

# Figurative Language in Ten British Council Learnenglish Kids' Stories

Martinus Hergirico Riandana<sup>1</sup>, Barli Bram<sup>2</sup>

Sanata Dharma University, Indonesia

<sup>1</sup> hergirico@gmail.com, <sup>2</sup> barli@usd.ac.id

## Abstract

Figurative language are exposed in British Council LearnEnglish Kids stories. The use of figurative language in the stories required interpretation to understand its literal meaning. Ten stories of British Council LearnEnglish Kids were chosen to be analysed. The objective is to interpret the figurative language into the literal meanings, aiding young readers' understanding. Descriptive qualitative as a method to write the findings and document analysis as an approach to analyse the data were employed to address the research question. In total, twenty-six figurative language were found in ten printed British Council LearnEnglish Kids stories. Limited figurative language was found since the authors mostly used a direct language to avoid confusion. The figurative language found were eighteen personifications, six hyperboles, one irony, and one apostrophe. Personification is the predominant type of figurative language. This study contributes to help readers, particularly young readers to understand the figurative language available in the stories provided by British Council LearnEnglish Kids website.

**Keywords:** British Council; Figurative Language; Learnenglish Kids

## INTRODUCTION

The use of implicit diction in a work is regularly known as figurative language. Similarly, it is interpreted as the use of non-literal meaning word choices with certain intentions. Abrams (1999) stated that figurative language is a specific viewpoint from a speaker of a language to create unique effects on the language itself. British Council LearnEnglish Kids' stories expose figurative language. Since figurative language uses implicit diction, it may confuse readers, particularly young readers. Reading with difficulties, does not know where to find the answers. The researchers aim to provide a reference for them. To address the question, the researchers use Abrams (1999) as the main theory to analyse the figurative language found in those ten stories. Figurative language is the study of meaning, specifically the literal meaning. It means that it is a part of linguistics, namely semantics. As figurative language is defined as the use of unique and non-literal meaning diction with certain intention, the process to interpret it to the literal meaning can be seen through the lens of semantics. According to Zahra (2024), semantics is a branch of linguistics in which it studies meaning, including the connections between linguistics components, which consist of words, phrases, and sentences. Figurative language is a part of semantics since it contains terms that communicate meanings beyond the literal definition that increase the richness of a language (Albion & Yuwita, 2022).

Previous studies have explored figurative language. Albon and Yuwita (2022) apply Perrine's theory of figurative language and the object of the study is three Eminem songs. They found that personification, hyperbole, allegory, symbol, simile, and metaphor were used to give variations, also the message become more meaningful. Correspondingly, Hartman and Paradis (2021) study figurative language in Autism Spectrum Disorder (ASD). Through a case study of meaning, they found that figurative language delivered through co-speech gestures, language, and pictures that are clearly expressed. Moreover, Nosi (2022) applies two theories of figurative language, namely Leech (1981), combined with Knickerbocker and Reninger (1974). The first

theory is to interpret the meaning and the second is to find the types of figurative language. They used descriptive qualitative method. The object of the study is eleven Jason Derulo song lyrics. The study found six types of figurative language and hyperbole is the predominant among those types. Furthermore, Sopiandiah and Inayah (2021) chose the lyrics of Girl on Fire by Alicia Keys as the object of the study. The findings show that there are symbol, alliteration, cliché, idiom, imagery, simile, hyperbole, repetition, personification, and metaphor. Fajrin and Parmawati (2021) also analyze figurative language in a song lyrics namely Grenade written by Bruno Mars. Repetition, metaphor, and hyperbole were found. Among those, hyperbole is the predominant type. Moreover, Astriani and Bhuana (2021) analyse figurative language in Cristina Perri's song entitled A Thousand Years. The findings show that personification, rhetoric, repetition, hyperbole, and paradox are available in the song. Pandanwangi and Anggraeni (2021) study figurative language in Westlife's songs entitled Fragile Heart and I do. Paradox, hyperbole, tautology, personification, repetition, symbol, rhyme, and synecdoche are found in the songs. Karimah, et. al. (2022) study figurative language in a short story namely Tale-Tell Heart. The study found metaphor, personification, simile, and hyperbole.

