



FIGURATIVE LANGUAGE ANALYSIS USED IN “THE ADVENTURE OF TOM SAWYER” MOVIE

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Abstract

Movies are popular forms of entertainment for younger individuals and a useful instruments for language learning. This study focuses on semantics, specifically the use of metaphorical language in the film "The Adventures of Tom Sawyer." Semantics is a method of linguistics that studies meaning, including synonyms, antonyms, word meanings, and word relationships. This study used a qualitative research method to detect different types of metaphorical language in the movie script. The qualitative approach entails analyzing data using words and utterances, whereas the data was collected and analyzed using methodology and observation. The study approach consisted of watching the film, analyzing the transcript, and identifying metaphorical terms. The researchers used a non-participant technique, in which they studied the movie transcript without directly interacting with the subjects. The study identified and classified 13 instances of figurative language, including 1 simile, 2 metaphors, 2 personifications, 2 hyperboles, 2 occurrences of irony, 2 cases of symbolism, 1 paradox, and 1 litotes. The findings highlight the film's varied use of figurative language, which enriches the story and improves comprehension, making it an interesting medium for language learners.

1. INTRODUCTION

Movies are popular activities among the younger generation, serving as both entertainment and a tool for language learning. Semantics, a field in linguistics, is a study of the meaning of language, covering concepts like synonyms, antonyms, word meanings, and word relationships. It also involves analyzing lexical meaning word-by-word and grammatical meaning of the relationship between words in a sentence. Understanding the meaning of speech is crucial for effective language communication. As mentioned by Sembiring & Ambalegin (2019), if the meaning is poorly understood, the hearers will eventually end up in misunderstandings.

According to Ambalegin & Arianto (2020) metaphorical and figurative use occurs in our daily life. Mostly it appears on literary works. One of the phenomena experienced by one of the researchers was when a student from one of the international schools in Batam mentioned to his teacher "I feel really blue". When someone expresses that they feel blue, the meaning contained in the word "blue" is sad. Meanwhile, when someone expresses that he or she likes blue, the meaning contained in the word "blue" is colour. Indeed, in such

situations, when people do not understand the meaning of a language, the meaning received will be misunderstood.

The researchers also found a sentence that have varied meanings. For example, in the film "The Adventure of Tom Sawyer" the researchers found one hyperbole figurative language contained in the dialogue in the movie. According to Rohaniyah & Fadilah (2018) one of the most common figures of speech in everyday conversation is hyperbole. It exaggerates the speaker's meaning as expressed by him or her strong emotions toward the direction of the listener, thus it represents the speaker's true intent. The sentence in "Aunt Polly's scolding could be heard a mile away." The sentence suggests that Aunt Polly's scolding is loud or intense enough to carry a significant distance, emphasizing its strength or volume. This could be interpreted literally, indicating that her scolding voice is powerful, or it could be used figuratively to suggest that her scolding is so notable or impactful that it figuratively "travels" a long distance.

Some researchers have also analysed the same topic, regarding figurative words that exist in certain cases. One of them is research conducted by (Syafitri & Marlinton, 2018) entitled "An Analysis of Figurative Language Used in Edgar Allan Poe's Poems". The purpose of the study was to characterize the types and connotations of figurative language found in the poems of Edgar Allan Poe. Data classification and analysis were done using the descriptive qualitative approach. Meanwhile, the researchers used qualitative descriptive methods to analyze the data. The researchers discovered 96 figurative languages. The analysis revealed the presence of 25 personifications, 6 similes, 16 metaphors, 11 hyperboles, 2 ironies, 9 paradoxes, 6 metonymies, and 21 symbols. The 42 connotative meanings, 30 social meanings, 16 reflected meanings, and 8 collocative meanings of the figurative languages in Edgar Allan Poe's poem were categorized.

Pasaribu & Sinambela (2022) also examined figurative words with a study entitled "An Analysis of Figurative Language in Maleficent Movie". In their research they found the goal of the study was to identify the many forms of figurative language and the most common kind used in the dialogue between the Maleficent movie actors. Perrine's (1997) theory is used in this study to categorize the various forms of data. The data analysis in this study is done using a qualitative method. The quantity of data collected from various kinds of figurative language present in the maleficent movie script was found simile 38 data, irony 6 data, understatement 4 data, symbol 4 data, allegory 8 data, and paradox 15 data. Hyperbole 15 data, metonymy 3 data, and synecdoche 3 data. The maleficent movie script has 96 metaphorical languages.

