

FIGURATIVE LANGUAGE IN EDITH NESBIT'S *THE RAILWAY CHILDREN*: A CONTENT ANALYSIS

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Abstract

Figurative language encompasses the use of words or expressions that deviate from their literal meanings to convey more complex, vivid, and imaginative ideas. Moral messages are the ethical lessons or principles communicated through narrative elements, reflecting societal values and encouraging reflective thought. Edith Nesbit's novel, "The Railway Children," is a rich text for examining these literary devices and their impact on readers. The objective of this research is to explore the figurative language used by E. Nesbit in novel "The Railway Children", and to investigate the moral message of "The Railway Children" novel. Employing a qualitative content analysis methodology, the study scrutinizes Nesbit's stylistic techniques and their contributions to narrative richness and ethical instruction. The findings of this study reveal that "The Railway Children" incorporates eight distinct types of figurative language, including similes, metaphors, and personifications, which significantly enhance the narrative's vividness and emotional resonance. Additionally, the novel conveys multiple moral messages, emphasizing themes such as family solidarity, resilience, and compassion, by affirming its pedagogical value and sustained relevance in literary studies.

Keywords: *Figurative Language, Moral Message, The Railway Children*

Sari

Bahasa kiasan mencakup penggunaan kata-kata atau ungkapan yang menyimpang dari makna harfiahnya untuk menyampaikan gagasan yang lebih kompleks, hidup, dan

imajinatif. Pesan moral adalah pelajaran atau prinsip etika yang disampaikan melalui unsur-unsur naratif, yang mencerminkan nilai-nilai masyarakat dan mendorong pemikiran reflektif. Novel karya Edith Nesbit, “The Railway Children,” merupakan teks yang kaya untuk mengkaji perangkat sastra ini dan dampaknya terhadap pembaca. Tujuan penelitian ini adalah untuk mengeksplorasi bahasa kiasan yang digunakan oleh E. Nesbit dalam novel “The Railway Children”, serta menyelidiki pesan moral dari novel “The Railway Children”. Dengan menggunakan metodologi analisis konten kualitatif, penelitian ini mengkaji teknik-teknik gaya penulisan Nesbit dan kontribusinya terhadap kekayaan naratif serta pengajaran etika. Temuan penelitian ini mengungkapkan bahwa “The Railway Children” mengintegrasikan delapan jenis bahasa kiasan yang berbeda, termasuk perbandingan, metafora, dan personifikasi, yang secara signifikan meningkatkan kejelasan naratif dan resonansi emosionalnya. Selain itu, novel ini menyampaikan berbagai pesan moral, menekankan tema-tema seperti solidaritas keluarga, ketangguhan, dan belas kasih, sehingga menegaskan nilai pedagogisnya dan relevansi yang berkelanjutan dalam studi sastra.

Kata kunci: *Bahasa Kiasan, Pesan Moral, The Railway Children*

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Introduction

Literature is referred to as the entirety of written expression, with the restriction that not every written document can be categorized as literature in the more exact sense of the word. The definitions, therefore, usually include additional adjectives such as “aesthetic” or “artistic” to distinguish literary works from texts of everyday use such as telephone books, newspapers, legal documents, and scholarly writings (Fenwick, 2026). Literature is a means of social expression, a mirror of life, and interpretation of human expressions that help us understand how to live (Zanardi, 2025).

Literature has many forms of work, one of which is the novel. The word comes from the Italian, Novella, which means the new story that is short. The novel developed in England and America (Endraswara, 2022). The novel was originally developed in the region from other forms of narrative nonfiction, such as letters, biographies, and history (Aulia & Simanjuntak, 2022). But with a shift in society and development time, the novel is not only based on data nonfiction, but the author of the novel can change according to the desired imagination (Fitriani & Sugandi, 2025). This is the meaning of the novel in a conservative perspective.

