

## ANALYSIS ENGLISH FIGURATIVE LANGUAGE IN NOVEL “LITTLE MEN” BY LOUISA MAY ALCOTT

**Arsyani, Albert Rufinus, Eni Rosnija**

Languages and Arts Education Department, English Education Study Program of  
FKIP, Tanjungpura University, Pontianak  
Email: fatma.arsyani@live.com

**Abstract:** The research was conducted to find and analyze figurative language (metaphor and simile) in “Little Men”, a classic novel by Louisa May Alcott. The research used descriptive qualitative method, which sample was twenty figurative languages taken using *random purposeful sampling*. Procedure of analysis were 1<sup>st</sup> reading entire text, 2<sup>nd</sup> determining *tenor* and *vehicle* of figurative language using Richard approach, 3<sup>rd</sup> describing meanings, 4<sup>th</sup> describing character education in the novel. The research identified 121 figurative languages, consist of 33,06% metaphors and 66.94% similes. It means the novel uses more simile rather than metaphor, and implies that explicit and direct comparison is frequently found. Most vehicles used ancient figures like *Spartan*, *Colossus of Rhodes*; nature and animal life; things; fairy tale *Goldilocks* and the historical social life. Besides, figurative language together with fiction’ elements, delivers character values:religious,social care,and intelligence.

**Keywords:** figurative language, meaning, character education

**Abstrak:** Penelitian ini bertujuan untuk menemukan dan menganalisa bahasa kiasan (metafora dan persamaan atau simile) dalam novel klasik “Little Men” karya Louisa May Alcott. Penelitian ini menggunakan metode deskriptif kualitatif dengan penarikan sampel secara *random purposeful sampling* dan diperoleh dua puluh bahasa kiasan. Prosedur analisa data yaitu 1. Membaca keseluruhan teks, 2. Mementukan tenor dan wahana dari bahasa kiasan menggunakan pendekatan Richard, 3. Menjabarkan makna, 4. Menjabarkan pendidikan karakter di novel. Penelitian ini mengidentifikasi 121 bahasa kiasan terdiri dari 33,06% metafora dan 66,94% simile. Novel ini lebih banyak menggunakan simile daripada metafora, hal ini bermakna perbandingan yang sering ditemui adalah perbandingan secara jelas dan langsung. Lazimnya, wahana menggunakan figur kuno, seperti Spartan, Colossus of Rhodes; kehidupan alam dan hewan, benda-benda, cerita dongeng Goldilocks, dan sejarah keidupan sosial. Selain itu, bahasa kiasan bersama elemen-elemen lain di fiksi, menghantar nilai-nilai karakter: taat beragama, peduli sosial, dan intelegensia.

**Kata Kunci:** bahasa kiasan, makna, pendidikan karakter

One of important elements in literature to support analytical reading is language. A general view of language in literature (including in fiction) is using connotative value, it provides un-literal meaning, such as in a word ‘mother’. It

simply means *female parent* when we refer it to denotative meaning (meaning based on dictionary). In contrast, connotatively, it has special effects, refers to *nurturance, warmth, unqualified love, tenderness, devotion, protection, home, childhood, and happier past*, (Griffith, 1982: 10). Connotation is interesting because it challenges the readers to ‘sink’ the meaning un-literally. Connotation underlies the comprehension of figurative language, in the form of metaphor and simile because it gives idea of deviant meaning such figurative language does.

Regarding to its functions, figurative language always becomes interesting topic of study language and style, because of its role as a device to create aesthetics effect on a literary work, and as linguistic expression of human thought. Abrams and Harpham define simple meaning to get understanding on figurative language that is apprehending the standard meaning in order to achieve some special meaning or effect, (2009:118). It means that figurative language is understood through comprehending the literal meaning of a word or a phrase in a sentence, and then it is connected to the context where the figurative language takes place in order to know what hidden meaning and message that a writer or speaker wants to convey.

