

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is the expression of ideas by means of speech sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts. Language is one of crucial tools of human beings to interact one another. People need language to get information from others. It means that language can be primary necessity human life. It has a big role for every people in making good relationship with others. The language may represent the explicit and implicit feelings and thoughts. It can also be described as a vehicle of thought, because through language people can share or deliver what put in mind. In learning and understanding language, people do not only understand the form of language, but also the meaning in it. Through language, people can express their thought, feelings and ideas. The scientific study of language in any of its senses is called Linguistic.

It has brought to the subject of semantics a certain degree of analysis combined with a view of the study of meaning as an integrated component within the total theory of how language works. When the researcher studies about linguistic, the researcher will know about semantics which study of meaning. In English the researcher knows that meaning has important position to study because it will give influence to someone to understand about speaker's mean or how far some information can be received by listeners.

Semantics as the study of meaning is central to study of communication and as more a crucial factor in social organization, the need to understand it

becomes more and more pressing. Semantics is also at the center of the study of the human mind–thought processes, cognition, conceptualization – all these are intricately bound up with the way in which we classify and convey our experience of the world through language. Because it is, in these two ways, a focal point in man study of man, semantic has been the meeting place of various cross-currents of thinking, and various disciplines of study. Philosophy, Psychology, and linguistics all claim a deep interest in the subject. Semantics has often seemed baffling because there are many different approaches to it, and the ways in which they are related to one another are rarely clear.

Figurative language is language using figures of speech (a way of saying one thing and meaning another). The figurative language is kind of language that the speaker says less than that he means. Figurative language is commonly applied in literary works. Figurative Language is important for listener to be understood. But figurative language is sometimes difficult to interpret for general listener because they have different capability, mainly in figurative language.

In figurative language, an expression refers to an idea or subject that does not normally belong to primary meaning of the object that the figure is used to refer to. According to Perrine in Kurniawan (2014:11) there are some types of figurative language namely; Simile, Metaphor, Metonymy, Apostrophe, Synecdoche, Hyperbole, Symbol, Allegory, Irony, Paradox, Personifications and understatement.

Interaction is becoming more and more important in an English learning. Success or failure in classroom language learning typically has something, if not absolutely everything, to do with the nature of interaction that takes place during

lessons. Interaction has an important role to play in developing a learner's ability in that language. By interaction, a learner will engage with the language and master it.

Classroom interaction is essential for the success of teaching and learning process. Classroom interaction analysis refers to a technique consisting of objective and systematic observation of the classroom events. Classroom interaction involves teacher and students as interactants in using target language. In the classroom, communication is mostly initiated and maintained by the teachers. They, as a key holder of classroom communication, play prominent roles to manage the classroom participation and stimulate student language production.

Based on this explanation, the writer chose figurative language because in daily conversation figurative language is very often used to criticize someone or praise someone but uses parables, and figurative language is also often used by students in interacting in class. Therefore, the writers are interested in examining the types of figurative language that are often used and want to know the meaning of words containing figurative language in students' conversations. Of the several studies that the writer reads, most examine figurative language in songs, poetry and advertisements. The writer has not found much in the students' conversation. Therefore, the writer wants to analyze figurative language on conversation in classroom interaction of eleventh grade students at SMA Marisi Medan.

1.2 The Problems of the Study

The problems of the study are:

1. What types of figurative language are found on conversation in classroom interaction of eleventh grade students at SMA Marisi Medan?

2. What types of figurative language are most dominant on conversation in classroom interaction of eleventh grade students at SMA Marisi Medan?

1.3 The Objectives of the Study

The Objectives of the study are:

1. To find out the types of figurative language are found on conversation in classroom interaction of eleventh grade students at SMA Marisi Medan.
2. To find out the most dominant types of figurative language are found on conversation in classroom interaction of eleventh grade students at SMA Marisi Medan.

1.4 The Scope of the Study

This study focuses on an analysis of figurative language on conversation in classroom interaction of eleventh grade students at SMA Marisi Medan. There are some types of figurative language, they are: Simile, Metaphor, Hyperbole, Irony, Personifications. This study will analyze the types of figurative language on conversation in classroom interaction of tenth grade students at SMA Marisi Medan.

1.5 The Significances of the Study

A study on figurative language is very interesting and challenging because it is one aspect of the language used. This study gives both theoretical and practical contribution:

1.5.1 Theoretically

The findings of the study are contributions in field of literature and linguistics to develop knowledge about language especially figurative language.

1.5.2 Practically

The findings of this study are expected to be useful for:

1. The Writer

For the writer, the findings of the study will be very useful to develop or further study about figurative language on students' conversation in classroom interaction.

2. The English Department Students

For the English Department Students the study will be useful to make them more understand about figurative language and enrich their knowledge about figurative language.

3. The English Teachers

For the English teacher the study will be useful to enrich their knowledge and add their knowledge about figurative language so that the teacher can teach their students about figurative language better.

4. The Other writers

The findings of the study will be useful to be a reference that is related to the use of figurative language on conversation in classroom interaction.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

To conduct the study, there are some theories needed to explain the concepts or term applied in the research concern. This study also uses the concept and term that need to theoretically explain. The term must be classified to avoid ambiguity and misunderstanding. The term will be classified in the following.

2.2 Language

Hornby (2000: 752) states that Language is the system of communication in speech and writing that is used by people speech and writing that is used by people of particular country. Crystal (2003:6) stated that language is an immensely democratizing institution. Kilgour (1999:1) claimed that language is obviously a vital tool. Not only is it a means of communicating thoughts and ideas, but it forges friendships, cultural ties, and economic relationships. Language is a tool used by humans to communicate and provide information on something.

