

THE USE OF FIGURATIVE LANGUAGE IN THE CHILDREN'S NOVEL, ALICE'S ADVENTURES IN WONDERLAND BY LEWIS CARROLL IN THE DEVELOPMENT OF PLOT, CHARACTERS AND THEMES

Dinesh A/L Sunthareson¹ and Muhamed Amin B MD Sani^{1*}

¹ Faculty of Social Sciences, Quest International University, Perak, Malaysia

dinesh.sunthareson@qiu.edu.my, muhammed.amin@qiu.edu.my,

Abstract: In the field of literature, the use of figurative language is a common practice and more prominently in works dedicated to children. Figurative language is defined as a kind of communication that does not rely on the literal meaning of the words, rather requiring the readers to look beyond its actual meaning. This kind of communication results in creative flourish elements in literary works. In this research, a popular children's novel entitled *Alice's Adventures in Wonderland* written by Charles Lutwidge Dodgson, more popularly known as Lewis Carroll, was chosen in order to identify the types of figurative language used along with their roles in developing the plot, characters and themes. The research used New Criticism as the focus is more on the context of the novel, with Perrine and Arp's theory of figurative language as the basis and a modified Metaphor Identification Procedure was used. During the analysis, several types of figurative language were identified with their analysis within the story content. In conclusion, the figurative language in the novel was able to be identified and analysed.

Keyword: Figurative language, alice's adventures in wonderland, new criticism, metaphor identification procedure

INTRODUCTION

This chapter provides the overview of the use of figurative language in the children's novel, *Alice's Adventures in Wonderland* by Lewis Carroll, in the development of the plot, characters and themes. This chapter also discusses the research objectives, the scope and limitations observed and the definitions of key terms that were used in this paper.

BACKGROUND OF STUDY

Figurative language is a type of communication that does not use a word's strict or realistic meaning (Ellis, 2023). The word's use deviates from the conventional order and meaning in order to provide complex meanings, creative expressions, clarifications and expressive comparison (CFI Team, 2023). Figurative language is a means to express themselves when literal language is unable to do so, especially in literature, where authors use them to invoke a certain expression.

Children's literature, by definition, are any creative literary work that has been especially written and designed for children's use. (Pulimeno et al., 2020). Children's literature is typically designed to promote good values, educate them with something and entertain them. The content is typically age-appropriate and certain content was analogised, which involved the use of figurative language. The use of figurative language is a useful way for authors to be as creative as possible as they are oftentimes trying to tell something and to make the readers engage the topic in a more interesting manner, especially among children. (Smith, n.d.).

Among the more prominent children's literature that uses figurative language is the Charles Lutwidge Dodgson, famously known as Lewis Carroll's children's novel, *Alice Adventures in Wonderland*. This novel is prominently known for being unconventional for its time, which during Carroll's time, children's stories are supposed to teach them good behaviours (Murdoch, 2015). Carroll's novel focuses more on the child's journey to self-expression and the satire of Victorian stiffness that he knew of. In that novel, there is an abundance of

use of figurative language which is attributed to the nonsensical nature of Wonderland. While Carroll stated that his works were of “literary nonsense”, his works are oftentimes the subjects of analysis of different disciplines and through different interpretations (Rochmansyah Putra et al., 2024)

Purpose of Study

The purpose of this research is to observe and analyse the types of figurative language used in the novel and how do they function in the development of the plot, characters and themes the author was conveying.

Statement of Problem

By principle, the use of figurative language in literature is linked to the author’s intention (Suwannapracha & Pisitsenaku, 2021), which explains why most analyses involving the novel were linked to different theories and perspectives. However, there is little analysis done on the story itself as researchers are more into how the story is represented in certain aspects, like the impact of childhood, role of Victorian morals and even about Carroll himself. The analysis of the novel is more focused on the story itself, rather than relating to external factors, which makes the analysis independent from the historical, cultural and biographical factors.

Research Objectives

The objectives of this research were:

1. To investigate the types of figurative language used in the novel *Alice’s Adventures in Wonderland*.
2. To analyse how figurative language was used to develop the plot, characters and themes of the novel.

Research Questions

1. What are the types of figurative language used in the novel *Alice’s Adventures in Wonderland*?
2. How does the use of figurative language develop the plot, characters and themes of the novel?