Correspondingly, the literature review shows that there are figurative language in songs and written texts. The most used method is descriptive qualitative method. However, most of the objects are songs. There is limited research in children stories. There is limited figurative language discussion of the stories provided by British Council LearnEnglish Kids website. Therefore, the researchers initiated this study to address identified concern. Then, an objective is formulated, namely interpreting the figurative language into the literal meaning to help readers, particularly young readers to understand the figurative language found in ten stories from the British Council LearnEnglish Kids website. Different from previous studies, the researchers applies Abrams' (1999) theory of figurative language, as it provides comprehensive explanation for understanding the figurative language identified in those stories. To narrow the research, the researchers analyse tropes or figures of thought proposed by Abrams. Based on Abrams' book entitled A Glossary of Literary Terms, it involves metaphor, simile, synecdoche, metonymy, personification, irony, hyperbole, litotes, apostrophe, allegory, paradox, and oxymoron. In addition, the researchers admit that this research does not thoroughly analyse all of the stories available on the British Council LearnEnglish Kids website, due to the time constraints. Although some types of figurative language were identified, the researchers faced limitations in identifying the types of figurative language proposed by Abrams. A guide for future researchers to fill the gap by analysing all of the stories provided by the British Council LearnEnglish Kids and analysing all types of figurative languages proposed by Abrams in his book.

## METHOD

British Council LearnEnglish Kids website has two versions of stories namely videos and texts. Ten texts of British Council LearnEnglish Kids' stories were chosen to be the source of data, the object of the study. The text version was chosen since it allowed flexibility in finding the figurative language. Highlighting the potential figurative language in the texts and efficiently revisiting them if needed were examples of it. The objective of the study is to help readers, particularly young readers to understand the literal meaning of each figurative language found in ten printed British Council LearnEnglish Kids' stories. As a response to it, qualitative method was employed. Creswell (2013) stated that qualitative research involves a thorough explanation also interpretation of the discussed issue, respondents' voices, researcher's reflection, and contribution to the literature field. Furthermore, descriptive qualitative was chosen to write the findings. According to Creswell (2013), the descriptive qualitative method allows the researcher to serve as the primary instrument for data analysis. It is in line with Yuliani, et al.

(2024), the descriptive qualitative method is where the researcher functions as the main instrument for collecting and analysing the data, gaining knowledge by observations and interviews. In a similar definition, the researcher is the main instrument to collect and analyse the data. Thus, this research employed descriptive qualitative since it enables the researchers to be the main instrument to analyse the data. Furthermore, the texts or the written stories were chosen. Thus, it is included as a document analysis. Bowen (2009) stated that documents include written words and photos that were produced without the involvement of the researcher. Similarly, according to Morgan (2022), texts, photographs, and various types of documents are included in document analysis, which makes it a flexible qualitative research. Two steps were taken to gather the data. The first step was downloading the ten texts. It was done to ease the data analysis processes. The ten texts were stored in the personal storage to avoid takedown from the website. Second, reading the texts. Several times of readings were done to delve deeper into the context. Next, the data analysis was done through several steps. First, highlighting the figurative language found in the texts after several times of readings. Second, listing the figurative language in a blank Microsoft Word. Third, classifying the figurative languages that were written in Microsoft Word into a classification table made by the researchers. Then, finding the literal meaning of each figurative language identified from British Council LearnEnglish Kids’ stories. Alongside the methods, triangulation was employed to ensure the validity and credibility of the findings. Triangulation enables the researchers to do a cross-verification of the data that enhances the reliability of the research findings (Meydan & Akkaş, 2024). It is in line with Morgan (2024), who stated that triangulation helps the researcher avoid bias, which is a typical critique of a qualitative study by combining different points of view. The researchers employed investigator triangulation since it worked by incorporating more than one data analyst, coder, interviewer, or observer (Thurmond, 2001). Longman Dictionary of English Language and Culture was used to be an assistant in interpreting the data. It strengthens the credibility since the definitions were grounded in a dictionary.