Language is a signaling system which operates with symbolic vocal sounds and which is used by a group of people for the purpose of communication. Social interactions either daily communication are constantly linked to other via facilitation of language. Obviously, language plays an important role in human life. It is acknowledge from some definitions carried out by some linguists. Language may refer either to the specifically human capacity for acquiring and using complex systems of communication, or to a specific instance of such a system of complex communication.

Language is very important for human life, without language all people in the world cannot communicate with other people because language is a tool of communication for human beings. Language is a medium of communication for human beings. Language allows people to express their feelings, opinions, ideas. Every person has different language styles. For example, in the book of *Stories for Thinking Children I* the author used a language style for children to make it easier to understand the stories. Not only does figurative language add richness to spoken and written language, it's also frequently used in the academic world of communication.

It is supported by Alkhuli, (1976: 7) English is an International language and it is often used as the International communication language. As we know, language is a medium of communication for human beings. Language allows people to express their feelings, opinions, ideas, etc.

According to Rosenheim (2004: 17) Language is the great gift that distinguishes human beings from other creatures. Like most gifts, it can be used thoughtfully and to good advantage or it can be used carelessly, indifferently, and quite unsuccessfully. The way in which you use language can tell people a good deal about your personal qualities your way of thinking, your alertness, your concern for useful communication with other people and your concern, your respect, for the English language itself.

From the statement above can be concluded that English language is international communication for human beings that allow people to express their feelings, opinions, and ideas. Language can tell people a good deal about personal

qualities. Way of thinking, alertness, and concern for useful communication with other people concern and respect.

Every people have different language to communicate with other people which called code. Wardhaugh (2006: 2) states that “when two or more people communicate with each other in speech, it can call the system of communication that they employ codes that call a language”. According to the statement above can be concluding that language is tool of communication for human that usually called a code or a language.

Learning about language cannot be separate from learning figurative language especially, when read English stories, novel and poem because, in stories usually found some types of figurative language that used by author. According to Tarigan (2009: 104) Figure of speech is figurative language, beautiful language which used to raise and enhance the effect by introducing and comparing certain objects or things with objects or other things that are more common.

Every language has literature and figurative language, stories book no exception. Therefore, to understand about stories the reader must learn about figurative language to easier understanding the stories. According to Richards and Schmidt (2002: 526) state that, Story is a theory of the cognitive representation of narrative texts, including simple stories, folk tales, fables, and narratives. Some or all of the characteristics of the structure of stories is said to be incorporated into people’s knowledge systems as a SCHEMA for stories. This describes the elements common to most stories, the kinds of situations, events, actors, actions

and goals that occur in stories and the interrelationships among the elements of a story.

From the statement above can be conclude that learning language cannot be separate from learning figurative language especially, when read stories because, in stories usually found some types of figurative language that used by author. Therefore learning figurative language is very important to easier the reader understanding the difficult sentence in the story.

2.3 Figurative Language

Perrine (1969: 60) states figurative languages are another way of adding extra dimension to language. Croft (2000:56), figurative language is a symbolic or metaphorical and it does not mean to be taken literally. Figurative language is language that uses words of expression with meaning that is different from the literal interpretation. When the research uses literal language, he is simply stating the facts as they are. In comparison, figurative language uses alteration to make particular linguistic point.

In other words, figurative language is another way of saying something from the common way. By using this style of language, the speaker usually wants to add some special effects to their words. Those kinds of words or phrases do not have their literal meaning. Keraf state, figurative language or style is a way of showing mind through a special language that shows the soul and the characteristic of the writer (language user). A good language style has to certain three elements, three are: sincerity, respectful, and attractive, (Keraf 2009:113).

Rozakis (1995: 28) states that, “Figurative language –saying one thing in terms of another”. It means that figurative language is an expression used by

person or the author indirectly by using the comparison. It cannot be interpreted literally because the comparison in figurative language expression has the meaning. Furthermore, Abrams (1981: 63) states that, “Figurative language is a deviation from what speakers of a language apprehend as the ordinary or standard, significance or sequence of words, in order to achieve some special meaning or effect.”

By this explanation, it can be said that this expression is different from the language that we use in daily activity. The deviation of language has occurred in figurative language. This figurative language is often used as the technique to tell the story by the author. It is used to obtain the effect containing the meaning behind figurative language in which the use of it makes the description of the short story more powerful than the daily use of language or it is called literal language.

When the author uses figurative language to describe the story, he usually trick the language because he wants to create the implied meaning that will make the readers think deeply about the meaning. In interpreting the expression of figurative language, the reader will use the power of imagination to imagine this expression and think what the meaning behind it.

Risdianto (2011:33) states, figurative language is wording that makes explicit comparisons between unlike things using figures of speech such as metaphors and similes. Figures of speech convey shades of meaning that can't be expressed exactly any other way, they convey a great deal in a shorter time than would otherwise be possible, and they are immediate because they embody the meaning in imagery instead of expressing it abstractly (Potter, 1967:56-57).

Figure of speech is a word or words used in an imaginative rather than in a literal sense in the same manner (Hedges, 1984:253).

Figurative language is a conspicuous departure from what users of language apprehend as the standard meaning of words, or else the standard order of words, or else the standard order to achieve some meaning or effect. (Abraham 1999:96).

Figurative language is language in which figure of speech (such as metaphors and metonyms) freely occur. Contrast with literal speech or language. figurative language are not only very common in poetry or songs, but also in prose and notification writing as well. This is very useful to writer because it can make their language can be more beautiful to listen. A good language style has to certain three elements, three are: sincerity, respectful, and attractive, (Groys 2009:113)

Figurative language is one of style of language or figure of speech a way of saying something other than the literal meaning of the word. Figurative language are very common in poetry, but is also used in prose and nonfiction writing as well. This is very useful to writer because it can make their language more beautiful to listen.