Significance of Study

As there are multiple studies done on the novel, especially on Carroll’s use of language in the novel, this paper acts as another voice of its field, mainly the use of figurative language in the development of plot, characters and themes, similar to Rochmansyah Putra et al. (2024)’s journal article.

Scope and Limitations

The research focused on the overall content of the novel, which means all the text of the novel is analysed. The limit of this analysis is that it will not be focused on the external context of the novel to provide an interpretation. While context is given to provide an explanation, they are only used in a way that is within the content of the story. The interpretation of the novel is based on the researcher’s interpretation; hence this research is focused on this point of view.

Conclusion

In summary, Chapter 1 provides an overview of the research of use of the figurative language in Lewis Carroll’s novel, *Alice’s Adventures in Wonderland*, in the development of the plot, characters and themes. Furthermore, it discusses the objective of conducting this research as well as the significance of this study along with the scope and limitations of the research.

LITERATURE REVIEW

Introduction

This chapter discusses a review of literature, which will act as the basis for this research. The chapter also examines the study’s theoretical framework, which includes theories of figurative language and procedures of identifying them. Finally, there are some studies that have been reviewed in order to clarify the direction the research is heading to.

Theoretical Framework

Since this research is focused on the use of figurative language in the Alice's Adventures in Wonderland novel, this section explains the definition of figurative language and what this research intends to look at. This section also explains the theories used to provide a framework.

Among the aims of this research is to analyse the use of figurative language in the novel in the development of the plot, characters and themes, which makes this analysis more textual rather than contextual. To aid in this, a literary theory has to be considered as the model of analysis. For this, a formalist approach is used. Formalism is a literary theory that focuses on the artistic form of the text, which is more emphasis on the choice of words, structures and styles of the chosen text (Shklovsky, 1927, cited by Rochmansyah Putra et al., 2024).

After that, a specific theory for figurative language has to be identified in order to provide the list of figurative language used along with their definitions. Perrine and Arp (1992) figurative language theory, also known as poetry theory due to their focus meant for poetry, was used. This theory provides the basis for this research as to prevent confusion. Perrine's theory categorises figurative language into various types, such as simile, metaphor, personification, and irony. This theory allows for a systematic exploration of how these figures of speech function within a literary text. This theory was used to identify and analyse the different types of figurative language in *Alice's Adventures in Wonderland*.

Finally, after deciding the approach and theory, a proper procedure has to be designed to fit to answer the research questions. The procedure in question is the Metaphor Identification Procedure (MIP) designed by Pragglejaz Group in 2007. This procedure was designed as a means to properly identify words as being used metaphorically. It involves close reading to distinguish between literal and figurative language, providing a structured approach to metaphor analysis. While the original procedure restricted to words being used metaphorically, Researchers like Steen (2002) has properly adapted this procedure which this research has followed.

In conclusion, the conceptual framework of this research is that this novel has been analysed through the New Criticism approach, using Perrine's theory as the basis and MIP as the procedure.

Conceptual Framework

For this research, the novel, *Alice's Adventures in Wonderland*, was chosen to be the main text of analysis and source of the data. As mentioned, New Criticism was the overarching literary theory guiding this approach to analysing the text's language, structure, and internal coherence. After providing the literary theory, Perrine's poetry theory was used to provide the general idea of what kind of figurative language that will be present in the novel. The following is the list of figurative language listed down under Perrine and Arp's theory of figurative language (Fitriana & Rois, 2023).

Type	Definition and Explanation	Example
1. Metaphor	An implied analogy that expresses imagination which identifies one subject to another.	"Her lips are a blooming rose"
2. Simile	A figure of speech that used a comparison to describe something interestingly.	"They fought like cats and dogs"
3. Symbol	Identified as something that means more than what it is. The meaning of the symbol is for something definite and precise.	In <i>The Raven</i> , Edgar Allen Poe's poem, the huge black bird is a symbol for the narrator's deep feelings of loss, regret, mourning, and loneliness

