

Exploring Semantic Component and Expansion: Unpacking the Layers of Meaning in “Kung Tuyo Na Ang Luha Mo, Aking Bayan” by Amado V. Hernandez

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Abstract: This study explores the semantic components and expansions of “Kung Tuyo na ang Luha Mo, Aking Bayan,” focusing on the linguistic experiences of the author in the poem, semantic components, semantic expansion, and implications in education. Relational qualitative content analysis was utilized to unpack the poem systematically. The findings highlight significant semantic components and expansion in line/s such as “*Lumuha ka, aking bayan; buong lungkot mo iluha*”, Personification, depicted as a person crying, symbolizing national grief under colonial oppression, additionally, “*Katulad mo ay si Huli, naaliping bayad-utang, katulad mo ay si Sisa, binaliw ng kahirapan*”, *Simile*, the nation is compared to Rizal’s tragic characters Juli and Sisa, symbolizing suffering under colonial and systemic oppression. Moreover, with words/phrases like “*Lukob ng dayong bandila*” or “*Covered by a foreign flag*”, the Philippines is metaphorically overshadowed by foreign domination, symbolizing lost sovereignty. “*Sisigaw kang buong giting sa liyab ng libong sulo*” or “*You will shout courageously in the blaze of a thousand torches.*”, The phrase signifies unity and revolution, portraying a collective uprising. Therefore, students significantly appreciate literature and how helpful it is in fostering historical and national knowledge as identity. This research provides a foundation to include works like “Kung Tuyo Na ang Luha Mo, Aking Bayan” in the curriculum, encouraging students to interact with texts to drive social change and cultivate a greater appreciation for Philippine literature

Keywords: Educational Implications, Linguistic Experiences, Philippine Literature, Semantic Expansion, Symbolism and Metaphor

INTRODUCTION

Centuries of oppression and an unwavering quest for freedom have created the identity of Filipino citizens, which is weighed down by history. As a result, literature becomes a tool for resistance. “Kung Tuyo Na ang Luha Mo, Aking Bayan” is a powerful poem that greatly influences each Filipino's national identity. This poem is a call to action, exploring Filipinos to resist oppression and recover their inherent independence. Poet and activist Amado Hernandez infuses each poem's lines with historical and revolutionary passion, creating a piece that goes beyond its time to touch Filipinos' hearts in literature, uncovering the layered meanings. It attempts to unpack the various facets of meaning, including the political, emotional, and historical overtones, by exploring the semantic component and expansion. The poem's potent figurative languages evoke sadness and defiance. By dissecting this literary piece, it infuses the text with deeper meanings that inspire future generations.

This is a powerful literary piece that encapsulates the socio-political struggles of the Filipino people. The poem’s semantic component and expansion extend its meaning beyond its literal interpretation, reflecting themes of oppression, resilience, and hope. Hernandez’s evocative language is crucial in awakening national consciousness by capturing the nation's

suffering and aspirations (Lumbera, 2015). The poem's title, "When Your Tears Have Dried, My Country," symbolizes collective grief and the eventual triumph of the oppressed. (Loberio, 2018), emphasizes how Hernandez's poetry remains relevant in advocating for the rights of marginalized groups. By utilizing rich symbolism, such as "*luha*" (tears) representing suffering and "*bayan*" (nation) symbolizing both homeland and identity, the poem demonstrates the ability of literature to encapsulate historical struggles and inspire social change. Additionally, "*Kung Tuyo na Ang Luha Mo, Aking Bayan*" remains a vital text in Philippine literature, offering timeless insights into social justice and national identity. Through its semantic depth, the poem continues to inspire readers to reflect on historical and contemporary issues of oppression and freedom.

Furthermore, this study will unpack how a poem's meaning evolves depending on the reader's perspective and historical context. This research will bridge the past and present, demonstrating how the literature remains dynamic to different generations. Additionally, by highlighting the significance of the semantic component and expansion in nationalistic poetry, this work will contribute to the field of literary criticism. The employment of layered meanings by poets to strengthen and extend their messages is emphasized in this study. Understanding these levels strengthens literary analysis's function in maintaining cultural and historical consciousness.

