

Original Article

Cognitive Metonymy Analysis and Multiculturalism Elements on EFL Student's Selected Poems

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ABSTRACT: Multicultural literature refers to a literary work that represents the interplay more than one culture, including distinctions in ethnicity, culture and religion. The purpose of this research is to investigate cognitive metonymy and multicultural literature as a critical and strategic topic of study in response to issues that are prevalent in the nation. This research investigated the cognitive metonymy and the multicultural components reflected in EFL's selected poems. To emphasize the aspect of novelty, the researcher combined metonymy and multicultural study to see the effects of literary devices on cultural aspects. The researcher found the type of metonymy that frequently occurred was part for whole. Moreover, multicultural elements were dominated by cultural diversity and respecting ethnic and racial diversity. Furthermore, this study may be used as a reference for using poetic devices to criticize society through literature and a type of self-anticipation from friction due to differences in ethnicity, culture and religion.

KEYWORDS: Multicultural; Metonymy; Poetry.

1. INTRODUCTION

A significant medium for investigating the dynamics of cultural interaction, multicultural literature encompasses differences in race, culture, and religion. It helps to shed light on the dynamics of cultural interaction. According to Banks (2004), the incorporation of multicultural themes into literary works offers crucial insights into societal challenges, hence developing awareness and respect for variety. This is particularly important in a world that is becoming increasingly globalized. Literature is an essential component of multicultural education because, in addition to reflecting society, it also serves as a prism through which cultural tensions and harmonies can be investigated (Gay, 2018).

Diverse ethnicities, nationalities, racial groups, cultural traditions, and religious beliefs were all gifts from God to the Indonesian country. People in Indonesia can live side by side, respect each other, and accept one another although they are in such a diverse circumstance. This is true regardless of variations in ethnicity, color, customs, culture, and religion among the population. Multiculturalism is characterized by some fundamental ideas, including cultural diversity, a variety of kinds of politeness, the lack of racism and sexism, and the absence of any form of dominance and intolerance in society. According to Miftah (2016), another definition of multiculturalism is the acknowledgment, acceptance, understanding, and celebration of the distinctions that exist between different cultures.

Because Indonesia is a diverse country, it is imperative that students learn the significance of diversity at a young age. This is because they will soon be growing up and living in Indonesia. Therefore, it is imperative that the variety that exists in Indonesia be preserved since it is the source of life for the country. On the other hand, it

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has the potential to serve as a point of origin for disagreements and conflicts (both vertical and horizontal) among individuals in Indonesia (Zakiyuddin,2015). When seen from a horizontal viewpoint, the differences in sociocultural, socioeconomic, and educational levels make it possible to see the variety that exists across nations.

This study investigates the junction of cognitive metonymy and multicultural literature, portraying both of these as strategic and crucial areas of inquiry in the process of tackling difficulties that are frequent in different communities. It was pointed out by Lakoff and Johnson (1980) that cognitive metonymy is a powerful language and cognitive technique that assists in connecting intangible ideas to concrete events. This combination offers a novel strategy for analyzing cultural representation in English as a Foreign Language (EFL) contexts (Smith, 2019). Metonymy, when evaluated through the lens of multicultural literature, exposes deep linkages between literary devices and cultural aspects.

It is important to note that metonymy is not merely a figure of speech, but also a cognitive technique by which one conceptual entity provides mental access to another conceptual entity. Metonymy is a language strategy that may be used in poetry to create rich meanings and aesthetic effects, and it can also be used to underline the topic throughout the poem (Li,2023). In addition to this, metonymy can shed light on the mental process that the poet implements to observe and think about the world.

The researcher could get benefit from the typologies of metonymy because they do not only offer a method for categorizing the many forms of metonymy, but they also offer a method for comprehending how these metonymy types are connected to one another.

The research investigates the ways in which cognitive metonymy acts as a literary device to reflect and underline multicultural characteristics. The research focuses on selected poems that were examined within the framework of English as a Foreign Language (EFL). In this research, the unique potential of literary devices to engage with cultural dimensions is brought to light through the combination of the study of metonymy and multicultural analysis. It has been discovered that the sort of metonymy known as "part-for-whole" is the one that is used the most frequently, which exemplifies how poetry approaches can encompass greater societal meanings (Author, 2024). As an additional point of interest, the multicultural features mostly reflect themes of cultural diversity and the importance of appreciating racial and ethnic differences (Berry, 2005).

