel by Andrea Hirata. This study aimed to find out the sentence of figurative language and establishes the types of figurative language and analyse the meaning of the figurative language itself. The source of the data was *The Rainbow*

Troops novel by Andrea Hirata. Descriptive qualitative research was applied in this data. The data were classified into the types of figurative language. The data were analysed based on the meaning of the figurative language. There were found 94 times figurative language and 7 types of figurative language, and 94 times meaning of the figurative language itself. The result of this research demonstrates that there are 6 sentences of personification, 49 sentences of similes, 6 sentences of metaphor, 23 sentences of hyperbole, 1 sentence of irony, 6 sentences of metonymy and 3 sentences of litotes. (Agustina, 2020)

The fifth previous study was research entitled *An Analysis of Figurative Meaning Used in Ed Sheeran Song Lyrics*. It has been researched by Indah Kumala Sari (2020). Figurative language is language which employs various figures of speech. This study discusses about an analysis of figurative language used in Ed Sheeran songs lyric. The purposes of this study are to identify and to explain the kinds of figurative language used in Ed Sheeran's song and to elaborate the meaning implied in each figurative language that are included in Ed Sheeran's song. The thesis described kinds of figurative language that are included in Ed Sheeran songs from the analysis the researcher researched the songs by collecting figurative language in Ed Sheeran songs especially song lyric that are consist of metaphor, simile, personification, synecdoche, and metonymy, imagery and symbolism in some words and lyrics from some lines in each song. After collecting the song, the researcher found there are five songs that have been collected by listening to the song of Ed Sheeran that contain of Figurative language entitled *Photograph*, *Run Away*, *Afire Love*, *Thinking Out loud*, and *one*. Then, the researcher identified five of Ed Sheeran songs that included figurative language by highlighting them while quoting the lyrics consist of figurative language.

Henceforth, classifying words and sentences contain of figurative language that have meanings which are found in five of Ed Sheeran's songs. To support the analysis, some other related theories and references were used. This study is highly expected to give contributions for the reader to know more about figurative language clearly. It can help the readers know contextual meaning and speak English Fluently. And it can also be expected to enrich new knowledge especially in literature. (Sudiono, 2020)

### C. Conceptual Framework

This study analyses drama script entitled *The Taming of The Shrew* drama script to find the types of the figurative language, to describe the meaning of the figurative languages, and then to find dominantly figurative language appeared itself. Then, it will be easy for the reader to enjoyable reading the drama script.

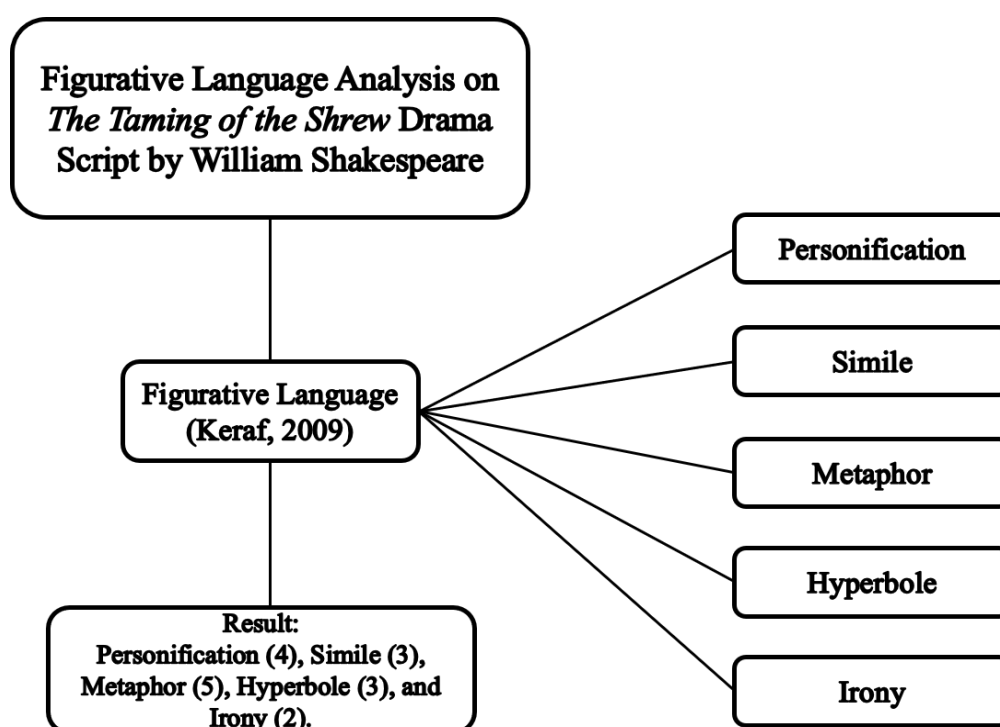


Figure 3.1. Conceptual Framework

## CHAPTER III

### RESEARCH METHODOLOGY

#### **A. Research Design**

The research design is the conceptual structure within research is conducted; constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2004). This research uses descriptive qualitative research, qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables (Ary et al., 2010). The goal is a holistic picture and depth of understanding rather than a numeric analysis of data. In other words, qualitative research is the type of research which does not include any calculation enumeration. There are two types of the resources in this study; there are primary and secondary sources.

##### **1. Primary Source**

Primary source is the main source of this study which becomes the basis of the study. Based on the title of this research, the primary source of this study is taken from drama script entitled *The Taming of The Shrew*.

