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## **Pedagogical implications of figurative language in the movie of *Laskar Pelangi*: Revisiting the meanings**

**<sup>1</sup>Veni Nella Syahputri\*, <sup>2</sup>Nyak Mutia Ismail**

<sup>1</sup>Administration Department, Faculty of Social and Political Science, Universitas Teuku Umar, Jl. Alue Peunyareng, Gunong Kleng, Kec. Meureubo, 23615, Aceh Barat, Indonesia

<sup>2</sup>English Department, Faculty of Teacher Training and Education, Universitas Serambi Mekkah, Jl. Unmuha, Batoh, Kec. Lueng Bata, 23245, Banda Aceh, Indonesia

\*Corresponding author: [venninellasyahputri@utu.ac.id](mailto:venninellasyahputri@utu.ac.id)

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### **ABSTRACT**

This study examines the implications of figurative language in the film adaptation of *Laskar Pelangi* directed by Riri Riza. *Laskar Pelangi* is a movie based from a novel by Andrea Hirata which was chosen because of positive messages and motivating storyline it has. The method used to conduct this study was descriptive case study. The data source was merely this 124-minute movie of *Laskar Pelangi*. The data collection was done through documentation by watching the movies several times to find out the figurative languages and the implications conceived. Later, the data were analyzed using interactive analysis involving data reduction, data display, and data verification. The results show that, first, the literary devices of irony, metaphors, simile, hyperbole, and symbolism are employed in the novel "*Laskar Pelangi*" to accentuate the profound disparity between the aspirations of the students for a more promising tomorrow and the harsh realities of their present existence; second, in terms of pedagogy, figurative language simplifies difficult topics, helps students understand *Laskar Pelangi*'s characters' feelings and analyze word meanings. It also helps students appreciate literature. Conclusively, it can be inferred that *Laskar Pelangi* holds affirmative and inspiring connotations for its audience, particularly the student demographic.

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## **1. Introduction**

Generally speaking, every writer and director is required to create a good picture in every creation of a work; whether it is in a written work or another type of work, where every element of the work contains supporting aspects that help so that the work is enjoyed by many people based on their respective uniqueness. To come up with an interesting idea, this procedure surely demands a lot of time, imagination, and assistance from other parties (Bergonzi, 1996). Rarely do writers or directors

change scripts that have been properly written and edited to produce the most engaging content possible for readers and viewers who are devoted to the work.

There are a variety of techniques that can be employed to make a film successful, like exploiting societal mythology, reproducing previously released movies, using books or movies as a source of inspiration to depict the work's events, and many more. All of these techniques are anticipated to result in a piece of work that can satiate the audience's every expectation. In addition, there are a number of elements that must be owned in order to enhance the film's quality in the action itself. Characterization, plot, place, point of view, metaphorical language, and other elements are a few of these elements; metaphorical language or figurative language is the object being researched in this current study. There are many different types of figures of speech that can be used in a novel-to-film adaptation to help bring existing events to life and make them appear authentic.

Basically, movies and literature are two different art forms, each with its own strengths and limitations. While literature can provide a level of detail and depth that is difficult to achieve in movies, movies can use visuals, music, and other cinematic techniques to create a powerful emotional impact that can be hard to replicate in literature. As that being said, movies based on literature can be a great way to introduce people to great works of literature and to bring stories to life in new and exciting ways. When done well, movie adaptations can capture the essence of the original story while also adding new elements that enhance the viewing experience (Hutahuruk, 2019).