The primary aim of this study is to explore the semantic components and expansions in the "*Kung Tuyo Na ang Luha Mo, Aking Bayan*". The questions are: (1) What linguistic experiences of the poet are revealed in "*Kung Tuyo na Ang Luha Mo, Aking Bayan*"? (2) What are the semantic components used? (3) What are the semantic expansions in the poem? (4) What are the implications of the findings in education? The findings of the study will have significant implications concerning additional research and literature. Students can appreciate literature and how helpful it is for fostering historical and national knowledge as well as identity when they comprehend the language's use and its multi-layered meanings. Learners can cultivate higher-order thinking Skills (HOTS) and understand how language shapes cognition and behavior by exploring the poem's semantic richness. Including works like "*Kung Tuyo Na ang Luha Mo, Aking Bayan*" in the curriculum encourages students to interact with texts to drive social change and cultivate a greater appreciation for Philippine literature.

Literature Review and Theoretical Framework

Amado V. Hernandez

Hernandez was born on September 13, 1903. He is a renowned Filipino poet, playwright, and novelist known for his "committed art," using literature to expose social injustices. He believed that writers should serve as the conscience of society and advocate for the oppressed (NCCA, 2019). An article published in Penguin Random House SEA (2015), highlights Hernandez's contribution to Tagalog prose, making it more natural and accessible. Hernandez was a journalist and editor for various publications while honing his craft as a poet. His literary excellence earned him prestigious awards, including the Republic Cultural Heritage Award and multiple Palanca Awards. He became heavily engaged in advocating for labor rights after World War II, taking the helm of the Congress of Labor Organizations (CLO) in 1947. Due to his activism, he was imprisoned from 1951 to 1956, and during this time he continued to write and organize cultural activities. During the First Quarter Storm, on March 24, 1970, Amado Hernandez died, yet his works still inspire activists.

Background of the Poem

The publication date is not widely documented. However, the poem is closely linked to Amado V. Hernandez's early to mid-20th-century activism. Some sources, such as the article

“Haraya” by Coroza, (2017), published on PressReader, suggest that it gained prominence between the 1950s and 1960s. This period coincided with Hernandez’s active involvement in nationalist movements and his imprisonment from 1951 to 1956 due to his political beliefs. Dr. Michael M. Coroza's article also speculates that Hernandez wrote the poem on August 13, 1930, possibly to commemorate August 13, 1898, when Manila was seized, marking the official start of American colonization in the Philippines. While the poem’s exact initial publication details remain unclear, it has been featured in various literary anthologies over the years, including the 1991 collection *Panitikang Filipino: Pampanahong Elektronik*.

Semantics

Studying language meaning, or semantics, is essential to interpretation, communication, and linguistic development. According to Saeed (2015), semantics studies how different linguistic structures allow words, phrases, and sentences to express meaning. The field includes pragmatics (contextual meaning), compositional semantics (sentence meaning), and lexical semantics (word meanings), all of which influence how people perceive language.

Semantic components and expansion

Recent studies have delved into the phenomenon of semantic components and expansion, where words acquire broader meanings over time due to cultural, social, and linguistic influences. Bamigboye et al. (2023), investigated how the meaning "changed" and evolved, finding that it has expanded beyond contexts to include broader social interpretations within the Yoruba-English speech community. Additionally, in the realm of cyberbullying detection, Jahan et al. (2022) investigated semantic components and expansion. They utilized semantic components and expansion and word sense ambiguity based on WordNet to improve data augmentation, leading to enhanced classifier accuracy in detecting cyberbullying in social media texts.

Language as a Tool for Resistance and Identity Formation

Investigates how native languages shape Filipino identity and makes the circumstance that language is a tool for resistance to postcolonial and neocolonial influences the cultural passageway. The article highlights the significance of Filipino languages in promoting national awareness by documenting their development alongside historical struggles (Lumbera, 2015). Lumbera highlights the close relationship between language and communal identity by examining linguistic changes and their sociopolitical ramifications. Additionally, native languages act as an outlet for national identity and historical memory. Indigenous languages continued to be used as instruments of resistance despite attempts by colonial rule to repress them to maintain control over the Filipino people. Through its deeper connotations and semantic development, Filipino literature represents this struggle. This structure can be used to analyze Hernandez's poem because it depicts a linguistic and ideological fight for liberation.