## RESULTS AND DISCUSSION

### Results

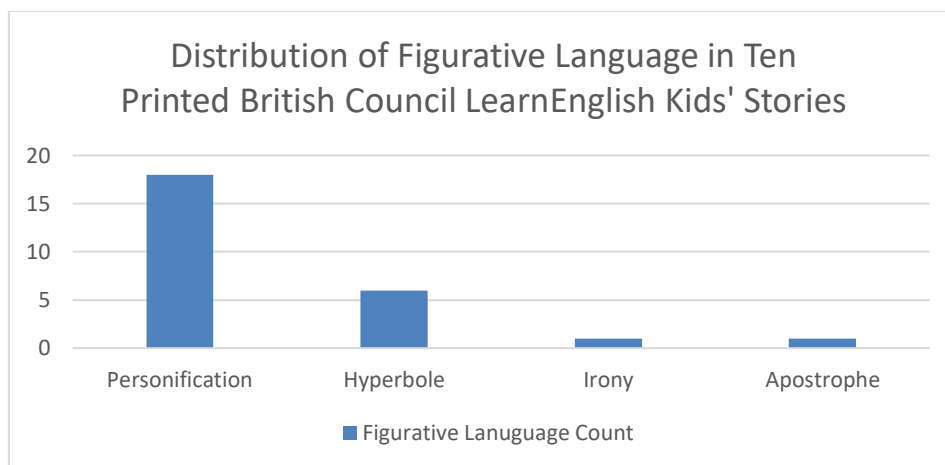
Based on the researchers’ analysis, there were four types of figurative language in ten printed British Council LearnEnglish Kids’ stories. Those were personification, hyperbole, irony, and apostrophe. The data were presented below in the form of a table and graph.

**Table 1.** The Result of Figurative Language in Ten Printed British Council’s Stories

No.	Types of Figurative Language	Example	Source
1	Personification	The little mouse cried.	The Lion and the Mouse, (Line 6)
		The lion laughed.	The Lion and the Mouse, (Line 8)
		The harp began to sing.	Jack and the Beanstalk, (Line 14)
		“Someone’s been eating my porridge!” said Daddy Bear. “Someone’s been eating my porridge!” said Mummy Bear. “Someone’s been eating my porridge - and it’s all gone!” said Baby Bear. The wolf opened his mouth wide and shouted and Granny jumped out.	Goldilocks and the Three Bears, Line (13-15)

		The wolf opened his mouth wide and shouted and Granny jumped out.	Little Red Riding Hood, (Line 18)
		Five pretty, yellow baby duckling came out.	The Ugly Duckling, (Line 3)
		One big, ugly duckling came out.	The Ugly Duckling, (Line 4)
		The ugly duckling was sad.	The Ugly Duckling, (Line 7)
		Come with me, princess. Don't be scared!	The Princess and the Dragon, (Line 20)
		The dragon rescued the princess from the tower.	The Princess and the Dragon, (Line 23)
		Suddenly the carpet jumps!	Ali and the Magic Carpet, (Line 3)
		A loud booming voice comes from the carpet. 'Welcome, O master. I am a magic carpet.'	Ali and the Magic Carpet, (Line 5)
		Hairy Henry is a handsome green monster.	Monster Shopping Trip Hairy, (Line 1)
		Loony Lou and Gorgonzola decide to buy him a present.	Monster Shopping Trip Hairy, (Line 3)
		First they went into a computer shop.	Monster Shopping Trip Hairy, (Line 19)
		Gorgonzola bought him a tie which lights up and sings a monster 'Happy Birthday' song.	Monster Shopping Trip Hairy, (Line 25)
		They bought the biggest, most monster cake they could find.	Monster Shopping Trip Hairy, (Line 27)
		Now he had a tummy ache as the cooks looked on with pride.	The Greedy Hippo, (Line 18)
2	Hyperbole	Once upon a time there was a king and queen who lived in a golden castle with their beautiful daughter.	The Princess and the Dragon, (Line 1)
		His roar was so scary that they rode away as fast as they could.	The Princess and the Dragon, (Line 14)
		The dragon flew down to the tower, took a big fiery breath and blew the ogre far away over the mountains and into the ocean.	The Princess and the Dragon, (Line 18)
		It is very, very hot today!	Ali and the Magic Carpet, (Line 10)
		He ate everything in sight.	The Greedy Hippo, (Line 1)
		He ate everybody's food.	The Greedy Hippo, (Line 4)
3	Irony		
4	Apostrophe	Suddenly the carpet jumps! It moves and flies off into the air. 'Hey! What's happening?'	Ali and the Magic Carpet, (Line 4)