4. Personification	A kind of metaphor in that a lifeless object or abstract ideas were constructed for a thing like person, giving information, vividness, and nearness.	"The rain poured down on the wedding guests, <u>indifferent</u> to their plans."
5. Synecdoche	A figure of the speech who explained something use the whole for representing a part	"The <u>captain</u> commands one hundred <u>sails</u> "
6. Metonymy	A type of figurative language that described a thing by referred to the other thing that was related to it	"Friends, Romans, countrymen, lend me your <u>ears</u> ."
7. Paradox	A kind of statement that appears self-contradictory, but that is true in some sense. The purpose of paradox is to attract attention and produce a dramatic effect. A paradox is a statement that contradicts itself but is still true. It could be a circumstance or a statement	"I must be cruel only to be kind"
8. Hyperbole	A figure of speech that considerably expressed something then produced a dramatic effect by exaggerating something	"I had to wait in the station for ten days— an eternity."
9. Irony	The deliberate use of language to convey the polar opposite of its literal meaning.	"Water, water everywhere, nor any a drop to drink."
10. Allusion	An indirect and covert reference to a historical, cultural, or other person, place, thing, or idea.	"I didn't have any bus fare, but fortunately some <u>good Samaritan</u> helped me out!"
11. Allegory	A kind of figure of speech that involves characters and events to reveal a hidden meaning or message	Frank Herbert's science fiction epic <i>Dune</i> is often interpreted as a loose allegory for the history of the Middle East.
12. Apostrophe	A literary device that refers to a speech or address to a person, an abstract idea, or a thing that is not present or a personified object	"Hope, thou bold taster of delight"

The MIP was originally designed to analyse words to see if they are indeed being used metaphorically. Due to this, several researchers adapted the procedure to fit within the framework of their research. For this research, several adaptations have to take place based on the basis of those researchers. Among them is changing how many words in a phrase can be considered to be metaphorically used. The amended approach of this procedure that can be used in this research is what was done by Sanja Rašković in her 2023 research in identifying and interpreting the use of personification and metaphors in several Aesop's fables. Her amended procedure considers using her background experience as a teacher to identify which parts of the text is used metaphorically and uses one dictionary instead of at least two to know the meanings. Her procedure is also useful for the timeframe of this research as there is limited time to properly analyse each and every text of the novel, which was one of the original procedure's weaknesses.

Review of Related Studies

The use of figurative language in creating content and context in a literary text

Figurative language is defined as a kind of communication that does not rely upon the words' exact or realistic meanings but is typically used in non-formal settings as a way to explain a complicated idea or to add a creative flourish in that writing (Ellis, 2023). There are several researches done to identify and observe such literary components in literature. One such research is an analysis of its use in a short story, entitled *Tell-Tale Heart* by Edgar Allan Poe, conducted by Dewi Karimah, Lux Anggraeni, Nurina Rahmah Hayuningtias, Rahma Putri Yunia a group of Indonesian researchers in 2022. In their research, they used content analysis, which is an approach used to quantify certain types of words, themes or concepts (Columbia University, 2023). The researchers use parts of sentences to determine the type of figurative language used and the meaning it creates.

Another example is the study of figurative language in Aesop's fable done by Sanja Rašković, a researcher who had background experience in teaching English at Croatia, in 2023. In her research, she specifies the types of figurative language that she is intending to search, which are personification and metaphors, as they are common in such fables. Her research, along with background experience in utilising fables in her class, pointing out the function of figurative language is a way for children to enjoy reading the stories and at the same time learn moral values. Her research, as mentioned in the Conceptual Framework section, is used as the basis of this research.

Finally, another research that highlights the type and function of figurative language is the analysis of a foreign novel that was translated by a local person, in this case, the novel *The Dancer* by Rene T.A. Lysloff, an American professor that was translated by Ahmad Tohari, an Indonesian author, by a pair of Indonesian researchers, Ayulandari and Elysa Hartati in 2023. The purpose of that research is similar to Karimah et al, that is to identify and analyse the types of figurative language used in chosen work, in their case, the translation of the novel.

In conclusion, the research done on identifying and analysing figurative language in their chosen texts' highlights how figurative language functions in creating context.

The use of formalism literary theories in the chosen novel

Formalism viewed literature as a distinct and separate entity, unconnected to historical or social causes or effects (The Poetry Foundation, 2024). It analysed literature according to devices unique to literary works and focused on the "literariness" of a text, which means words were not simply stand-ins for objects but objects themselves. For literary analysis, especially for this novel, it is common to relate or associate a certain aspect of the novel to a certain viewpoint, for example, the views of Victorian femininity or childhood through the main character, Alice, were the most common analysis for this novel, which involved relating to lives of actual women or children of the time.