The art of figurative language (especially the one that characterizing semantic change) is useful to describe a ‘thing’ or ‘experience’ or ‘condition’ that hardly explain. So, the user borrows word or phrases in which represent the ‘thing, experience, or condition’ they want to describe. This can also be understood as a way of giving analogies that clarify abstractions (Griffith, 1982:43). Beside supporting clear explanation and evoking the readers’ feeling, figurative language also becomes the way of a language user expresses his/her ideas and messages. In a fiction, some of figurative language is used to emphasize values that the writer wants to share. In addition, frequently, the use of figurative language is relating social-culture of certain place, Lazar named this tendency as culturally determined (Lazar, 2007:2). Setting, one of elements in fiction which consists of place, social condition, social convention and values, atmosphere, is the factor that influences meaning of figurative language, especially metaphor and simile.

Metaphor and simile are the expression that giving comparison upon two entities in a discourse. They are similar in term of their function and structure. The function is to compare two different things by employing “two halves of metaphor” (Richard (1936) in Cornell and Way (1991:27-28)). The technical term is to facilitate analysis on the metaphor without confusion. Richard sees *the tenor* as the *underlying idea* or *principal subject* and *vehicle* as *what is attributed*, usually metaphorically, to the tenor. Thus, in the simile *love is like red rose*, “love” is the tenor and “red rose” is the vehicle. “Love” describes the one to be compared with figurative meaning of “red rose”. Red rose implies beautiful and attractive state of feeling.

However, there is a distinction to detect whether an expression is metaphor or simile. Metaphor compares something implicitly and indirectly, otherwise simile is explicitly and directly. It means the comparison or analogy within metaphor is not seen as clear as simile.

The examples of metaphor and simile respectively are (1) *her presence brought sunshine* (2). *Dan and Emil were fighting like a pair of young bulldogs*. The expressions above are adopted from findings on figurative language in novel *Little Men*. The first expression classifies metaphor because it indirectly compares “presence” to “sunshine”. Meanwhile the second is simile because it directly compares “fighting” to “a pair of young bulldogs”, with connective *like*. The easiest way to distinct simile and metaphor is the placement of commonest connectives *like* or *as* (Wales, 2014: 383), before the comparison phrase. Some other connectives usually *than*, or a verb such as *resembles*.

According to Leech and Short (2007: 61) in a fiction, we administer language as style, so the focus is its aesthetic and artistic side. They mention four headings of style in fiction: lexical categories, grammatical categories, *figure of speech*, and cohesion and context. Nowadays, both figure of speech and figurative language are about the language that visualizing picture in people’s mind, they are only different names (or terminology) for same thing. Nugiyantoro (2013: 30-31) classifies figurative language as intrinsic element in literature, the element that builds a novel.

A novel is frequently administered as fiction because novel is extended piece of prose fiction (Cuddon, 2013: 477). One important characteristic of a fiction is using imagination. Fiction is narrative story; readers do not have to find the truth in real life, since it is based on writer’s imagination and creativity. According to Griffith (1982, 25-43) fiction has some elements; plot or series, characterizations, theme, point of views, irony, symbolism, and setting. Around setting, some related aspects need to be considered, such as time, place, social environment, manners, customs, moral values that build atmosphere in the story. Experts may have slightly different ideas about where figurative languages placed in the element of a fiction, since every element actually influences and links each other, for example in setting. Figurative language which concerns on meaning and culture influence is affected by emotional reaction (the atmosphere) and the social environment.