The most evident of these characteristics are that it is a verbal object that is, an object consisting primarily of linguistic elements such as words and punctuation marks and that it is written primarily in prose (Inayah & Simanjuntak, 2022). It may appear that because a novel is a verbal entity, it cannot contain nonlinguistic materials such as images, maps, diagrams, and drawings (Maazallahi, 2025). However, this is not the case because, by definition, being a verbal object does not necessitate being constituted entirely of linguistic elements (Mustantifa & Nurmaily, 2022). It is also worth mentioning that writing in prose is consistent with incorporating nonprosaic textual features (such as verse), and thus the fact that a novel is written in prose does not indicate that such a novel cannot include such elements (Aliyev, 2021).

“The Railway Children,” by Edith Nesbit, is a literary novel that has enthralled generations of readers since its debut in 1906. Against the backdrop of a picturesque English countryside, this captivating tale creates a tapestry of emotions, adventures, and the changing power of family relationships. This research project tries to untangle the thematic depth and narrative subtleties that have made “The Railway Children” a beloved literary masterpiece through an exhaustive analysis of the novel's literary content (Nesbit, 2012).

“The Railway Children” is set in the peaceful rural community of Three Chimneys and introduces readers to the lives of the Waterbury children Bobbie, Peter, and Phyllis whose world is turned upside down when their father inexplicably disappears, leaving them to confront the rigors of life without him. Nesbit's novel, set in the picturesque splendor of the English countryside, welcomes readers into a world where the railway line runs just beyond their home, indicating not only the physical connection to the outer world but also the metaphorical rails along which the story evolves.

According to previous research by Wardyani and Candria (2022) stated that “The Railway Children” delves into themes of tenacity, adaptability, and the enduring power of familial love as the Waterbury children navigate the intricacies of their new life and uncover the secrets of the railway. Furthermore, Nesbit depicts the children's emotional journey as they deal with their father's absence, acquire important life lessons, and create unbreakable ties with the colorful characters they meet along the way.

Meanwhile, another previous research by Anshori (2016), the researcher argued that Nesbit's narrative skill is evident in her rich characterizations. Bobbie, the story's

eldest and protagonist, emerges as a symbol of unyielding courage and tenacity. Peter personifies adventure and curiosity, whilst Phyllis personifies innocence and kindness. Through their discussions, actions, and interactions with the residents of Three Chimneys, these characters come to life, weaving a rich tapestry of human emotions and connections.

However, despite great acclaim and recognition, a full analysis that dissects the figurative languages and moral message are noticeably absent. Therefore, the research problem revolves around the requirement to perform a rigorous literary content analysis of Edith Nesbit's novel that has never been analyzed before. Finally, the research aims at identifying and analyzing the figurative languages used in the novel "The Railway Children" by E. Nesbit.

Methods

The research design used in this research is qualitative, using qualitative content analysis of literature framework. By using a content analysis research design, this study attempts to investigate the use of figurative language in Edith Nesbit's novel "The Railway Children". Content analysis provides a disciplined and impartial framework for assessing the literary content of 'The Railway Children. Second, content analysis allows for a thorough assessment by exploring the complete text, ensuring that no part is neglected in the discovery of figurative language. According to Creswell & CreswellKumar, R. (2018). Research methodology: A step-by-step guide for beginners. (2023), researchers utilize tools to evaluate individual ability, quantify accomplishment, study behavior, build a person's psychological abilities, or interview individuals.

The primary source of data for this study comes from the Edith Nesbit's "The Railway Children." The book itself acts as a comprehensive reservoir from which valuable insights are retrieved. The data collecting method include a thorough evaluation of the whole text, including dialogue, narration, and descriptive sections. The researcher conducts a thorough reading of the text, identifying occasions w figurative language transcends the tangible, becoming a tool for expressing deeper ideas and creating emotions.

The data analysis is based on six steps for qualitative research according to Creswell (Creswell & Creswell, 2023), and those are as follow: First, organizing and preparing data for analysis. This process entails process of checking the novel,

organization of field notes, and preparation of documents for analysis. Before going to the next phase, the researcher should check that the data is comprehensive and correct.