Protest Literature and Social Advocacy

Amado V. Hernandez's contributions as a poet, labor leader, and political activist are discussed in Peralta's evaluation of his biography. Hernandez's dedication to promoting equality and his writing as a window into the political and social situation of his age are the main topics of the review (Peralta, 2015). Moreover, Hernandez's activism, which promotes equality for all and labor rights, is closely linked to his writing. These creations are political tools meant to alert the public as well as creative expressions. The given poem is a prime example of protest poetry, which depicts adversity and resiliency through metaphor and imagery. Hernandez's poetry contains deeper connotations that can be deciphered by understanding his ideological position.

Cultural Expression and Historical Narratives

By examining Southeast Asian cultural items and their meanings in symbolic terms, this compilation of papers makes the case that language and material culture are important factors in forming regional identities. The book explores how literature and various other forms of cultural expression function as archives for social and historical narratives (Degroot & Klokke, 2015). To express and preserve cultural identity, language, and material culture are essential. Historical truths and social changes are frequently reflected in the symbolic meanings of literature and artifacts. The study offers a more comprehensive framework for examining Filipino cultural forms, including protest literature, and may be analyzed as a historical and literary document that captures Filipino resistance.

Press Freedom and Literature as a Medium for Political Critique

Gregorio talks about the development of press freedom in the Philippines, emphasizing the historical use of journalism and literature to oppose injustice. The book emphasizes the contributions of authors like Hernandez, who resisted authoritarian government through poetry (Gregorio, 2015). Therefore, the poem is contextualized as a potent political statement. In the Philippines, literature has long been a powerful weapon against political tyranny. Hernandez and other authors have called for resistance and exposed societal injustices via poetry. This tradition is exemplified in the poem which uses strong imagery and emotional appeal to portray themes of hope and pain. The poem can be examined in the context of the nation's larger literary and press opposition traditions.

Literary Techniques in Protest Writing

Valiente highlights typical literary tropes used in protest writing and analyzes prominent protest writers in the Philippines, such as Amado V. Hernandez. The book explores how authors use rhetorical devices, symbolism, and metaphor to subvert established power systems and motivate group action. In the Philippines, protest literature has a history of fusing political activism with poetic beauty (Valiente, 2021). Hernandez's writings are essential to this movement. The uses of literary devices including imagery, repetition, and allegory elicit powerful emotional reactions from readers. Gaining an understanding of these methods improves the examination of the poem's semantic growth.

The Legacy of Amado V. Hernandez in Filipino Literature

An outline of Hernandez in the study conducted by the (NCCA, 2015). This paper presents Hernandez's literary contributions to the Philippines, highlighting his dual roles as an activist and poet. It discusses the historical significance of his writings and their impact on contemporary Filipino literature. Hernandez's writings are regarded as classics of Philippine protest writing. His poetry captures the hardships of the Filipino people. His writing approach combines symbolic language with realism to create statements that are both potent and easily understood. Hernandez's literary philosophy and the poem's historical setting can be used to examine its semantic expansion.

Theoretical Framework

Gadamer and Ricoeur's Hermeneutics Theory has influenced this study. A hermeneutical framework for analyzing the semantic component and expansion is provided by the combination of Hans-Georg Gadamer's *vistas* and Paul Ricoeur's surplus of meaning. Recent studies (Gadamer, 2015; Ricoeur, 2016) support the notion that meaning is dynamic and generated by the interaction between text and reader across multiple historical and sociopolitical circumstances.

Gadamer emphasizes that understanding a text requires a conversation between the past and present, whereas Ricoeur highlights the text's ability to offer alternate interpretations beyond its original purpose. Hernandez's poem, which first urged opposition to colonial power, continues to evolve as it is reexamined in the context of contemporary concerns such as

political corruption, economic inequality, and human rights advocacy. This process of reinterpretation emphasizes how important protest literature continues to be in influencing cultural awareness.