Of course, not all movie adaptations of literature are successful, and some can be criticized for taking too many liberties with the source material or for failing to capture the true spirit of the original work. However, overall, movies based on literature can be a valuable way to bring great stories to a wider audience and to encourage people to engage with literature in new and interesting ways. One way of many which are used by movie makers to grasp the audience's attention is the dialogue—in which the figurative language contained. Figurative language is a powerful tool used by filmmakers to convey complex ideas and emotions in their movies. Using this element, filmmakers can engage their audiences and create memorable cinematic experiences. In the following are some examples of figurative language commonly used in movies (Núñez & Sweetser, 2006). First, it is *metaphor*: A metaphor is a figure of speech that compares two things without using the words “like” or “as.” In movies, metaphors can be used to create powerful visual images and to convey complex ideas or emotions. For example, in the movie “The Matrix,” the red pill is a metaphor for knowledge and truth, while the blue pill represents ignorance and illusion. Second, it is *simile*: A simile is a figure of speech that compares two things using the words “like” or “as.” In movies, similes can be used to create vivid descriptions and to convey emotions. For example, in the movie “Forrest Gump,” Forrest describes his friend Bubba as being “like a brother” to him. Third, it is *personification*: Personification is a figure of speech that gives human qualities to non-human things. In movies, personification can be used to create memorable characters and to convey emotions. For example, in the movie “Beauty and the Beast,” the enchanted objects in the Beast's castle, such as the teapot and the candlestick, are personified and given human-like qualities. Fourth, it is *hyperbole*: Hyperbole is a figure of speech that exaggerates for effect. In movies, hyperbole can be used to create humor, drama, or suspense. For example, in the movie “The Lord of the Rings: The Two Towers,” the character Legolas boasts that he has killed “ten thousand” orcs. And the last, it is *irony*: Irony is a figure of speech that uses language

to convey the opposite of what is expected. In movies, irony can be used to create humor or to convey deeper meaning. For example, in the movie “The Godfather,” the character Michael Corleone says he is “going to make him an offer he can’t refuse,” when in fact the offer is a threat.

Figurative language is the use of figurative terms to convey messages (Firdous et al., 2014). As a result, figurative language has a meaning that is not genuine or imagined. Figure language seeks to make readers or satiation of literary works experience the emotions included in each work, particularly in the style of writing (Shalihah, 2018), in addition to making statements beautiful. Figurative language is generally stated in a scientific work in various forms such as parables from an intention that you want to explain to sound more polite or vice versa to express something by exaggerating the expression where expressed and the thought is conveyed through language that specifically describes feelings and character of the author or user of the language (*Dancygier & Sweetser, 2015; Fadaee, 2010*).

The use of metaphorical language makes sentence delivery more fascinating and does not weary the reader. As stated by Wibisono and Widodo (2019), humans frequently utilize various forms of figurative language in everyday life to explain various types of demands. This condition also demonstrates that metaphorical language in film can express what the creator means. Figurative language is also employed in the creation of articles, novels, short tales, poetry, and other works of literature. Thus, figurative language can also be described as a beautiful language used to enhance sentence structure (Yeibo, 2012). Figurative language typically employs very beautiful language with the goal of heightening the impression in order to introduce and relate some objects or things to more familiar objects or things. This can be characterized as the usage of figurative language changing and giving rise to certain implications. In the world of literature, figurative language is utilized by many literary writers to embellish words and entice people to read them (Undayasari & Saleh, 2018). The metaphorical language utilized appears energetic, active, and new, which can lure readers or listeners. The use of figurative language in film does not escape the essence of the movie, it is merely used to generate a poetic effect in the film.

Despite the fact that movies and literature are different from each other, there are elements in movies which are also elements of literature such as visual imagery, dialogue, character development, plot, themes, mood and tone, symbolism/figurative language, and sound and music. Just as movies use visual imagery to create a sense of place and atmosphere, literature can also use descriptive language to evoke vivid images in the reader’s mind (Lismalinda & Ismail, 2020). Furthermore, both movies and literature rely on dialogue to convey information and advance the plot. In literature, dialogue can reveal character traits and motivations and can build tension and conflict. In addition, movies and literature both use characterization to create fully realized, three-dimensional characters that resonate with the audience. Character development can be achieved through actions, dialogue, and internal thoughts and emotions. Regarding the plot, both movies and literature have a plot that drives the story forward and keeps the audience engaged. A well-constructed plot has a beginning, middle, and end, and is structured around a series of events that build toward a climax. Movies and literature often explore universal themes that resonate with audiences across cultures and time periods. These themes can include love, loss, family, identity, and social justice, among others. As mentioned earlier, figurative languages are also used to convey deeper meaning and significance. These elements are pivotal for social needs (Al-Qudah, 2017). Symbols can be objects, images, or actions

that represent abstract ideas or concepts. Besides, movies and literature can create a mood and tone that influences the audience's emotional response to the story. Mood and tone can be created through setting, language, and imagery, including the advantage of using sound and music to enhance the viewing experience, literature can also use language and rhythm to create a musical quality and evoke emotions in the reader (Ismail & Moriyanti, 2019); Rifai & Prasetyaningrum, 2016).