Second, reading and reviewing the data. To obtain a thorough knowledge of the topic, this phase entails reading and studying the data several times. During this phase, the researcher should take notes and underline key material. Third, coding the data. This stage entails recognizing and classifying topics, themes, and patterns in the data. The researcher should employ a coding system to organize the data and make it easier to examine.

Fourth, developing categories. This stage entails categorizing codes based on similarities and differences. In order to construct categories, the researcher should seek for patterns and relationships between the codes. Fifth, finding themes. This stage entails recognizing overarching themes that arise from the categories. To find themes, the researcher should look for similarities and distinctions among the categories. And lastly, report writing. This process entails creating a report that explains the study question, methodology, findings, and conclusions. The report should be brief, simple, and well-organized.

Results and Discussion

This chapter presents the research's findings from our detailed investigation of Edith Nesbit's "The Railway Children," with an emphasis on its figurative language and moral message.

1. Figurative Languages Found in “The Railway Children”

Figurative language is defined as language that employs expression words with meanings that deviate from the literal interpretation. A writer who uses literal language is just expressing the facts as they are. Figurative language, on the other hand, employs change to make a specific linguistic point. According to Groys Keraf, figurative language or style is a method of expressing one's thinking through a special language that reveals the soul and characteristics of the writer (language user) (Mao et al., 2025). A good language style must contain three elements: sincerity, respect, and attractiveness. The researcher found many uses of figurative languages in the novel “the railway children”, which consist of: (1) metaphor, (2) hyperbole, (3) simile, (4) alliteration, (5)

personification, (6) imagery, (7) repetition, and (8) metonymy. Further data and descriptions are as follows:

1. Metaphor

Metaphor is a metaphorical phrase substituted or identified with a literal phrase while conveying a comparison. A metaphor, or figure of speech, is used to relate two or more separate items. It may be able to clarify a scenario w two concepts have similarities. A metaphor is a phrase or expression that applies one type of item to a different type of object without using the terms "like" or "as" to show that the two objects have similar traits.

*“a bath-room with hot and cold water, electric bells, French windows, and a good deal of white paint, and **every modern convenience**” (page 3, chapter 1, line 8)*

The phrase “every modern convenience” is the metaphor in this sentence. It is figurative language because it encapsulates a wide range of amenities and comforts that are associated with modern living, without listing them explicitly. It is a way to convey the idea of luxury and up-to-date facilities through an overarching concept. The metaphor “every modern convenience” serves to paint a picture of an exceptionally well-equipped and comfortable bathroom. Instead of enumerating each amenity, the author uses this phrase to suggest an inclusive and comprehensive set of features that signify modernity and comfort. This evokes an image of an up-to-date, luxurious space, appealing to the reader's understanding of contemporary comfort without needing to list every detail. It allows the reader to fill in the gaps with their own perceptions of what modern conveniences might include, thus making the description more vivid and relatable. Another example of metaphor found in the novel is as follow:

*“Nobody can be cheerful in the dark **except owls and dormice**.”(page 16, chapter 2, line 25)*

The phrase “nobody can be cheerful in the dark except owls and dormice” uses metaphor to compare people to nocturnal animals. It is figurative language because it implies that only certain creatures, adapted to darkness, can maintain cheerfulness in such conditions, using animals as a metaphor for being accustomed to the dark.

The metaphor “Nobody can be cheerful in the dark except owls and dormice” suggests that only creatures naturally adapted to nocturnal life can find happiness in darkness. By comparing people to owls and dormice, the author emphasizes the difficulty humans have in remaining cheerful without light, highlighting their dependence on it for comfort and positivity. This figurative language deepens the reader's understanding of the characters' predicament and their emotional state. It also adds a layer of relatability, as most people can empathize with the discomfort of being in the dark, while also providing a whimsical comparison that enriches the narrative's tone.