In an article written by Rochmansyah Putra et al. (2024), they focused on the characteristics of Alice herself throughout the 12 chapters. The analysis is restricted within the context of the story, which makes the analysis more focused on the way the author wrote her character, ignoring external context. The article concluded that while the journey in Wonderland was more metaphorical, the way Alice depicted in the novel shows that she is a dynamic character, willing to change to the madness of Wonderland.

While this novel is one of the most popular English children's novels and by extension, the more commonly used material for literary analysis, there is little analysis done using any of the formalist theories (Russian Formalism, New Criticism). This paper hopes to apply the use of formalism in analysing the novel to answer the research questions.

Conclusion

In conclusion, this chapter has discussed the theoretical framework and conceptual framework that was used in this research. Besides that, the studies related to this research were reviewed based on the research questions. This chapter has laid out the guideline and justification to conduct this research.

METHODS

Introduction

This chapter will discuss the research design, text and sample, data collection procedures, and data analysis.

Research design

According to Asenahabi (2019), a research design is a structured framework that links abstract research challenges to feasible empirical inquiries. Such a design offers distinct guidance for research procedures (Creswell, 2014, as cited by Asenahabi, 2019). Asenahabi (2019) mentioned that the primary goal of a well-crafted research design is to ensure that research aims are met with lucidity, impartiality, precision, and cost-effectiveness while also mitigating outside variances and reducing errors. A robust research design proposes a methodical plan that integrates the research dilemma, the posed questions, data acquisition methodologies, and analysis techniques. Such a plan yields compelling evidence addressing the research questions and assures stakeholders that conclusions drawn from it are credible (Asenahabi, 2019). In this research, the focus is on how figurative language develops the plot, characterisation and themes of Carroll's *Alice Adventures in Wonderland* novel. This research relied mostly on the researcher's interpretation, hence in order to justify them, a set of procedures had to be made clear in order to provide a baseline for other researchers to understand and replicate this research. The method is based on an adapted approach done by another researcher along with a theory to provide a control.

Text and sample

Due to the nature of this study, there will be no population sample. Instead, there will be text samples from the novel. This research uses the an online version of the original novel.

Furthermore, through metaphor identification procedure, only portions of the novel that the research believed that can demonstrate the aforementioned items is used. While that procedure is restricted to breaking down into words rather than phrases (Pragglejaz Group, 2007), that procedure can be adapted into taking in phrases which deem being used figuratively.

Data collection procedures

Before data collection

Before beginning data collection, the researcher has written a statement of acknowledgement to the university's higher authority as this research only involve the texts from the novel and the researcher's interpretations.

During data collection

In preparation for data collection, the researcher will adapt a module based on Steen (2002)'s module of identifying metaphors in identifying the figurative language in the novel's text. The 1998 digital version of the novel is used as it is considered to be the authentic copy of the original novel.

After data collection

Following the completion of collecting the data, they are categorised based on the different kinds of figurative language according to the definitions set by Perrine's theory (Perrine, 1992, as cited by Anggraini et

al., 2022) and from there, a literary analysis is done based on the context within the novel. At least two for each category is provided in this paper.

Data analysis

Firstly, the texts are chosen in chunks and context is provided. Based on those contexts, the text is identified based on Steen' (2002) module on identifying metaphors, which is similar to what was used by Rašković's (2023) in her metaphor and personification analysis on fables. Due to the restriction of Steen's module and time limit to conduct, they are adapted in accordance to Perrine's theory which was mentioned in Anggraini et al (2022)

Conclusion

In conclusion, the research methodology is designed to tackle the length and complexity of the novel. This method is used to identify the use of figurative language and analyse them using the New Criticism approach, with the combination of Pragglejaz Group's procedure and Perrine's theory.

FINDINGS

Introduction

In this chapter, the researcher has collected sample texts from the novel to identify the figurative language used and explaining the role they done in developing the plot, characters and themes present in the novel using Metaphor Identification Procedure (MIP) with Perrine and Arp (1992)'s theory as the basis and New Criticism as the approach.

Collected Data from the Novel Based on Type of Figurative Language

In the novel, there are numerous uses of figurative language that conveys different ideas and thoughts. They are used to bring out key points that are difficult to convey. In a children's novel, the use of figurative language is a creative approach to convey a message. In this section, the collected text sample is quoted from the book and given an analysis of the quotes. The following parts were arranged based on the types of figurative language present in the novel, along with definition of terms and analysis and examples from the novel.