There are several reasons why the movie was chosen. The movie has an inspiring story, telling about a group of impoverished Indonesian children who strive to receive an education despite the odds against them. Their determination, perseverance, and commitment to their dreams is an inspiring story that can motivate young people to pursue their own goals. It also delivers a positive message. The movie promotes the value of education and the importance of perseverance and hard work in achieving one's goals. By showing the struggles and triumphs of the characters, the movie conveys the message that anything is possible with dedication and effort. It raises cultural awareness as it provides insight into Indonesian culture and society, which can be valuable for young people to learn about and appreciate different cultures and ways of life. Last, the characters in the movie, particularly the teacher Mr. Muslim, serve as positive role models for young people. Mr. Muslim's dedication to his students and his passion for education can inspire young people to become teachers or to pursue other careers that make a positive impact on society.

The movie chosen to be analyzed in this study is *Laskar Pelangi* 'The Rainbow Troop'. "*Laskar Pelangi*" is a 2008 Indonesian drama film directed by Riri Riza, based on the best-selling novel of the same name by Andrea Hirata. It was chosen because it has an inspiring story about a group of impoverished Indonesian children who strive to receive an education despite the odds against them. Their determination, perseverance, and commitment to their dreams is an inspiring story that can motivate young people to pursue their own goals. It also delivers positive messages. The movie promotes the value of education and the importance of perseverance and hard work in achieving one's goals. By showing the struggles and triumphs of the characters, the movie conveys the message that anything is possible with dedication and effort. It raises cultural awareness as it provides insight into Indonesian culture and society, which can be valuable for young people to learn about and appreciate different cultures and ways of life. In addition, the characters in the movie, particularly the teacher Mr. Muslim, serve as positive role models for young people. Mr. Muslim's dedication to his students and his passion for education can inspire young people to become teachers or to pursue other careers that make a positive impact on society. Overall, *Laskar Pelangi* is a powerful movie that can motivate young people to pursue their dreams, value education, and appreciate different cultures. Hence, the research question formulated for this study is as follows:

1. What are the implications of irony, metaphor, simile, hyperbole, and symbolism found in the movie *Laskar Pelangi* by Riri Riza?
2. What are the pedagogical values found from the movie relating to figurative language used in the movie *Laskar Pelangi*?

## 2. Method

Descriptive qualitative research can be a valuable method for analyzing movies, as it allows researchers to explore the nuances and complexities of the film and its themes. This type of study

involves collecting data through a variety of methods such as interviews, observations, and document analysis, and analyzing the data to identify patterns and themes. Saldaña (2016) emphasizes the importance of developing a coding system that captures the complexity and richness of the data. He further suggests that the coding process should be flexible and iterative, allowing the researcher to refine their codes as they become more familiar with the data. However, one potential challenge in conducting a descriptive qualitative study of a movie is the subjectivity of the data. Viewers' reactions to a movie can be influenced by a wide range of factors, including their personal experiences, cultural background, and mood at the time of viewing. To address this challenge, the researcher could use multiple sources of data and triangulate their findings to ensure that their conclusions are supported by a range of evidence. Patton (2014) emphasizes the importance of triangulation, or using multiple sources of data to confirm or refute findings. In the context of movie analysis, this could mean using data from interviews with viewers, observations of audience reactions, and analysis of critical reviews.

In collecting the data, the following steps were followed: selecting a movie, determining the research question, identifying data sources, developing data collection instruments, collecting data, transcribing and organizing data, and analyzing the data (Bogdan & Biklen, 1998). Once the data were collected, the researchers began the process of analysis involving coding the data, which involves identifying themes and patterns in the data and assigning them to codes. Afterward, these codes to identify broader themes and to draw conclusions about the movie *Laskar Pelangi*. In most movie studies, which are also considered as a part of discourse studies, coding plays effectively necessary rules (Fairclough, 2005).