2. Hyperbole

Hyperbole is a rhetorical device characterized by the deliberate exaggeration of a statement to emphasize a point, often used for expressive or humorous effect. Consider the hyperbolic expression, "Eating an apple a day will keep you from ever needing medical attention." Clearly, this statement exaggerates the health benefits of consuming apples for humorous effect.

*“perfect, **never cross, never unjust, and always ready for a game**” (page 1, chapter 1, line 26)*

The entire clause “perfect, never cross, never unjust, and always ready for a game” is hyperbolic. It is hyperbole because it exaggerates the qualities of the person being described to an unrealistic degree. No one can be entirely perfect or always exhibit such positive traits without exception.

The hyperbole “perfect, never cross, never unjust, and always ready for a game” is used to emphasize the idealized nature of the character. By stating that this person is never cross or unjust and always up for a game, the author creates an image of an impossibly flawless and perpetually cheerful individual. This exaggeration serves to highlight the admiration and affection the narrator feels for the character. It also underscores the idealized and perhaps nostalgic view that often colors descriptions of beloved individuals, particularly from a child's perspective. The use of hyperbole amplifies the sense of adoration and paints an exaggeratedly positive picture, making the character appear almost saintly and endlessly patient.

*“All Peter's hopes for the curing of his afflicted Engine were now fixed on his Father, for **Father was most wonderfully clever with his fingers.**” (page 5, chapter 1, line 15)*

The phrase "Father was most wonderfully clever with his fingers" is hyperbolic. It is hyperbole because it exaggerates the Father's skill to an extraordinary level, suggesting almost magical abilities with his hands. The hyperbole “Father was most wonderfully clever with his fingers” is used to emphasize the exceptional manual dexterity and problem-solving skills attributed to the Father. This exaggerated praise suggests that he possesses an almost magical ability to fix things, reflecting Peter's awe and complete faith in his Father's capabilities. By portraying the Father's skill in such an exaggerated manner, the author underscores the deep trust and admiration Peter has for him. This hyperbole also adds a layer of warmth and idealization to the Father's character, portraying him as a near-magical figure in Peter's eyes, capable of solving problems that seem insurmountable to the boy. This contributes to the theme of familial love and respect, highlighting the hero-like status parents often hold in the eyes of their children. Another example of hyperbole used in the novel are as follow:

*“**ONLY** the rats!”(page 14, chapter 1, line 21)*

The phrase “ONLY the rats!” is hyperbolic in its use of capitalization and the word “only”. Hyperbole is used to emphasize and exaggerate the presence of the rats, suggesting that their presence is an obvious and significant issue.

The hyperbole in “ONLY the rats!” uses capitalization and emphasis to exaggerate the significance of the rats.!” uses capitalization and emphasis to exaggerate the significance of the rats. This exaggeration highlights the characters' exasperation or frustration with the situation, making the presence of the rats seem more alarming or noteworthy than it might actually be. The hyperbolic expression underscores the impact the rats have on the characters, emphasizing their nuisance or the dramatic nature of their discovery. This use of hyperbole draws the reader's attention to the emotional response of the characters, enhancing the intensity and urgency of the moment. Another example below also emphasizing how a character through something.

*“It was the very next day that Mother had to stay in bed because her head ached so. **Her hands were burning hot**, and she would not eat anything, and her throat was very sore.”(page 37, chapter 3, line 9)*

The phrase “her hands were burning hot” is hyperbole. Hyperbole is used to emphasize the severity of Mother's illness by exaggerating the heat of her hands. The hyperbole “her hands were burning hot” underscores the intensity of Mother's fever. By exaggerating the sensation of heat, this figurative language vividly conveys the severity of her condition to the reader. It creates a strong visual and tactile impression, emphasizing how unwell she is and generating sympathy from the reader. This hyperbolic description makes the impact of her illness more immediate and tangible, reinforcing the gravity of her situation and the concern it elicits from her children and the audience. It serves to highlight the physical toll that stress and responsibility are taking on her, adding another layer of depth to her character's portrayal as she struggles with her unseen burdens.