2.3.1 Types of Figurative Language

Figurative language is language that comprises of images. It is deviation from the usage of language ordinary. The meaning of words or series of word are used to reach and produce a certain effect. Figurative language or language style is an attractive language which is use to increase the effect by introducing and comparing an object or certain matter or more general soothing else. So, the usage

of a certain language style earns to alter and make certain connotative, (Henry. 2009:4).

There are kinds of figurative language expression such as Simile, Metaphor, Metonymy, Apostrophe, Synecdoche, Hyperbole, Symbol, Allegory, Irony, Paradox, Personifications and understatement. Each expert has their own definition in each type of figurative expressions.

a. Simile

Simile comes from the Latin word *similes*. A simile makes an imaginative comparison between two concepts, introduced with words such as "like" or "as". Walles (1983: 268). Cuddon (1998: 830) states that, "simile is an explicit comparison in which one item is compared to another where the words "as" and "like" are recognizable". Aristotle states that "simile is a metaphor, differing from it only in the way it is put...besides, it does not say outright that "this" is "that" , and therefore the hearer is less interested". Roberts (2010: 173). This means that simile is like a metaphor, but it is an explicit comparison and easy to define in which two different qualities are compared.

Rozakis (1995: 36) states that, "A simile is comparison between unlike objects introduced by a connective word such as like, as, or than or a verb as seems." Briefly, simile is the comparison of two distinctly different things but it is considered the same as helped by the connective words. In simile expression, other connective words that be found are compare, similar to and resemble. Siswantoro (2002:24) states that Simile usually marked usually marked with the word: like, as, so, Appear, seem, more than. Wren and Martin (1981:480) state, simile is as a comparison made a comparison between two objects of different

kind which have, however, at least one point in common. According to Kennedy (2007: 490) affirms that simile is comparison of two things, indicated by some connective, usually like, as, than or verb such as resembles. Generally, simile is defined as a type of figurative language used to explain the resemblance of two objects (in shape, color, characteristic etc.) For example:

1. *He's as thin as a rail!*
2. *Her eyes are like a star, east star.*

The meaning of the first example is there can be no real similarity between a man and a rail. But, describing a man as “as thin as a rail” evokes the image of a remarkably thin man, as a rail is a very thin pole. For the second example, the word “eyes” and “east star”, expression can be called explicit comparison because it express those words with the same purpose. The both of the example above used the key word like and as to compare between two unlike things.

b. Metaphor

Metaphor is like simile, in the way that is more easy to exemplify but difficult to delimit. Childs and Flower (2006: 138). It is a figure of speech in which one thing is compared to another. Cuddon (1998: 507). Unlike simile, the comparison in metaphor is not directly expressed because the words "like", and "as "are missing.

Therefore the reader has to recognize the comparison by himself without those words. Metaphor is a figure of speech which concisely compares two things by saying that the one is the other (McArthur: 1996: 653). According to Richards, in metaphor there are two essential elements: the tenor and the vehicle. The tenor represents the subject, whereas the vehicle is the metaphorical term . A metaphor

compares two unlike things. "My baby sister's a doll," you might say, compares your sister's size and sweetness to that of the perfection of a doll. At another time you might say, "My brother is a rat." This compares your brother to the nastiest little creature you can think of. In both cases you would be making a metaphor - a form of comparison that directly compares two unlike things. A metaphor wastes no time in getting to the point.

Perrine (1977:61) states that between metaphor and simile is similar. Both of them are comparison between two things that are essentially unlike. The only distinction between them is the use of connective words. In simile, the poet uses the connective word such as: like, as than, similar to, resemble or seems, while in metaphor the comparison is implied the figurative term is substituted for or identified with the literal term. For Example:

- a. *He has a heart of stone.*
- b. *I am a big, big world.*

The meaning of heart of stone is the man cannot accept opinion from others because his heart is hard like a stone. For the second example, the first main word is connected with the second main word directly. Thus, "I am" connected with "big world" directly. The both of statement above compare two things that different.

c. Metonymy

Metonymy is the use of something closely related to the thing actually meant Perrine (1977:67).It is figure of speech which the name of one object is replaced by another which is closely associated with it. A famous example is,

"The pen is mightier than the sword," from Edward Bulwer Lytton's play Richelieu. This sentence has two metonyms:

"Pen" stands for "the written word."

"Sword" stands for "military aggression."

d. Apostrophe

Perrine (1977:65) Apostrophe defined as addressing someone absent or something nonhuman as if it was a live and present and could reply to what is being said. A figure of speech which is someone absent or dead or something nonhuman is addressed as if it were alive and present. Apostrophe is also a form of personification in which nonhuman or in animate thing is directly addressed as if it were human or animate. Example of apostrophe from William Wordsworth in Siswantoro (2002: 32): Sweet Thames! Run softly till I end my song. The line above, the poet greets Thames River in London to flow gently until he finishes his song.

e. Synecdoche

Synecdoche is the use of part a thing to stand for the whole of it or vice versa Kennedy (2007: 479). From the definition above a synecdoche is a figure of speech in which a part is used for the whole. McArthur (1996:1014) defined that synecdoche is a figure of speech concerned with parts and wholes. Synecdoche is a style that is reflected in the packaging portion manifestations, but already includes a whole Siswantoro (2002:39). Most of something already covered for all cases mentioned. Siswantoro (2002:39) gives example of synecdoche in number one (1).

1. *He has many mouths to feed.*
2. *He talks with her mouths.*

The word *mouth* in (1) has a connotative meaning, especially means of manifestation of the people. The people mouths told have probably his family at home. On the other hand, *mouth* in (2) show part of one's body to eat or to speak, this is denotative meaning.

f. Hyperbole

"Hyperbole is a figure of speech which contains exaggeration for emphasis"(Cuddon 1998: 406), this means that hyperbole is used as a means of emphasizing and supporting truth of statement. Abrams (1999: 120) states that, "hyperbole is an exaggeration or overstatement. It is often used for serious, mocking or humorous effects". It means, the understatement passes beyond realistic and logical thinking, but actually has logical meaning, it is use to emphasize something.