The study of multicultural values is particularly essential for readers because it reveals how racism, differences of opinion, disparities in worldviews, ethnic variances, and communication mistakes due to differences in language and religion are just a tiny fraction of the challenges they confront. It took a significant amount of time and effort to find solutions to the many issues that were brought about by inequalities in social rank and culture. On the other hand, it is possible to assess the perspectives of students at Mulawarman University on the presence of diversity in the capital city of Indonesia by studying the multicultural features that are present in a selection of poems that were produced by students of English literature. Furthermore, this research may be utilized as a reference for self-reflection, as well as for analyzing actions and decisions that a person will take, as well as for evaluating self-control to do things that generate divides due to differences in ethnicity, culture, religion, and race.

The purpose of this study is to make a contribution to the expanding body of research that advocates for the utilization of literature as a tool for the development of cultural education and societal critique. According to Delpit (2006), the research highlights the function of literature as both a reflective and proactive medium for building harmony in multicultural cultures. This is accomplished by utilizing poetic devices to address conflicts that arise from variations in race, culture, and religion. As an additional benefit, it provides a basis for the utilization of literature in English as a Foreign Language schools in order to foster critical thinking and intercultural understanding (Kramsch, 1993).

2. LITERATURE REVIEW

There are many different definitions of multicultural literature, which are investigated in multicultural literature. According to Cai and Sims Bishop (1994), they may be classified into two distinctive categories: literary and instructional. In the first definition, multicultural literature is defined in terms of the inherent literary character of the phrase, whereas in the second definition, it is defined in terms of the educational objectives that it is intended to serve.

The term "multicultural literature" refers to a literary work that represents the interplay of two or more cultures, including distinctions in ethnicity, race, customs, culture, and religion. Multicultural literature is comprised of all literary works that reflect patterns of interaction between two or more cultural groups that are present in literary works (Taufik,2017). It is possible to conduct reviews of multicultural literary works on a global or even worldwide scale, as well as on a national or even a local level. Various ethnic groups, races, faiths, cultures, patterns of behavior, and habits are discussed in multicultural literary works (Ratna,2005). These literary works are considered to be instances of multicultural literature. In an effort to revitalize multicultural literature, it is strongly tied to local literature. This is due to the fact that local literature discusses topics such as ethnicity, race, culture, and various patterns of thinking and behavior that may coexist in society.

To validate this study, the researcher took three previous studies. First, Using the theoretical framework by Cai (1994), the researcher is going to analyze several aspects of multicultural value such as cultural diversity, social class equality, respect for ethnic/tribal diversity, gender equality, appreciating language diversity, respecting religious diversity, respecting racial diversity, appreciating the diversity of skin tones, pluralism, equal diversity of rights, patterns of behavior, education equality, and mutual tolerance.

To analyze the aspects of metonymy in a student's literary work, the researcher uses a theoretical framework proposed by Lakoff and Johnson (1980) and Saeed (2016). According to this theory, there are ten types of metonymy relation such as Part for Whole, Whole for Part, Container for Content, Material for Object, Producer for Product, Place for Institution, Controlled for Controller and Cause for Effect.

3. MATERIALS AND METHODOLOGY

The data in this study were selected from poems written by English literature students. The researcher used a random sampling technique to conduct this research. There are 39 poems collected by the researcher, to make this research more manageable the researcher reduced the data. Specifically, 13 poems were selected from among students of English Literature. This study used qualitative descriptive research methods within the paradigm of content analysis. According to Klaus (2004), content analysis focuses on valid data references from the content. To find multicultural values, the researcher used theoretical triangulation. The first theory used Cai's theoretical framework (1994) and the second theory used Yuen's (2011) framework as follows.

Tabel 1. Basic Concept of Multicultural Values

No	Construct	Conceptual Definition	Components	Extract
1	Multicultural values in poems	Multicultural values are an ideology concept that originated from pluralistic ideology. It values the cultural diversity of individuals from various backgrounds. There are four aspects of culture that can be classified as Big C (formal institutions, historical figures, product literature, fine arts, and science), Little C (people's lifestyles), Perspective (values and beliefs), and Persons (famous symbols or people) (Yuen, 2011)	The components are meant to establish the existence of Big C (formal institutions, historical figures, product literature, fine arts, and science) and Little C (people's lifestyles), Perspective (values and beliefs) and Persons (famous symbols or people)	Textual: Dialogue, narration, instruction, text, etc Visual: Any pictures, illustration

To analyze the cognitive metonymy, the researcher used Lakoff and Johnson's theoretical framework (1980), and to analyze the multicultural elements in the selected poems, the researcher combined two theoretical framework from Cai (1994) and Yuen (2011). At this point, the researcher used theoretical triangulation to ensure the validity of data analysis.