Paradox

Definition

Paradox is a kind of figurative language that appears contradicting but contains some truths, humour and themes of the literary works (Wegerbauer, 2022). Paradoxes are used to make the readers think about the deeper meaning of the works and can be used to convey more complex characteristics or to explore the themes of the works with great depth. There are two types of paradox, that are literary paradox and logical paradox. Literary paradoxes are a type of paradox that initially contradict themselves but eventually come out with one conclusion, which is the author's intent while logical paradoxes are inherently contradictory and have no logical conclusions.

Analysis and Examples

As mentioned earlier, a paradox is self-contradictory which makes the readers stop and think for a moment on what was written. The contradiction is dependent on the type of paradox that was shown. For a literary paradox, there must be one logical conclusion that was not initially not made aware, which was typically the writer's intents. Logical paradox cannot be logically deduced which makes it impossible to solve. For this analysis, the obvious choice of paradox is the literary paradox as there are meanings behind them. There are several examples that can be found in the novel that can be considered a paradox.

For example, in the following excerpt:

“...for she had read several nice little stories about children who had got burnt, and eaten up by wild beasts, and other unpleasant things, all because they would not remember the simple rules their friends had taught them....”

(Page 10)

In this excerpt from Chapter 1, Alice was looking at a bottle filled with a liquid, which was later to be known as a shrinking potion, with the label “DRINK ME” on it. Alice remembered the safety advice she heard before drinking it rather than outright drinking the contents of the bottle as she was concerned whether the liquid is poisonous. The phrase “*several nice little stories*” is in contrast with the tragedies involving children getting harmed all because they “*would not remember the simple rules*”. These stories were cautionary tales to children who are naturally curious about their surroundings. This excerpt is a reflection to Alice’s character of being a careful person who remembers the advice she heard before doing something.

Another example of a literary paradox in the novel is the following: -

“Take some more tea,” the March Hare said to Alice, very earnestly.

“I’ve had nothing yet,” Alice replied in an offended tone, “so I can’t take more.”

“You mean, you can’t take less,” said the Hatter: “it’s very easy to take more than nothing.”

(Page 106)

This excerpt from Chapter 7 shows a dialogue between Alice, the March Hare and the Mad Hatter. They are listening to the Dormouse’s story when Alice kept interrupting him, in which the March Hare offered to refill when in fact she had not taken a cup earlier, which offends her. The use of literary paradox in this excerpt is to show one of the more unique features of the novel, which is wordplay. Carroll was known for his use of language plays and this became a recurring theme.

Metaphor

Definition

A metaphor is a literary device that makes a statement about its subject by figuratively comparing it to another. (Morr, 2023). Like all figurative languages, they are commonly used in colloquial expressions and do not make sense literally but rather figuratively. Metaphors are considered to be the most common type of figurative language used as they are used quite often in daily life.

Analysis and Example

As mentioned above, metaphors are figurative comparisons of two completely different things. In order for a metaphor to be understood, the concepts that are being used have to be familiar to others. In the novel, identifying metaphors can be challenging as certain concepts mentioned in the novel have either lost their meaning or became an allusion beyond the novel itself. However, there are some metaphors that can be identified and related to the plot, characters and themes of the novel, such as the following: -

“... “Well, perhaps you haven’t found it so yet,” said Alice; “but when you have to turn into a chrysalis—you will someday, you know—and then after that into a butterfly, I should think you’ll feel it a little queer, won’t you?” ...”

(Page 60-61)

The above quote is from Alice when she was conversing with the Caterpillar in Chapter 5. The use of metaphor is recognised from the comparison of a metamorphosis of a butterfly with a feeling of strangeness of a new body, which was a recurring theme of growing up in the novel. Alice expressed strangeness and unfamiliarity ever since she stepped into Wonderland, among those are the changes of her body sizes. In the excerpt, the comparison of a butterfly’s metamorphosis is oftentimes associated with growth, with the adult self completely unrecognisable from the child self.

Parody

Definition

Parody, in literature, an imitation of the style and manner of a particular writer or school of writers (Encyclopaedia Britannica, 2024). Parody is typically negative in intent by calling attention to a writer's perceived weaknesses or a school's overused conventions and seeks to ridicule them. Parody can, however, serve a constructive purpose, or it can be an expression of admiration or humour.