In contrast, this current study explores the use of figurative language in the film "The Adventures of Tom Sawyer" with a different emphasis. Rather than examining a literary work or categorizing based on a specific theoretical framework like Perrine's, this research employs a qualitative method focusing on the semantics of metaphorical language. By closely analyzing the movie script, this study identifies and classifies a total of 13 instances of figurative language: 1 simile, 2 metaphors, 2 personifications, 2 hyperboles, 2 instances of irony, 2 examples of symbolism, 1 paradox, and 1 litotes.

2. LITERATURE REVIEW

There are many kinds of figurative language. Abrams & Harpham (2012) has classified figurative meaning into 8 types. They are personification, simile, metaphor, hyperbole, irony, litotes, metonymy and oxymoron. Leech (2016) divides it becomes ten kinds; they are metaphor, simile, synecdoche, personification, metonymy, allegory, overstatement hyperbole, irony, symbolism, and paradox. These are the types of figurative languages commonly used by poets all over the world.

1. Kinds of Figurative Language

Personification

According to Abrams & Harpham (2012), personification is a figure of speech in which human characteristics are attributed to animals, inanimate objects, or abstract concepts. In literary works, personification is a common device used by writers to make their descriptions more vivid and to evoke emotional responses from readers. By giving human traits to non-human entities, authors can create a more relatable and engaging experience for the audience.

Simile

A simile is a figure of speech that involves comparing two unlike things using the words "like" or "as" to highlight a similarity between them. Abrams defines simile from the Latin *similis*, means 'like' is a figure of speech in which an explicit comparison is made between two things essentially unlike. The comparison is made explicit by the use of some such word or phrase as like, as, than, similar to, resembles, or seems."

Ex: The night sky was as dark as coal (Leech, 2016).

In this simile, the darkness of the night sky is compared to the darkness of coal using the word "as." Similes are used to create vivid imagery, enhance descriptions, and make comparisons more accessible to readers.

Metaphor

A metaphor is a figure of speech that involves a direct comparison between two unlike things, suggesting that they are the same or share a common characteristic. Unlike a simile, which uses "like" or "as" to make a comparison explicit, a metaphor implies the comparison without using these words.

Ex: The world is a stage (Leech, 2016).

In this metaphor, the world is compared to a stage, suggesting that life unfolds as a performance or drama. Metaphors are widely used in literature to convey complex ideas, create imagery, and evoke emotional responses by drawing parallels between disparate concepts.

Hyperbole

Hyperbole is a figure of speech in which exaggeration is used for emphasis or effect. It involves statements that are not meant to be taken literally but are exaggerated to emphasize a point, create humor, or make a strong impression.

Ex: I'm so hungry I could eat a horse (Abrams & Harpham, 2012)

In this hyperbolic statement, the speaker is exaggerating their level of hunger to emphasize just how hungry they feel. Hyperbole is a common literary device used in various forms of writing, including poetry, prose, and everyday language, to add emphasis and create a vivid impression.

Irony

Irony is a situation or a use of language involving some kind of incongruity or discrepancy. There are several types of irony, including verbal irony, situational irony, and dramatic irony. In verbal irony, there is a contrast between what is said and what is meant. In situational irony, there is a contrast between what is expected to happen and what actually happens. In dramatic irony, there is a contrast between what the characters know and what the audience knows.

Ex: "What a beautiful day!" during a heavy rainstorm (Abrams & Harpham, 2012).

The verbal statement contrasts with the actual weather conditions, creating an ironic effect. Irony is a powerful tool in literature and communication, adding complexity and depth to the narrative or discourse.

Paradox

A paradox is a statement or situation that appears contradictory or self-defeating but may possess an underlying truth.

Ex: This is the beginning of the end (Abrams & Harpham, 2012)

At first glance, "beginning" and "end" seem contradictory, but in the context of certain situations, such as a significant change or transformation, the statement may express a deeper meaning. Paradoxes are often used in literature and rhetoric to provoke thought, highlight the complexity of a situation, or convey a philosophical idea. They add nuance and challenge conventional thinking, encouraging readers to reconsider their assumptions or perceptions.

Metonymy

Metonymy is a figure of speech in which one word or phrase is substituted with another with which it is closely associated.

Ex: The White House issued a statement (Abrams & Harpham, 2012).

In this sentence, "The White House" is used metonymically to refer to the President or the President's administration. The substitution relies on the close association between the physical location (the White House) and the political authority it represents. Metonymy is a common rhetorical device used in both literature and everyday language to convey meaning in a more indirect or nuanced way, relying on the relationships between words and their contexts.