Hyperbole is over statement or exaggerated language that distorts fact by making them much bigger than they are if looked at objectively. The definitions consider the over statements is the way to express something much bigger than the real, for example: I will bring you moon tonight. It exaggerated sentences, since it is impossible for person to bring the moon, the moon is out her space thing that cannot be reached.

This figure of speech is the most frequent to appear in the thirteen song of Terror band chosen as the data in this study. As has been explained before, hyperbole is an exaggeration used for special effect, it is figure of speech in which statements are exaggerated. It may be used to evoke strong feelings or to create a

strong impression. It says something which is more than it should be. It makes something seem larger, better, worse or more important, etc. than what really is. (Knickerbocker, 1964:367)

Colston (2015:111) confirms that the hyperbole is a difference between desires or expectations and reality. Kennedy (2007: 496) states that hyperbole is emphasizing a point with statement containing exaggeration. Hyperboles can be added to fiction to add color and depth to a character. Hyperbole is figure of speech that it is intentional exaggeration or overstating. Sometimes it is used for comic purpose, but more often it is used seriously. Hyperbole can produce very dramatic effect. According to Keraf (2009:135), "Hyperbole is figure of speech which contains a point statement of exaggeration as it is". Hyperbole is an exaggeration more than the fact. The language can make attention to the reader and it is an exaggeration of object. According to Reaske (1966:34), "Hyperbole is figure of speech which employs exaggeration."

Example: (1) *"I will be waiting you for a thousand years"*

The means of example is the word 'thousand years is an exaggeration. It is impossible to life until a thousand years because a people life not until a thousand years.

(2) I owe your pain

From the sentence above, it seems that the sentence is exaggerated. It uses hyperbole. It is impossible if there is "I owe your pain". I can find word "owe". As we know, owe has an obligation to pay or repay something especially money in return for something received. The second word "pain". Pain is physical suffering or discomfort caused by illness or injury. In

realistic, nobody can owe the pain. So the statement “I owe your pain” is an overstatement.

(3) I pay them mind

If we read the sentence above, the sentence is highly exaggerated. This expression is used for the special effect.

The emphasis, the exaggeration in this sentence is the use of the words “pay”, and “mind”. As we know pay is to give someone money, due to the work done, good received, or a debt incurred. The second word is mind, mind is the element of a person that enables him/her to be aware of the world and their experiences, to think, and to feel. Normally, people or human can't pay something like a feeling.

g. Symbol

Symbol derives from the Greek verb symbol, which means "to throw together". It is a literary device in which something ; an object or situation is used to represent something else. Cuddon (1998: 889). Abrams (1999: 311) states that "symbol is applied only to a word or phrase that signifies an object or event which in its turn signifies something, or has range of reference, beyond itself".

Yanni (2004: 569) states that symbol is any object or action that represents something beyond its literal self. The meaning of any symbol whether an object, an action, or a gesture, is controlled by its context. A symbol can be defined simply as any object or action that means more than itself. According to Perrine (1974:628) a symbol may be defined as something that means more than what is it. Siswanto gives example in number one (1).

1. Some dirty dogs stole my wallet at the bus.
2. A black dog is rubbing its back against a wall.

Example number one shows a symbol used to present a thief in the form of “dirty dog”. So, it is not actually the dogs which are dirty. But it symbolizes the thief’s behavior which is like a dirty dog. While in the second example, the black dog refers to dog as an animal which is black.

h. Allegory

Keraf (2009:140) states that Allegory is a short narrative or description that has figurative language. Reaske (1966:25) stated allegory is prolonged or extended metaphor which present it’s in a veiled way. Allegory is description that has another meaning and seeing a whole comparison.

Example: “Story about mouse deer and crocodile”

i. Irony

Irony derived from the word eironia, it means deception. Galperin (1977: 146) states that, “Irony is a stylistic device also based on the simultaneous realization of two logical meanings—dictionary and contextual, but the two meanings stand in opposition to each other.” In short, irony is the style of language to express something captured by the reader that should be opposite from the literal meaning. The things that should be noted when interpreting irony expression is the context of its expression. Similar to Galper in, Rozak is also stated that “Irony states one thing in one of voice when, in fact, the opposite meaning is intended (1995: 33).” Clearly, it can be proposed that irony is not seen from what it is said but rather to interpret the meaning from the context or situation. The use of irony creates the effect because the reader feels free to interpret the meaning as long as it

appropriates to the context of utterance. The reader can interpret the meanings as humor, negative impression or critic.

Perez (2012: 33) found the effect **and the** aim in irony. He states that, “The aim of irony is to communicate the opposite of what is literally said; whereas the effect may be a sarcastic, satiric, or even funny interpretation that undoubtedly profiles negative connotations.” It proves that irony is used for certain purpose and it causes the effect as well. Irony can be used to convey sensitive thing but in humor tone.

Kennedy (2007: 46) states that irony is a kind of figurative language involving a relationship between the realities describes and the term used to describe it. Verbal irony is a figure of speech when an expression used in the opposite of the thought in the speaker’s mind, thus conveying a meaning that contradicts the literal definition. Dramatic irony is a literary or theatrical device of having a character utter word which the reader or audience understands to have a different meaning. Irony of situation is when a situation occurs which is quite the reverse of what one might have expected.