Analysis and Examples

The motive of writing parodies varies from authors to authors but in general, they are designed to mock the original creator's work, be it ideas, stances, the way of writing or the person themselves. The parodied work often appeared similar to the original work but with obvious changes. In the novel, there are several parodied works that Carroll included in the form of Alice trying to remember and failing the original works.

Like this example in Chapter 2: -

*“... How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale!
How cheerfully he seems to grin,
How neatly spreads his claws,
And welcome little fishes in
With gently smiling jaws!”*

(Page 20)

The above is a poem recited by Alice as a way to comfort herself as she grew too large after eating a cake. According to her, after she recited it, she felt it was wrong and again cried. This poem, in the context of the novel, is a parody done by Carroll as this poem is originally an educational poem written in 1715 by Issac Watts, a pastor and an inspiring preacher of the Victorian era (Kapičková, 2023). The poem was entitled *Against Idleness and Mischief* and the following is the actual poem: -

*How doth the little busy bee
Improve each shining hour,
And gather honey all the day,
From every opening flower!
How skilfully she builds her cell!
How neat she spreads the wax!
And labours hard to store it well
With the sweet food she makes*

Watt's poem is an educational poem on encouragement in finding dedication in hard work and valuing the results of it. The parodied poem Carroll wrote is the direct opposite of Watt's poem as it was about the crocodile who only welcomes fishes to the Nile with a great smile and the busy hard-working bee. This parody is not just Alice's misremembering but Carroll's way of satirising the society norms of the time, where children like Alice were required to memorise didactic works like Watt's poems.

Another form of parody appeared in Chapter 5 where Alice and the Caterpillar were discussing Alice's sense of identity in Wonderland. He requested her to recite another didactic poem entitled *You're Old, Father Willam* which too, came out wrongly, as the following excerpt pointed out after she was done reciting it-

“.. *“That is not said right,” said the Caterpillar.*

“Not quite right, I’m afraid,” said Alice timidly; “some of the words have got altered.”

“It is wrong from beginning to end,” said the Caterpillar decidedly, and there was silence for some minutes...”
(Page 67)

Both of them are considered parodies as they are complete opposites of each other and were conveyed in similar tone and manner, which highlighted by the fact that Alice only remembered them wrong only after she was done reciting them. Both parodied poems were the reflection of the theme of uncertainty of the character.

Personification

Definition

Personification is a type of figurative language which emphasises non-human characteristics by describing them with human attributes, typically objects, an animal, or even an idea or a concept (Kramer, 2023). Throughout history, personification is the most commonly used figurative language and is more commonly used in daily speech than other forms of figurative language, besides metaphors.

Analysis and Example

In the novel, there are numerous non-human entities present which outnumber their human characters. The personification of those characters highlights their major characteristics and their role in the story, viewed in a formalist lens. For example, in Chapter 3, after getting out the pool of tears, Alice and the wet Wonderland creatures were looking ways to dry themselves up, until the Mouse, which was first met in Chapter 2, commands them, that was highlighted in the following excerpt: -

“...At last, the Mouse, who seemed to be a person of some authority among them, called out, “Sit down, all of you, and listen to me! I’ll soon make you dry enough!” ...”

(Page 30)

The excerpt above pointed out an obvious use of personification, which noted from the phrase “person of some authority”, typically reserved to humans. In this scene, the Mouse was noted for his ability to order a group of unruly creatures, like a school teacher and later lectures them about history as boring as possible. This use of figurative language pointed out the characteristic of the Mouse, which is that he can take charge and order the Wonderland creatures.

CONCLUSION

Introduction

In this section, the findings of this research have been summarised and recorded. The limitations of the research have been reiterated with more clarity along with recommendations to conduct further research of this kind.

Major Findings

In this paper, the use of figurative language in the novel *Alice’s Adventures in Wonderland* by Lewis Carroll was identified and analysed using the framework of New Criticism and using the Metaphor Identification Procedure as the approach with Perrine and Arp’s poetry theory as the basis. After analysis of the figurative language from a formalist perspective, some main findings have been obtained. Firstly, the function of figurative language has shown elements of the story within the context of the story, which is the plot, characters and themes. The figurative language has pointed out those elements and how they create meaning within the story. Secondly, the analysis has pointed out four types of figurative language that are appropriate to the research, which are paradox, parody, personification and metaphor. Those uses of language have brought out the creative aspect the author intends to show along with providing insights for others to know.

