

## **AN ANALYSIS OF MEANING IN LANGUAGE STYLE'S ON SUNDAY SCHOOL CHILDREN'S SONG**

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**Abstract** : The aim of this research are to make a real contribution to the field of semantic studies by providing a deeper understanding of how meaning is constructed through language styles in Sunday school children's song lyrics. This research was delimited to seven Sunday School children's songs. Tarigan's (2009) theory with four language style groups, namely comparative language style, conflicting language style, linking language style and repetition language style, was used to analyze language style. Meanwhile, the theory from Mansore Pateda (2001) is used to analyze meaning, namely, lexical meaning, grammatical meaning, contextual meaning, referential meaning, denotative meaning, connotative meaning and cognitive meaning. In conducting this research the researcher used a qualitative descriptive method. Data collection was carried out through watching YouTube videos and recording song lyrics. The steps of Miles and Huberman (1994) were used to determine the results of data analysis, namely data reduction, data presentation, and conclusions. The research results found that there were 40 language styles which were classified into 13 types of language styles, namely Comparative language styles: Pleonasm, Metaphor, Personification, Antithesis; Conflicting Styles: Hyperbole, apostrophe; Connecting language styles: Parallelism, Asyndeton; Repetitive language styles: Alliteration, Tautotes, Anaphora, Assonance, Epizeuksis. And 21 data of meanings wich are classified in 2 types of meaning, namely Connotative Meaning and Denotative Meaning. The results of the research are expected to be useful for readers as a reference for understanding more deeply how language styles communicate meaning and can help create an interesting and effective curriculum. This can enrich academic literature on the semantic analysis of religious texts.

**Keywords:** *Language Style, Meaning, Sunday School, Children Song*

## **INTRODUCTION**

The word semantics comes from the Greek *sema* which means sign or symbol (sign). What is meant by semantic signs are linguistic signs. Semantics studies signs related to linguistics or language. This is different from semiotics which generally discusses signs in wider society. Study Semantics is meaning, especially the meaning of language (Amilia & Anggraeni, 2017: 6). Meaning can never be separated from semantics in terms of speech. The aim of studying semantics is to build language competence in the field of meaning. By studying semantics, we will have better ability or competence in choosing the right words to express ideas, notions and expressions. The benefits of studying semantics are numerous, depending on the field in which the semantic study is carried out. In general, by studying semantics, someone will be able to choose good words when communicating because they understand the meaning of words in speech and writing.

The meaning of words is an area of study discussed in semantics. Semantics is a branch of linguistics that studies the meaning of words in language, while linguistics is a science that studies spoken and written language which has systematic, rational, empirical characteristics as a description of the structure and rules of language (Nurhayati, 2009: 3). Based on the opinion above, it can be concluded that the meaning of a word in a language can be known based on semantic science. Meaning is the relationship between language and the outside world that has been mutually agreed upon by language users so that they can be mutually understood. From the boundaries of this meaning, it can be seen that there are three main elements included in it, namely (1) meaning is the result of the relationship between language and the outside world, (2) the determination of the relationship occurs because of the agreement of the users, and (3) the embodiment of meaning can be used. to convey information so that it can be mutually understood. This can also be related to the language style in everyday.

Language style is a way of expressing living inner thoughts and feelings through unique language in speaking to obtain certain effects so that what is expressed becomes clear and has the right meaning. Language style is related to the aspect of beauty in language. Tarigan (2013:4) linguistic style is a beautiful language that is used to increase the effect by introducing and comparing a particular object or thing with another more general object or thing. Writer's really pay attention to the language they use in creating literary works, because the beauty of literary works will influence the resulting literary works. This is in line with the opinion of Ganie (2015: 193) that figure of speech or language style is a beautiful language that is used to increase the effect by introducing and comparing a particular object or thing with another more general object or thing. The language style used by the writer is essentially a way of using language as precisely as possible to describe the writer's feelings and thoughts which is different from everyday language and is subjective. (Keraf 2012:114). Every writer has a particular way of expressing themselves in writing. Each writer employs a particular language style depending on the impact they wish to convey

Children can acquire language skills while they are still children. language skills make it easier for someone to communicate with other people. Every child wants to know everything they sees, feels, and hears daily. The role of the environment is more important in expanding basic vocabulary. If a child forgets the name of an item, the child will immediately ask for it. A process that is deliberately held to train children's language skills, especially young children. Children are usually more responsive and quickly memorize what they hear. Children can interact and communicate well by imitating what they hear. The appropriate method use to train children's language skills is the singing method because the language in a song's lyrics contains expressions, feelings, meanings, and messages.