##### **2. Secondary source**

Secondary source is the supporting data to make the primary data to be more clearly and detail. The supported data is taken from literary review, education books, online websites, and relevant theories.

#### **B. Research Site**

Since this study employs a qualitative study, the qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a

numeric analysis of data. In other words, qualitative research is the type of research which does not include any calculation enumeration. (Ary et al., 2010)

The data is taken from William Shakespeare drama script entitled *The Taming of the Shrew*. This study conducted on Universitas Muhammadiyah Sumatera Utara's Digital Library. The process of data was done through reading the drama script. The researcher chooses the drama script because, according to (Middleton, 1969) figurative language can be formed as a style of language that is often said by literary critics as the uniqueness or specialty of the author so that the style of language is the hallmark of the author, and each author has his own style in expressing his thoughts, there are several forms that are usually used. These types of forms in stylistics are often called as rhetorical devices.

So, the purpose of the study is to describe figurative language of the drama script stylistics form and to express the function and purpose of use as author's expression to state his ideas. As mentioned by (Kridalaksana, 1993), the style of language has three terms, namely: (1) Utilization of property by a person's language in speaking or writing (2) The use of certain varieties to obtain certain effects (3) Overall characteristics of a group of authors of literary language, which is the third one is one of the reasons.

### **C. Technique for Data Collection**

The data of this research is collected from the book entitle *The Complete Works of William Shakespeare*, it has 740 pages with 45 titles and been published in 2008 as 5th printed which the 1st printed was in 2001. The process of data collection itself is started from reading the script. Researcher select the one of the titles in the book. The researcher chooses his favourite title of the book. Then, the researcher will start to read

the drama script carefully and understand the story. Next, the researcher will try to find the word, phrase, and sentence which contains figurative language and also grasping the meaning of each figurative language. After that, the researcher will make a note which is one of the figurative languages dominantly appear. Finally, the researcher classifies it and rechecks the data and ready to analyse it.

#### **D. Technique for Analysing Data**

After collecting the data, the researcher will analyse the data through some steps. They are, understanding the meaning of figurative language appear by reading the script or dialogue; finding the types of figurative language appeared in *The Taming of The Shrew* drama script; finding what types of figurative language is dominantly appear in the script.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

On this chapter, the researcher discussed about kinds of figurative languages in the drama script entitled *The Taming of the Shrew* and its meaning. Figurative languages use figure of speech a way of saying something other than the literal meaning of the word. Based on what has (Keraf, 2009) stated, figurative language is a way to express of ideas by using distinctive language. (Keraf, 2009) categorized kinds of figurative languages, they are simile, metaphor, hyperbole, personification, paradox, synecdoche, apostrophe, symbol, irony, and litotes, but not all of kinds of them are used in the drama script. The researcher only found 5 kinds of figurative languages, they are personification, hyperbole, simile, metaphor and irony. The findings in this study are described in the following sub-chapters

#### **A. Types of Figurative Languages Appeared in the Drama Script**

##### **1. Personification**

**Table 4.1 Personification Data Analysis**

No.	Figurative Language	Text Location
1.	I have some sport in hand wherein your cunning can assist me much	Induction, Scene 1, Line 93, Page 119.
2.	If love have touch'd you nought remains but so	Act I, Scene 1, Line 161, Page 122.
3.	And I am one, that love Bianca more than the words can witness, or your thoughts can guess	Act II, Scene 1, Line 328, Page 126.
4.	My tongue will tell the anger of my heart or else my heart, concealing it, will break.	Act IV, Scene 3, Line 77, Page 131.



Data in Table 4.1 No. 1 presents personification according to (Keraf, 2009), figurative language personification sentence above described that the player's slyness was not literally assisting the Lord, nor was the 'sport' in his hand; the cunning was personified. The connotation of the Lord's question was that he had a plan in which the player's slyness could come in handy.

Data in Table 4.1 No. 2 presents personification according to (Keraf, 2009), figurative language personification sentence above describes that love is personified. Love did not literally touch Lucentio, for it is an emotion and cannot touch a person. Tranio is implying that if Lucentio has fallen in love or even been introduced to it, there is nothing more he can do.

Data in Table 4.1 No. 3 presents personification according to (Keraf, 2009), figurative language personification sentence above describes that 'words' word cannot witness anything, nor can thoughts guess; only people or humans can do it and in some cases animals are also able to do it. Both words and thoughts were personified in this case. The connotation of this specific metaphor is that Lucentio loves Bianca so much more than anyone else that their words or thoughts cannot even come close to describing the strength of his love.

Data in Table 4.1 No. 4 presents personification according to (Keraf, 2009), figurative language personification sentence above describes that Katherine's tongue cannot "tell" anyone about anger, nor can her heart be angry for that matter. In addition to this, her heart will not actually break from hiding the anger. Both Katherine's tongue and heart are personified in this instance. It is not her tongue speaking, but her tongue does transmit the words that she wants to speak. Her heart cannot be angry but the emotions are attributed to the heart, particularly those of love and anger. A heart cannot

conceal anything, but because the emotions are “in” the heart, they can remain there. The connotation of this metaphor is that if Katherine doesn’t talk about how angry she is, she will be miserable and “heartbroken.”