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Example:

a. The road not taken: Verbal irony the speaker knows he will tell the old story “with a sigh” of a choice that “made all the difference”.

b. Birches: Dramatic Irony the wish to get away from earth may not be granted too soon.

c. Ragged-Dick: Irony of situation when speaker disturbed by a bullet but finds it unimportant.

d. Your home is your hell

From the sentence above, the irony clearly appears in “your home is your hell”. In this sentence, home is the place where one lives permanently, especially as a member of a family or household. And as we know, hell is a place regarded in various religions as a spiritual realm of evil and suffering, often traditionally depicted as a place of perpetual fire beneath the earth where the wicked is punished after death. The writer of this song wants to describe home which has atmosphere like a grave yard and the reader and listener of this song imagine that the situation of this song is horrible.

j. Paradox

Robert (1986: 134) states that Paradox is statement which seems to contain two opposite facts but is or may be true. A statement or situation containing apparently contradictory incompatible elements, but not closer inspection may be true. Paradox occurs in a statement that at first strikes us as self-contradictory but that on reflection make some sense (Kennedy, 2007: 497). Example: Ghost house: I'd well in a house that vanished.

k. Personifications

Barnwell (1980: 42) states that, "Personification is a figure of speech in which an abstract idea, or something which is not alive, is treated as though it were a person." It means personification is the style of language that gives the characteristics of human to inanimate objects. Furthermore, Rozakis (1995: 35) states that, "Personification is the attribution of human characteristics and/or feelings to nonhuman organisms, inanimate objects, or abstract ideas."

This statement is supported by Murfin and Ray (2003: 339), "Personification is a figure of speech (more specifically trope) that bestows human characteristics upon anything nonhuman, from an abstract idea to a physical force to an inanimate object to a living organism." Briefly, personification is the expression of language to create non-human life as if human. So, this kind of figurative language makes non-human can act, speak, and has emotional feeling like human.

Personification often appears in fairy tale written for children. The use of figurative language will create the story imaginatively because the readers will

find non-humans such as animal, plant, and other objects have dialogue each other and they also have the attribution like human.

Keraf (2002:1) explained that “Personification is the assigning of human characteristics to non-humans.” Personification gives human characteristics to inanimate objects, animals, or ideas. Meanwhile according to Reaske (1966:88) personification is the process of assigning human characteristic to non-human objects, abstractions and ideas. Personification is a figure of speech in which a thing, an animal, or an abstract term (truth, natural) is made by human.

Example: (1) “The sunrise smiling with me”

In the example ‘sunrise is an object’ and it is a non-human. So the sunrise cannot smile with the human.

(2) Drug infested streets

The sentence above is given human characteristic. Drug is a medicine or other substance which as a physiological effect when infested or otherwise introduced into the body. And as we know, street is a public road in a city or town, typically with houses and buildings on one or both sides. It makes the streets have a human characteristics, the drug infested in streets like human experience when human feels bad condition or sick.

I. Understatement

Hornby (1995:1299) describes understatement is a statement that express an idea, etc in very weak. The presentation of a thing with underemphasizes in order to achieve a greater effect or implying more than is said.

2.4 Classroom Interaction

Brown (2004:55) states that Interaction is a collaborative exchange of thoughts, feelings or ideas between a teacher and students or a student and other Students' resulted in reciprocal effect on each other. This statement involves a simple concept of the process of interaction. It can be simply stated that interaction is a process to get an idea out of one person's head and into the head of another person and vice versa. Malamah (1987:7) defines that interaction means acting reciprocally, acting upon each other. This definition contains a concept that there are two parties involving in an interaction. An interaction will occur when both parties act upon each other. Then, the acts of one party will make another party react to them. This reaction will influence the next action. Thus, interaction depends on the actions of both parties.

School and classrooms are complex social environments. They consist of different groups of people interacting with each other in various ways. Identities, perception and values of these groups are made up by the individuals. Teaching and learning will naturally be affected by these features. The most obvious situations where the influence of these factors can be observed were the interactions of communication patterns between a teacher with students and students with other students.

Davis (1975: 303) explains that to achieve a goal in learning, there should be interaction among the components in the learning system. He also states that those components consist of people, materials, facilities, equipment, and procedures. Furthermore, he adds that the people in the learning system are teachers, students, laboratory assistants, and administrators. The materials include

books, chalks, chalkboards, and audiotapes. The facilities and equipment consist of classroom, learning equipment, and laboratories. The procedures include schedule and methods of sequencing information, providing practices, studying, testing, and grading.

Rivers (1988:4) states the importance of interaction in the learning-teaching process. He tells that through interaction, students can increase their language store as they listen to or read authentic linguistic material or the output of their fellow students in discussion, join problem solving tasks, or dialogue journals. He adds that in interaction, students can use all they process of the language-all they have learned or casually absorbed-in real-life exchanges where expressing their real meaning is important to them. Thus, they have experience in creating messages from what they hear, since comprehension is a process of creation, and in creating discourse that conveys interactions.

According to Rhalmi (2016) say that the term “interaction” is made up of two morpheme, namely inter and action. It is a mutual or reciprocal action or influence. In English language teaching, interaction is used to indicate the language (or action) used to maintain conversation, teach or interact with participants involved in teaching and learning in the classroom.

Barker (1987: 72), classroom interaction is said to occur when teachers and students are talking together for purposes of learning conducted within the process-product paradigm. Brown (2001: 169) emphasizes that the most important key to create an interactive language classroom is the initiation of interaction by the teacher. One of the best ways to develop the teacher’s role as an initiator sustainer of interaction is to develop a repertoire of questioning strategies.

Classroom interaction analysis refers to a technique consisting of objective and systematic observation of the classroom events (Allwright and Bailey 1991:43). Pattison in Nunan (1989: 68) proposes the following seven activity types which involve learners' interaction. They are as follows.