The semantic component and expansion are an illustration of how language and literature promote historical awareness and a sense of national identity. Using Gadamer and Ricoeur's hermeneutics, readers can explore how Hernandez's figurative language, words, and phrases appeal to various generations. "Kung Tuyo Na ang Luha Mo, Aking Bayan" symbolically signifies the end of colonial suffering as well as the ongoing struggle for liberty and justice. This interpretive flexibility shows how protest literature thrives and maintains its significance in shifting geopolitical environments. In addition to being a historical document, Hernandez's poem can be understood through hermeneutical analysis as a living text that inspires activism, critical thinking, and hope today.

RESEARCH METHOD

Research Design

Relational qualitative content analysis was utilized to explore the relationships between concepts to uncover deeper meanings and patterns. This approach involves identifying key categories, analyzing their co-occurrences, and exploring how they interact within a given context, making it particularly useful in studying complex social phenomena (Bengtsson, 2016). By focusing on the semantic component and expansion, researcher will interpret what is being said and how ideas are linked, offering a more nuanced understanding of the subject matter. This study will systematically break down the poem and identify its semantic components: personifications, metaphors, similes, symbolism, antithesis, hyperbole, parallelism, and historical allusion shifts in meaning. The analysis will explore the language used by Amado V. Hernandez and how it reflects both his multilingual background and the socio-political context of his time, while also exploring the contemporary implications of the poem's semantics in the educational sector.

Data Collection

The primary data for this study is the given poem itself, along with relevant historical text and linguistic theories, and sheds light on the semantic expansion of the Filipino language. Also, the researcher will include secondary data from various reputable sources online, like research, journals, newspapers, blogs, etc. to carefully provide accurate, reliable, and authentic results.

Data Analysis

This study follows a systematic approach to unpack the semantic components and expansion in "*Kung Tuyo Na ang Luha Mo, Aking Bayan*". First, the researcher thoroughly familiarizes himself with the poem, examining its language, themes, and historical background. Key semantic components such as personification, metaphor, and symbolism are then identified, along with instances of semantic expansion where words or phrases transcend their literal meanings. These components are categorized into thematic groups to highlight recurring patterns. The poem's language is then analyzed within its historical and sociopolitical context to understand how Hernandez's experiences shaped his literary choices. Next, the contemporary implications of the poem's semantics are examined to determine how its messages remain relevant today. Data is systematically coded by labeling specific lines or stanzas according to their semantic components, either manually or using qualitative analysis tools. The researcher then synthesizes the findings to interpret how these components interact

to create deeper meanings. Finally, conclusions are drawn based on the patterns identified, reinforcing the significance of semantic expansion in nationalist literature.

Ethical Consideration

Ethical considerations are essential in ensuring the integrity, credibility, and fairness of this research. The study upholds **honesty** by accurately reporting all data, results, methods, and findings without fabrication or misrepresentation. **Objectivity** is maintained by analyzing the poem's semantic expansion without bias, ensuring a fair interpretation of literary and historical elements. **Carefulness** is exercised through rigorous examination and validation of data to prevent errors or negligence in analysis. Lastly, **respect for intellectual property** is strictly observed by properly citing all sources, adhering to copyright laws, and avoiding any form of plagiarism to uphold academic integrity.

RESULTS AND DISCUSSION

Table 1

Linguistic experiences of the poet are revealed in “Kung Tuyo na Ang Luha Mo, Aking Bayan”

Linguistic Experience	Impact on <i>Kung Tuyo na Ang Luha Mo, Aking Bayan</i>
Education and Early Learning Hernandez attended Manila High School and later pursued further education through the American Correspondence School , which emphasized self-directed learning. His early exposure to literature and formal education laid the foundation for his linguistic and intellectual development.	His formal education and independent learning sharpened his ability to use Tagalog effectively , enabling him to craft powerful and emotionally charged poetry that resonates with the struggles of the Filipino people.
Journalism Career Hernandez worked as a reporter, columnist, and editor for Tagalog newspapers such as <i>Watawat</i> , <i>Mabuhay</i> , <i>Pilipino</i> , <i>Makabayan</i> , and <i>Sampaguita</i> . Through these roles, he honed his ability to write with clarity and purpose, addressing social issues and injustices.	His experience in journalism developed his direct and impactful writing style , allowing him to weave together poetic beauty with urgent social messages, as seen in <i>Kung Tuyo na Ang Luha Mo, Aking Bayan</i> .
Literary Involvement As a member of literary groups like Aklatang Bayan and Ilaw at Panitik , Hernandez engaged with prominent Tagalog writers such as Lope K. Santos , Jose Corazon de Jesus , and Florentino Collantes . These interactions exposed him to various literary techniques and strengthened his command of the language.	His engagement in literary circles helped refine his poetic sensibility , blending lyrical expression with social consciousness. This influence is evident in <i>Kung Tuyo na Ang Luha Mo, Aking Bayan</i> , where he masterfully intertwines emotion with political themes.
Wartime and Activism During World War II, Hernandez became	His activism infused his poetry with themes of injustice, suffering, and resilience . <i>Kung</i>