Tabel 2. Theoretical Framework for Cognitive Metonymy Analysis (Lakoff and Johnson, 1980)

No	Types of Metonymy	Indicator
1.	Part for Whole (Synecdoche)	Part is made to represent the whole. Example: There are a lot of new <u>faces</u>
2.	Whole for Part (Synecdoche)	Whole is made to represent a part. Example: <u>Germany</u> won the world cup
3.	Container for Content	Container represent the content Example: I don't drink more than two <u>bottles</u>
4.	Material for Object	Material represent the object Example: She needs a <u>glass</u>
5.	Producer for Product	Producer/designer represent the product Example: She always wears <u>Stella McCartney</u>
6.	Place for Institution	Institution represented by the name of place

7. Institution for People	Example: <u>Downing Street</u> has made no comment Institution represented the People
8. Place for Event	Example: <u>The Senate</u> isn't happy with this result The name of City or Country represented the event.
9. Controlled for Controller	Example: <u>Hiroshima</u> changed our view of war Controlled represent the ruler/government.
10. Cause for effect	Example: All <u>the hospitals</u> are on strike Cause represents the effect Example: His native tongue is <u>Javanese</u>

4. RESULT AND DISCUSSION

After reading fifteen poems written by English as a Foreign Language students, the researcher discovered a number of metonymic terms. In order to properly read and appreciate multicultural poems, it is essential to have a solid understanding of the metonymic expressions that are used in poetry. In the course of the research, the investigator plans to investigate a variety of cognitive metonymy types and investigate how they function in multicultural poetry.

1.1 Metonymy

Excerpt 1

"Every island has different song" (Poem 1)

This is an example of metonymy, specifically place for institution, at this point the word 'island' represent the community or the nation who occupied the place. It is clear that the island can not have different song, but the nation can have different different song, but the nation can. The word 'song' can be interpreted as language, dialect or idiolect used by the group of people who lived in that place.

Excerpt 2

"Depending on how our eyes admit the view" (Poem 1)

In the excerpt above, the word 'eyes' is classified as synecdoche (part for whole). The researcher classified 'eyes' as synecdoche (part for whole) because it emphasizes that part of body represent the people. Semantically, *"Depending on how our eyes admit the view"* means that the person who can accept and tolerate differences.

Excerpt 3

"And would savour the results, thanks to their sweat and tears" (poem 3)

Based on this excerpt, the researcher found the use of metonymy 'Cause for Effect'. When the poet used '*sweat and tears*' to represent the effect of Hard work produced by the people. The use of metonymy in this poem gives a dramatic elements and makes the poem more aesthetic.

Excerpt 4

"Our voices are a song to the king" (poem 4)

The underlined word above is categorized as synecdoche (part for whole). The word 'voices' represent the aspiration of the people who lived in a nation. The second metonymy found in this stanza is the 'controlled for controller'. The word "*king*" represent the controller, specifically the government.

Excerpt 5

"Isles floating on the maritime" (poem 13)

The stanza above was categorized as metonymy type 4 "Place for Institution". This stanza describes *Indonesian archipelago as an institution which represent the nation*. The use of metonymy expression in this stanza brings

Excerpt 6

"We're given rickety rooms that love to squeak" (Poem 4)

In the stanza above, the poet uses the second type of metonymy "part for whole". The phrases 'rickety rooms' described the educational facilities in our country Indonesia. There are still many places that need improvement and big concern from government related to educational facilities. At this point, the poet used metonymy to criticize the government implicitly.

Metonymy is a form of creative expression that is used to produce poetic pictures and artistic ambiguity depending on taste and revelation. It is a type of concealed manifestation of thoughts. In these fifteen selected poems. The researcher found 9 metonymic expression which is dominated by the second type of metonymy "Part

for Whole". To make this article more manageable, the researcher only displayed six excerpts as the representation.

Multicultural Elements

The researcher provided several findings based on the first theoretical framework by Cai (1994).

Appreciating Cultural Diversity

Upon completion of the data gathering process, the researchers brought attention to a number of multicultural ideals that were discovered in the collection of poems compiled by students from Mulawarman University. The first principle that will be covered is the importance of appreciating the diversity of cultures.

Excerpt 7

"But the difference looks so pretty" (Poem 1)

The fact that she was aware of the contrasts and respected the multicultural value is indicated by this sentence. Not only did the poet inspire readers to feel empathy when they saw difference, but he also pushed them to spread respect for cultural diversity in the final line of the poem.

Excerpt 8

'Embrace and treasure the uniqueness' (Poem 3)

This sentence encourages readers to cultivate a harmonious environment among the many ethnic groups. In a way that was not explicitly expressed, she implied that multiculturalism ought to be seen as a treasure and enjoyed. The poet, who is currently a student at Mulawarman University, has effectively utilized literary work, namely poetry, to enable and encourage people's understanding of cultural variety. This is a convincing argument.