3. Simile

Simile comes from Latin which means “such as”. Simile is comparison of two different things but considered has the same meaning. Simile is described explicitly by use of the words: such as, like, if as, as though, be like.

*“Everyone looked at each other by **its winky, blinky light**.” (page 15, chapter 2, line 5)*

The description “winky, blinky light” uses a simile to compare the candlelight to winking and blinking. It is considered figurative language because it uses comparison to describe the flickering quality of the light in a playful and visual manner.

The simile “winky, blinky light” likens the candlelight to the actions of winking and blinking, which conveys its unsteady and fluctuating nature. This figurative language creates a whimsical and childlike atmoosp, suggesting that the light is almost alive with personality. It enhances the reader's visual and emotional experience by portraying the candlelight as playful and capricious. This helps to set the mood of the scene, highlighting the challenge the characters face in maintaining adequate light while also adding a touch of charm and magic to their environment. Another example of simile is as follows:

*“Trains keep to the **left like carriages**,” said Peter, “so if we keep to the right, we’re bound to see them coming.” (page 37, chapter 3, line 1)*

The phrase “like carriages” is a simile. Simile is used to compare the movement of trains to that of carriages, using "like" to draw a direct comparison.

4. Alliteration

Alliteration is a literary device marked by the repetition of initial consonant sounds, either single letters or combinations. It serves as a straightforward form of repetition in poetry. For example, “Sally swiftly swept the sandy shore,” exhibits alliteration through the repeated "s" sounds. is the alliteration found in the novel:

*“**Pretty clothes, good fires, a lovely nursery**” (page 3, chapter 1, line 22)*

The alliteration is presented in the repetition of the initial consonant sounds in “Pretty” and “clothes”, and “good” and “fires”. Alliteration is a figurative language device that involves the repetition of the same consonant sound at the beginning of adjacent or closely connected words. It adds a rhythmic quality to the sentence. The alliteration in “Pretty clothes, good fires, a lovely nursery” creates a pleasant, rhythmic flow that enhances the aesthetic quality of the description. This use of alliteration draws attention to the appealing aspects of the setting, emphasizing the comfort and beauty of the children's environment. The repetition of consonant sounds makes the phrase more memorable and engaging, contributing to a sense of warmth and contentment. This stylistic choice helps to evoke a cozy, inviting atmosphere, reinforcing the positive emotions associated with these elements of the children's lives.

5. Personification

Personification is a common type of comparison in which something that is not human is spoken about as if it had human powers and reactions. For example, when Keats portrays autumn as "sitting careless on a granary floor" or "on a half-reaped furrow sound asleep," he is personifying a season. Also, in the previously noted Dickinson poem, frost

is described as a "blond assassin." As a result, she has become the embodiment of frost. The following are the personification found in the novel:

“A screw went mad, And then the boiler burst!”(page 4,chapter 1, line 33)

Personifying the screw and boiler attributes human-like qualities of madness and bursting to inanimate objects, making the situation seem more dramatic. The phrase “A screw went mad” personifies the screw by attributing it with the human characteristic of madness. Personification is used to describe the screw's malfunction in a more vivid and dramatic way by giving it human-like attributes. is another example of personification:

*“The head of the **first match flew off and stuck** to Phyllis's finger” (page 16, chapter 2, line 26)*

The phrase “The head of the first match flew off” personifies the match by attributing it with the action of flying. Personification is used to describe the match's movement in a more dynamic and vivid way by giving it human-like attributes. The personification in “The head of the first match flew off” transforms a simple action into a more dramatic and engaging event. By describing the match's head as flying off, the author adds movement and energy to the scene, making the ignition of the match more memorable and visually striking. This figurative language captures the suddenness and unexpectedness of the match's ignition, drawing the reader's attention to the moment of ignition and its immediate consequences. It also creates a sense of urgency and excitement, contributing to the overall tension and atmosphere of the scene. Additionally, the phrase "stuck to Phyllis's finger" further emphasizes the impact of the match's ignition, highlighting the physical sensation experienced by the character and adding to the immediacy of the moment. is another example of personification:

*“It was only just as **the train was beginning to puff and pull itself together** to start again that he saw Phyllis.” (page 40, chapter 3, line 13)*

The phrase "the train was beginning to puff and pull itself together" is an example of personification. Personification is used to attribute human-like qualities to the train, making it appear as if the train is consciously preparing itself to start moving again.

