

Analyzing the Imagery within The Lyrics of The Album “Monokrom” on “Tulus” Youtube Account and Assessing Its Suitability as an Alternative Teaching Material for Indonesian Language Classes in High Schools

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Abstract

This research aims to describe the imagery contained in the lyrics of the album "Monokrom" and describe its relevance as an alternative Indonesian language teaching material in high school using imagery from song lyrics. Album "Monokrom". The research approach used is a qualitative approach with descriptive methods and is included in the type of library study research. The data collection techniques used are listening, reading, listening, and note-taking techniques. The data analysis technique used in this research is interactive and consists of three research components: data reduction, data presentation, and conclusions. Based on the data analysis results, The research found the use of imagery in the song lyrics on the album "Monokrom". Tulus from five images, including 19 visual images, one auditory image, six auditory images, one tactile image, and one olfactory image. The research results can be used as an alternative Indonesian language teaching material in phase F class XII in high school.

Keywords: literature, language, imagery, stylistics, teaching materials

Introduction Section

Literary works are a form of the author's depiction of the environment expressed through language. Stylistics and aesthetics are interconnected; literary works have elements of linguistic style. Rahayu (in Sarbini, 2015:3) states that literature is a creation, a creation, not, first of all, an imitation. Literature results from someone's imagination about human life and has linguistic rules.

Literary works consist of various forms, namely poetry, prose, drama, script, or something in the form of text. Poetry is a literary work that uses language to convey aspirations. In its development, the language of poetry was combined with the art of music, which was then called song lyrics. According to Semi (1988:106), lyrics are short poems that express emotions through the arrangement of the words of a song. Song lyrics are included in the literary genre because the lyrics contain outpourings of personal experience and the arrangement of words that form a song (KBBI, 2008: 835).

The existence of song lyrics is also one of the innovations in transferring poetry to literary works. So, song lyrics naturally have the same characteristics as poetry. There are building elements that must be present when writing poetry. These elements include physical structure and inner structure. Likewise, with song lyrics, song lyrics also contain the same building blocks as in poetry. Apart from the structure and imaginative power, what makes poetry and song lyrics considered the same is the form in which they appear. These two things have the same birth form: poetry is written in verse form, which is also found in song lyrics. Song lyrics are in verse form because there are no special rules for writing them.

The distinctive language in writing song lyrics cannot be separated from the choice of words (diction) and imagery (imagery). The characteristic that is attractive in a song's lyrics can be seen in the correct choice of diction and imagery used. Waluyo in Ningrum (1987:72) believes that diction is the precise ability to choose words that must be considered based on their meaning, the composition of sounds in a rhyme and rhythm, and

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the position of words according to certain situations. Waluyo in Ningrum (1987:78) defines imagery or imagination as a word or arrangement of words that express sensory experiences, such as seeing, hearing, and feeling.

Stylistics is the study of language style. The stylistic aspect is in the form of linguistic forms and units studied in the study of the stylistics of literary works. These linguistic forms and units are in the form of sound styles (phonemes), word styles (diction), sentence styles (syntax), discourse styles, figurative language, and imagery, according to (Al Ma'ruf, 2012, p. 47). This research focuses on one aspect of stylistics, namely imagery.

Based on this description, the intention is to analyze the diction and imagery contained in the lyrics of the album song entitled "Monokrom," sung by a solo singer named Tulus. In the album entitled "Monokrom," there are 10 song titles. The reason behind the choice of songs that are sung sincerely is that in the album "Monokrom," Tulus succeeds in transcending musical themes rarely touched by Indonesian pop songs' lyrics in general. The use of language in the lyrics of the album song "Monokrom" by Tulus is different from songs currently available in Indonesia. The choice of words in the album "Monokrom" by Tulus has poetic lyrics with a sad nuance but still has a dynamic tone. Tulus succeeded in proving that the album "Monokrom" managed to occupy the top rankings and was popular with the Indonesian people, for example, the song entitled "Monokrom" on February 26, 2020, the song had been played more than 26 million, can be seen from his Spotify account. This cannot be separated from the song lyrics' writing style and choice of words.

This study of imagery is intended to understand the meaning of the content in each song on the album entitled "Monokrom" in more depth. Apart from that, the results of this study can also be used as an alternative learning to appreciate poetry at the class XII high school level. This is by the ATP (Learning et al.) for SMA class XII Phase F, namely listening to the activity of reading fictional texts (in the form of poetry collections) based on the building blocks of the text. Imagery is a physical element in poetry that is included in the building blocks of poetry.