In literature, including a novel, language plays important role to deliver ideas, thought and messages. Experts in psychology discuss about expressing feeling through metaphorical language (cf. Needham-Didsbury, 2012:75). Metaphor facilitates more detailed picture, it represents a most valuable tool in the search to promote novel, adaptive insight and acquire new knowledge (Needlem-Didsbury (2012:79). Metaphor and other figurative languages are used to convey message because people take them as their medium or tool of expressing ideas. In teaching learning context, a professional teacher needs to inspire students with good and exemplary values, characters, and principles. A message, according to Wijaya, Sri, and Anshori (2012), is symbols in a communication which have certain meanings in a context. They further add that novel is one of communication media in a society, so the novel preserves messages. In this research, the scope of realizing messages through a fiction was narrowed to those that useful for teaching learning, especially the character education values. The word “*value*” describes what is important in a person’s life, value can cultivate character. In educational context, Unnes (University

of Semarang) already defined values (or character education), in which constructed based on educational conservation model (education for sustainable development), such as *religijs* (religious), *peduli* (caring), and *cerdas* (intelligent), (Handoyo and Tijan: 2010:12-18. According to Dangnga et, all. (2014: 355-356), below are the brief descriptions.

a. Religious value

The submissive attitude and behavior in the practice of a religion, honesty, manners, discipline, responsibility, love science, curious, trusting, obeying social rules, a healthy life style, understanding the right and responsibility, hard work, respect for fair diversity, tolerance implementation worship of other religions, and live in harmony with the other religions.

b. Caring value

It is divided into environmental care value and social value. The environmental value refers to attitudes and actions which are always working to prevent damage at the natural environment. The social value presents the attitudes and actions to help other people and communities in need.

c. Intelligence value

The values are critical, creative, innovative, curious, open-minded, productive, scientific, and technology-oriented. The other characteristics of intelligence: think carefully, act appropriately, communicate effectively, and uphold the truth and justice emphatically.

In summary, figurative language is a pivotal part of language to beatify fiction or other kinds of literary work, to deliver (as well clarify) messages, and to cultivate character values, in particular, when it is placed effectively in teaching material. Based on expositions above, the researcher conducted an analysis on the figurative language, specifically metaphor and simile. Since it is useful for teaching learning context, the discovering character education was also part of intention in this research. Later, the researcher showed how messages and values intertwined to figurative language.

## **METHOD**

According to Dorney, (2011: 36) qualitative research is ideal for providing insight to contextual condition which significantly shaped by social, cultural and situational factors. Descriptive method was employed as the most appropriate design for the research. Firstly, the researcher described the phenomena that contextually cause figurative language and presented the meaning (the literal and the figurative) to comprehend the metaphor and simile. Secondly, the writer described the character education values in the novel correspondence with figurative language.

In this research, the focus was figurative languages; metaphor and simile in a novel “Little Men” by Louisa May Alcott. It has been collected 40 metaphors (33.06%) and 81 similes (66.94%) from 121 figurative languages. Then, the researcher used *random purposeful sampling* technique to determine the sample of

figurative language. According to Anthony, Qun, and Sharon, (2004:126) Random purposeful sampling is the researcher chooses cases at random from sampling frame of purposefully selected sample. In result, instead of taking representative chapters, the researcher randomly took figurative language; metaphor and simile which had been purposefully collected before (among 121 figurative languages). In collecting and analyzing data, the writer conducted some steps:

- (1) Reading the novel.  
Reading analytically needs to break whole text into parts to understand the meaning and relation of the elements in the novel. The researcher reread the novel 4 times in order to comprehend it.
- (2) Identifying the sentences or phrases which have figurative language  
The researcher focused on finding metaphor and simile from whole chapters.
- (3) Copying the sentences (the figurative language) into instrument of data collection.  
The tools of data collection were table which consisted of tenor and vehicle (the two halves of metaphor). There were two tables, each for metaphor and simile. There were 40 metaphors and 81 similes, both of them were stored in the appendix 4 and appendix 5, respectively.
- (4) Taking ten figurative languages from each metaphor and simile.  
After purposefully administered all metaphor and simile, the researcher randomly took 10 metaphors and ten similes to be discussed in data finding and analysis. In this journal, the researcher only presented three metaphors and three similes from her thesis findings.
- (5) Figuring out the meaning of figurative languages (the lexical unit) by reading the sentences many times and consulting to dictionaries, books and internet.
- (6) Excerpting the passages to show contextual meaning, and to describe the role of figurative language at delivering messages.  
The researcher described the three values of character education (religious, intelligent, and care) which employed figurative language in its message.