The use of personification in "the train was beginning to puff and pull itself together" vividly brings the train to life, creating an image of a living entity that is preparing for its next action.

6. Imagery

Imagery is a natural, yet special, way of thinking that involves our senses. Images are thoughts you can see, hear, smell, taste or feel, and include memories, dreams and daydreams, plans and visions, and fantasies. Imagery is a type of thinking that has particularly strong effects on our emotions (imagine the face of someone you love and notice the feelings that come with the image), and our physiology (close your eyes and imagine sucking on a really sour lemon). are the figurative imagery language found in the novel.

*"The children **stumbled a little on the rough road.**" (page 13, chapter 1, line 9)*

The phrase "stumbled a little on the rough road" uses vivid imagery to describe the children's actions and the condition of the road. Imagery is a figurative language device that uses descriptive language to create a vivid picture in the reader's mind. The imagery in "The children stumbled a little on the rough road" vividly portrays the scene, allowing the reader to visualize the uneven and challenging path the children are navigating. The word "stumbled" conveys a sense of difficulty and unsteadiness, suggesting that the road is not easy to traverse. Describing the road as "rough" adds texture to the scene, making it clear that the path is physically challenging. This use of imagery helps the reader empathize with the children's struggle and sets the scene more vividly, enhancing the overall sense of adventure and difficulty in their journey. is another example of imagery:

*"Peter got up once, **in chill starshine**, and, peeping at it through his curtains, named it on the spot." (page 30, chapter 3, line 15)*

The phrase "in chill starshine" uses imagery. Imagery is used to create a vivid and sensory description of the scene.

7. Repetition

Repetition is figure of speech by which the same words or phrases are used repeatedly in successive clauses. For example, awake up my glory, awake up my lute and harp, and I will awake right earl. The following is the repetition found in the novel.

*“It were **no curtains, no hearth-rug**. The kitchen table from home stood in the middle of the room.”(page 14, chapter 1, line 10)*

The repetition of “no” in “no curtains, no hearth-rug” emphasizes the absence of these items. Repetition is used to stress the lack of certain homely features, enhancing the sense of barrenness and discomfort. The repetition in “no curtains, no hearth-rug” highlights the starkness and emptiness of the room. By repeating the word "no," the author emphasizes the absence of familiar and comforting items, creating a sense of coldness and unwelcoming space. This figurative language effectively conveys the contrast between the previous home and the current setting, underscoring the characters' sense of displacement and loss. The kitchen table being the only familiar item "from home" in the middle of the room further accentuates this contrast, emphasizing the isolation of their familiar past within an unfamiliar present.

8. Metonymy

Metonymy is figure of speech that replaces the name of a thing with the name something else with which it is closely associated. For example, The White House, for president of the United States. The following is the metonymy found in the novel.

*“It were biscuits, **the Marie** and the plain kind, sardines, preserved ginger, cooking raisins, and candied peel and marmalade.” (page 17, chapter 2, line 15)*

The phrase "the Marie" uses metonymy by referring to a specific type of biscuit by its brand name. Metonymy is a figure of speech in which a thing or concept is referred to by the name of something closely associated with it. In this case, “the Marie” refers to Marie biscuits.

The use of metonymy in “the Marie” effectively conveys the type of biscuits being referred to by using a well-known brand name. This choice of words not only specifies the kind of biscuits but also evokes a sense of familiarity and comfort associated with the

brand. It helps the reader to instantly visualize the biscuits without needing further description.

