

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion.

A. Conclusion

This study analyzed the figurative language found in Taylor Swift's *Folklore* album using the theory proposed by Kennedy and Gioia (2007). The research focused on identifying the types of figurative language used in the lyrics and interpreting their meanings based on the context of the songs.

Based on the findings, the researcher found seven types of figurative language in the *Folklore* album, namely metaphor, simile, personification, hyperbole, litotes, and paradox. Although irony was included in Kennedy and Gioia's classification, no valid instances were identified in the data. The total number of figurative expressions identified in the album was 44 data. Among those types, metaphor appeared as the most dominant figurative language used by Taylor Swift. The frequent use of metaphor indicates that the songwriter tends to express emotions, experiences, and relationships indirectly through symbolic and imaginative comparisons.

Furthermore, the meanings conveyed through the figurative language in the album are closely related to themes of love, heartbreak, loneliness, regret, memory, nostalgia, self-reflection, and emotional vulnerability. Through figurative expressions, the lyrics become more poetic, expressive, and emotionally

meaningful. The use of figurative language also allows listeners to interpret deeper meanings beyond the literal sense of the words.

In addition, several lyrical excerpts contain overlapping figurative language devices simultaneously, such as simile combined with metaphor or paradox combined with metaphor. This demonstrates the complexity and artistic richness of Taylor Swift's songwriting style in *Folklore*. The figurative language used in the album contributes significantly to the emotional depth, aesthetic quality, and storytelling elements of the songs.

B. Suggestion

For future research, several paths could build on these results to explore even more. Researchers might apply other theories, like those from Perrine (1969) or Abrams (1999), to re-examine the lyrics and spot new details, especially in less common types like irony or paradox. Another idea is to compare *Folklore* directly with Swift's next album *evermore*, checking if the same patterns hold or change as her style grew. Studies could also ask real listeners through surveys or interviews how they interpret these lines, especially across different countries or age groups, to see the cultural side of the meanings. On the teaching front, it would be useful to test classroom activities based on these findings, such as matching metaphors to pictures or rewriting songs in plain language, then measure if they help EFL students improve their reading and speaking skills. Finally, a bigger-picture approach could look beyond just words to include the music's rhythm, album artwork, or even live performance videos, showing how all these parts work

together to boost the power of the figurative language. These steps would deepen our understanding of modern songwriting and its role in language learning.