## RESEARCH FINDING AND DISCUSSION

**Table 1:** Metaphor in *Little Men*

No	Chapter Page	Sentence	Two Halves of Metaphor	
			Tenor	Vehicle
1.	II Pg. 40; Para.8; Line. 7	If a single day of care and kindness had done so much, A year of <i>patient cultivation</i> would surely bring <i>a grateful harvest</i> .	<i>patient cultivation</i>	<i>a grateful harvest</i>
2.	XIII Pg.175;	Everyone praised <i>the little her charming Princess</i> , but it did not seem to <i>Sunshine presence</i>	<i>her charming presence</i>	<i>Sunshine</i>

Para.1; Line. 1	do her harm, only to teach her that <i>her presence</i> brought <i>sunshine</i> .		
3. XV Pg.213; Para.5; Line.3	I play that <i>my mind</i> is a <i>round room</i> , and <i>my soul</i> is a <i>little sort shelves and drawers</i> , and in them I keep my thoughts, and my goodness and badness, and all sorts of things.	<i>Mind and soul</i>	<i>A round room and little sort shelves and drawers</i>

In order to understand the meaning and message in each sentence, there are the descriptions of the findings.

1. If a single day of care and kindness had done so much, a year of *patient cultivation* would surely bring a *grateful harvest*.

The thing described (tenor) in this sentence is *a patient cultivation*, implicitly it means continuous love at nurturing a child, cultivation itself means for two conditions. First, it is the process of growing crops or plants, second, the process of developing something such a relationship, attitude, or skill (Macmillan dictionary). Relating to the context, the tenor fits to second explanation, cultivation to give dedicated education for students in order to make them good. The vehicle or metaphorical tool is *a grateful harvest*. It seems that the writer uses agricultural process to emphasize the meaning and message of the story. She tries to put an analogy of tender love, care and religious awareness which are maintained or cultivated with patience will bring excellence result.

2. Everyone praised *the little Princess*, but it did not seem to do her harm, only to teach her that *her presence brought sunshine*.

The thing described (tenor) in this sentence is *the charming presence of little Princess*, in which is figuratively also referring to a cute charming wealthy little girl, *Bees Laurence*, Mrs. Bhaer's niece. The second vehicle or metaphorical tool is *sunshine*. Sunshine, accordingly in living system as the center that providing light and heat. Plant, animal, and human need sunshine. So that, while the little princess is compared to the one that bring sunshine means that she is has been giving essential lesson to the students.

In the passages, the fiction writer also describes *Bees* as Goldilocks.

The boys regarded *Goldilocks* as a mixture of child, angel, and fairy, for she was a lovely little creature, and the golden hair. . .is like a shining veil (*Little Men*: pg. 175)

This metaphorical language is showing the role of figurative as a tool of critical thinking to express thought and comment. *Goldilocks* is a famous child story. The main character is known as a greedy, impolite and unrespectable girl ([www.britishcouncil.org/learningenglishkids](http://www.britishcouncil.org/learningenglishkids)). Conversely, Bess is otherwise.

She comes and goes politely, so her visiting to Plumfield always been waited by the students. It seems that the *Little Men's* author wants to show her disapproval on the original children story 'goldilocks' which describing *Goldilock* as an irresponsible girl, end with hanging resolution and improper message. So, she presents the version of *Goldilock* as a good example through *Little Men*.

3. "I play that *my mind is a round room*, and *my soul is a little sort shelves and drawers*, and in them I keep my thoughts, and my goodness and badness, and all sorts of things.