- a. Questions and answers (these activities are based on the notion of creating an information gap by letting learners make a personal and secret choice from a list of language items which all fit into a given frame (e.g. the location of a person or object). The aim is for learners to discover their classmates' secret choice).
- b. Dialogues and role-plays (these can be wholly improvised, 'if learners are given some choice of what to say, and if there is a clear aim to be achieved by what they say in their role-plays, they may participate more willingly and learn more thoroughly than when they are told to simply repeat a given dialogue in pairs').
- c. Matching activities (here, the task for the learners is to recognize matching items, or to complete pairs or sets).
- d. Communication strategies (these are activities designed to encourage learners to participate in communication strategies such as paraphrasing, borrowing or inventing words, using gestures, asking for feedback simplifying).
- e. Pictures (many communication activities can be stimulated through the use of pictures (e.g. spot the difference, test to memorize, and sequencing pictures to tell a story).

- f. Puzzles and problems (there are many different types of puzzles and problems. These require learners to ‘make guesses, draw on their general knowledge and personal experience, use their imagination and test their power of logical reasoning’)

According to Mc Nergney and Carrier (1981: 104), the pattern of interaction is similar to the student talks, which is classified further into two categories: (a) student-talk response; and (b) student-talk initiation. Student-talk response means that student responds to the teacher’s question and usually the response results in a predictable answer. Student-talk initiation means that student-initiated response is unpredictable or originally creative in content.

Malamah (1991: 9-73) states that interaction implies more than one person. There must be someone to transmit a message and someone to receive it. The number of students in the class results in any number of possible variations on who does the transmitting and who does the receiving. When the teacher is seen as the one who transmits the messages, then he or she can be seen as trying to communicate with the whole class, a group of students, or individual student at different point of the lesson. When a student performs as the one who transmits the message, he or she then interacts with the teacher, another single student, or a group of students.

Classroom interaction is an activity that involves teachers and students. In this activity, it can increase student activity in the learning process, and make students more creative, innovative, and productive in teaching and learning activities. Meanwhile, if there is no interaction in the classroom, the class will feel

monotonous, not excited, and lose the passion for learning as a passive classroom situation.

2.5 Conversation

Cutting (2002:28) states that “Conversation is discourse mutually constructed and negotiated in time between speaker; it is usually informal and unplanned”. By the statement conversation happens without being planned beforehand. Conversation is interactions that help overcome differences and create a good relationship. The dissension levels between participants reduced and an agreement is reached to understand something in a particular way. Conversation is interactive communication between two or more people, and informal exchange of the idea form the person to another person. Conversations follow rules of etiquette because conversations are social interactions, and therefore depend on social convention.

Meanwhile, Pridham (2001:1) states that “conversation is constructed with spoken rather than written language”. Those participants are known as the speaker who speaks the utterance and the second, the hearer that the utterances are spoken. From those definitions above it can be concluded that conversation is an interaction between two or more people to express and respond to feelings, thoughts and ideas.

The purposes of conversation include the exchange of information; the creation and maintenance of social relationships such as friendship; the negotiation of status and social roles, as well as deciding on and carrying out joint actions. Conversation therefore has many functions, although its primary purpose in our own language is probably social.

Conversation is communication between two or more people to express and respond to feelings of thoughts and ideas, and also to exchange information and build good relationships with others.

2.5.1 Daily Conversation Method

Daily conversation method is a method of language education that encourages students' speaking fluency improvement through daily communication. It aims to overcome several problems that students encounter in learning foreign language skill, especially in speaking. Based on the explanation of Cambridge dictionary, Daily is happening on or relating to every day. It is supported by Oxford dictionary, it explains that daily is happening, done or produced every day. Conversation is talk between two or more people in which thoughts, feelings, and ideas are expressed, questions are asked and answered, or news and information is exchanged. It is supported by Oxford Dictionary, it explain that conversation is an informal talking involving a small group of people or only two.

Therefore, as its primary function is to assist in the maintenance of social relationships, conversation is not (and should not be) held to the written grammar's rigid standards, which often cause conversation to be viewed in a negative way. Moreover, conversation should not be equated with uses of language that are not authentic, spontaneous interpersonal communication. Method is a procedure, technique, or way of doing something, especially in accordance with a definite plan. In other word, method is a planned way of doing something, especially one that a lot of people know about and use. Daily

conversation is conversation activity modern boarding school Darussalam Gontor which students do by forming a line with friend actively and creatively.

Daily conversation method aims to promote speaking improvement through daily communication. This method is mostly used in modern schools or students dormitory which obligates students to speak in foreign languages such English and Arabic language through students' conversational routines in their daily communication.

DCM implementation is language education method with the setting of foreign language practice outside classroom. It aims to accustom students in practicing foreign language speaking. Any kind of abilities needs a custom and practice continuously to be more skillful including the improvement of language skill adeptness. It is important to construct the language practice which not only promoted their language ability, but also their own belief and experiences in social ability along with promoting the students' aptitude, feeling, ideas, and other learning factors.

The procedures of DCM can be stated as follows:

1. Students are informed that in two months after entering the class, they have to speak English anytime and anywhere especially within the school.
2. In the first month, the half regulation is implemented so the students can use mixed language between their native language and English for daily speaking.
3. After the second month ends, the students are obligated to speak fully in English.

4. Some students are appointed as the spies who will look for those who does not use English.

5. Every month, there is a language court which give rewards for those who made a good progress and punishments for those who break the language rules.

The procedures of daily conversation method are set to improve students speaking ability which help step by step. It also helps the students to learn responsibility in their process. So it will be easier for students to follow the language learning process and of course to improve their speaking ability.

Based on the explanation above, it can be concluded that daily conversation method is a set of rules and guidelines of language education that encourages students' speaking fluency improvement through daily communication. The communication which happens in daily life would be students habits to use English as students' speaking and English environment which built by daily conversation method encourages students to have positive behavior toward their studying. It can also be stated as the activities in talking or interpersonal communication which expresses authentic thoughts and ideas which happens between two or more people which happens to every day in human life.