Sunday school is a form of church community formation service for children. The goals is to introduce them to Jesus, until they accept Him as Lord and

Savior, so the main task of Sunday school is to introduce children to Jesus Christ. Serving children, as well as serving other at various age levels. Apart from reading and listening to Bible stories in Sunday School, children are taught to get to know the Lord Jesus in simpler and easier to understand way, namely by singing songs with simple words. According to Muhimatul (2012:325) songs are text that are sung. The songs come from a written work that listened with musical accompaniment. Those who listen to the song can feel sadness, joy, happy and other emotional feelings, because of the effect of touching. Apart from that, songs are able to provide a means of verbal speech which is consciously stored in memory in the brain. This is actually made the learning process less rigid and conditioned, sometimes delving into things that child not likes.

## **RESEARCH METHOD**

### ***Research Design***

According to Sugiyono (2012: 4) research methods werw a scientific way to obtain valid data with the aim of finding, proving and developing knowledge, so that in turn it can be used to understand, solve and overcome problems. In this research, the researcher use a qualitative descriptive method. Descriptive research is research conducted to determine the value of independent variables, either one or more variables (independent) without making comparisons, or connecting them with other variables (Sugiyono 2018).

According to Sugiyono (2018) qualitative research methods are research methods used to research the conditions of natural objects, where the researcher is the key instrument, data collection techniques are carried out in a triangulated (combined) manner, data analysis is inductive, and qualitative research results emphasize meaning. rather than generalizations.

## ***Data Collection***

By obtaining the desired data, researcher could proceed to the next phase, namely finding the core in the focus of the problem. Sugiyono (2014: 240) explains that documents can be used as data. The form of documents can be images, writing, or someone's monumental works. Documents in written form, such as diaries, life histories, stories, biographies, regulations and policies. Meanwhile, documents in the form of images, such as videos, photos, etc. The Note-taking technique is a technique used to record data that has been recorded collected from the results of reading techniques, or by recording events that have already passed, and select data according to what is needed (Sugiyono, 1992:240) the steps in collecting data were as follows:

1. Mark data that has been obtained from the documentation.
2. Identify which data is appropriate to the problem.
3. Record data that is appropriate to the research.

## ***Data Sources***

The data source comes from watching YouTube channels to obtain song lyrics as a primary source, and for the second data source, the researcher conducted a library study, reading previous articles and a thesis related to this research.

## ***Data Analysis***

According to Miles & Huberman (1992: 16) analysis consists of four activity flows that occur simultaneously, namely: data reduction, data presentation, concluding/verification. More complete details of these three flows are as follows:

## Data Reduction

Data reduction is defined as the process of selecting, focusing on simplifying, abstracting and transforming rough data that emerges from written notes in the field. Data reduction occurs continuously throughout a qualitative research-oriented project.

## Data Presentation

Miles & Huberman define a presentation as a collection of structured information that provides the possibility of drawing conclusions and taking action. They believe that better presentations are the main means for valid qualitative analysis, including various types of matrices, graphs, networks, and charts.

## Draw a conclusion

Concluding according to Miles & Huberman is only part of one activity of a complete configuration. Conclusions were also verified during the research. The verification may be as brief as a second thought that passes through the analyst's (researcher's) mind while he or she is writing, a review of field notes, or it may be as thorough and energy-consuming as reviewing and exchanging ideas among colleagues to develop intersubjective agreement or also extensive efforts to place a copy of a finding in another data set. In short, the meanings that emerge from other data must be tested for their truth, robustness, and suitability, that is, their validity. The conclusion does not only occur during the data collection process but needs to be verified so that it can truly be accounted for.