involved in **labor movements and social activism**, advocating for the rights of workers and peasants. His firsthand experience with oppression and resistance deepened his commitment to social justice.

Imprisonment (1951-1956)

Arrested for his alleged communist ties, Hernandez spent five years in prison, during which he continued to write. He produced **Mga Ibong Mandaragit**, one of his most notable works, further cementing his role as a writer of the oppressed.

Tuyo na Ang Luha Mo, Aking Bayan serves as both a lamentation of oppression and a call to action for the Filipino people.

His time in prison strengthened his resolve to use literature as a **weapon of resistance**. This deepened the revolutionary tone of *Kung Tuyo na Ang Luha Mo, Aking Bayan*, transforming it into a powerful statement against tyranny and suffering.

Influence of Tagalog Literary Circles

Hernandez's close relationships with Tagalog literary giants helped shape his **use of imagery, symbolism, and rhythmic structure**. He absorbed the poetic traditions of **Balagtasán** and modern free verse, which enriched his work.

This influence is evident in his **masterful use of language and metaphor** in *Kung Tuyo na Ang Luha Mo, Aking Bayan*, allowing him to convey deep emotions while maintaining a strong sociopolitical message.

Social and Political Consciousness

Through his roles as a journalist, poet, and activist, Hernandez consistently used his writing to **expose societal injustices and advocate for change**. His works addressed themes of poverty, oppression, and the resilience of the Filipino spirit.

His poem *Kung Tuyo na Ang Luha Mo, Aking Bayan* reflects his **lifelong commitment to fighting for justice**, lamenting the nation's suffering while inspiring Filipinos to persevere and fight for their rights.

These linguistic experiences significantly shaped the distinctive writing style, particularly in the work "Kung Tuyo na ang Luha Mo, Aking Bayan", which revealed the use of language as both an artistic medium and a tool for political resistance. Ballaca (2020), notes that the linguistic experiences of the poet enhance the emotional impact in the poem, also reinforces its function as a vehicle for political resistance towards social consciousness and reform.

Table 2
 Semantic components used

Semantic Component	Line/s from the poem	Analysis and Interpretation
Personification	"Lumuha ka, aking bayan; buong lungkot mo iluha"	The country is depicted as a person crying, symbolizing national grief under colonial oppression. (Heda & Bram, 2021), personification attributes human characteristics to abstract ideas, enhancing relatability and emotional impact. Misfortune is given human-like qualities, emphasizing how colonial rule caused
	"Na sa iyo'y pampahirap, sa banyaga'y"	