To be more precise, interactive analysis was employed (Miles et al., 2014). The interactive analysis method involves several steps, including data reduction, data display, and conclusion drawing. In the data reduction phase, researchers took large amounts of qualitative data and condense it into smaller, more manageable segments. This involved coding the data, grouping it into themes, or summarizing it in other ways. In the data display phase, researchers organized the data in a way that allows them to see patterns and relationships. This might involve creating tables, charts, or graphs to visually represent the data. The researchers then used these displays to identify themes, compare data across different cases, and generate new insights. Finally, in the conclusion drawing phase, researchers used the insights generated in the data display phase to develop conclusions about the data. This involved making claims or arguments based on the data, or developing new hypotheses or research questions to explore further.

### **3. Results and discussion**

#### **3.1. Movie Summary**

*Laskar Pelangi* is a poignant and uplifting film that celebrates the resilience and determination of young people in the face of adversity. It is a testament to the transformative power of education and the importance of community. The story is set in the 1990s on the remote Indonesian island of Belitung, and follows the lives of a group of impoverished school children who attend an underfunded and poorly equipped elementary school. The film opens with a young boy named Ikal (played by Zulfani) introducing himself and his friends, who form the core group of the story. They are Lintang

(played by Ferdian), Mahar (played by Lukman Sardi), Sahara (played by Cut Mini), and Harun (played by Eko Supriyanto), among others. The school they attend is a rundown building with a leaky roof and few supplies, but they are determined to learn and make the most of their education. Their school is led by a dedicated but strict headmaster named Pak Harfan (played by Deddy Mizwar), who believes in the transformative power of education. He is assisted by a young and idealistic teacher named Bu Mus (played by Ikranagara), who inspires the children with her passion for teaching and her belief in their potential.

However, the school faces many obstacles, including a lack of funding, a shortage of teachers, and the threat of closure due to low enrollment. Despite these challenges, the children work hard to excel in their studies and to support each other through difficult times. They form a tight-knit community, or “*Laskar Pelangi*” (rainbow troops), and learn important life lessons about friendship, perseverance, and the power of education. As the story unfolds, we see the children face a variety of struggles and triumphs. Ikal, the main character, dreams of becoming a writer, and seeks inspiration from the stories and experiences of his fellow students. Lintang, a talented artist, struggles to balance his artistic aspirations with the demands of school and family obligations. Sahara, a bright and ambitious girl, faces discrimination and bias from her male classmates and teachers. Harun, a thoughtful and introspective boy, grapples with the challenges of growing up and finding his place in the world. Throughout the film, we see the impact of poverty, discrimination, and social inequality on the lives of the children and their families. The film also highlights the importance of education as a means of social mobility and empowerment, and the role that dedicated teachers can play in changing the lives of their students.

The film is notable for its stunning cinematography, which captures the natural beauty of the island setting and the vibrant colors and textures of Indonesian culture. The score, composed by Indonesian musician Aksan Sjaman, features a blend of traditional and contemporary music, adding depth and emotional resonance to the story. This movie was a critical and commercial success in Indonesia, and was widely praised for its authentic portrayal of Indonesian culture and society. It won numerous awards at international film festivals, including the Audience Award at the 2009 Asian Film Awards and the Best Film award at the 2008 Asia Pacific Screen Awards.

### 3.2. Results

Regarding the first research question asking implications of irony, metaphor, simile, hyperbole, and symbolism found in the movie *Laskar Pelangi* by Riri Riza. The results are as shown below.

#### ***The implications of irony***

The use of irony in “*Laskar Pelangi*” serves to highlight the stark contrast between the students’ dreams for a better future and the harsh realities of their daily lives.

1. The poverty of the students’ families is juxtaposed with their deep desire for education. Despite not having access to basic necessities like electricity and running water, the students are willing to walk long distances to attend school and study in cramped, run-down classrooms.