Literature in learning is critical; this is explained by Rosenblatt in Rudy (2010b) as follows: 1) literature encourages the need for imagination in democracy, 2) literature diverts imagination and behavior, emotional attitudes, and measures of social and personal values, 3) literature presents the possibility of different views of life, relationship patterns, and philosophy, 4) literature helps choose different imaginations through the experience of studying literary works, 5) literary experience allows readers to view their personality and problems objectively and solve them better, and 6) literature provides reality to adults of a different value system so that they are free from fear, guilt, and uncertainty. Similarly, Djojoseuroto (2006: 135) literary works as a form of literary teaching material can be presented in an integrated manner with the fields of language and other sciences such as education, psychology, environment, technology, culture, and history.

Then there are the functions of literature learning according to Lazar (1993: 24), namely: (1) motivating students to absorb language expressions; (2) simulative tools in language acquisition; (3) media in understanding people's culture; (4) tools for developing interpretative abilities; and (5) means for educating the whole person (educating the whole person). Frye (1974: 129) states that through the study of appreciative literary learning, it is hoped that it will be able to shape the development of imagination in students. This is possible because literature provides infinite opportunities (meaning).

Al-Ma'ruf (2007:65) states that literature highly develops human tastes, feelings, and intentions. The function of literature can be described as follows: (1) Literature can stimulate us to understand and appreciate the life presented by the author in his work after going through his interpretation; (2) Literature suggests various moral, social and psychological possibilities so that people can more quickly reach mental maturity and stability of attitude which is manifested in mature behavior and thought considerations; (3) Through literature, people can absorb, imaginatively appreciate interests outside themselves and can see things from other points of view, changing according to the insights of the author and the work they encounter.

Lazar (1993: 24) explains that the function of literature is (1) as a tool to stimulate students in describing their experiences, feelings, and opinions; (2) as a tool to help students develop their intellectual and emotional abilities in learning language; and (3) as a tool to provide a stimulus for acquiring language skills. Literary learning has psychological, ideological, educative, moral, and cultural functions in more straightforward language.

The public's use of social media means that more and more information and works are being expressed on social media. Social media users in this research will focus on Tulus account users. Tulus is a singer and writer. Several similar studies regarding imagery in song lyrics have been conducted previously by Ningrum (2020), Yosiana & Wulandari (2022), Parera (2023), Pratama & Arifin (2018), and Abdillah (2018). The difference between these studies and this research is the data sources used. In this research, the data source comes from the verses of the song lyrics that represent the imagery in the album "Monokrom" by Tulus. Apart from that, this research also focuses on alternative Indonesian language teaching materials in high school using imagery from the album "Monokrom" lyrics.

Research methods

This research uses qualitative methods with stylistic studies. According to Bachri (2010:50), qualitative research aims to describe and evaluate phenomena, events, social activities, attitudes, beliefs, perceptions, and thoughts of people individually and in groups. Meanwhile, according to Whitney (1960: 160), the descriptive method is a search for facts with correct interpretation. Descriptive research attempts to describe a symptom, an event occurring at present, or an actual problem. The data and data sources are in the form of quotes from Tulus song lyrics which are also the object of this research which are contained in the album "Monokrom" by Tulus, which has 10 song titles, namely: "*Manusia Kuat*" (Strong Man), "*Pamit*" (Farewell), "*Ruang Sendiri*" (Self Space), "*Tukar Jiwa*" (Swap Souls), "*Tergila-gila*" (Infatuation), "*Cahaya*" (Light), "*Langit abu-abu*" (Gray Sky), "*Mahakarya*" (Masterpiece), "*Lekas*" (Fast), "*Monokrom*" (Monokrom), which are the subjects of this research. Tulus released the album "Monokrom" in Malaysia, which contains imagery studied in stylistic studies. Researchers will produce descriptive data analysis using a descriptive qualitative approach.

This research produces data confirmed by triangulating sources and data analysis methods in semiotic reading. The strategy used by researchers is to read the lyrics of the album "Monokrom" first, then analyze, present, and draw conclusions. The steps are: (1) carefully read the lyrics of the album "Monokrom," (2) identify quotes that contain imagery contained in the song lyrics, (3) note down quotes that contain imagery contained in the song lyrics to mark them, (4) analyze the quotations, (5) present the data descriptively, and (6) draw conclusions from the analysis that has been carried out.

Results and Discussion

Based on research on the album "Monokrom" by Tulus, it was found that there were 47 uses of imagery contained in the lyrics of the album "Monokrom" by Tulus, as much as 47 data in the form of fragments of song lyrics. The research results include 28 pieces of data found in the song lyrics for the album "Monokrom" by Tulus, including visual imagery, auditory imagery, movement imagery, tactile imagery, and olfactory imagery. Below, we will present the results of data from research that has been carried out regarding this image.