The researcher's comprehensive analysis of "The Railway Children" enriches existing literature by offering nuanced insights into the figurative language used in the novel and its implications for character development and moral themes. By connecting the researcher's findings with previous research, the researcher contributes to a deeper understanding of Nesbit's timeless classic and its enduring significance in children's literature.

The research conducted by Wardyani and Candria (2022) sheds light on the heroic acts performed by the children in the novel. The researcher's analysis of figurative language deepens this exploration by revealing how metaphor and symbolism contribute to the portrayal of heroism within the narrative. Through their actions and speech acts, the children exemplify hero functions such as moral modeling and protecting. By examining the moral dimensions of heroism within "The Railway Children," our research enhances understanding of the characters' motivations and the ethical dilemmas they confront.

On the other side, the researcher delves into the intricate use of figurative language in "The Railway Children" by Edith Nesbit, particularly focusing on chapters one through three. Through a meticulous examination, we identified eight distinct types of figurative language employed throughout this section of the novel: metaphor, hyperbole, simile, alliteration, personification, imagery, repetition, and metonymy. However, it's crucial to note that not all of these devices are utilized within the specified findings.

This observation aligns with the methodological limitations outlined in the initial chapters of our research. By setting boundaries for our analysis, the researcher aimed to provide a focused and in-depth exploration of Nesbit's language usage within a specific context (Berutu et al., 2025). While the presence of only some figurative devices may seem sparse, it underscores the importance of context and selective application in literary analysis (Ahmad et al., 2025). The figurative language serves multiple functions, enriching the narrative and enhancing the reader's engagement with the text (Kritsotakis & Morfidi, 2026). Despite the selective use of figurative language, Nesbit demonstrates a mastery of linguistic techniques to convey mood, atmosphere, and character dynamics (Lestari, 2020). Through personification, the railway itself takes on a lifelike quality,

becoming a central motif that symbolizes both adventure and stability for the children (Bressler, 2026). Additionally, imagery and repetition are utilized to evoke a sense of nostalgia and longing, as the children navigate their new surroundings and yearn for the familiarity of their former life (Nabila & Yurisa, 2026).

While not every chapter may contain all eight types of figurative language, the deliberate choices made by Nesbit underscore the precision and intentionality of her writing. By acknowledging the limitations of our analysis and contextualizing our findings within the broader framework of literary criticism, we gain a deeper appreciation for the artistry and complexity of "The Railway Children" as a literary work.

Conclusion & recommendation

The analysis of "The Railway Children" by Edith Nesbit has revealed a nuanced interplay between figurative language and moral messages throughout the text. The researchers identified eight distinct instances of figurative languages, ranging from metaphors to personification, enriching the narrative with vivid imagery. The emphasis on children's agency in "The Railway Children" underscores the value of instilling a growth mindset in educational settings, empowering students to approach challenges with confidence and adaptability. Utilizing the novel as a tool for moral development can thus cultivate holistic educational experiences that nurture students' socio-emotional growth and resilience.

To the reader, it is recommended to engage in reflective discussions and activities centered on the themes of resilience, empathy, and familial bonds present in "The Railway Children." By delving into the characters' experiences and choices, readers can deepen their understanding of these universal themes and their relevance in contemporary society. Additionally, for future researchers who intend to conduct similar research to analyze novels, to use qualitative research with content analysis, because the researcher thinks that this method is most suitable for such research

Declaration of AI Use

During the writing of the current manuscript, the authors used ChatGPT (OpenAI) and Claude (Anthropic) for language editing, formatting, and revising the draft. During the literature search and screening, Elicit was used. The authors reviewed and verified all material that has been generated and revised from the original sources. The authors bear total responsibility for the accuracy of the content of this manuscript.

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Conflict of Interest

The authors declare that there is no potential conflict of interest related to the research, authorship, or publication of this article.

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