Limitation After the Research

While the limitations were identified earlier in Chapter 1, there are more concerns to be noted beyond what was mentioned in the aforementioned chapter. Due to the nature of formalist analysis, certain figurative language cannot be included in the analysis as they require external context to be understood. Figurative language like allusion, synecdoche and allegory require further reading and information beyond the content of the text, despite being present in the novel. Compounded with time restraints, not all figurative language in the novel can be identified and analysed within the designed scope. There is also figurative language that do not fit within the research question as they merely present to provide more context within the story.

Recommendations for Improvement

As mentioned above, in *Alice's Adventure in Wonderland*, the author employs plenty of figurative language which can help in the development of plot, characters and themes but due to the limited time, not all has been discussed. Moreover, this research has been restricted to view the material through a formalist lens, which makes the analysis restricted to within the story only. All in all, this study provides a little experience towards the study of the use of figurative language through a formalist lens. To tackle that, the data intended to be collected has to be properly categorised based on a specific working definition and narrow down the scope into working within the story's content. Due to the nature of formalist analysis, the use of external context can be used within the content of the story, not beyond other forms of interpretations.

ACKNOWLEDGEMENTS

I would like to dedicate this journal article to my supervisor and co-author of this article, Mr Muhamed Amin B MD Sani, for his guidance and patience.

DISCLOSURE STATEMENT

This journal article was written based on the author's interpretation based on a specific viewpoint and certain school of thought.

REFERENCES

- Asenahabi, B. M. (2019). Basics of Research Design: A Guide to selecting appropriate research design. *International Journal of Contemporary Applied Researches*, 6(5), 76-89. https://www.researchgate.net/publication/342354309_Basics_of_Research_Design_A_Guide_to_selecting_appropriate_research_design
- Bulut, T., & Almabrouk, N. (n.d.). The Functions of Puns in "Alice's Adventures in Wonderland". *The Reading Matrix: An International Online Journal*, 20(1), 172-184. <https://www.academia.edu/download/79804137/22-gb5e5b35.pdf>
- Carroll, L. (1998). *Alice's adventures in Wonderland*. VolumeOne Publishing. https://www.adobe.com/be_en/active-use/pdf/Alice_in_Wonderland.pdf
- CFI Team. (2023, October 3). Figurative language. Corporate Finance Institute. Retrieved July 16, 2024, from <https://corporatefinanceinstitute.com/resources/accounting/figurative-language/>
- Ellis, M. (2023, June 21). Figurative language examples: How to use these 5 common types. *Figurative Language: Use These 5 Common Types | Grammarly Blog*. Retrieved July 16, 2024, from <https://www.grammarly.com/blog/figurative-language/>

- Encyclopedia Britannica. (2024, August 30). Parody | Definition & examples. <https://www.britannica.com/art/parody-literature>
- Fitriana, I., & Rois, M. M. (2023). Analysis of metaphors applied in mobile legends game. *Diglossia: Jurnal Kajian Ilmiah Kebahasaan dan Kesusastraan*, 15(1), 118-132. <https://doi.org/10.26594/diglossia.v15i1.4084>
- Fitz Gale, D. (2023). "Luminescent as an Anglerfish": Creative Writing as a Strategy for Building Figurative Language Skills in School-Aged Children (Order No. 30531261) [Doctoral dissertation]. ProQuest Dissertations and Theses Global.
- Hang, Y. Z. (2024). Reviewing Figurative Chunks. *Scholar*, 16(1), 130-141. <https://doi.org/10.14456/shserj.2024.14>
- Kapičková, B. (2023). Figurative Language in Alice's Adventures in Wonderland and its Czech Equivalent [Doctoral dissertation]. https://is.muni.cz/th/t9psn/Figurative_Language_in_Alice_s_Adventures_in_Wonderland_and_its_Czech_Equivalents_Archive.pdf
- Karimah, D., Anggraeni, L., Hayuningtias, N. R., & Yunia, R. P. (2022). An Analysis Figurative Language in The Short Story "Tale-Tell Heart". *Lingua*, 19(1), 1-9. <https://doi.org/10.30957/lingua.v19i1.694>
- Kramer, L. (2023, April 10). A guide to personification, with 33 examples. Personification: Definition and 33 Examples | Grammarly Blog. Retrieved October 9, 2024, from <https://www.grammarly.com/blog/literary-devices/personification/>
- Meriem, B. (2020). Defamiliarization in Lewis Carroll's Two Novels: Alice's Adventures in Wonderland and Through the Looking Glass [Doctoral dissertation]. http://archives.univ-biskra.dz/bitstream/123456789/16007/1/Meriem_Benbrahim.pdf
- Merriam-Webster. (2022, May 8). What is figurative language? Merriam-Webster.com. Retrieved July 16, 2024, from <https://www.merriam-webster.com/grammar/figurative-language>
- Morr, K. (2023, June 20). What is a metaphor? Definition and examples. What Is A Metaphor? Definition and Examples | Grammarly. Retrieved October 2, 2024, from <https://www.grammarly.com/blog/literary-devices/metaphor/>
- Murdoch, L. (2015). Alice and the question of Victorian childhood. Vassar College. Retrieved July 26, 2024, from <https://www.vassar.edu/specialcollections/exhibit-highlights/2011-2015/age-of-alice/victorian-childhood.html>
- Pakkala, V. (2019). DOWN THE RABBITHOLE: A material package for teaching English as a foreign language through Alice's Adventures in Wonderland [Master's thesis]. <https://jyx.jyu.fi/bitstream/handle/123456789/64684/URN%3aNBN%3afi%3ajyu-201906193274.pdf?sequence=1&isAllowed=y>