## 2. Simile

The writer found a simile in the drama script as below:

**Table 4.2 Simile Data Analysis**

No.	Figurative Language	Text Location
1.	Be she as foul as was Florentius’ love, <u>as bold as Sibyl</u> , and <u>as curst and shrewed as Socrates’ Xanthippe</u> , or a worse.	Act I, Scene 2, Line 68, Page 123.
2.	O sir! <u>Lucentio slipp’d me, like his greyhound</u> , which runs himself, and catches for his master	Act V, Scene 2, Line 52, Page 134.
3.	See where she comes, and brings <u>your froward wives as prisoners</u> to her womanly persuasion	Act V, Scene 2, Line 120, Page 135.

Data in Table 4.2 No. 1 presents simile according to (Keraf, 2009), figurative language simile sentence above describes that “As bold as Sibyl” sentence and “as curst and shrewd as Socrates’ Xanthippe” sentence is simile, because both sentences above use ‘as’ as similarity of simile figurative language.

Data in Table 4.2 No. 2 presents simile according to (Keraf, 2009), figurative language simile sentence above describes that “Lucentio slipp’d me, like his greyhound” sentence is simile, because the sentence uses ‘like’ to show similarity of simile figurative language.

Data in Table 4.2 No. 3 presents simile according to (Keraf, 2009), figurative language simile sentence above describes that “Your froward wives as prisoners to

her” sentence is simile, because the sentence uses ‘as’ to show similarity of simile figurative language.

### 3. Metaphor

The researcher has found some statements that use metaphor which can be seen at the table below:

**Table 4.3 Metaphor Data Analysis**

No.	Figurative Language	Text Location
1.	“Our <u>purses</u> shall be proud, our <u>garment</u> poor”	Act IV, Scene 3, Line 169, Page 132.
2.	“ <u>Such wind as scatters</u> young men through the world”	Act I, Scene 2, Line 50, Page 122.
3.	“She is your <u>treasure</u> ; she must have a husband”	Act II, Scene 1, Line 32, Page 124.
4.	“Come, come you wasp; I’ faith, you are too angry”	Act II, Scene 1, Line 205, Page 125.
5.	“If I be waspish, best beware my sting”	Act II, Scene 1, Line 210, Page 125.

Data in Table 4.3 No. 1 presents metaphor according to (Keraf, 2009), figurative language metaphor sentence above describes that character Petruchio personifies purses, garments and the body itself. It is impossible for a purse to be proud, for garments to be poor, or for the body to be rich. However, Petruchio is implying that by a purse being “proud,” money is being saved instead of spent on clothes. The “poor” garments are simply their average clothes. The connotation of this entire metaphor is that it is not how you dress that depicts how wealthy you are; it is the mind that enriches the body.

Data in Table 4.3 No. 2 presents metaphor according to (Keraf, 2009), figurative language metaphor sentence above describes that the denotation of this metaphor is that Petruchio was literally blown to Padua by a strong wind, and that this “wind”

blows young men across the world to seek fortune. In reality, all Hortensio was asking Petruchio was why he left Verona and came to Padua. Petruchio answered him by saying that he wanted to look to succeed further away from home because he was unable to gain the experience necessary to be successful at home. In addition to the previously mentioned metaphors, experience is likened to a plant because it cannot “grow.”

Data in Table 4.3 No. 3 presents metaphor according to (Keraf, 2009), figurative language metaphor sentence above describes that Katherina would feel it to be a deep personal insult if Baptista allowed Bianca her younger sister to marry before her. The first thing the researcher notices about Katherina is that she is very quick-witted as she insults Bianca's wooers.

Data in Table 4.3 No. 4 presents metaphor according to (Keraf, 2009), figurative language metaphor sentence above describes that Petruchio's main goal is to tame Katherina as if she is a wild, aggressive animal, and that is why he refers to her with animal metaphors. When Katherina realizes his intentions of taming her, she reacts harshly and denotes to him by several types of animals. Katherina's shrewish attitude comes out of insecurity. Generally, she is used to be invisible to men, they never gave her attention and no one had proposed to marry her. When Petruchio does, she reacts harshly thinking that he aims to steal her freedom and to inhibit her keen personality.

Data in Table 4.3 No. 5 presents metaphor according to (Keraf, 2009), figurative language metaphor sentence above describes Katherina that she threatens Petruchio of her ‘sting’, and by sting she may be referring to her intelligence or powerful personality which she considers them as her only weapon and protector in her battle with Petruchio.

#### 4. Hyperbole

The researcher found some hyperboles used in the drama script as below:

**Table 4.4 Hyperbole Data Analysis**

No.	Figurative Language	Text Location
1.	“A thousand thanks”	Act II, Scene 1, Line 83, Page 124.
2.	“Wish me [her] wed to one half lunatic”	Act II, Scene 1, Line 280, Page 126.
3.	“Master, if ever I said ‘loose-bodied gown,’ sew me in the skirts of it, and beat me to death with a bottom of brown thread”	Act IV, Scene 3, Line 133, Page 132.

Data in Table 4.4 No. 1 presents hyperbole according to (Keraf, 2009), figurative language hyperbole sentence above describes that Baptista gives Gremio ‘a thousand thanks’ for introducing him to Cambio (who is in fact Lucentio pretending to be a teacher). He does not literally thank Gremio a thousand times. All Baptista means is that he is exceptionally grateful for Gremio introducing him to a teacher for his daughter.