Table 1. Image Classification

No.	Image Classification	Amount of data
1.	Visual Imagery	19
2.	Auditory Imagery	1
3.	Movement Imagery	6
4.	Tactile Imagery	1
5.	Olfactory Imagery	1

Forms of Imagery in Song Lyrics on the Album "Monokrom" by Tulus

Imagery is the same as imagination, the form of words expressed by poets, such as sensory, seeing, hearing, and feeling. Imagery can strengthen poetry's meaning so readers and listeners can feel the work. According to Wicaksono (2019: 116), images are pictures in the mind and the language that describes them, while every thought image is called an image or image. This mental depiction is an effect of the mind that resembles (images) it is produced by capturing words about an object that can be felt by the nerves, seen by the eyes, vision, and interconnected brain nerves.

Visual Imagery

Visual images are images generated by the sense of sight (Yono & Mulyani, 2017). The visual imagery in the lyrics of the album "Monokrom" is used quite intensely by Tulus compared to other imagery. Visual imagery is categorized as easy to understand and able to stimulate the reader's imagination because those who enjoy song lyrics have a response to appreciate each lyric presented.

The visual imagery contained in the lyrics of the album "Monokrom" can be observed in the following data.

- (1) *Kau menunggu datangnya malam (Pamit)*
You wait for the night to come (Farewell)

The word night means night. To be able to interpret the lyrics of the song, the author needs a sense of sight.

- (2) *Kumenanti fajar (Pamit)*
I am waiting for dawn (Farewell)

The word dawn means bright morning. The word contains the meaning of sight. The author needs a sense of sight when writing poetry.

- (3) *Kau masih bisa melihatku (Pamit)*
You can still see me (say goodbye)

The word see me means seeing something, which means the poet must involve the sense of sight to interpret the song lyrics.

- (4) *Menjelang siang, kau tahu (Ruang Sendiri)*
By noon, you know (Alone Space)

The word noon means bright daylight. In order to interpret the lyrics of the song, the author needs a sense of sight.

- (5) *Aku ada di mana sore nanti (Ruang Sendiri)*
Where will I be this afternoon (My Own Space)

The word afternoon means a sunny afternoon. Poets need a sense of sight to interpret the lyrics of the song.

- (6) *Kau di mata dan di pandanganku (Tukar Jiwa)*
You are in my eyes and my sight (Swap Souls)

The words in my eyes and my sight mean sight, so poets need the sense of sight to interpret song lyrics

- (7) *Kau akan mengerti bagaimana kau melihatku (Tukar Jiwa)*
You will understand how you see me (Soul Swap)

In the words See Me, the author uses the sense of sight to interpret the song lyrics.

- (8) *Lihat wajahmu yang sendu (Tergila-gila)*
Look at your face, sad one (crazy)

In the words look at your face, the poet involves the sense of sight to interpret the song's lyrics.

- (9) *Semampuku kau akrab dengan senyum dan tawa (Cahaya)*
As far as I can tell, you are familiar with smiles and laughter (Light)

The phrases smile, and laughter means things that the sense of sight can see. In this case, the poet uses the sense of sight to interpret the song lyrics.

- (10) *Aku pastikan jalanmu terang (Cahaya)*
I will make sure your path is bright (Light)

The word light means light that can only be seen by the sense of sight. To interpret the author's song lyrics using the sense of sight.

- (11) *Di lengangnya malam menuju minggu (Langit Abu-abu)*
In the quiet of the night leading into the week (Grey Skies)

The word night means night that looks dark, so in this case, the poet uses the sense of sight to interpret the song's lyrics.

(12) **Lekas hentikan tangismu** (*Lekas*)
Quickly stop your crying (Quickly)

The sentence " quickly stop crying " means the poet sees crying. So, in this case, the poet uses the sense of sight to write song lyrics.

(13) **Lekas berbinar matamu** (*Lekas*)
Quickly shine your eyes(Quick)

In the sentence, your eyes sparkle, which means the poet sees the twinkle in your eyes, and this can only be seen by the sense of sight. So, the poet uses his sense of sight to interpret the song's lyrics.

(14) **Dunia terlalu ramai** untuk manjakanmu (*Lekas*)
The world is too busy to spoil you (Hurry up)

Crowding means a large crowd gathered that only the eye can see. To be able to interpret the poem, the poet uses the sense of sight.

(15) **Kau layak untuk terus tersenyum** (*Lekas*)
You deserve to keep smiling (Quickly)

In the sentence, keep smiling, which means that a smile can only be seen by the sense of sight. So, in this case, the poet uses the sense of sight to be able to interpret the song lyrics.