2.6 Previous Research

This chapter covers definitions and theories which are related to the research objects. In this thesis, the writer uses several the other previous studies which can be found in the following paragraphs.

The first review related to this study, and the title is *“An Analysis of Figurative Language Found on The Song Lyric By Taylor Swift’s “SPEAKNOW”*

Album.” Which has been researched by Henni Listianti (2015) the student of State Islamic Studies Institute (STAIN) Salatiga .The writer used descriptive qualitative method in her research. In her thesis, she has analyzed about the figurative language. According to her, the figurative languages used in Taylor Swift’s songs are personification, hyperbole, simile, metaphor, symbol, synecdoche, and oxymoron. The results of this study will be used as the reference to analyze figurative language on conversation in classroom interaction of eleventh grade students at SMA Marisi Medan. .

The second review related to this study is “*A Descriptive study on Figurative Language Used in Westlife’s Songs*”, which Ifonilla Yeniati (2003:3), the student of State Islamic Studies Institute (STAIN) Salatiga. In her study, the author has analyzed about figurative languages used in Weslife’s Song are metonymy, hyperbole, personification, paradox, metaphor, simile, and apostrophe. She used descriptive qualitative in her analyze a research methodology. The results of this study will be used as the reference to analyze figurative language on conversation in classroom interaction of eleventh grade students at SMA Marisi Medan.

The third review related to this study is “*An Analysis of Figurative Language in Edensor Novel by Andrea Hirata.*” Which has been researched by M Sulkhan Habibi (2016) the student of State Islamic Studies Institute (STAIN) Salatiga . The writer used descriptive qualitative method in his research. In his thesis, he has analyzed about the figurative language. According to him, the figurative languages used in Edensor Novel by Andrea Hirata are Simile, metaphor, personification, hyperbole, synecdoche, paradox and symbol. The

results of this study will be used as the reference to analyze figurative language on conversation in classroom interaction of eleventh grade students at SMA Marisi Medan.

In this study, the writer presents an analysis of figurative language on conversation in classroom interaction of eleventh grade at SMA Marisi Medan. This research has similarity with above researches. All of them study about figurative language in English songs and one of them studied about figurative language in novel. However it also has difference from the previous of the study, this is on the object of study.

2.7 Conceptual Framework

Yule (1985: 97) states that, “there are, however the aspects of meaning which are not derived solely from the meaning of the words used in phrase and sentences. When we read, or hear sentences of language, we normally try to understand not only what the words mean, but what the writer or speaker of those words intended to convey.” Semantic is the technical term used to refer to the study of meaning, and since meaning is a part of language, semantics is a part of linguistics. Unfortunately, “meaning” covers a variety of aspects of language, and there is no general agreement about the nature of meaning, what aspects of it may properly be included in semantics, or the way in which it should be described.

Semantics as the study of meaning is central to study of communication and as more a crucial factor in social organization, the need to understand it becomes more and more pressing. Semantics is also at the center of the study of the human mind–thought processes, cognition, conceptualization – all these are intricately bound up with the way in which we classify and convey our experience

of the world through language. Because it is, in these two ways, a focal point in man study of man, semantic has been the meeting place of various cross-currents of thinking, and various disciplines of study. Philosophy, Psychology, and linguistics all claim a deep interest in the subject. Semantics has often seemed baffling because there are many different approaches to it, and the ways in which they are related to one another are rarely clear.

Transference of Meaning, Leech (1969: 148) in his book *A Linguistic Guide to English Poetry* states that the reason why figurative interpretation is not completely random is that language contains Rules of Transference or particular mechanism for deriving one meaning of a word from another. This section treats five tropes: Synecdoche, Metaphor, Metonymy, Simile, and Personification. They are connected in that in a sense of using a word or phrase that means something more or something other than it seems to say.

Perrine (1969: 60) states figurative languages are another way of adding extra dimension to language. Figurative language is language using figures of speech (a way of saying one thing and meaning another). The figurative language is kind of language that the speaker says less than that he means. Figurative language is commonly applied in literary works. Figurative language is connotative meaning that concerned with meaning of the unfamiliar word in which most words have several meaning. The research composes the data to used references whether not figurative language and then by comprehending the use of figurative language, this research can is useful as the guidance in studying the use of figurative language and type or the function in more analysis, so it is easier to studying and convey the meaning of figurative language :