Data in Table 4.4 No. 2 presents hyperbole according to (Keraf, 2009), figurative language hyperbole sentence above describes that when Katherine announces that her father “half lunatic,” was referred to Petruchio. He has not been ripped in half with one half of him being crazy and one half of him being sane. Katherine is implying that at times, Petruchio acts completely insanely and irrationally; other times, he acts like a normal human being.

Data in Table 4.1 No. 3 presents hyperbole according to (Keraf, 2009), figurative language hyperbole sentence above describes that Grumio does not expect that he will be sewn into the skirts of the gown or that he will be beaten to death with a ball of

thread if it turns out he did request a ‘loose-bodied gown.’ He is so adamant about not having said this that he exaggerates the potential punishment should it turn out that Grumio did order this gown. This hyperbole also adds a touch of humor to this otherwise boring and relatively unimportant argument.

## 5. Irony

The researcher found some irony in the drama script as below:

**Table 4.5 Irony Data Analysis**

No.	Figurative Language	Text Location
1.	“Here’s no knavery! See, to beguile the old folks, how the young folks lay their heads together”	Act I, Scene 2, Line 137, Page 123.
2.	“O, the kindest Kate! She hung about my neck, and kiss on kiss she vied so fast, protesting oath on oath, that in a twink, she won me to her love”	Act II, Scene 1, Line 300, Page 126.

Data in Table 4.5 No. 1 presents irony according to (Keraf, 2009), figurative language irony sentence above describes that after Grumio hearing Petruchio's plan to marry Katherina for money and Hortensio's scheme to disguise himself to get access to Bianca, the sarcastic Grumio responds ironically, "Here's no knavery (dishonesty)." His statement proves doubly ironic when we realize that Lucentio, who has just entered, is also being deceitful in order to get access to Bianca

Data in Table 4.5 No. 2 presents irony according to (Keraf, 2009), figurative language irony sentence above describes that the line above is delivered from Petruchio to Kate at Kate's house. Petruchio is claiming that Kate has won his love because she loved him so much and that she declared her love through oaths and kisses.

## B. Types of Figurative Language Dominantly Appear in the Drama Script

The following table is showing some types of figurative languages found in *The Taming of the Shrew* drama script by William Shakespeare:

**Table 4.6 Dominantly Figurative Language Appeared Data Analysis**

No.	Figurative Language	Total of Figurative Language
1.	Personification	4
2.	Simile	3
3.	Metaphor	5
4.	Hyperbole	3
5.	Irony	2

Table 4.6 above describes the summary of the figurative language which found in the drama script entitled *The Taming of the Shrew* by William Shakespeare are personification, simile, metaphor, hyperbole, irony. There are 17 statements that used figurative language by theory of (Keraf, 2009) in the dialog script. From the table above we can see that metaphor is the most dominant type of figurative language used in the drama script. The total number of metaphors is 5. The second type of figurative language is personification with a total number of 4. The third type of figurative language is simile with a total number of 3. The fourth type of figurative language is hyperbole with 3 statements, and the last type is irony with 2 of total number of statements. From the table above shows that the dominant figurative languages found in drama entitled *The Taming of the Shrew* by William Shakespeare is metaphor. There are 5 statement uses metaphor.

## C. Reason of the Dominant Figurative Languages Found in Drama Script Entitled *The Taming of the Shrew* by William Shakespeare

Drama entitled *The Taming of the Shrew* is an absurd drama since it is a comedy drama. It convenient to (Noori, 2015), he stated that absurd drama, which is

symbolized by the *Taming of the Shrew*, have some characteristics such as, being illogical, conflict less, self-enclosed setting, cyclical plot structure, rejection of round characters, and distrust of language as a means of communication which are used in the comedy drama.

Furthermore, the plot of *The Taming of the Shrew* is dominated by metaphor since it is an absurd drama. Typically, absurd drama employs metaphor in its dialogue. It characterizes a person or thing by comparing to anything that is thought to have similar qualities with the subject being described.

Shakespeare uses animal metaphors to illustrate the main theme of the play and to heighten the reader's experience of the play by producing vivid descriptions. One of the most dominative characters in the play is Katherina. The metaphors are used to display the contrast and the differences between both Katherina and Petruchio. Petruchio's main goal is to tame Katherina since as if she is a wild, as aggressive as animal, and that is why he refers to her with animal metaphors. That's what makes the figurative language metaphor dominate the sentences in the dialogue in this drama.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### **A. Conclusion**

After analysing figurative languages found in the drama entitled *The Taming of the Shrew* by William Shakespeare, the researcher concludes that, the types of figurative language used in drama, theory by (Keraf, 2009) entitled *The Taming of the Shrew* by William Shakespeare are, 4 statements of personification, 3 statements of simile, 5 statements of, 3 statements of hyperbole, and lastly 2 statements of irony.

Figurative languages dominantly appeared in drama entitled *The Taming of the Shrew* by William Shakespeare is metaphor. There are 5 statements use metaphor. Metaphor is dominantly found because Shakespeare illustrates Kathrine the main character, she was frequently appeared in drama since as if she is a wild, as aggressive as animal, Shakespeare illustrate her with animal metaphor makes the figurative language metaphor dominate the sentences in the dialogue in this drama.

Finally, the researcher found some difficulties in finding data: (1) drama script text was difficult to understand since it used old English; (2) data sources was difficult to find since its old publication.