2. The notable academic accomplishments of the students at Muhammadiyah Elementary School are juxtaposed with the insufficiency of available resources. Despite being underfunded and lacking basic facilities, the students of the school consistently achieve high scores on their exams and emerge victorious in academic competitions.
3. The character of Pak Harfan, the school's principal, is ironic in that he is a highly educated man who is forced to work in a remote village due to a lack of opportunities elsewhere. Despite his qualifications, he is unable to secure a job in a more prestigious institution.
4. The character of A Kiong is marked by irony, as he experiences discrimination from people around him despite his exceptional academic abilities, which make him one of the most accomplished students in the school. The Malay majority, who hold traditional power structures in the village, perceive his intelligence as a potential threat.

### ***The implications of metaphor***

The use of metaphors in "*Laskar Pelangi*" helps to convey the complex emotions and themes of the novel in a more vivid and memorable way.

1. The rainbow ("pelangi" in Indonesian) is a recurring metaphor throughout the novel. It represents the students' dreams and aspirations for a better life, as well as the hope and beauty that can be found even in the midst of difficult circumstances.
2. The island of Belitung itself can be seen as a metaphor for the challenges that the characters face. It is a remote and impoverished place, but it is also rich in natural resources and has the potential for greatness.
3. The character of Ikal's father, who is a miner, can be seen as a metaphor for the struggle and sacrifice that is often necessary in order to achieve one's goals. Despite the danger and hardship of his work, he continues to labor tirelessly in the hopes of providing a better life for his family.
4. The character of Lintang, who is blind, can be seen as a metaphor for the limitations and obstacles that the characters must overcome. Despite her disability, she is one of the most determined and resilient students in the school, and her unwavering spirit inspires her classmates to persevere in the face of adversity.

### ***The implications of hyperbole***

Hyperbole is a literary device that involves the use of exaggerated language to emphasize a point or evoke a strong emotional response. The use of hyperbole in "*Laskar Pelangi*" serves to add dramatic flair and emotional intensity to the story, while also highlighting the extreme circumstances and challenges faced by the characters.

1. When describing the dilapidated state of the Muhammadiyah Elementary School, the narrator states that "it looked like it had been hit by a meteorite." This is a hyperbolic statement that emphasizes the severe lack of resources and infrastructure at the school.

2. When Ikal's father is describing the dangers of his job as a miner, he says that "the walls of the mine are waiting to crush you." This hyperbole emphasizes the extreme danger of the job and the sacrifices that people like Ikal's father must make in order to provide for their families.
3. When the students are preparing for a national academic competition, the narrator describes their level of preparation as "a state of frenzy that bordered on madness." This hyperbole emphasizes the students' intense dedication to their studies and their desire to succeed.
4. When describing the beauty of the island of Belitung, the narrator says that "the sea was so clear that you could see all the way to the bottom, where mermaids were rumored to live." This hyperbole emphasizes the natural beauty of the island and the sense of wonder and magic that it inspires.

### ***The implications of simile***

The use of simile in "*Laskar Pelangi*" serves to add richness and depth to the language, while also providing vivid comparisons that help to paint a more detailed picture of the characters and their surroundings.

1. When describing the sound of the students' voices as they recite a poem, the narrator says that "their voices were like a chorus of angels." This simile emphasizes the beauty and purity of the students' voices.
2. When Ikal is describing his first day of school, he says that "my mind was like a sponge, soaking up everything." This simile emphasizes Ikal's eagerness to learn and his ability to absorb new information quickly.
3. When the narrator is describing the joy that the students feel after receiving new textbooks, he says that "they clutched the books to their chests like they were made of gold." This simile emphasizes the value that the students place on education and the preciousness of the resources that they have access to.
4. When the students are walking to school in the rain, the narrator says that "we were like a group of ducks, waddling along in a line." This simile emphasizes the comical and lighthearted nature of the scene.

### ***The implications of symbolism***

The use of symbolism in "*Laskar Pelangi*" serves to add depth and complexity to the novel, while also highlighting the larger themes and ideas that are explored throughout the story.