There are two comparisons in one sentence. Two things described (tenors) in this sentence; *my mind* and *my soul*. The vehicles as metaphorical tools are *a round room* and *a little sort selves and drawers*. It visualizes that what the person suggests arranging his life in tidy order. Contextually, Dan and Demi have a chat, they discuss about nature life. Incidentally, Dan speaks a rude word, and then he regrets it. He tells Demi that he is hardly success to keep this manner. Demi encourages him, by confessing that Mrs. Bhaer loves to see his change.

"You don't say half so many bad words as you used to; and Aunt Jo is pleased, because she said it was hard habit to break up."

"Did she?" and Dan cheered up a bit.

"You must put swearing away in your fault-drawer, and lock it up; that's the way I do with my badness." (*Little Men*: pg. 213)

It is a simple but not an easy task to do, especially for youngsters. But the fiction writer tries to describe with easiest way to help everyone cultivating self-understanding.

**Table 2:** Simile in *Little Men*

No	Chapter Page	Sentence	Two Halves of Metaphor	
			Tenor	Vehicle
1.	X Pg.128 Para.2 Line .4	For he was <i>a brave lad</i> , and did bear pain like " <i>a little Spartan</i> " as Mr. Bhaer called him.	<i>a brave lad</i>	<i>Like a little Spartan</i>
2.	XIV Pg. 190 Para. 2 Line. 2	"Say that again and I'll duck you till you can't see!" cried Dan, looking like <i>a modern Colossus of Rhodes</i> as he stood	<i>The way Dan standing</i>	<i>like a modern Colossus of Rhodes</i>
3.	XV Pg. 213 Para.5 Line.1	"What do you mean?" asked Dan, looking as if he found Demi almost as amusing as <i>a new sort of cock-chafer or beetle</i> .	<i>Amusing Demi</i>	<i>as a new sort of cock-chafer or beetle.</i>

In order to understand the meaning and message in each sentence, there are the descriptions of the findings.

1. For he was *a brave lad, and did bear pain* like “*a little Spartan*” as Mr. Bhaer called him.

The thing described (tenor) is *a brave lad, and did bear pain*. The metaphorical tool (vehicle) is *a little Spartan*, while the connective is ‘*like*’. *Spartan*, literally means very plain and simple, without the things that make life comfortable and pleasant (Mac Millan dictionary, 2014). However, other meanings of *Spartan* could be found in Merriam Webster dictionary, such as (1) a native or inhabitant of ancient Sparta, (2) a person of great courage and self-discipline. Sparta was a city-state in ancient Greece, from 650 B.C.E. Sparta was one of the most important Greek city-states throughout the Archaic and Classical periods and was famous for its military prowess ([www.acient.eu/sparta/](http://www.acient.eu/sparta/)). The professional Spartans were strong fighter, whom feared by enemies.

Dan has good physical strength and courageous. He is quick in learning, skilled at playing hard a game, like the Spartan, Dan is feared for his power. But maybe Dan is better than a Spartan, his strong body covers a gentle and lovable heart. As the young adult, Dan many time acts as a big brother, using his strength to keep and help the other lads. Dan has been injured while coming to Plumfield again, for the street-life injured him. However, his manner was more pleasant, he was able to respect people. He does not want to show the family how painful his leg so that Mr. Bhaer epitomizes it as *Spartan*. Dan is not only growing strong, but also cultivating good traits, that make everyone fond of him. He uses his strength to help each other. His exemplary manner shows persistent character.

2. “Say that again and I’ll duck you till you can’t see!” cried *Dan, looking like a modern Colossus of Rhodes* as he stood.