#### **B. Suggestions**

After decided and making the conclusion, the researcher proposes some suggestions as follows. For the readers, by this analysis readers are expected to know about the definition and explanation about each figurative language, get description of study about figurative languages of drama entitled *The Taming of the Shrew* by William Shakespeare, and get easier in identifying figurative languages by doing the researcher 's instruction, and for the next researcher or future researcher, researcher

hoped that the future researchers can include all aspects of figurative language, able to analyse figurative language in the other point of view.

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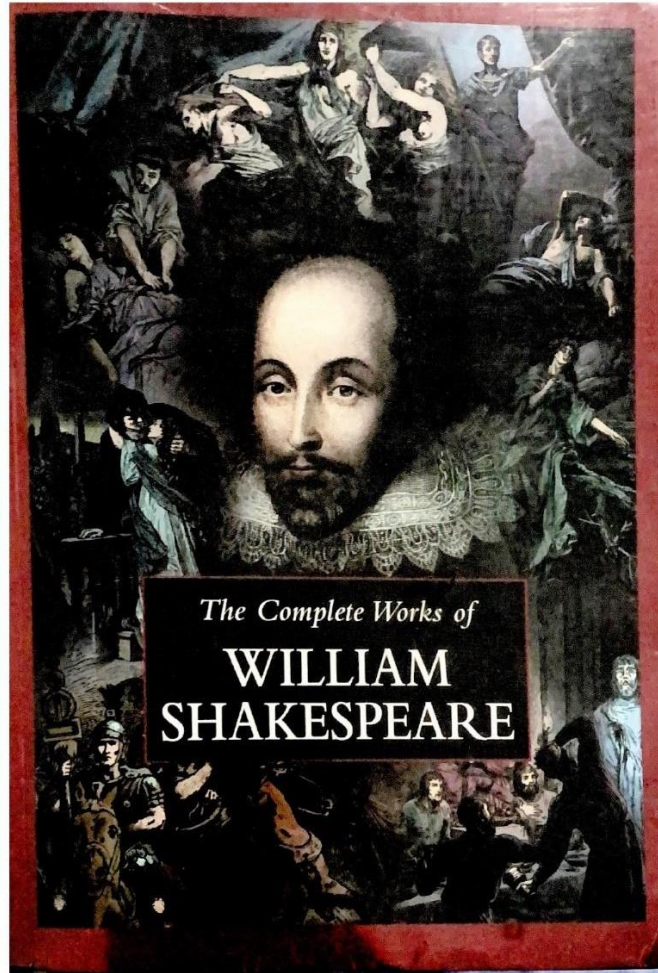
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# **APPENDICES**

## Appendix 1 Book Identity



### Identity of Book

1. Title	:	The Complete Works of William Shakespeare
2. Author	:	William Shakespeare
3. Published Year	:	2008 (5 <sup>th</sup> Edition)
4. Published in	:	Scotland
5. Printed in	:	India
6. Book Pages	:	751
7. Publisher	:	Geddes & Grosset
8. Cover Designer	:	Mark Mechan
9. ISBN	:	987 1 85534 997 1

## Appendix 2 Drama Transcription

**Act I**

**SCENE I. Before an alehouse on a heath.**  
*Enter Hostess and SLY*


SLY  
I'll sue you for this! I'm a customer!  
HOSTESS  
If you don't pay for your drinks, you're a thief!  
SLY  
That's a slander! The Slys are no thieves!  
Look in the histories! *We came with Richard the Conqueror!*  
I drink on credit and you must call me sir.  
HOSTESS  
Well, *sir*, who's paying for the glasses you broke?  
SLY  
Not a penny from me! It's not my fault!  
Buy sturdier glasses or a softer floor!  
Not only that, but your inn is too cold.  
Send up something to warm my bed.  
HOSTESS  
That's as close to a bed as you'll get in this house!  
I know my remedy; I'll fetch an officer.  
*Exit*  
SLY  
Get a captain, an admiral, a sergeant for all I care.  
I'll get a lawyer! I'll disturb his peace!  
Let him come, I'll not budge an inch.  
*Falls asleep. Horns. Enter a Lord from hunting, with his retinue*  
LORD  
Huntsman, I charge thee, tender well my hounds:  
Bold Merriman has a nasty gash to tend,  
And don't put Clowder with Whiskey, lest they fight.  
Saw'st thou not, boy, how Silver made it good  
At the hedge-corner, when the trail was cold?  
I would not lose that dog for twenty pounds.  
HUNTSMAN 1  
Why, Belman is as good as he, my lord;  
He twice to-day pick'd out the dullest scent:  
Trust me, I take him for the better dog.  
LORD  
Thou art a fool: if Echo were as fast,  
I'd value him as worth a dozen such.  
But feed them well and look unto them all:  
To-morrow I intend to hunt again.  
HUNTSMAN 1  
I will, my lord.  
*Exit*  
LORD  
What's here? Dead or drunk? Is he breathing?  
HUNTSMAN 2  
Breathing, my lord. Were he not warm'd with ale,  
This bed would be too cold to sleep so sound.  
LORD  
O monstrous beast! how like a swine he lies!  
I've seen dead men prettier than this.  
HUNTSMAN 2  
And three days dead before they smell so bad.  
LORD  
No, no, I think the smell was on him sober.