Symbolism

Symbolism is a literary device in which a symbol, whether it's an object, person, situation, or action, is used to represent something beyond its literal meaning.

Ex: "Animal Farm," the farm itself and the animals on it serve as symbols representing broader political and social ideas.

Symbolism is a powerful tool in literature, allowing writers to convey abstract concepts and themes in a more evocative and memorable way. It invites readers to explore layers of meaning beyond the surface narrative and contributes to the richness and depth of a work.

Litotes

Litotes is a figure of speech that involves making an affirmative point by denying the opposite. It often employs a form of understatement to emphasize the positive quality of a statement. Leech notes that litotes is a common feature in English poetry and rhetoric.

Ex: The weather wasn't too bad today (Abrams & Harpham, 2012)

Here, the negation of "too bad" serves as a way to express that the weather was actually quite good.

Oxymoron

Oxymoron is a figure of speech that combines contradictory or incongruent words to create a paradoxical effect. Leech, in his discussions of language and rhetoric, likely emphasizes how oxymorons can be used to generate meaning, provoke thought, or create an impact through the juxtaposition of seemingly contradictory terms.

Ex: bitter sweet (Abrams & Harpham, 2012).

The combination of "bitter" and "sweet" creates a tension and paradox, as these are opposing qualities. This kind of linguistic device can be particularly effective in poetry and rhetoric, adding layers of meaning and complexity to expressions.

3. RESEARCH METHOD

In this study, the qualitative research method was used. According to Litosseliti (2018), the qualitative approach employed figures, whereas the quantitative method used words and utterances. The researchers looked through the script of the "The Adventure of Tom Sawyer" to identify the various figurative language kinds. The methodology and observational approach were used in this work to gather data (Sudaryanto, 2015). Watching the film, taking note of the transcript, and determining the various forms of metaphorical language are the processes in gathering the data. Additionally, this study employed a non-participant technique in which the subjects were not the researchers. The researchers just read the movie's transcript word by word. Identification is the process used in the qualitative way of analysis. The procedures for doing a data analysis by classifying the various forms of metaphorical language.

4. FINDINGS AND DISCUSSION

1. Findings

Table 1

Frequency and Findings of Figurative Language

Figurative Language	Frequency	Findings
Simile	1	"As slippery as an eel"
Metaphor	2	"His imagination was a wild horse"; "The river of time flowed gently through the town"
Personification	2	"The Mississippi River whispered its ancient secrets"; "The sun dipped below the horizon, casting a warm smile"
Hyperbole	2	"Aunt Polly's scolding could be heard a mile away"; "The fishing hole was teeming with more fish than stars in the night sky"
Irony	2	"Injun Joe, with his fearsome reputation, turned out to be as harmless as a kitten"; "Tom's curiosity danced on the edge of danger"
Symbolism	2	"The whitewashed fence became a symbol of Tom's cleverness"; "The treasure map, crumpled and faded, became a symbol of dreams and daring"
Paradox	1	"Tom became a celebrated hero by faking his own death and attending his own funeral"
Litotes	1	"Tom's punishment wasn't exactly a walk in the park"

2. Discussion

1. As slippery as an eel, Tom managed to evade Aunt Polly's grasp.

This comparison suggests that Tom shares a quality with an eel, specifically the quality of slipperiness. The simile is a way of emphasizing Tom's ability to evade Aunt Polly's grasp by likening his slipperiness to that of an eel. Similes often use

words like "like" or "as" to draw connections between the two things being compared. In this sentence, "as slippery as an eel" is the simile that enhances the description of Tom's evasive actions.

2. His imagination was a wild horse, galloping through the fields of possibility.

The sentence "His imagination was a wild horse, galloping through the fields of possibility" is a metaphor because it directly equates one thing (his imagination) with another (a wild horse galloping through the fields of possibility) by stating that it "was" the other.

- "His imagination" is the subject of the metaphor.
- "was" is the linking verb connecting the subject to the metaphorical comparison.
- "a wild horse, galloping through the fields of possibility" is the metaphorical element, describing the nature of his imagination.

In this metaphor, the speaker is not saying that his imagination is like a wild horse or that it resembles a wild horse. Instead, it asserts that his imagination is a wild horse, drawing a direct comparison to convey the untamed, unrestrained, and free-spirited nature of his imaginative thoughts. The metaphor adds vividness and depth to the description, providing a more evocative way of expressing the dynamic and unrestrained quality of his imagination.