The thing described (tenor) is *the way Dan standing*. The tenor infers Dan appearance while he is standing furiously. The metaphorical tool (vehicle) is *a modern Colossus of Rhodes*. The connective is ‘*like*’. According to Merriam Webster dictionary, *Colossus* is (1) a statue of gigantic size and proportions, (2) a person or thing of immense size or power. Rhodes is an island in Greece, located in the eastern Aegean Sea. Historically, Rhodes was permanent ally of Rome, Rhodes was famous worldwide for the *Colossus of Rhodes*, one of the Seven Wonders of the Ancient World. *Colossus of Rhodes* was a statue of Helios, the sun god. The monument, which was nearly thirty meters high and stood on a pedestal that added another ten meters, guarded the entrance of Rhodes’s harbor, ([www.unmuseum.org](http://www.unmuseum.org)) . Previously, Dan is analogized with Spartan, means that he is a strong fighter. When he stands for Nat, his best friend whom is accused as a thief, Dan cannot keep his nature. Ned causes it happened. Fortunately, Dan does not hurt him; he is only threatening him to avoid Nat. While Ned bullying Nat at the edge of a river, Dan acts standing as Colossus of Rhodes. Then he reminds that no one may annoy Nat.

3. “Well Si is I like that!” Old *Si is as honest as Daylight*. You wouldn’t catch him touching a penny of ours.

The thing described (tenor) is *an honest Old Si*. The metaphorical tool (vehicle) is *daylight*. Meanwhile the connective is ‘as’. According to Merriam Webster, the meanings of Daylight are (1). the light of the sun and the sky during the day, (2). the time of the day when the sky is light (3). the time of day when sunlight first begins to appear. Meanwhile honest is good and truthful; not lying, stealing, or cheating. The common understanding of these two entities is no blot both in the contexts. Contextually, Tommy loses his money, there are many people live at *Plumfield* and each of them can become the suspect. But, when someone tries to accuse Silas (the house maid), Tommy defends him, because he believes Silas is an honest man. Without any proof, actually it becomes very rude to accuse someone committing to a crime. The prejudices will suffer the suspect.

### **Findings on Character Education**

#### 1. Religious and Social Care Values.

Religious value is the pivotal source of good principles because it underlies feeling gratitude of a life, compassion, love for others, warm heart, realizing as social creature we need each other. Religious faith is known not merely on how someone appearance, but it is more on how someone can implement exemplary values consistently. Regarding to what the fiction writer wants to communicate, the following excerpt is the important basic understanding about faith.

“That is Christ, the Good Man, and He is blessing the children. Don’t you know about him? Asked Demi wondering.

Not much, but I’d like to, He looks so kind,” answered Nat . . . What makes Him bless the children? asked Nat, who found something very attractive in the chief figure of the group.

“Because He loved them.”

(*Little Men*: pg. 38)

Mrs. Bhaer had meant to go and talk with Nat a moment before he slept, for she had found that a serious worked spoken at this time often did much good. But when she stole to the nursery door, and saw Nat eagerly drinking in the words of his little friend, while Demi told the sweet and solemn story as it had been taught him, . . .She felt that if *a single day of care and kindness* had done so much, a year of *patient cultivation* would surely bring *a grateful harvest* from his *neglected garden*, which was already *sown* with the best of all *seed* by the little missionary in the nigh-gown

(*Little Men*: pg. 40)

The character Nat describes life of a street boy who faced a lot of burdens, no one cared about his education, nor cultivated religious value. finds that Nat need a help. But, while she waits the best occasion and way to teach this child, Demi unintentionally takes this duty, through a light discussion, the conscientious Demi “sow” the God’s traits into Nat’s heart.

Tied to the context, the writer uses figurative language to explain and strengthen the way of caring each other. It reflects social care value. Caring, according to McElmeel (2002) is introduced as (1) the act of being concern about another person or situation. (2) To appreciate, like, or be fond of. (3) Feeling compassion, concern, friendly, and empathy. The author puts analogy that teaching much resembles planting and growing plants. Giving time and sincere intensive care are the prerequisites to bring a grateful harvest, both at cultivating a garden and cultivating moral virtue.