A putrid imposition on the public.  
How can a man so far forget himself?  
HUNTSMAN 2  
I fear remembering would make him worse.  
LORD  
What an excellent plan!  
HUNTSMAN 2  
A plan? Of mine?  
*Huntsman 1 returns*  
LORD  
What if we carry him away and wash him?  
Dress him in sweet clothing? Ring his fingers?  
Bed him softly, servants to attend,  
With a most delicious banquet when he wakes?  
Wouldn't the beggar *then* forget himself?  
HUNTSMAN 2  
He would deny he was ever such a lump.  
HUNTSMAN 1  
He'd believe whatever we said he was.  
LORD  
We'd tell him his life before was but a dream.  
So take him up and manage well the jest:  
Carry him gently to my fairest chamber  
And hang it round with all my wanton pictures:  
Wash his vomity head in warm water  
And burn sweet wood to make the lodging sweet:  
Procure me music ready when he wakes,  
And speak to him subserviently, as:  
'What is it your honor will command?'  
Let one attend him with a silver basin  
Full of rose-water and bestrewn with flowers,  
And say 'Will't please your lordship cool your hands?'  
Be ready with a costly suit of clothes —  
My wife's father had a few this size.  
HUNTSMAN 1  
Should we tell him of his hounds and horses?  
LORD  
Yes!  
And his lady —  
HUNTSMAN 2  
Lady?  
LORD  
Mourns at his disease!  
HUNTSMAN 1  
We'll tell him that he lost his mind awhile,  
And forgot that he's a mighty lord.  
LORD  
Give no hint to him that it's a jest.  
The truer you seem, the longer and better the game.  
HUNTSMAN 1  
My lord, he'll think, by our solemn diligence,  
He is no less than what we say he is.  
LORD  
Then take him gently and to bed with him;  
And each one to his duty when he wakes.  
*Some bear out SLY. A trumpet sounds*  
Sirrah, go see what trumpet 'tis that sounds:  
*Exit Servingman*  
Perhaps some traveling gentleman, who means  
To sup and sleep at this public house tonight.



## Appendix 3 Reviews of the Reader from the Data



### 1. Good Review with Five Stars


 **Morgan Barbour**  
a year ago

★★★★★

The Taming of the Shrew is the one of the funniest books I have ever read I highly recommend it, you have to read it know, like right know.

1 person found this helpful.



 Helpful  Unhelpful


 **Dinesh Kanpur**  
a year ago

★★★★★

Read at school time....first I think it was boring than later ....it became a comedy....I recommend you to read this book once

2 people found this helpful.



 Helpful  Unhelpful

 **JACK PURDY-WYLIE**  
a year ago


★★★★★

this is a story of how to tame shrews. with this amazing story, you will be able to tame all the shrews in the world

5 people found this helpful.

 Helpful  Unhelpful

### 2. Bad Review with Low Rate

 **kezzie** (taylor's version) rated it ★★☆☆☆  
13 days ago

☆ 2.5

~

"i burn, i pine, i parish."

- the only quote in the book that i underlined/annotated that i actually liked, everything else is what i hated so i have references.

~


i am being extremely generous in giving this book 2.5 stars fyi.

~

i hated reading this book, well ig the beginning was sorta fine.


~

this wasn't even that funny, it was extremely boring, & misogynistic.

 **Rae** rated it ★☆☆☆☆  
14 days ago

Shelves: [assigned-reading](#) , [own-it](#) , [reviewed](#)


Read this in 8th grade. Remember feeling very uncomfortable reading it. And no, it's not because I couldn't understand it, we had the "translated" version side by side.

 **Yani D**

★★★★★

Dec 17, 2008

I didn't like the story at all, but found it somewhat diverting and entertaining nonetheless.

 **Samantha S**

★★★★★

Jul 28, 2009

Only Zeffirelli could excise most of the dialogue from a Shakespearean play the way he did here. Liz and Dick are great together and Liz looks fabulous... but I just couldn't get into it. Not a huge fan of Shakespeare...

[SHOW MORE](#)

⌘

⌘

#### Appendix 4 Data Collections in Drama Script

No.	Sentences	Figurative language
1.	I have some sport in hand wherein your cunning can assist me much	Personification
2.	If love have touch'd you nought remains but so	Personification
3.	And I am one, that love Bianca more than the words can witness, or your thoughts can guess	Personification
4.	My tongue will tell the anger of my heart or else my heart, concealing it, will break.	Personification
5.	Be she as foul as was Florentius' love, <u>as bold as Sibyl</u> , and <u>as curst and shrewed as Socrates' Xanthippe</u> , or a worse	Simile
6.	O sir! <u>Lucentio slipp'd me, like his greyhound</u> , which runs himself, and catches for his master	Simile
7.	See where she comes, and brings <u>your froward wives as prisoners</u> to her womanly persuasion	Simile
8.	Our <u>purses</u> shall be proud, our <u>garment</u> poor	Metaphor
9.	<u>Such wind as scatters</u> young men through the world	Metaphor
10.	She is your <u>treasure</u> ; she must have a husband	Metaphor
11.	Come, come you wasp; I' faith, you are too angry	Metaphor

12.	If I be waspish, best beware my sting	Metaphor
13.	A thousand thanks	Metaphor
14.	Wish me [her] wed to one half lunatic	Metaphor
15.	Master, if ever I said 'loose-bodied gown,' sew me in the skirts of it, and beat me to death with a bottom of brown thread	Metaphor
16.	Here's no knavery! See, to beguile the old folks, how the young folks lay their heads together	Irony
17.	O, the kindest Kate! She hung about my neck, and kiss on kiss she vied so fast, protesting oath on oath, that in a twink, she won me to her love	Irony