## FINDINGS

NO	DATA	COMPARATIVE	CONFLICTING	LINKING	REPETITIVE
1	He gives me everything I need and so much more	Pleonasm		Parallelism	
2	So I just wanna lift my hands And say that I love Him	Metaphor		Parallelism	
3	I just wanna lift my heart in praise And I wanna be thankful	Metaphor		Parallelism	
4	I wanna remember everything that the Lord has done	Personification		Parallelism	
5	I wanna be. I wanna be, I wanna be			Asyndeton	
6	To God be the glory, great things He has done		Apostrophe Hyperbole		

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<b>NO</b>	<b>DATA</b>	<b>COMPARATIVE</b>	<b>CONFLICTING</b>	<b>LINKING</b>	<b>REPETITIVE</b>
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<b>7</b>	So loved He the world that He gave us His Son, Who yielded His life an atonement for sin, And opened the life gate that all may go in.			Parallelism	
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<b>8</b>	Praise the Lord, praise the Lord, Let the earth hear His voice! Praise the Lord, praise the Lord, Let the people rejoice!				Anaphora
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<b>9</b>	O come to the Father, through Jesus the Son,			Parallelism	
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NO	DATA	COMPARATIVE	CONFLICTING	LINKING	REPETITIVE
10	And give Him the glory, great things He has done			Asyndeton	
11	The vilest offender who truly believes, That moment from Jesus a pardon receives			Parallelism	
12	Great things He has taught us, great things He has done			Parallelism	
13	And see, God has given us all we need To be free			Parallelism	
14	It's about you, it's about me				Anaphora
15	It's about the truth that sets us free	Metaphor			
16	It's about L-O- V-E, love				Epizeuksis

NO	DATA	COMPARATIVE	CONFLICTING	LINKING	REPETITIVE
17	It's about hope, it's about life			Parallelism	
18	That saved a wretch like me I once was lost, but now am found Was blind but now I see	Metaphor Antithesis	Hyperbole		
19	Was Grace that taught my heart to fear And Grace, my fears relieved	Personification Antithesis Metaphor			
20	Through many dangers, toils and snares We have already come was Grace that brought us safe thus far And Grace will lead us home And Grace will lead us home	Personification Metaphor			

NO	DATA	COMPARATIVE	CONFLICTING	LINKING	REPETITIVE
21	I've got the joy, joy, joy, joy				Tautotes
22	Down in my heart, Down in my heart to stay				Assonance
23	And I'm so happy, So very happy, I've got the love of Jesus in my heart				Assonance
24	We gather together to ask the Lord's blessing; He chastens and hastens His will to make known.				Alliteration
25	The wicked oppressing now ease from distressing	Antithesis			
26	Sing praises to His Name; He			Parallelism	

forgets not His  
own

**27** Beside us to  
guide us, our  
God with us  
joining,  
Ordaining, and  
maintaining  
His kingdom  
divine;  
So from the  
beginning the  
fight we were  
winning;  
Thou, Lord,  
were at our  
side, all glory  
be Thine

Parallelism

**28** We all do extol  
Thee, Thou  
Leader  
triumphant  
And pray that  
Thou still our  
Defender will  
be.

Parallelism

NO	DATA	COMPARATIVE	CONFLICTING	LINKING	REPETITIVE
29	Trust and obey, for there's no other way to be happy in Jesus, but to trust and obey			Parallelism	
30	Not a burden we bear, not a sorrow we share, but our toil he doth richly repay	Antithesis			
	TOTAL	14	3	16	7

**Table 4.1**

## **DISCUSSION**

### **Description:**

Comparative Language Style: Pleonasm, Metaphor, Personification, Antithesis.

Conflicting Language Style: Hyperbole, apostrophe.

Linking Language Style: Parallelism, Asyndeton.

Repetitive Language Style: Alliteration, Tautotes, Anaphora, Assonance, Epizeuksis.

### ***Comparative Language Style***

Pleonasm

Tarigan (2009:28) pleonasm is the use of redundant words(excessive), which are actually unnecessary (as according to the custom; helping each other).

Data 01. ***He gives me everything I need and so much more.***

Based on the sentences, this language style uses words that are not needed to add emphasis. In this sentence, the phrase "and so much more" is pleonastic because there is already a statement "everything I need" which covers all needs. The addition of "and so much more" emphasizes the abundance provided.

Denotative Meaning: "He gave me everything I need": This statement means he gave me everything I need, including everything the subject needs "and so much more" This phrase adds the meaning that the gift not only covers all needs but also goes beyond that, exceeding expectations or needs.