	<i>pampalusog”</i>	suffering for Filipinos while benefiting the foreign rulers. Straub (2023) said that personification makes abstract concepts more vivid, making texts more engaging and comprehensible.
	<i>“Kung ang alon sa dagat mo ay ayaw nang magdaluyong”</i>	The nation's spirit is likened to the ocean's waves, signifying fading resistance. Ingersoll (2016) claims that the ocean serves as a metaphor for identity, resistance, and colonial struggle in Indigenous narratives.
Metaphor	<i>“Ang bandilang sagisag mo’y lukob ng dayong bandila”</i> <i>“Kung ang bulkan sa dibdib mo ay hindi man umuungol”</i> <i>“At ang lumang tanikala’y lalagutin mo ng punglo!”</i>	The Filipino flag being covered by a foreign flag represents colonial rule and lost national identity. Baghchi (2024) said that metaphors shape cultural narratives, fostering deeper connections and social change. The volcano represents the people's suppressed anger and desire for rebellion. According to Reed (2022), metaphors make literary works more powerful by evoking strong emotions. Chains symbolize oppression, while bullets represent revolution and freedom. Balfour, (2022) said that symbols of struggle are often used in resistance literature to inspire activism.
Simile	<i>“Katulad mo ay si Huli, naaliping bayad-utang, katulad mo ay si Sisa, binaliw ng kahirapan”</i>	The nation is compared to Rizal's tragic characters Juli and Sisa, symbolizing suffering under colonial and systemic oppression. Samadova (2023) said that similes create explicit comparisons that help readers relate to complex ideas.
Symbolism	<i>“Masdan mo ang iyong lupa, dayong hukbo’y nakatanod”</i>	"Lupa" (land) represents the nation, while "dayong hukbo" (foreign army) symbolizes colonial forces. Musaeva (2023) claims that symbolism enhances textual depth by using concrete images to represent abstract themes.
Antithesis	<i>“Na sa iyo’y pampahirap, sa banyaga’y pampalusog”</i>	Contrasts the suffering of Filipinos with the prosperity of their colonizers, highlighting inequality. (Pariñas, 2024), contrasts in poetry underscore social inequalities and systemic injustices.

Hyperbole	<i>“Ang lahat mong kayamana’y kamal-kamal na naubos”</i>	Exaggeration emphasizes the plundering of the country’s wealth. (Harman, 2023), hyperbole amplifies reality to evoke strong emotional responses.
Parallelism	<i>“Ang lahat mong kalayaa’y sabay-sabay na natapos”</i>	The repetition of structure reinforces the theme of lost freedom and oppression. (Dzhusupov, 2024), parallelism enhances unity in literary texts, making themes more memorable.
Historical Allusion	<i>“Ganito ring araw noon nang agawan ka ng laya, labintatlo ng Agosto nang saklutin ang Maynila”</i>	References the 1898 Mock Battle of Manila, signifying colonial transition and national betrayal. (Brumby, 2015), Historical allusions in literature help readers connect past events with contemporary struggles.

Hernandez's poem encapsulates the nation's suffering, resilience, and ultimate call to action through vivid personifications, metaphors, similes, symbolism, antithesis, hyperbole, parallelism, and historical allusion. This work serves as both a lamentation and a rallying cry for change, emphasizing the enduring spirit of the Filipino people (Suszyńska, 2016). Figurative language can arouse feelings and images that are impossible with plain language. In this way, figurative language facilitates and increases the reader's ability to relate to the written word.

Table 3
 Semantic expansions in the poem

Word/Phrase	Translation / Original Meaning	Expanded Meaning
"Lumuha ka, aking bayan"	<p>"Cry, my country"</p> <p>"Iyak" means "cry," an emotion expressed through tears, often due to sadness or distress.</p> <p>"Aking" means "my," a possessive pronoun used to indicate ownership or belonging.</p> <p>"Bansa" means "country," a geographical and political entity where a group of people share culture, language, and history.</p>	<p>The nation's grief symbolizes collective suffering under colonial rule and oppression. (Heda & Bram, 2021), Emotional expressions in literature reflect national identity and historical struggle.</p>
"Busabos ng ibang wika"	<p>"Slave of another language"</p> <p>"Busabos" means "slave," referring to a person who is under the control of another and lacks personal freedom.</p> <p>"Ng" means "of," a linking word used to show</p>	<p>The Filipino language is depicted as subjugated by foreign influences, reflecting colonial linguistic oppression.</p>