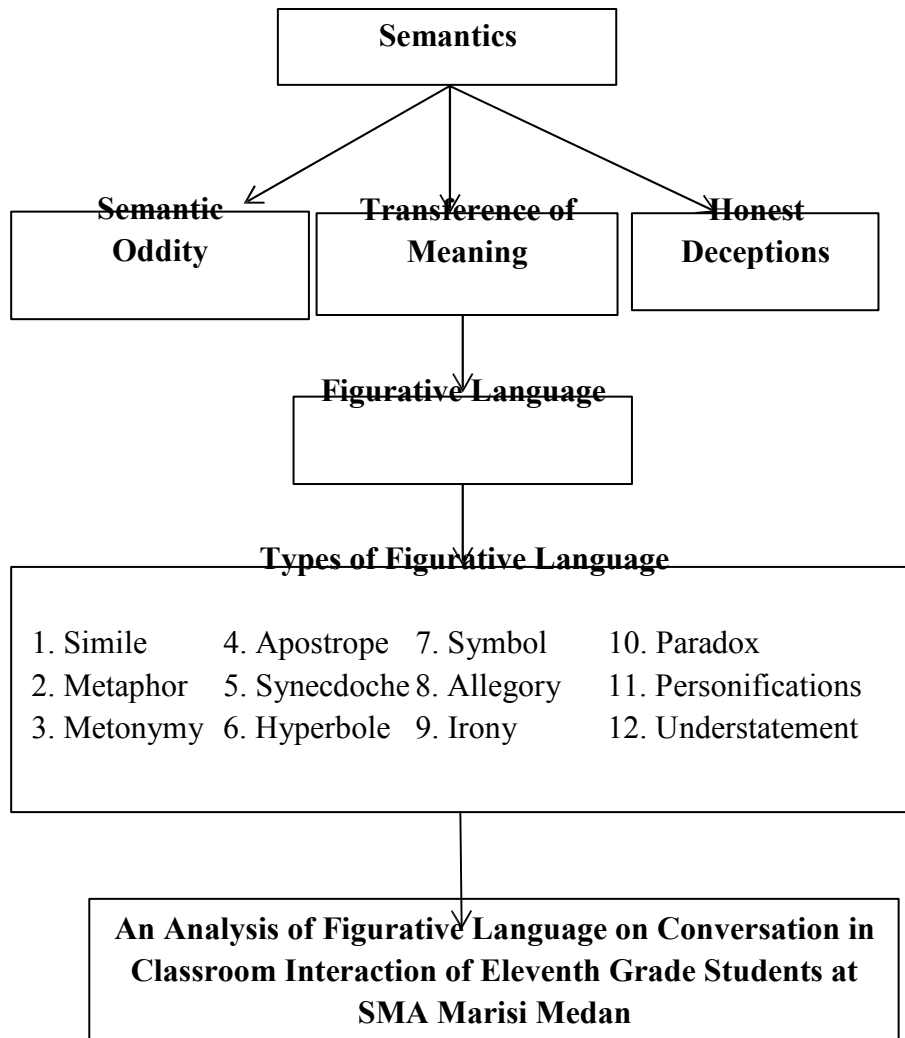


Table 2.7

Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

All study has a research design. This study was conducted by using Descriptive Qualitative Research. Qualitative research is a study of the research is descriptive and tends to use inductive analysis approach. Process and meaning (subject perspective) more highlighted in qualitative research. The foundation of the theory is used as a guide to focus the writer in accordance with the facts on the ground. Descriptive Qualitative Research is in an ongoing process of proliferation with new approaches and methods appearing and it is being taken up by more and more and more disciplines a core part of curriculum (Flick, 2009:1). The aim of descriptive qualitative research is to describe a place, fact and characteristic of population systematically, factually and accurately. Descriptive qualitative research employs technique of seeking, collecting and analyzing data. The analysis in qualitative research concern in understanding the result of finding data rather than calculate the result of data.

3.2 Data and Source of Data

The data of the study was taken from the utterances of figurative language on conversations in classroom interaction of eleventh grade students at SMA Marisi Medan. All studies needs source of data. Source of the data in this study was taken from students' conversations in classroom interaction.

3.3 Instrument of Collecting Data

The instrument of collecting data in this study was observation. An instrument is a tool or facility use by researchers to collect data. The purpose is to make the task easier and obtain the best results, or to make the process easier, more accurate, comprehensive and systematic.

3.4 Procedure of Collecting Data

The procedure is very important in the study. In this study, the writer uses some procedures to collect data, namely:

- a) Making conversations
- b) Practicing the conversations
- c) Underlining the figurative language found in conversation.

3.5 Data Triangulation

Heale (2013:98) defined that triangulation is typically associated with research methods and designs. However, there are several other variations on the term. Triangulation may be the use of multiple theories, data source, method or investigators within the study of a single phenomenon. According to him, triangulation includes four things, namely: (1) method triangulation, (2) Inter-researcher triangulation (if the research is conducted in groups), (3) triangulation of data source, and (4) theory triangulation. Here's the explanation.

1. Method triangulation is done by comparing information or data in different ways. As is well known, in qualitative research researcher uses interview, observation, and survey methods. To obtain reliable information truth and a complete picture of certain information, researcher can use the free interview method and structured interviews. Or, the researcher uses interviews and

observations or observations to check the truth. In addition, researcher can also use different informants to check the accuracy of the information. Through various perspectives or views it is hoped that results that are close to the truth will be obtained. Therefore, this stage of triangulation is carried out if the correctness of the data or information obtained from the subject or research informant is doubtful. Thus, if the data is clear, for example in the form of text or scripts/transcripts of films, novels and the like, triangulation is not necessary. However, triangulation of other aspects was still carried out.

2. Inter-researcher triangulation was carried out by using more than one person in data collection and analysis. This technique is recognized to enrich knowledge regarding information extracted from research subjects. However, it should be noted that people who are invited to explore the data must have research experience and are free from conflicts of interest so as not to harm researchers and create new biases from triangulation.

3. Triangulation of data source is to explore the truth of certain information through various methods and source of data acquisition. For example, apart from going through interviews and observations, researchers had used participant observation, written, documents, archives, historical documents, official records, personal notes or writings and pictures or photos. Of course, each of these methods produced different evidence or data, which in turn will provide different insights regarding the phenomenon under study. These various views will give birth to the breadth of knowledge to obtain reliable truth.

4. Finally, the theory triangulation. The final result of qualitative research is in the form of an information formula or thesis statement. The information is then

compared with relevant theoretical perspectives in order to avoid biasing the individual researcher on the findings or conclusions produced. In addition, theoretical triangulation can increase the depth of understanding as long as the researcher is able to dig deep theoretical knowledge on the results of data analysis that have been obtained. Admittedly this stage is the most difficult because the writer required that have expert judgment when comparing their findings with certain perspectives, especially if the comparison shows much different results.

In this research the writer used triangulation of data source to validate the data.

3.6 Technique of Analyzing Data

In analyzing this data there are several techniques used, namely:

- a) Identifying the figurative language on students' interaction.
- b) After identifying the figurative language the writer classifying the data of figurative language that found on conversation.
- c) Making conclusion.