## 2. Intelligence

Being intelligent not always means the one with excellence academic achievement in only certain subject. Howard Gardner, the initiator *multiple intelligences* has proved how each student is different in term of intelligence. In this novel, which was written in eighteen centuries, Mrs. Alcott presented how aspect of intelligence not only in specific scientific learning (even though in Plumfield school, some students good at it). Some aspects, like music, nature, conscience are frequently appeared completing the meaning of intelligence.

And in these walks the active young mind were taught to see and love the providence of God in the beautiful miracle which Nature was working before their eyes. Mr. Bhaer always went with them, in his simple, fatherly way found his flock, “*Sermon in stones, books in running brooks, and good in everything.*”

(*Little Men*: pg. 26)

Every Saturday the Plumfields have a schedule to walk. At this time, Professor Bhaer teaches the students to do light exercises and to use their active mind contemplating the nature life. Through simple figurative phrases, *Sermon in stones, books in running brooks, and good in everything*. The writer shows admiration and grateful to what God provides in nature life. Visualizing stone is a source of sermon (for example contemplating the solid stone, but dripping water hollows out the stone through persistence). Then running brooks is source of insight and knowledge (for instance, observing the level of water is implementation of water mitigation). This is a concept of nature as a best teacher. In result, while admiring and thinking about at beautiful miracles which nature works, people will get a lot lessons. This invites the readers to be aware that intelligence is not limited as cognition at learning in a formal class, but more on conscience and awareness.

## Discussion

To comprehend meanings of figurative language especially in form of metaphor and simile, readers somehow need to go ‘*outside the box*’, figuratively; the readers should use imagination, creativity and time (in order to read twice or more). The title of the novel “*Little Men*” is figuratively describing boys that learn in a school called Plumfield, with equality and love. The students are called *little men* because they learn not only insight at academic lesson or strong body with a lot of exercises, but also to be human beings who have principles; the men that balancing

between knowledge and moral value. Interestingly, boys that come from various backgrounds are not taught in very strict way of teaching learning class, instead in the wise and effective manner since the teacher is not only teaching but educating by heart, approaching the students mind with tender wisdom, introduce them consequences rather than give punishment emotionally while the students making mistakes.

The findings have showed how culture and nature influence figurative languages. For instance, ancient figures such as Colossus of Rhodes (one of world seven wonder placed in Mediterranean sea) and Spartan, they are famous figures in ancient Greek. Besides, the other variety of figurative languages is the use of nature life, such as *sermon in stone, book in running brook*, in which it describes how nature contributes giving education to human.

In recent years, experts and academicians devote deep concern in building character education. It has been demonstrated to be associated with academic motivation and aspiration to get success academic achievement. The character education must to be involved in teaching context, it is also necessary to save students from moral degradations. Believing or not, these phenomena happen because losing religious value. Religious value is rooting in someone, determining how s/he lives his/her life. When somebody has awareness that God loves him/her, watch everything in everywhere, and wants him/her to be good by following His principles, peace will be always in this world. Since a belief forms deeds, the deeds form habits, the habits cultivate characters and characters are power for betterment. In conclusion, through this novel, the writer effectively uses figurative language to emphasize values of character education. Figurative language, then, helps the readers to visualize abstraction and understand the message of the story.

## CONCLUSION AND SUGGESTION

### Conclusion

Referring to the research analysis and research findings, the conclusion were (1). In “Little Men”, the total of figurative languages is 121 (one hundred and twenty one). They are 40 (forty) metaphors or around 33,06% and 81 (eighty-one) similes or around 66.94%. It implies the fiction writer uses explicit and direct comparison more often than implicit and indirect comparison. (2). Vehicle of Metaphor and simile use ancient figures like *Spartan and Colossus of Rhodes* to describe strength and braveness, nature and animal life (*crop, weeds, seeds*) to describe cultivation of moral and character in every students; *stones and brooks* to describe learning everywhere; *eclipse phenomena* to describe hard and difficult situation, and fairy tale or children famous story (*Goldilocks*). (3). Figurative language together with other elements in fiction, delivers messages that useful for character education, such as intelligent (*Sermons in stones, books in running brooks, and good in everything*), (*really care to learn something, and that is half the battle*), religious and care (*a single day of care and kindness had done so much, a year of patient cultivation would surely bring a*