As stated previously, Table 1 displays the main findings concerning four types of figurative language, namely personification, hyperbole, irony, and apostrophe. Further, the elaboration of the findings would be presented in the following subheading discussion.



**Graph 1.** Distribution of Figurative Language in Ten Printed British Council LearnEnglish Kids' Stories

Graph 1 shows the distribution of the four types of figurative language in this study. In the following discussion subsection, the explanations regarding the figurative language dispersion would be provided.

**Discussion**

In response to the research question, namely “What are the meanings of the figurative languages found in ten printed British Council LearnEnglish Kids’ stories?”, the findings were grouped according to the types of figurative language. This allowed the researchers to analyse the data systematically. The discussions were presented below.

**A. Personification**

Personification is an act of giving inanimate things or abstract ideas as they have human characteristics and emotions (Abrams, 1999). Similarly, Adhuze (2022) also stated that personification is a type of anthropomorphism in which humans’ characteristics and emotions are attached to non-human objects or abstract things. It is done to help young readers engage with the story and comprehend difficult concepts in children’s literature. Therefore, personification is a type of figurative language that works by giving non-human things human characteristics. The personifications are presented below:

**1. The little mouse cried.**

The word “cried” indicates that it is part of personification. Cried is a verb, meaning that it is an action. The word “cried” means producing tears from the eyes as a symbol of sadness (Summers, 1992). A mouse is an animal. In the sentence, the mouse, a non-human thing receives humans’ characteristics namely cry. Its literal meaning is the mouse experiences a sad moment when a lion wants to eat him.

**2. The lion laughed.**

The word “laughed” indicates that it is part of personification. Laugh is a verb. This means that it is an action. According to Summers (1992), the word “laugh” means expressing joyfulness or careless disrespect. A lion cannot laugh. It receives a human characteristic. The literal meaning is the lion experiences a proud moment when he wants to eat a mouse. He thinks that he is the most powerful animal in the jungle.

**3. The harp began to sing.**

The word “sing” indicates that it is part of personification. Sing is included as a verb. Summers (1992) stated that the word “sing” means producing sounds with voice. Furthermore, a harp cannot sing. It receives a human characteristic. Therefore, it is included as personification. The literal meaning of the sentence is the harp starts to make a sound.

**4. “Someone’s been eating my porridge!” said Daddy Bear.**

**“Someone’s been eating my porridge!” said Mummy Bear.**

**“Someone’s been eating my porridge - and it’s all gone!” said Baby Bear.**

The sentences are included as personification because the bear receives a human characteristic namely say or said. According to Summers (1992), its meaning is to pronounce words. Say is a verb, meaning that the bears do an action namely pronouncing words. Bear cannot pronounce words and complain that someone eats their porridge. Even bears do not eat porridge. The literal meaning of the figurative language is that a stranger enters their house and eats their foods.