3. The Mississippi River whispered its ancient secrets to Tom as he sat on its banks.

The sentence "The Mississippi River whispered its ancient secrets to Tom as he sat on its banks" is an example of personification because it attributes human-like qualities (specifically, the ability to whisper and hold secrets) to a non-human entity, the Mississippi River.

Personification is a figure of speech in which human characteristics are attributed to something non-human. In this sentence:

- "The Mississippi River" is personified by giving it the ability to "whisper."
- "whispered its ancient secrets" suggests that the river is communicating or sharing information in a secretive manner, as if it possesses knowledge and the capacity for speech.

By personifying the river in this way, the author enhances the imagery and creates a more vivid and engaging depiction of the scene. The personification adds a touch of anthropomorphism to the natural elements, allowing the river to play a more active and expressive role in the narrative.

4. Aunt Polly's scolding could be heard a mile away.

The sentence "Aunt Polly's scolding could be heard a mile away" contains hyperbole because it exaggerates the distance over which Aunt Polly's scolding can be heard. Hyperbole is a figure of speech in which exaggeration is used for emphasis or effect, not to be taken literally. In this case, stating that Aunt Polly's scolding could be heard a mile away is an exaggeration meant to emphasize the loud and far-reaching nature of her reprimand.

In reality, it is unlikely that someone's scolding could be heard over such an extensive distance. However, the hyperbolic expression serves to emphasize the strength, intensity, or notoriety of Aunt Polly's scolding. It adds a dramatic and memorable quality to the description, suggesting that her scolding is not just audible nearby but has a significant impact over a broad area.

5. Injun Joe, with his fearsome reputation, turned out to be as harmless as a kitten that day.

The sentence "Injun Joe, with his fearsome reputation, turned out to be as harmless as a kitten that day" is an example of irony, specifically situational irony. Irony occurs when there is a contrast between what is expected and what actually happens. In this case:

- **Expectation:** The expectation is that Injun Joe, known for his fearsome reputation, is dangerous and threatening.
- **Reality:** The reality is that on that particular day, Injun Joe is as harmless as a kitten, implying that he is not at all menacing or harmful.

The irony lies in the unexpected reversal of expectations. The contrast between Injun Joe's fearsome reputation and his harmless demeanor on that specific day creates a situation where the outcome is opposite to what one would anticipate. This incongruity between expectation and reality is a characteristic feature of situational irony.

6. The whitewashed fence became a symbol of Tom's cleverness and ability to turn work into play

The sentence "The whitewashed fence became a symbol of Tom's cleverness and ability to turn work into play" is an example of symbolism. Symbolism is a literary device where an object, person, or situation is used to represent a deeper meaning beyond its literal definition.

In this sentence:

- The whitewashed fence is the symbol. It is more than just a physical object; it represents something abstract.
- Tom's cleverness and ability to turn work into play are the qualities or concepts that the fence symbolizes. The act of whitewashing the fence becomes a representation of Tom's ingenuity and his skill in making something typically considered work (whitewashing a fence) enjoyable and desirable.

The symbolism here goes beyond the literal action of whitewashing a fence; it conveys a larger idea about Tom's character and his knack for turning mundane tasks into opportunities for amusement and cleverness. The whitewashed fence becomes a symbol of Tom's ability to approach life with creativity and turn challenges into enjoyable.

7. Tom became a celebrated hero by faking his own death and attending his own funeral.

In this sentence, the paradox lies in the juxtaposition of becoming a hero through actions typically associated with tragedy—faking one's own death. The words "celebrated hero" and "faking his own death" represent contradictory

concepts, creating a semantic paradox. The celebration of Tom's heroism arises from an unconventional and unexpected event, and this paradox adds depth to the interpretation of the story.

8. Tom's punishment wasn't exactly a walk in the park.

In this sentence, the use of "wasn't exactly" is a form of litotes. It understates the difficulty of Tom's punishment by negating the extreme opposite (a walk in the park) and, in turn, implies that the punishment was challenging. In the actual text of "The Adventures of Tom Sawyer," you may find instances where understatement is used to convey a stronger meaning or emphasize a particular situation, even if they don't explicitly fit the pattern of litotes.

9. The sun dipped below the horizon, casting a warm smile on the sleepy village.

The sentence contains personification because it attributes human-like qualities (specifically, the ability to smile) to the sun. The sun, being an astronomical object, doesn't possess the human capability of smiling. The personification adds a vivid and expressive element to the description, giving the impression that the sun is benevolently affecting the village, as if it were smiling upon it.