*grateful harvest from his neglected garden, which was already sown with the best of all seed by the little missionary).*

### **Suggestion**

Learning figurative language will not only increase vocabulary, but also how to formulate metaphor and simile which are important to elevate quality in communication, and beautify writing. However, everyone, who is interested with figurative languages, has to have good vocabularies and knowledge since figurative language tied to social-nature context. In teaching learning area, figurative language sometimes should be used by teacher to sharpen students' critical thinking. Beside metaphor and simile, there are some other kinds of figurative language, such personification, and irony that also interesting to be analyzed in ancient literature.

### **REFERENCES**

- Abrams, M. H., Harpham, G. G., 2009. *A Glossary of Literary Terms, 9<sup>th</sup>Ed.* Boston: Wadsworth Cengage Learning.
- Anthony, J.O, Qun G, Sharon L. 2004. *Library Anxiety: Theory, Research, and Applications.* Maryland: Scarecrow Press. Retrieved from books.google.co.id on February 3, 2014.
- Cuddon, J. A. 2013. *A Dictionary of Literary Terms and Literary Theory, 5<sup>th</sup> Ed.* New Jersey: Blackwell Publishing.
- Dangnga, M. S. et al. 2014. "Concept and Implementation of Character Education Focusing on Entrepreneurship in Universitas Muhammadiyah Pare-Pare". *Proceeding of 1<sup>st</sup> Academic Symposium on Integrating Knowledge.* Makassar. (pp. 355-356).
- Dorney, Zoltan. 2011. *Research Method in Applied Linguistics.* New York: Oxford University Press.
- Griffith, K. 1982. *Writing Essay About Literature: A Guide And Style Sheet.* San Diego: University of North Carolina at Greensboro.
- Handoyo, E. Tijan. 2012. *Model Pendidikan Karakter Berbasis Konservasi; Pengalaman Universitas Negeri Semarang.* Widya Karya Press: Semarang.
- Lazar, G. 2003. *Meaning and Metaphor: Activities to Practice Figurative Language.* Cambridge: Cambridge University Press.
- Leech, G. Mick S. 2007. *Style in Fiction, A Linguistic Introduction to English Fictional Prose, 2<sup>nd</sup>Ed .* Harlow: Pearson Education Limited.
- McElmeel, S. 2002. *Character Education: A Book Gide for Teachers, Librarians, and Parents.* Teacher Idea Press: Colorado.
- Needham, I. Didsbury, 2012 "The Use of Figurative Language in Psychotherapy" UCLWPL University College London. 75-80.
- Nurgiyantoro, B. 2013. *Teori Pengkajian Fiksi.* Yogyakarta.: Gajahmada University Press.

- Richard. 1936. *The Philosophy of Rhetoric*. in Cornell. E., Way. 1991. *Knowledge Representation and Metaphor*. [Google Books version]. Retrieved from [books.google.co.id](http://books.google.co.id) on 23 November 2014.
- Wales, K. 2014. *A Dictionary of Stylistics*. Retrieved from <http://books.google.co.id/> on 15 December 2014
- Wijaya, S, Mursito, Baskara, Mahfud. A. 2012. *Pendidikan Karakter Bangsa dalam Novel (Studi tentang Pesan Nilai-Nilai Pendidikan Karakter Bangsa Menggunakan Pendekatan Semiologi Komunikasi dalam Novel Nonfiksi "Habibie dan Ainun" karya B.J. Habibie)*. [Abstract]. Retrieved from Intuitional Repository Universitas Sebelas Maret [eprints.uns.ac.id/12439](http://eprints.uns.ac.id/12439)