**5. The wolf opened his mouth wide and shouted and Granny jumped out.**

The sentence is included as personification since a non-human thing namely a wolf receives a human characteristic namely shouted. The word “shouted” is a verb. According to Summers (1992), shout or shouted means to speak loudly. This suggested that the wolf did an action namely speaking. The wolf can howl loudly, but the wolf cannot speak loudly.

**6. Five pretty, yellow baby duckling came out.**

Pretty is a human characteristic. In the sentence, the baby duckling get a human characteristic namely pretty. Pretty is an adjective to modify the noun baby duckling. Pretty means attractive to look at (Summers, 1992). Therefore, this sentence is a personification. The author of the story uses the word “pretty” to differentiate the ducklings, strengthen the plot of the story.

**7. One big, ugly duckling came out.**

The word “ugly” indicates that it is part of personification. In this sentence, a non-human thing receives humans’ characteristics namely ugly. According to Summers (1992), ugly means highly unattractive. This is done to give the readers an imagination of the duckling to differentiate one duckling to the others.

**8. The ugly duckling was sad.**

Sad or sadness means being unhappy (Summers, 1992). Furthermore, sadness is a human characteristic. Sad functions as an adjective to modify the noun duckling. In reality, ducklings cannot feel sad. Thus, the duckling receives a human characteristic namely sad. Therefore, this sentence is included as personification. The author of the story wants the readers to feel the emotion of the ugly duckling as he experiences rejection from his surroundings.

**9. ‘Come with me, princess. Don’t be scared!’**

The plot of the story involves a dragon rescuing a princess in a tower. In the scene, the dragon says “Don’t be scared” to the princess. It is included as personification since the dragon, a non-human creature, receives a human characteristic namely speaking. The author uses a dragon as the princess’ saviour to trigger the readers’ imagination and immerse them in a fantastical world.

**10. The dragon rescued the princess from the tower.**

Dragon receives human characteristics as he rescues the princess. The word “rescued” is a verb, meaning that the dragon did an action to rescue the princess. The word “rescued” means to be

evacuated from threat, harm, or damage (Summers, 1992). Dragon is a legendary creature and in reality, they cannot rescue humans. Therefore, it is included as personification.

**11. Suddenly the carpet jumps!**

Jump is a verb, meaning that it shows the subject's action and the action received by its object. The carpet cannot jump. According to Summers (1992), jump means using one's legs to push themselves into the air or away from the ground. The carpet receives a human characteristic namely jump as it is included as personification. This is done to support the plot of the story, giving young readers a sense of imagination that enriches the story.

**12. A loud booming voice comes from the carpet. 'Welcome, O master. I am a magic carpet.'**

A carpet cannot speak The carpet receives a human characteristic namely speaking. The author uses the literary device to enhance the richness of the story. It adds the imaginative appeal to the story entitled "Ali and the Magic Carpet". Therefore, the sentence is included as personification.

**13. Hairy Henry is a handsome green monster.**

The sentence is included as personification as it gives a non human thing namely a monster, a human characteristic. Handsome means "good-looking" (Summers, 1992, p. 596). The author writes a handsome green monster to give an imagination to the readers as it is part of the plotting.

**14. Loony Lou and Gorgonzola decide to buy him a present.**

Loony Lou and Gorgonzola are monsters. Monsters cannot buy a present. In reality, they do not even know what a present is. According to Summers (1992), a present means thing that someone gives without hope in return. Furthermore, the word "buy" makes it included as personification. Buy means "to obtain something by paying money" (Summers, 1992, p. 163). It is done to enhance the richness of the story.

**15. First they went into a computer shop**

The word "they" in the sentence refers to the monsters. Monsters cannot go shopping. Shopping is humans' things. According to Summers (1992), shopping means an action to go to a store and buy things. In the sentence, monsters as non-human things, get a human characteristic namely shopping. Therefore, this sentence is included as personification.