Respecting Ethnic and Racial Diversity

The diction of the poem exemplifies the essential concepts of multiculturalism, which include mutual tolerance and acceptance of racial and ethnic diversity among other people. As the researchers were gathering information, they came upon a poem written by Nurhaliza. This poetry is characterized as having intercultural significance, since it acknowledges and appreciates the existence of racial and ethnic variety.

Excerpt 9

"With different own tradition, We respect each other, Avoid what they called war."(Poem 5)

The excerpt above was indicated of having the second multicultural elements which is *Respecting Ethnic and Racial Diversity*. At this point, the poet understood and accepted that there were many cultures other than their own. She needs to begin by considering the advantages of many cultures and how being surrounded by people from all backgrounds can improve our lives.

Excerpt 10

"How wise the villagers are, any resentment will not be found there."(Poem 6)

The researcher classified the stanza above as having the second value of multiculturalism. It can be interpreted as the value of multiculturalism since it softens the indifference of tolerance and embraces it with the genuine humanity of acceptance. This is the bridge between the division of tolerance and acceptance.

Respect for Religious Diversity

Any community that places a high value on the diversity of religious beliefs must acknowledge that the right to freedom of religion is an essential human right that every state is obligated to safeguard.

Excerpt 11

"To different gods they kneel and pray"

The excerpt above significantly portrayed the elements of multiculturalism which is respect for religious diversity. This stanza showed that student could use poem to express awareness and tolerance toward the religious diversity in Indonesia.

To ensure the validity of this research, the researcher conducted theoretical triangulation. Multicultural elements of these selected poems were also identified using Yuen's theoretical framework (2011).

Multicultural Elements Based on the framework of Yuen (2011)

Based on this theory, there are four aspects of culture that can be classified as Big C (formal institutions, historical figures, product literature, fine arts, and science), Little C (people's lifestyles), Perspective (values and beliefs), and Persons (famous symbols or people).

Excerpt 12

Everyone is different from others.

Why the hate for distinctness?

We are all persons.

Why the foolish act from baseless rumors?

(Poem 2)

The data above were classified as perspective (values and beliefs). This statement was supported by the underlined stanza which clearly indicated how someone's perceived and reacted to differences among society. The words "distinctness" and "baseless rumors" justify the reason of categorizing this value into perspective.

Excerpt 13

Black, white, tan skin

Is it a color, or a recognition?

Tall, average, shorty

Is it a posture, or a mockery?

(Poem 3)

The excerpt above contains the last value of the multicultural element which is Persons (famous symbols or people). It is clear that this stanza describes the diversity in appearance. This poem tried to criticize the symbols used to identified certain tribes and promote others to respect variousity of appearance.

Excerpt 14

Bound to stick together in this village

Being different from each other is the uniqueness

They care for each other in their own ways

(Poem 6)

The researcher categorized this data as having the value of Little C (people's lifestyle). This is supported by the word *village* and also the last line "They care for each other". It represents the lifestyle of people who can tolerate differences and live well side by side even though the differences exist among them.

Excerpt 15

To different Gods they kneel and pray

With different political views and such

(Poem 7)

Based on the data above, the researcher categorized it as having the value of perspectives. Regarding beliefs, the poet stated explicitly by emphasizing the words 'different Gods' and 'different political view'.

When poems are written with metonymy and multicultural aspects included into them, the poetic expression can be given more depth and complexity. Metonymy is a figure of speech that involves the employment of a similar term or concept to represent another, whereas multicultural aspects are the incorporation of a variety of cultural references or points of view.

5. CONCLUSION

After conducting the data analysis, the researcher found that the types of metonymy that frequently occurred was *part for whole*. The fact that metonymy is a mechanism that acts as a valuable tool for authors and speakers who are not ready to be overly detailed and particular about what they are talking about is indicated by the fact that metonymy has a subtle nature. Metonymy is classified as a literary device due to the fact that indirectness is one of the most prevalent defining features of works of literature. There are several functions that metonymy can fulfill in poetry. Through the utilization of a related item or concept to symbolize something else, it is able to generate imagery that is both vivid and emotive. It is also capable of adding depth and complexity to the message of a poem by implying links and correlations that are not immediately obvious (subtle). Using metonymy in a poem can be an effective way to express feelings, draw attention to topics, or increase the overall aesthetic impact of the poem. It gives poets the ability to communicate their thoughts and emotions in a manner that is both succinct and inventive, so exciting the imagination of the reader and enabling many interpretations. Furthermore, the researcher also found that multicultural elements were dominated by cultural diversity and respecting ethnic and racial diversity. By using theoretical triangulation, the researcher also justified that Perspective (Values and Belief) is the most frequent used in the poems produced by EFL Students in Mulawarman University.

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