1. The recurrent symbol of the rainbow is evident throughout the novel. The statement conveys the notion that the artwork symbolizes the ambitions and desires of the students to attain an improved standard of living. Additionally, it highlights the optimistic outlook of the students, as they recognize the existence of positivity and attractiveness amidst challenging situations.
2. The Muhammadiyah Elementary School itself can be seen as a symbol for the transformative power of education. Notwithstanding its deteriorated condition and limited resources, the educa-



tional institution offers a conducive environment for students to acquire knowledge and develop their potential, thereby serving as a point of pride and motivation for the entire locality.

3. The character of A Kiong, a Chinese-Indonesian student, can be seen as a symbol for the struggle against discrimination and prejudice. His intelligence and academic achievements are seen as a threat to the traditional power structures of the village, which favor the Malay majority, and he is forced to confront racism and bigotry from his fellow villagers.
4. The character of Lintang, who is blind, can be seen as a symbol for the power of resilience and determination. Despite her disability, she is one of the most determined and resilient students in the school, and her unwavering spirit inspires her classmates to persevere in the face of adversity.

In concern to the second research question, the use of figurative language in *Laskar Pelangi* can have several pedagogical values, including enhancing comprehension, encouraging critical thinking, developing creative writing skills, and promoting an appreciation of literature. First, regarding the process of enhancing comprehension, figurative language can help students understand complex concepts by making them more relatable and engaging. For example, in *Laskar Pelangi*, the use of metaphors and similes can help students understand the characters' emotions and experiences in a more vivid and memorable way. Second, the use of figurative language can encourage critical thinking as it can make students to think critically about the meaning behind the words. For example, the use of metaphor in *Laskar Pelangi*, such as the rainbow as a symbol of hope and the dilapidated school building as a symbol of poverty, can prompt students to think about the deeper meaning behind these images. Besides, it can develop creative writing skills. Figurative language can inspire students to use their creativity and imagination in their own writing. By exposing students to a variety of literary devices and techniques, *Laskar Pelangi* can help them develop their own writing skills and style. In addition, it can train students to appreciate literature. The use of figurative language can help students appreciate the beauty and power of literature. By analyzing the use of literary devices in *Laskar Pelangi*, students can gain a deeper understanding and appreciation of the novel as a work of art (Brewbaker, 2005).

### 3.3 Discussion

*Laskar Pelangi* is a critically acclaimed Indonesian movie that tells the story of a group of impoverished students in a remote village in Belitung Island, Indonesia. The movie is based on a novel of the same name by Andrea Hirata, and it presents a rich tapestry of figurative language that adds depth and emotion to the story. One of the most prominent uses of figurative language in the movie is metaphor. For example, the students are referred to as “rainbow troops” or “*Laskar Pelangi*” in Indonesian, which is a metaphor that represents the diversity of their backgrounds, personalities, and talents. The metaphor of the rainbow also suggests hope and promise, as well as the possibility of a brighter future for the students. Indeed, metaphor intensifies the meaning of a word than it really is (Goatly, 2017).

Another type that are frequently used is hyperbole. Hyperbole is a type of figurative language that employs exaggeration or overstatement to underscore or enhance a point or impact. The utilization of hyperbole in *Laskar Pelangi* serves to evoke a range of emotions such as drama, humor, and irony, while simultaneously emphasizing the obstacles and victories experienced by the characters. The utilization of hyperbole in the film is notably exemplified through the characterization of the school edifice as a “broken boat” that is gradually submerging into the earth. The exaggerated depiction presented in this image serves to underscore the critical condition of the educational institution and the pressing necessity for restorative measures. The aforementioned object additionally functions as a representation of the destitution and disregard experienced by the characters, as well as the formidable challenges they must surmount in order to strive towards their aspirations.