Connotative Meaning: Abundance and Kindness: The addition of "and so much more" carries a positive connotation indicating generosity and abundance from the giver. Appreciation and Gratitude: The Use of this phrase can also imply gratitude and appreciation from the recipient for abundant goodness.

Conclusion: Pleonasm in the sentence " He gave me everything I needed and so much more" adds a connotative meaning that emphasizes the recipient's abundance, kindness, and gratitude and joy for the gift. The addition of the phrase "and so much more" although excessive, aims to emphasize how extraordinary the gift is, beyond mere necessity.

#### Metaphor

Tarigan (2009:14) A metaphor is an implicit comparison so without the words like or as between two different things.

Data 02. ***So I just wanna lift my hands***

***And say that I love Him***

The phrase "lift my hands" can be thought of as a metaphor for the act of worship or praise, rather than just literally raising one's hands.

Data 03. ***I just wanna lift my heart in praise***

***And I wanna be thankful***

The phrase "lift my heart in praise" is a metaphor because the heart cannot be lifted. It describes the act of giving a compliment with all your heart or deep feeling.

## Personification

According to Tarigan (2013: 17) personification is a type of language style that attaches human characteristics to inanimate objects and abstract ideas.

Data 08. ***I wanna remember everything the lord has done***

Based on the sentences, mentioning "the lord" as an entity that performs actions, giving human characteristics to a god even though it is technically impossible.

Data 09. ***Was grace that taught my heart to fear***

***And grace, my fears relived.***

In the sentence "Grace that taught my heart to fear": Here, "Grace" (grace) is personified as a teacher who can teach the heart to fear. In the sentence "Grace, my fears relieved": Grace is also described as having the ability to relieve fear.

Data 010. ***Through many dangers, toils and snares***

***We have already come***

***T'was Grace that brought us safe thus far***

***And Grace will lead us home***

***And Grace will lead us home***

Based on the sentence above, two descriptions show the de-personification sentence "Grace that brought us safely thus far": Grace is personified as a guide or guardian who brings someone safely to this day. "Grace will lead us home": Grace is also described as a guide who will lead a person to their final destination, namely "home."

## Antithesis

Antithesis is a figure of speech that contains contradictory ideas by using opposite words or groups of words in one sentence. Antithesis can compare two things that have different meanings.

Data 011. ***That saved a wretch like me***

***I once was lost, but now am found***

***was blind but now I see***

The sentences "I once was lost, but now am found" and "Was blind but now I see" use antithesis to show a dramatic change in circumstances or spiritual understanding.

Data 012. ***Was grace that taught my heart to fear***

***And grace, my fears relieved.***

In the sentences "taught my heart to fear" and "my fears relieved": The use of antithesis emphasizes the change experienced from fears taught by grace to fears allayed by that same grace

Data 013. ***The wicked oppressing now cease from distressing.***

The sentence "The wicked oppression now ceases from distressing" is called \*antithesis\* because it juxtaposes two opposing ideas to emphasize the contrast between them. In this sentence: "The wicked oppressing" denotes evil actions or oppression by evil people. "Cease from distressing" indicates stopping actions that cause distress or suffering.

Antithesis is used to highlight the sharp difference between the before and after conditions, namely the oppression carried out by evil people versus the cessation of that oppression. This use of opposing ideas helps to clarify and emphasize the change or shift from one state to another.

### ***Conflicting Language Style***

#### Hyperbole

Hyperbole is a figure of speech used to describe an idea or concept exaggeratedly or extremely. The main purpose of hyperbole is to make something bigger or smaller to create a more dramatic or powerful impression.

Data 015. ***To God be the glory, great thing he has done.***

This sentence is included in the hyperbole language style. because this style of language is used to give an effect that exaggerates something. In this context sentence, the use of the phrase "Great thing he has done" shows the greatness or greatness of God's actions with extraordinary emphasis.



Data 016. ***That saved a wretch like me  
I once was lost, but now am found  
was blind but now I see***

"That saved a wretch like me": Calling himself a "wretch" is a form of hyperbole to emphasize his feelings of unworthiness and how great a gift he has received.

Types of Meanings Contained in Hyperbole:

Denotative Meaning: Shows actual actions or traits, but with exaggerated emphasis to create a more dramatic impression.

Connotative Meaning: Exaggeratedly adds emotional depth and emphasis, making the reader or listener feel a greater intensity of the events or circumstances described.