**16. Gorgonzola bought him a tie which lights up and sings a monster 'Happy Birthday' song.**

Gorgonzola is a monster. A monster cannot buy a tie, even they do not know a tie. Furthermore, a monster cannot sing a happy birthday song. Therefore, this sentence is a personification since Gorgonzola, a non-human thing, get humans' characteristics namely bought and sing.

**17. They bought the biggest, most monster cake they could find.**

The word "they" refers to the monsters. Monsters cannot buy a cake, even they do not know cake. The sentence shows that a non-human thing namely a monster gets a human characteristic namely bought. Therefore, this sentence is included as personification.

**18. Now he had a tummy ache as the cooks looked on with pride.**

The word "he" in the sentence refers to the hippo, and the cooks refer to other animals who do not really like the hippo because he is greedy. Hippo eats everybody's food. The other animals

decided to cook him a food that would make him experience a tummy ache. The sentence is included as personification since a non-human thing gets a human characteristic namely pride. According to Summers (1992), pride means a satisfaction of individuals' action. The other animals experience the satisfaction as they successfully make the hippo got a stomachache. It is done to teach the hippo that he has to change his behaviour. His greediness led him to experience a stomachache.

## **B. Hyperbole**

Hyperbole is an exaggeration of reality and possibility (Abrams, 1999). According to Ievleva and Khranchenko (2023), hyperbole means an exaggeration utilised as an artistic tool to deliberately amplify reality. This means that when a person or characters exaggerate reality, it is included as hyperbole. The hyperboles are presented below.

### **1. Once upon a time there was a king and queen who lived in a golden castle with their beautiful daughter.**

In the sentence, there is an exaggeration when the author puts the adjective golden before the noun castle. A castle is a strongly built building designed as a safe place for defence and it is manageably safeguarded against the threat (Summers, 1999). Furthermore, according to Summers (1992), gold is a precious yellow metal that is used to make jewellery. Based on the definitions, the castle is exaggerated. The author uses the adjective gold to exaggerate the shape of the castle. It is done to enhance the richness of the story.

### **2. His roar was so scary that they rode away as fast as they could.**

The sentence can be found in a story entitled The Princess and the Dragon. The word "his" refers to the ogre who kidnaps the princess. Then, the word "they" in the sentence refers to the knights who tried to save the princess. Moreover, the words "his roar was so scary" make it included as hyperbole. Roar means to say loudly with force (Summers, 1992). Based on the definition, the roar of an ogre is indeed scary. The author adds the adjective scary to emphasize the scary situation of the story and give dramatic effect to it. Therefore, the sentence is included as hyperbole.

### **3. The dragon flew down to the tower, took a big fiery breath and blew the ogre far away over the mountains and into the ocean.**

The words "far away, over the mountains and into the ocean" exaggerate and dramatise how the dragon blows the ogre as it is included as hyperbole. Dragon is a legendary creature. Indeed, the dragon is imagined to have strong power. However, it is not a fact. Therefore, the sentence is included as hyperbole. The literal meaning of the story is the author wants to tell the readers that the dragon blows the ogre as far as he can.

### **4. It is very, very hot today!**

The repetition of the word "very" makes it included as hyperbole. It symbolises that the sun is scorching, the temperature is hot, and uncomfortable. The author uses repetition to dramatise the condition so that the readers can imagine the situation in the story.

### **5. He ate everything in sight.**

He in the sentence refers to the hippo. Furthermore, the words "in sight" make it included as hyperbole. "In sight" gives the readers an imagination of an exaggeration when a hippo eats quickly to implicitly show the personality of a greedy hippo. The literal meaning of the figurative language is that he eats quickly.

### **6. He ate everybody's food.**

The word “he” in the sentence refers to the hippo. Moreover, it is an exaggeration of a reality when the author writes that the hippo eats everybody’s food. It is impossible since the hippo might vomit the food. It is done to tell the readers that the hippo is selfish.