## Appendix 5 Form K-1



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K-1

Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal: **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Hendy Reynaldi Pratama  
NPM : 1702050025  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 136 SKS

IPK = 3.34

Persetujuan Ket/Sekret. Prog. Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
<i>30/01-2021</i>	Figurative Language Analysis on "The Taming of The Shrew" Drama Script by William Shakespears	<i>30/01/21</i>
	An Analysis of Moral Value in Aladdin Movie 2019	
	An Analysis of Simple Present Tense in "Heaven and Hell" Album by Ava Max	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 30 Maret 2021  
Hormat Pemohon,

*(Signature)*  
(Hendy Reynaldi Pratama)

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan

## Appendix 6 Form K-2



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30  
Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K-2

Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu 'alaikum Wr. Wb*

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Hendy Reynaldi Pratama  
NPM : 1702050025  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Figurative Language Analysis on "The Taming of The Shrew" Drama Script by William Shakespears

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Rakhmat W. Sagala, M.Hum. *Acc 28/08/2021*

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 09 April 2021  
Hormat Pemohon,

*[Handwritten Signature]*  
(Hendy Reynaldi Pratama)

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan



## Appendix 7 Form K-3



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 1096 /II.3/UMSU-02/F/2021  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Hendy Reynaldi Pratama  
N P M : 1702050025  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Figurative Language Analysis on "The Taming of The Shrew" Drama Script By William Shakespears.

Pembimbing : Rakhmad Wahyuddin Sagala, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 06 Mei 2022

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :  
Medan, 24 Ramadhan 1442 H  
06 Mei 2021 M



Dekan  
*[Signature]*  
**Prof. Dr. H. Elfrianto Nst, S.Pd, M.Pd.**  
NIDN : 0115057302

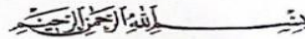
Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
*WAJIB MENGIKUTI SEMINAR*

## Appendix 8 Berita Acara Bimbingan Proposal



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umhu.ac.id> E-mail: [fkip@umhu.ac.id](mailto:fkip@umhu.ac.id)



### BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama Lengkap : Hendy Reynaldi Pratama  
 N.P.M : 1702050025  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : Figurative Language Analysis on "The Taming of The Shrew" Drama Script by William Shakespears

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
30-04-2021	title " An analysis of Moral value in 'ALADDIN' Movie by Guy Ritchie "	
06-09-2021	cover	
09-09-2021	background of the study	
24-09-2021	research site	
04-10-2021	research question	
22-10-2021	theoretical framework	
29-11-2021	references	
	Dinyatakan layak untuk seminar proposal	
	29/11-2021.	

Medan, November 2021

Diketahui oleh:  
 Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum)

Dosen Pembimbing

(Rakhmat Wahyudin Sagala, M.Hum)

## Appendix 9 Berita Acara Seminar Proposal



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

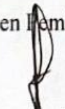
### BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Tanggal Bulan Desember Tahun 2021 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

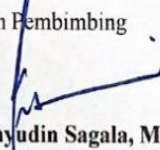
Nama Lengkap : Hendy Reynaldi Pratama  
N.P.M : 1702050025  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Figurative Language Analysis on "The Taming of the Shrew" Drama Script by William Shakespeare

No	Masukan dan Saran
Judul	JUDUL TANPA TANDA KUTIP SEBAIKNYA MENGGUNAKAN ITALIC
Bab I	PROBLEM DI BACKGROUND OF STUDY
Bab II	DIVIDE INTO PARAGRAPH NO BULLET
Bab III	ANALYZING DATA
Lainnya	REFERENCE: PACAI MENDELEY
Kesimpulan	[ ] Disetujui [ ] Ditolak <input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

  
(Pirman Ginting, S.Pd., M.Hum)

Dosen Pembimbing

  
(Rakhmat Wahyudin Sagala, M.Hum)

Panitia Pelaksana

Ketua

  
(Mandra Saragih, S.Pd., M.Hum.)

Sekretaris

  
(Pirman Ginting, S.Pd., M.Hum.)



## Appendix 10 Lembar Pengesahan Proposal



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Muehtar Basri No.3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.flkip.umsu.ac.id> Email: [flkip@umsu.ac.id](mailto:flkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata – 1 bagi :

Nama Lengkap : Hendy Reynaldi Pratama  
NPM : 1702050025  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Figurative Language Analysis on the Taming of the Shrew  
Drama Script by William Shakespeare

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Diketahui oleh :

Diketahui/Disetujui Oleh  
Ketua Program Studi

Priman Ginting, S.Pd., M.Hum.

Dosen Pembimbing

Rakhmat Wahyudin Sagala, M.Hum

## Appendix 11 Surat Keterangan Seminar



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mochtar Basri No .3 Telp. (061) 6619056 Medan 20238  
Website :<http://www.fkip.umsu.ac.id> Email: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa:

Nama Mahasiswa : Hendy Reynaldi Pratama  
NPM : 1702050025  
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari : Senin  
Tanggal : 06 Desember 2021  
Dengan Judul Proposal : Figurative Language Analysis on *The Taming of The Shrew* Drama Script by William Shakespeare

Demikianlah surat keterangan ini kami keluarkan/diberikan kepada Mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terimakasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Dikeluarkan di: Medan  
Pada Tanggal: 29 Maret 2022

Wassalam  
Ketua Program Studi  
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum.