(16) **Lembaran foto hitam putih** (*Monokrom*)
Black and white photo sheets (Monokrom)

The phrase black and white means the color that the eye can see. So, in this case, the poet uses the sense of sight to write the song lyrics.

(17) **Aku coba ingat lagi warna bajumu** kala itu (*Monokrom*)
I am trying to remember the color of your clothes at that time (Monokrom)

The word color of your clothes means color, which can be seen by the eye or sense of sight. In this case, the poet uses the sense of sight to interpret the song lyrics.

(18) **Kue coklat, balon warna-warni** (*Monokrom*)
Chocolate cake, colorful balloons (Monokrom)

The word chocolate cake means the cake is brown, and brown is the color that the eye can see or sense of sight. The sentence colorful balloons means that the balloons are of various colors. Both climates can only be seen by the eye or sense of sight. So, when writing song lyrics, poets need a sense of sight.

(19) **Kembali teringat malam, kuhitung-hitung bintang** (*Monokrom*)
I remember the night again; I count the stars (Monokrom)

In the sentence I counted the stars, the poet uses the sense of sight or eyes to interpret the song lyrics.

Auditory Imagery

Auditory images are images generated by the sense of hearing. Describing situations with auditory imagery will quickly stimulate the reader's imagination (Andresita, 2022). Auditory imagery directs the reader as if they hear the sound produced by something described by the author in written form in a literary work.

Tulus uses auditory imagery to describe the background of the atmosphere heard. The auditory imagery in the lyrics of the album "Monokrom" can be observed in the following data.

- (20) *Suramu* **buatku** *lelap* (*Monokrom*)
Your voice makes me fall asleep (Monokrom)

In the world, your voice means something that can be heard. When the poet writes the song lyrics, he uses his sense of hearing to make meaning.

Movement Imagery

Movement imagery depicts something that is not moving but is depicted as being able to move or a depiction of movement in general. Motion imagery can make something feel alive and dynamic (Muriyana, 2022). This image of movement can direct the reader as if it is moving or moving something, but it is not moving. The imagery of this movement makes each song lyric come alive, and the images become real.

The imagery of movement in the lyrics of the album "Monokrom" can be observed in the following data.

- (21) *Kau bisa* **patahkan** *kakiku* (*Manusia Kuat*)
You can break my legs (Strong Man)

The word break means eating something that can be done with movement. So, in this case, the poet writes song lyrics involving movement imagery.

- (22) *Kau bisa* **lumpuhkan** *tanganku* (*Manusia Kuat*)
You can paralyze my hand (Strong Man)

The word paralyze means something that can be done with movement. So, in this case, the poet writes song lyrics involving movement imagery.

- (23) *Kau bisa* **merobek** *hatiku* (*Manusia Kuat*)
You can tear my heart (Strong Man)

In the word tear, which means something that can be done with movement, the poet uses movement imagery to interpret the lyrics of the song.

- (24) *Dia kan* **terbang** *menghinggapi* (*Mahakarya*)
He will fly to (Masterpiece)

The word "flying" means something that can be done with movement; in this case, the poet writes song lyrics involving movement imagery to be able to interpret the song lyrics.

- (25) *Tubuh saling* **bersandar** (*Pamit*)
Body leaning on each other (Pamit)

The word lean means something that can be done by movement. To be able to interpret the song's lyrics, the poet uses movement imagery in the lyrics.

- (26) *Jangan* **paksakan** *genggamanmu* (*Pamit*)
Do not force your grip (Pamit)

In the sentence, do not force your grip; the poet needs an image of movement to interpret the song's lyrics.

Tactile Imagery (Tactil/Thermal Imagery)

A tactile image is an image created by the senses of the skin. The image of touch is often used to describe a sad, painful atmosphere, although sometimes there is an orectic touch (Maghfiroh in Hasanuddin WS, 2002:

129). Tactile imagery will create aesthetic value in literary works. Readers will imagine feeling stimulation from the sense of touch, for example, rough or smooth.

The use of tactile imagery in the lyrics of the album "Monokrom" also creates imagination in the audience of this work, evoking thoughts and emotions, or even as if the reader feels something that the poet is experiencing. This can be observed in the following data.

(27) *Semua bisa rasakan (Mahakarya)*
Everyone can feel it (Masterpiece)

In the word feel, the author involves the sense of touch to be able to interpret the sentence. When a poet uses the word feel, the author uses his sense of touch when writing song lyrics.