### C. Irony

The fundamental concept of irony is to dissemble or hide the case, it is done to achieve a unique artistic effect rather than to deceive (Abrams, 1999). Furthermore, Tavadze (2024) stated that irony can criticise, amuse, and portray tragedy, exposing deeper meanings rather than only to deceive. The irony was presented below. Irony is a social method to help people navigate relationships with others through expressing agreement or disagreement subtly (Colston, 2023). The Irony is presented below.

**1. ‘The king wants you to paint some money for him.’ ‘But he’s already rich,’ said Rose.** The fact that the king is already wealthy yet still wants some money from the poor, Rose, makes it included as an irony. Based on the story entitled *The Magic Paintbrush*, Rose comes from a very poor family and she does not have pens or pencils. Alas, the king, a character who imagined being rich and powerful, still demands some money from her. That is against the law. Ironically, the rich exploit someone who has so little.

### D. Apostrophe

An apostrophe is a clear and straightforward reference to a non-human object or absent person (Abrams, 1999). Moreover, Abrams (1999) stated that an apostrophe also involves personification. Further, apostrophe is a rhetorical device in which the speaker or writer addresses absent or inanimate objects as if they were present and able to respond (Jackson, 2022). Below is the finding of the apostrophe.

**1. Suddenly the carpet jumps! It moves and flies off into the air. ‘Hey! What’s happening?’**

Ali talks to the carpet, which is a non-human object. Based on the definition of apostrophe, it is a clear and straightforward reference to a non-human object or absent person. When Ali speaks, he is referring to a non-human object, namely carpet. Therefore, the sentence is included as apostrophe.

In conclusion, there are figurative language in songs and texts or written stories. It is in line with Melly and Hilman (2022) which found metaphor, hyperbole, simile, personification, and idiom in a novel entitled *Paper Towns* by John Green. Descriptive qualitative and document analysis were used as methods to interpret the findings and an approach to analyse the data. It is in accordance with Fasikh et al. (2023), who stated that in interpreting figurative language namely metaphors and hyperboles, the researchers apply qualitative document analysis to understand the literal meaning. Further, Putri et al. (2022) studied figurative language using the 13<sup>th</sup> edition of “*Perrine’s Literature Structure, Sound & Sense*” written by Arp and Johnson. They found figurative language in Dua Lipa’s song lyrics. Correspondingly, this study used similar method and identified similar findings namely the presence of personification, hyperbole, irony, and apostrophe. In comparison to previous studies, this study focuses on different object of study. British Council LearnEnglish Kids website provides stories to be analysed and the researchers found figurative language in it, making it possible to enrich the figurative language studies and help readers who have difficulties in understanding the figurative language in the stories.

## CONCLUSION

Based on the data presented in the findings and discussions, the researcher found four types of figurative language in ten printed British Council LearnEnglish Kids’ stories. Those are

personification, hyperbole, irony, and apostrophe. In total, there are twenty-six figurative languages. It involves eighteen personifications, six hyperboles, one irony, and one apostrophe. Among these, the predominant type is personification. The underlying reason is to provide moral value for humans without anyone being offended. The stories are easier to understand and the moral values are easier to convey by giving animals (non-human characters), human characteristics in the stories. Further, the use of personification is intended for humans to relate their lives to the animals or non-human characters in the stories, making it possible for self-reflection. The use of figurative language in the stories is limited as the authors of each story use straightforward diction to ensure the readers, particularly young readers, easily understand the stories. The authors of the stories aim to educate children while ensuring simplicity and clarity. Overall, ten printed British Council LearnEnglish Kids' stories aim to provide moral values for the readers, especially young readers to engage in self-reflection. Furthermore, this research has its limitations. It focuses exclusively on ten selected stories out of many stories provided by British Council LearnEnglish Kids website. Future researchers are encouraged to conduct a more comprehensive study of all the stories provided by the website. Additionally, this research uses Abrams' theory, meaning future researchers are encouraged to adopt different theory of figurative language. This approach will provide rich perspectives and contribute to a more complete analysis of the figurative language in British Council LearnEnglish Kids' stories.

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