In addition, simile is also frequently found. Simile is a type of figurative language that employs the use of “like” or “as” to draw a comparison between two distinct entities. The utilization of simile in *Laskar Pelangi* serves to generate striking and enduring visualizations, to delineate the personalities of the characters, and to communicate significant themes and messages. The film prominently employs simile in its portrayal of Lintang’s vocal character, likening it to the sweetness of honey. The aforementioned simile evokes a potent mental picture of Lintang’s vocal quality, while also implying her amiable and compassionate nature. The significance of this characterization lies in the fact that Lintang is portrayed as a highly empathetic and compassionate character within the film, and her benevolent nature plays a pivotal role in fostering a strong sense of camaraderie among the students. The utilization of simile in *Laskar Pelangi* functions to establish distinct and enduring mental images, to delineate the personalities of the characters, and to communicate significant themes and messages. By employing comparative and analogical techniques, the film effectively animates the narrative and personas, while emphasizing the significance of education, optimism, and persistence in surmounting hardship.

Besides, irony was also used in this movie. Irony is a literary device used in “*Laskar Pelangi*” to convey a deeper meaning and to highlight the challenges faced by the characters. One example of irony in the novel is the juxtaposition of the students’ desire for education and the poor condition of their school. Despite their enthusiasm for learning, the students attend a school that is in disrepair, with leaky roofs, broken windows, and inadequate resources. The irony lies in the fact that the students’ desire for education is strong, but their school is ill-equipped to provide them with the education they seek. It emphasizes the disparity between the characters’ aspirations and their actual circumstances. It highlights the challenges the characters face and their struggle to overcome them. The novel suggests that despite the challenges, the characters can still achieve their goals through perseverance and hard work.

The main theme of the movie is the struggle for education. Through the use of irony, the difficulties faced by the students in their quest to learn are highlighted. For example, the school building is in a state of disrepair, and the students have to share textbooks and other classroom resources. The school’s headmaster is also portrayed as ineffectual and bureaucratic, often hindering the students’ progress rather than helping them. In short, “*Laskar Pelangi*” helps to convey the challenges faced by the characters and the broader social and political context of Indonesia. As highlighted by Lakoff and Johnson (2017), by highlighting the struggle for education and the importance

of diversity and nature, the novel offers a powerful commentary on the human condition and the need for hope and resilience in the face of adversity.

#### 4. Conclusion

There are two conclusions that can be drawn from this study. Regarding the first research question, the implementation of irony in “*Laskar Pelangi*” functions to accentuate the profound disparity between the aspirations of the pupils for an improved tomorrow and the vivid actualities of their quotidian existence; the implementation of metaphors serves as a means to effectively communicate the intricate emotions and themes of the literary work in a more striking and enduring manner; the hyperbole functions to enhance the narrative’s dramatic effect and augment the emotional intensity of the plot, while simultaneously emphasizing the exceptional circumstances and obstacles encountered by the characters; the simile contributes to the enhancement and complexity of the language, as well as furnishing striking analogies that facilitate a more comprehensive portrayal of the characters and their environment; last, the symbolism is utilized to enhance the novel’s intricacy and profundity, as well as to emphasize the overarching themes and concepts that are examined throughout the narrative.

In regards to the second research question, *Laskar Pelangi*’s figurative language can improve comprehension, critical thinking, creative writing, and literature enjoyment. Figurative language makes complicated subjects more relevant and engaging, which aids comprehension. Metaphors and similes can assist pupils visualize *Laskar Pelangi*’s characters’ emotions and experiences. Second, figurative language helps kids think critically about word meanings. *Laskar Pelangi* uses metaphors like the rainbow as a symbol of hope and the old school building as a symbol of poverty, which might make pupils think about their meanings. It also improves creative writing. Figurative language encourages kids to write creatively. *Laskar Pelangi* can assist students enhance their writing style by introducing them to various literary strategies. It also teaches literature appreciation. This is in line with Kövecses (2017) postulation that figurative language helps students appreciate literature’s beauty and power. Students can better grasp and appreciate *Laskar Pelangi* by evaluating its literary devices.

In addition, this study suggests that the movie employs figurative language in a meaningful manner. The utilization of sentences containing figurative language was employed by the author of the novel for this particular rationale. Enhancing the legibility of the literary work and facilitating the audience’s visualization of the plot and personas through the utilization of previously presented illustrations by the writer. In order to ensure that the viewer’s imaginative constructs remain pertinent to the storyline of the cinematic production.

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