- The Poetry Foundation. (2024, April 11). New Criticism. Retrieved August 22, 2024, from <https://www.poetryfoundation.org/education/glossary/new-criticism>
- Pragglejaz Group. (2007). MIP: A method for identifying metaphorically used words in discourse. *Metaphor and Symbol*, 22(1), 1-39. <https://doi.org/10.1080/10926480709336752>
- Pulimeno, M., Piscitelli, P., & Colazzo, S. (2020). Children's literature to promote students' global development and wellbeing. *Health Promotion Perspectives*, 10(1), 13-23. <https://doi.org/10.15171/hpp.2020.05>
- Rašković, S. (2023). Fables and Figurative Language [Master's thesis]. <https://urn.nsk.hr/urn:nbn:hr:131:321485>
- Rochmansyah Putra, A. W., Bahtiar, A. K., & Mala Rohmana, W. I. (2024). A formalist analysis in how Lewis Carroll portrays Alice character in "Alice's adventures in Wonderland". *Lililacs Journal : English Literature, Language, and Cultural Studies Journal*, 4(1), 11-17. <https://doi.org/10.21009/lililacs.041.02>
- Smith, A. (n.d.). Benefits of teaching figurative language. *Performing in Education®*. Retrieved July 26, 2024, from <https://performingineducation.com/benefits-of-teaching-figurative-language/>
- Steen, G. (2002). Towards a procedure for metaphor identification. *Language and Literature: International Journal of Stylistics*, 11(1), 17-33. <https://doi.org/10.1177/096394700201100103>
- Suwannapracha, K., & Pisitsenaku, S. (2021). Reflections on the Importance of Contexts in an Analysis of Linguistic Devices in "Alice's Adventures in Wonderland". *Journal of Humanities*, Naresuan University, 20(1), 1-22. https://www.researchgate.net/profile/Suthipong-Pisitsenakul/publication/370426330_Reflections_on_the_Importance_of_Contexts_in_an_Analysis_of_Linguistic_Devices_in_Alice's_Adventures_in_Wonderland/links/655c4f1fce88b87031fb89dc/Reflections-on-the-Importance-of-Contexts-in-an-Analysis-of-Linguistic-Devices-in-Alices-Adventures-in-Wonderland.pdf
- Thaler, V. (2016). Varieties of Wordplay. In S. Knospe, A. Onysko, & M. Goth (Eds.), *Crossing languages to play with words: Multidisciplinary perspectives* (1st ed., pp. 48-62). Walter de Gruyter GmbH & Co KG. <https://www.jstor.org/stable/j.ctvbkjzb4.5>
- Wegerbauer, M. (2022, September 13). What is a paradox in writing? What Is a Paradox in Writing? | Grammarly. Retrieved October 2, 2024, from <https://www.grammarly.com/blog/literary-devices/paradox/>
- Xinglong, W., & Ruirui, C. (2021). An analysis of figures of speech from the perspective of relevance theory- case study of Alice's adventures in Wonderland. *International Journal of Frontiers in Sociology*, 3(20). <https://doi.org/10.25236/ijfs.2021.032003>