10. Despite Aunt Polly's stern warnings, Tom's curiosity danced on the edge of danger, leading him into unforeseen escapades.

In the sentence "Despite Aunt Polly's stern warnings, Tom's curiosity danced on the edge of danger, leading him into unforeseen escapades," irony is evident through a form of situational irony. The expectation in this scenario is that when faced with stern warnings, an individual would exercise caution and avoid potential danger. However, the reality presented is quite the opposite. Tom's curiosity not only remains undeterred by Aunt Polly's stern warnings but is, in fact, heightened, leading him into unforeseen escapades and towards danger. This creates a contrast between what is anticipated, given the stern warnings, and what actually occurs. The irony adds depth to Tom's character, portraying him as adventurous and somewhat rebellious. It also introduces an element of suspense for the audience, wondering how Tom will navigate these unforeseen escapades despite the explicit warnings. Overall, the irony in this situation enhances the narrative, highlighting the unpredictability of Tom's actions and the tension between conventional expectations and the character's adventurous spirit.

11. The river of time flowed gently through the town, carrying the adventures of Tom and Huck on its meandering current.

The sentence "The river of time flowed gently through the town, carrying the adventures of Tom and Huck on its meandering current" employs a metaphor to convey the abstract concept of time. In this metaphor, time is likened to a river, symbolizing its continuous and inexorable flow. The river, representing time, is described as flowing gently through the town, emphasizing the calm yet persistent progression of temporal events. By using this metaphor, the author not only makes the intangible notion of time more concrete but also introduces a visual and sensory element. The adventures of Tom and Huck, in turn, are depicted as passengers carried along by the meandering current of this metaphorical river, implying the

unfolding of experiences within the stream of time. This metaphorical expression adds depth to the narrative, inviting readers to contemplate the interconnectedness of life's events and the unceasing passage of time through the evocative imagery of a meandering river.

12. The treasure map, crumpled and faded, became a symbol of dreams and daring in the hands of the young adventurers.

In the sentence "The treasure map, crumpled and faded, became a symbol of dreams and daring in the hands of the young adventurers" symbolism is employed to transform a physical object into a richly layered metaphor. The treasure map, typically a navigational tool, transcends its literal purpose to represent more profound themes within the narrative. Its crumpled and faded state suggests the challenges and uncertainties inherent in pursuing dreams and daring adventures. By utilizing the map as a symbol, the author adds depth to the storytelling, inviting readers to interpret it not merely as a plot device but as a powerful emblem of the characters' aspirations and bold spirits. This symbolism enriches the narrative by infusing the tangible with the intangible, connecting the physical artifact to the characters' inner desires and the overarching themes of youthful adventure, the pursuit of dreams, and the courage needed to navigate the unpredictable journey of life.

13. The fishing hole was teeming with more fish than stars in the night sky.

The sentence "The fishing hole was teeming with more fish than stars in the night sky" utilizes hyperbole to emphasize the remarkable abundance of fish in the described location. Hyperbole involves intentional exaggeration for effect, and in this case, the comparison between the number of fish and stars in the night sky is exaggerated to highlight the sheer profusion of aquatic life. Unlike a simile, which would use "like" or "as" to draw a direct comparison, hyperbole allows for a more extravagant statement without the need for a literal correspondence. Through this hyperbolic expression, the author creates a vivid image of a fishing hole so densely populated with fish that it surpasses the vastness of stars in the night sky. This rhetorical device serves to captivate the reader's imagination, painting an exaggerated but evocative picture of the thriving aquatic ecosystem in the fishing hole.

5. CONCLUSION

In conclusion, this study emphasizes the importance of figurative language in enriching the story of the film "The Adventures of Tom Sawyer" and its potential as a language learning aid. This study used a qualitative technique to assess the metaphorical language used in the movie script and found 13 examples of figurative language, including similes, metaphors, personifications, hyperboles, irony, symbols, paradoxes, and litotes. These findings highlight the film's varied use of figurative terms, which not only improve storytelling but also aid in deeper comprehension for language learners. Finally, the findings imply that educators might use films like "The Adventures of Tom Sawyer" to create dynamic learning experiences that promote language acquisition and a respect for

literary devices. This analysis provides the way for further research into the pedagogical consequences of figurative language in various films, reinforcing the link between entertainment and language learning.

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