	possession or connection between two words. "Ibang" means "another," signifying something different or separate from the original. "Wika" means "language," a system of communication used by a particular community or country.	(Samkowski, 2023), colonization significantly influences language and cultural identity.
"Lukob ng dayong bandila"	"Covered by a foreign flag" "Lukob" means "covered" or "shrouded," often referring to being enveloped or overshadowed by something. "Sa pamamagitan" means "by," indicating a method or means through which something is done. "Dayong" means "foreign," indicating something that comes from another place or is not native. "Bandila" means "flag," a symbol representing a nation, organization, or cause.	The Philippines is metaphorically overshadowed by foreign domination, symbolizing lost sovereignty. (Baghchi, 2024), Metaphors in resistance literature express historical grievances and aspirations for freedom.
"Ang bulkan sa dibdib mo ay hindi man umuungol"	"The volcano in your chest is not roaring" "Ang" means "the," a definite article used to specify a noun. "Bulkan" means "volcano," a geological formation that erupts lava, ash, and gases. "Sa" means "in" or "at," indicating location or position. "Iyong" means "your," a possessive pronoun referring to something that belongs to the listener. "Dibdib" means "chest," the upper part of the body that houses the heart and lungs. "Ay" means "is," a linking word used to connect the subject and predicate. "Hindi" means "not," a negation word used to indicate the absence of something. "Sumisigaw" means "roaring" or "shouting," referring to a loud or powerful sound.	The nation's suppressed anger and rebellion are compared to a dormant volcano, indicating potential upheaval. (Reed, 2022), Natural imagery is often used in literature to symbolize social unrest.
"Saklutin ang Maynila"	"Seize Manila" "Sakupin" means "seize" or "occupy," referring to taking control of a place or territory. "Ang" means "the," a definite article used to specify a noun. "Maynila" means "Manila," the capital city of the Philippines.	Refers to the colonial takeover of Manila, symbolizing broader historical power struggles. (Brumby, 2015), Historical allusions in the literature highlight colonial exploitation and resistance.

"Sisigaw kang buong giting sa liyab ng libong sulo"	<p>"You will shout courageously in the blaze of a thousand torches"</p> <p>"Sisigaw" means "shout," referring to a loud vocal expression.</p> <p>"Buong giting" means "courageously," expressing bravery and strength.</p> <p>"Sa" means "in," indicating location or position.</p> <p>"Ang" means "the," a definite article used to specify a noun.</p> <p>"Nagliliyab" means "blaze," referring to an intense fire.</p> <p>"Ng" means "of," a linking word showing possession or relation.</p> <p>"Isa" means "a" or "one," referring to a single entity.</p> <p>"Libo" means "thousand," denoting a large number.</p> <p>"Sulo" means "torches," objects used for lighting or symbolic representation.</p>	<p>The phrase signifies unity and revolution, portraying a collective uprising. (Skalicky, 2018), metaphorical language in protest literature fosters solidarity and resistance.</p>
"Lalagutin mo ng punglo"	<p>"You will break the chains"</p> <p>"Lalagutin" means "break," referring to destroying or shattering something.</p> <p>"Mo" means "you," referring to the person being addressed.</p> <p>"Ang" means "the," a definite article used to specify a noun.</p> <p>"Punglo" means "chains," which symbolize restriction or oppression.</p>	<p>This implies armed resistance as a means of liberation, reinforcing the revolutionary tone of the poem. (Balfour, 2022), The use of violent imagery in literature reflects struggles against oppression.</p>
<i>"Huli"</i>	<p>"Caught" or "Seized"</p> <p>"Huli" means "seized," referring to taking possession of something, often by force or authority.</p>	<p>Metaphorically relates to how Juli was trapped by social injustices, much like the nation was "Caught" in the grip of colonial oppression.</p>

Table 3 illustrates how the poem expands the meanings of certain words and phrases to convey deeper nationalistic and historical themes. Each term transcends its literal definition, transforming into a powerful symbol of colonial oppression, resistance, and the Filipino struggle for freedom. Through these semantic expansions, the poem evokes strong emotions and historical consciousness, reinforcing its role as a call to action against injustice. Calumpiano (2028), identifies recurring themes and motifs that reflect the nation's socio-

political landscape. He notes that poets often employ binary oppositions and prototypical structures to highlight the complexities of Filipino identity and resistance against colonial rule.