Conclusion: Data 015 and Data 016 are included in the hyperbole language style because each uses emphasis exaggeration to create a more dramatic and powerful impression of the action or condition described: Data 015: Highlights the greatness of God's actions by using exaggerated phrases. Data 016: Using hyperbole to emphasize the feeling of unworthiness and great change experienced by the individual. By using hyperbole, these sentences succeed in creating a stronger and deeper impression, making the message conveyed more dramatic and memorable.

### ***Linking Language Style***

#### Parallelism

Parallelism is a language style that uses the same pattern or structure in several parts of a sentence to provide a rhythmic effect and strengthen the message. The following is an explanation of why each data is included in parallelism.

***Data 018. He gives me everything I need and so much more***

The phrase "He gave me everything I need and so much more" can be considered to fall under parallelism because it uses the same pattern to construct sentences, namely "He gave me [noun] and so much more." In this case, the phrase describes that a person gives a lot of what is needed and even more. Parallelism is a

literary technique in which a sentence or phrase structure is repeated in the same pattern to achieve a dramatic effect or strengthen meaning.

Data 019. ***So I just wan lift my hands.***

***And say that I love him***

The phrase "So I just want to lift my hand, and say that I love him" also contains elements of parallelism. The same sentence pattern is used in both parts of the phrase: "So I just want to [verb] my hands, and say that I love him." This creates balance and rhythm in the phrasing, emphasizing the expression of shared feelings and desires. Parallelism is often used in poetry, songs, and prose to create a strong impression and arouse attention.

### ***Repetitive Language Style***

#### Alliteration

Alliteration is the repetition of an initial consonant sound in two or more adjacent words, such as "gentle giant" or "paper path." Alliteration gives a sense of musicality to our words and makes them easier to remember.

Data 034. ***We gather together to ask the Lord's blessing***

***He chastens and hastens His will to make know***

This sentence has several examples of alliteration: - "He chastens and hastens" - Repetition of the consonant sound "h" at the beginning of these words. "His will to make known" - Although not as obvious as the first one, the repetition of the "h" sound in "His" and "hastens" is quite prominent.

Types of Meanings Contained in Alliteration:

Connotative Meaning: Makes sentences memorable and easy to remember, because the repetition of consonant sounds gives a distinctive and distinctive impression. stands out.

Conclusion: Data 034 contains examples of alliteration in several parts of the sentence. Repetition of the consonant sound "h" has an interesting effect and makes

the sentence more memorable. Alliteration helps create rhythm and melody in these sentences, making them more artistically interesting and easier to remember.

Based on the analysis the researcher found forty (40) data on language style, those data were detailed as follows: Comparative language style fourteen (14) data, conflicting language style three (3) data, linking language style sixteen (16) data, repetitive language style seven (7) data. And twenty-one (21) data of meaning which are classified in two (2) types of meaning. Those data were detailed as follows: Connotative meaning Thirty (13) data, Denotative meaning (8) data.

## **CONCLUSION**

From the discussion of the study, the researcher has concluded all of the language styles and meanings in the Sunday school children's songs to answer all of the research questions of this research. The answer to the first question, she found 40 language styles which were classified into 13 types of language styles, namely, Comparative Language Style: Pleonasm, Metaphor, Personification, Antithesis; Conflicting Language Style: Hyperbole, apostrophe; Linking Language Style: Parallelism, Asyndeton; Repetitive Language Style: Alliteration, Tautotes, Anaphora, Assonance, Epizeuxis. The type of comparative language style that is most often or dominantly used in these lyrics is the parallelism type of language style because many song lyrics have the same structural pattern. parallelism is Used to create a rhythmic effect and strengthen a message by using the same pattern or structure in several parts of a sentence. For example, in the sentence "Great things He has taught us, great things He has done," using the same pattern in both parts of the sentence creates balance and rhythm in the sentence. The answer to the second question, the researcher found The meaning of language styles contained in Sunday school children's songs are twenty-one (21) data of meaning which are classified in two (2) types of meaning. Those data were detailed as follows: Connotative meaning Thirty (13) data, Denotative meaning (8) data. The connotative meaning that is most often found, because many of the sentences or use of words give rise to beauty, joy,

admiration, gratitude, worship, emotion, and curiosity, and attract sympathy for the person who sings or listens to the song.

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