## Appendix 12 Surat Izin Riset



Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400  
Website : <http://fkip.umsu.ac.id> E-mail : [fkip@yahoo.co.id](mailto:fkip@yahoo.co.id)

Nomor : 771 /II.3-AU/UMSU-02/F/2022  
Lamp : ---  
Hal : Permohonan Riset

Medan, 27 Sya'ban 1443 H  
30 Maret 2022 M

Kepada Yth, Bapak Kepala Perpustakaan  
Universitas Muhammadiyah Sum. Utara  
di  
Tempat

*Bismillahirrahmanirrahim*  
*Assalamualaikum Wr. Wb.*

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu pimpin, Adapun data mahasiswa kami tersebut sebagai berikut :

Nama Lengkap : Hedy Reynaldi Pratama  
NPM : 1702050025  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Figurative Language Analysis on The Taming of The Shrew Drama Script by William Shakespcare.

Demikian hal ini kami sampaikan. Atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin



Dekan  
  
Dra. Hj. Svamsuurnita, M.Pd  
NIP. : 19670604 199303 2 002

\*\*Pertinggal\*\*





## Appendix 13 Surat Balasan Riset



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**UPT. PERPUSTAKAAN**

Terakreditasi A Berdasarkan Keputusan Perpustakaan Nasional Republik Indonesia No. 00059/LAP.PT.IX.2018  
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### SURAT KETERANGAN

Nomor : 2020 /KET/II.3-AU/UMSU-P/M/2022

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Hendy Reynaldi Pratama  
NIM : 1702050025  
Univ./Fakultas : UMSU/Keguruan dan Ilmu Pendidikan  
Jurusan/P.Studi : Pendidikan Bahasa Inggris

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

*“Figurative Language Analysis on The Taming of The Shrew Drama Script By William Shakespeare”*

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya

Medan, 13 Safar 1444 H  
9 September 2022 M

Kepala UPT Perpustakaan



Muhammad Arifin, S.Pd, M.Pd

## Appendix 14 Berita Acara Bimbingan Skripsi



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Nama : Hendy Reinaldi Pratama  
N P M : 1702050025  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Figurative Language Analysis on *The Taming of the Shrew* Drama  
Script by William Shakespeare

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
10/08 - 2022	Menyesuaikan teknik analisis data dengan metodologi penelitian	
23/08 - 2022	Perbaiki data penelitian	
27/08 - 2022	Revisi analisis data	
03/09 - 2022	Menyusun findings, conclusion, dan suggestion.	

Medan, September 2022

Diketahui oleh:  
Ketua Program Studi

Pirman Ginting, S.Pd., M.Hum.

Dosen Pembimbing

Rakhmat Wahyudin Sagala, S.Pd., M.Hum.

## Appendix 15 Surat Pernyataan Bebas Plagiasi



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Muchtar Basri No .3 Telp. (061) 6619056 Medan 20238  
Website :<http://www.fkip.umsu.ac.id> Email: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh  
Saya yang bertandatangan di bawah ini:

Nama Mahasiswa : Hendy Reynaldi Pratama  
NPM : 1702050025  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Figurative Language Analysis on The Taming of the Shrew  
Drama Script by William Shakespeare

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 29 Maret 2022

Hormat saya,  
Yang membuat Pernyataan

(Hendy Reynaldi Pratama)

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum.



## Appendix 16 Surat Keterangan Bebas Pustaka



Unggul | Cerdas | Terpercaya  
Dita mulyani surat ini agar diketahui  
nama dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**UPT. PERPUSTAKAAN**

Terakreditasi A Berdasarkan Keputusan Perpustakaan Nasional Republik Indonesia No. 00059/LAP/PT/IX/2018

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### SURAT KETERANGAN

Nomor : 1551/KET/II.3-AU/UMSU-P/M/2022

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Hedy Reynaldi Pratama  
NPM : 1702050025  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 24 Muharam 1444 H.  
22 Agustus 2022 M.

Kepala UPT Perpustakaan

Assoc. Prof. Muhammad Arifin, M.Pd.

## Appendix 17 Library Originality Report

### FIGURATIVE LANGUAGE ANALYSIS ON THE TAMING OF THE SHREW DRAMA SCRIPT BY WILLIAM SHAKESPEARE

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## **CURRICULUM VITAE**

### **IDENTITY**

1. Name : Hendy Reinaldi Pratama
2. Place/Date of Birth : Medan, 14 of May 1999
3. Student's Number : 1702050025
4. Gender : Male
5. Religion : Islam
6. Address : Jl. Tirtosari No.27 Medan
7. E-mail : [dihenjenner@gmail.com](mailto:dihenjenner@gmail.com)
8. Hobbies : Singing, Listening Music, and Watching Movie

### **EDUCATION**

- TKIT Nurul 'Ilmi Islam Terpadu (Kindergarten 2004-2005)
- SDIT Nurul 'Ilmi Islam Terpadu (Elementary School 2005-2011)
- SMP Muhammadiyah 01 Medan (Junior High School 2011-2014)
- MAN 2 Model Medan (Senior High School 2014-2017)
- Bachelor's Degree Strata S1 in English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara (UMSU) (2017-2022)