Table 4
Implications of the findings in education

Key Implication	Educational Impact
Learning from History	The poem highlights the Philippines' struggles under colonial rule using personification, metaphors, and symbolism. Events like the Mock Battle of Manila (1898) show how foreign powers shaped the nation. Encourages historical awareness among students, helping them critically analyze past events to better understand the present and future.
Social Inequality is Still Real	Hernandez exposes the gap between the rich and the poor, drawing parallels with characters like Huli and Sisa in Rizal's novels. The poem reminds us that injustice still affects many Filipinos today. Promotes social awareness in education, inspiring discussions on economic disparity and the importance of equity and justice .
Language and Identity Matter	The line " <i>busabos ng ibang wika</i> " (enslaved by another language) emphasizes how Spanish and English have influenced Filipino identity. While multilingualism has benefits, preserving one's cultural identity remains crucial. Reinforces the importance of language preservation , urging educators to promote Filipino language and literature to strengthen national identity.
Literature is a Powerful Tool	Hernandez uses hyperbole, similes, and symbolism to show that literature can inspire change, challenge injustice, and serve as a form of resistance. Encourages the use of literature as a medium for critical thinking and activism , empowering students to express their ideas and advocate for change .
Call to Take Action	The poem's fiery imagery in the last stanza symbolizes revolution, resistance, and breaking free from oppression, urging people to take action. Instills a sense of civic responsibility , teaching students that awareness should lead to action in addressing social and political issues.

Table 4 shows how the poem's themes and literary techniques have significant educational implications. By exploring historical struggles, social inequality, and language's role in shaping identity, students gain a deeper understanding of their cultural heritage and current societal issues. Furthermore, the poem highlights literature's power as a tool for critical thinking and activism, encouraging learners to engage with texts not just for academic purposes but also as a means to inspire change and civic responsibility. Integrating poetry that explores historical struggles, social inequality, and the role of language in shaping identity offers significant educational benefits. Such literary works enhance students' cultural awareness and critical thinking skills, fostering a deeper engagement with societal issues. Manathunga et al. (2022) assert that poetry can be an effective tool for fostering truth-telling, decolonizing the curriculum, and fostering relationships between various populations.

CONCLUSION

Amado V. Hernandez's linguistic journey, influenced by his experiences in journalism, literary circles, and activism, played a crucial role in shaping the powerful and evocative language used in "*Kung Tuyo Na ang Luha Mo, Aking Bayan*". His ability to blend poetic artistry with social consciousness allowed him to craft a poem that not only mourns the country's struggles but also calls for resistance. His mastery of language ensured that his works would remain relevant, inspiring future generations to recognize the power of literature in advocating for justice and national identity.

Through the use of personifications, metaphors, similes, symbolism, antithesis, hyperbole, parallelism, and historical allusion, Hernandez effectively captures the suffering, resilience, and hope of the Filipino people. The poem illustrates the deep wounds of colonial oppression and social inequality, reinforcing the idea that literature is a powerful tool for historical reflection and political resistance. By comparing the nation's struggles to characters like Sisa and Juli from Rizal's novels, the poem highlights the enduring nature of injustice and the necessity of collective action to achieve true freedom.

The poem expands the meanings of words and phrases to convey deeper themes of colonial oppression, resistance, and national identity. These semantic expansions transform ordinary expressions into powerful symbols of historical struggle, reinforcing the poem's revolutionary tone. By utilizing metaphorical language and historical allusions, the poem strengthens its call for unity, resistance, and the pursuit of freedom.

"*Kung Tuyo Na ang Luha Mo, Aking Bayan*" is more than just a lamentation of the nation's suffering—it is a call to action. Hernandez urges Filipinos to recognize their historical oppression, embrace their linguistic and cultural identity, and fight for justice. The final stanza's fiery imagery symbolizes revolution and resistance, reminding readers that societal change requires courage and determination. By studying works like this, individuals can gain a deeper awareness of their history and be inspired to contribute to meaningful social transformation.

Recommendation

The researcher recommends the integration into educational curricula. Schools and universities should incorporate Hernandez's works into literature and history courses to deepen students' understanding of colonial influence, social justice, and nationalism.

Educators should encourage students to analyze the poem's use of linguistic devices and historical references to enhance critical thinking and appreciation of Philippine literature.

Language Preservation Programs (LPP) should be incorporated into educational institutions to promote the preservation of the Filipino language by highlighting its evolution and the impact of colonial rule on linguistic identity.

Student engagement in social issues where schools should facilitate discussions and projects that connect literary works like Hernandez's poem to contemporary social and political issues, inspiring students to become socially conscious citizens.

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