Olfactory Imagery

Olfactory imagery is an image generated by the sense of smell or nose to interpret or describe aromas or smells. Imaginary depictions obtained through the experience of the sense of smell are called olfactory imagery (Department of National Education in Al-Ma'ruf, 2010: 55).

Tulus used olfactory imagery in writing the lyrics for the album song "Monokrom." The use of olfactory imagery facilitates the imagination of those who enjoy this literary work, awakens thoughts and feelings, and presents an authentic atmosphere in the lyrics of this song. The use of olfactory imagery in the lyrics of the album "Monokrom" can be observed in the following data.

(28) *Aku coba ingat lagi wangi rumah sore itu (Monokrom)*
I try to remember the smell of the house that afternoon (Monokrom)

The word fragrant in the song's lyrics means an aroma that can only be felt by the sense of smell. So, in this case, the poet uses the sense of smell to interpret the song lyrics.

The Relevance of Song Lyrics on the Album "Monokrom" by Tulus as an Alternative Indonesian Language Teaching Material in High School

Learning Indonesian in high school is one of the subjects that is quite popular among students. This is very natural because the form of delivery in literature uses language. Based on the results of imagery analysis of the song lyrics in the album "Monokrom" by Tulus, the results of this study are assessed for their relevance according to the demands of Indonesian language teaching materials based on the independent curriculum in high school. According to Ningrum (2021), we need quality teaching materials to get quality learning and, of course, have a high appeal for students to learn.

The importance of studying poetry texts at the high school level is proven in the ATP (Learning et al.), which is learning in schools that use an independent curriculum that discusses poetry in Phase F of class. Criteria for suitability of imagery for the lyrics of the album "Monokrom" by Tulus with the selection of teaching materials for writing literary works according to B. Rahmanto (1992:27-31), which are relevant to the needs of high school students. Based on the language aspect, the lyrics of the album "Monokrom" have a level of achievement and structure that is by the mastery of high school students. The lyrics of the album song "Monokrom" are appropriate because they can enrich the reader's vocabulary and grammar and can be easily understood by students. Apart from that, Tulus's way of expressing his ideas and the relationships between sentences in his discourse uses excellent and correct Indonesian so that students can easily understand it.

(1) *Kau di mata dan di pandanganku. (Tukar Jiwa)*
You are in my eyes and my sight. (Swap Souls)

The data excerpt shows that the words "in my eyes" and "my view" are meaningful and have the same element: sight. The language structure used is clear and uses interesting diction, so it is easy to understand that it can be used as an alternative teaching material for Indonesian language teaching materials in high school.

Based on psychological aspects, the lyrics of the album song "Monokrom" are integrated with teaching materials for psychological aspects and high school age. Psychological aspects that can be taken from the social picture of life are relevant to students' lives. This description makes the lyrics of the album song "Monokrom" solid as teaching material for Indonesian literature in high school.

- (2) *Lekas hentikan tangismu* (Lekas)
Stop crying quickly (Quickly)

The data excerpt shows that the sentence "quickly stop crying" describes the poet seeing crying. Crying is an emotional outburst that can be categorized as psychology. The lyrics of the album song "Monokrom" are about the psychological development of students from adolescence to adulthood, so this is suitable as an alternative teaching material for Indonesian literature in high school.

Based on cultural background aspects, the lyrics of the album "Monokrom" To understand the story, students must have a description of the culture and environment in the song lyrics. This is integrated with teaching materials for cultural background aspects. The lyrics of this song are set in the past and future, but in it, there are also cultural aspects that can be used as motivation, views, or images of life. So, this is suitable as an alternative teaching material for Indonesian literature in high school.

- (3) *Semampuku kau akrab dengan senyum dan tawa* (Cahaya)
As far as I can tell, you are familiar with smiles and laughter (Light)

The data excerpt shows the word smile. The word smile is a greeting to someone, which can sometimes be interpreted as a friendly person. This can be implemented in everyday life. So, this is suitable as an alternative teaching material for Indonesian literature in high school.

Conclusion

Based on the results of a stylistic study of the imagery in the lyrics of the album "Monokrom" by Tulus, it can be concluded as follows. First, there are 10 song lyrics in the album "Monokrom" by Tulus, which was released on August 3, 2016, with pop and pop jazz genre music. The ten song lyrics contain several images in the album "Monokrom," namely, five types of imagery: visual imagery, auditory imagery, movement imagery, tactile imagery, and olfactory imagery. The research found 19 visual images, one auditory, six hearing, one tactile, and one olfactory image. Second, based on several conditions and criteria to be good teaching material, the lyrics of the songs in the album "Monokrom," a sincere work, are generally declared relevant if used as teaching material by the demands of the independent curriculum for Indonesian language subjects in high school phase F class XII.

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