Figurative Languages by the Lecturers in Teaching English at English Study Program of FKIP UKI Toraja

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ABSTRACT

The research aims at finding out (1) the kind of the Figurative Languages used by the lecturers (2) the ways of using Figurative Languages by the lectures (3) the reasons of using Figurative Languages by the lectures, and (4) the students' perceptions toward the use of Figurative Languages by the lecturers. The researcher in this study employed the qualitative research design. The subjects of this research were Lecturers and students at English Education Study Program of FKIP UKI Toraja. The results of the research revealed that (1) the kinds of the Figurative Languages used by the lecturers are: Simile, metaphor, Personification, Rhetoric, Litotes, Paradox, Metonymy, Hyperbole, Repetition, (2) The ways of Using Figurative Languages by the lecturers are by making comparative, contradictive, correlative and repetitive statements that related to students' life, culture and habit with the material in teaching English, (3) The reasons of using Figurative Languages are: Introducing language and culture, as a feedback to improve students' understanding on the lessons, to help students' understanding the lessons, to motivate students in learning process, enhancing the language (language style), and to train students' critical thinking, and (4) The students' perceptions toward the use of Figurative Language are: in association the material with the real world the students easily absorbed it because it was closer with their environment. The students who did not like and understand it because they needed the lecturers explained it directly the intended point.

Keywords: Figurative Language, Teaching English

A. INTRODUCTION

We are daily dealing with different kinds of figurative language, like idiomatic expressions, metonymies and metaphors. Some of them are considered conventional while some of them may be created as we speak (Caillies & Declercq, 2011:207). Accordingly, the comprehension of the former, usually idiomatic expressions, depends on retrieval of a figurative meaning stored in memory, whereas the comprehension of the latter, usually metaphors, depends on an online sense creation process (Caillies & Declercq, 2011:219). Mihalcea (2007:412) states that figurative language is one of the most arduous topics that

natural language processing has to face. Unlike literal language, the former takes advantage of linguistic devices such as metaphor, simile, hyperbole, personification, irony, and so on, in order to project more complex meanings which, usually, represent a real challenge, not only for teaching learning process, but for humans as well. Figurative devices, moreover, entail cognitive capabilities to make abstractions as well as to interpret the meaning beyond literal words; i.e. figurative language reflects patterns of thought within a communicative, and thus, social framework. In this respect, communication is more than sharing a common code, but being capable of inferring information beyond syntax or semantics; i.e. figurative language implies information not grammatically expressed. If such information is not correctly unveiled, then the real meaning is not achieved and accordingly the figurative effect is lost.

Obviously the use of figurative language by the teacher is not only as a style in language but also as introduction and teaching the native speakers' language culture heritage. Teaching learning process in the classroom is only one example situation that the figurative language is used. Outside, in daily communication has waited such in spoken and written format that need to be interpreted and of course to reach understanding in real life communication. Therefore, in this situation the teacher is necessary introduce and teaching the figurative language early and not only the literature teacher/lecturer who are involved in responsibility to teach it but all the English teachers/lecturers too. Based on the background above the writer is interested to conduct the research with entitle "Figurative Languages by the Lecturers in Teaching English at English Study Program of FKIP UKI Toraja".

B. REVIEW OF LITERATURE

Figurative Devices
A figurative device is part of a major class commonly known as figure of speech. These figures are linguistic statements in which one, or various of their constituents, deviate(s) its/their literal meaning in favor of a figurative interpretation. Figurative Language consists of comparative, contradictive, relation and repetition figurative language (Kennedy, 1983: 481). Comparative figurative language consists of personification, metaphor, and simile. Contradictive figurative language consists of hyperbole litotes and paradox. Correlative figurative languages consist of metonymy, synecdoche, allusion and ellipsis. Meanwhile repetition figurative language consists of pleonasm, climax, anti climax, rhetoric and repetition. For clearer information, look at these following explanation.

Comparative Figurative Language
Comparative figurative language consists of metaphor, personification, and smile.

Metaphor
Metaphor is a variety of analogy which compare two things directly, but in short pattern (Gorys , 1994: 139). It is meant that between subject and object have same attributes, and writer uses it to compares it to another.

Personification

Personification is figure of speech in imaginative something, which doesn't have soul, as though they have human characteristic (Potter, 1967: 54).

Simile
Simile is comparison which has explicit characteristic, it means that they state something similar with each other indirectly that use words likes as and like (Potter, 1967: 54). Toris et al (1994:54) also define simile as a figure of speech that expresses a resemblance between things of different kinds ("cheeks like roses").

Contradictive Figurative Language
Contradictive figurative languages consist of:

Hyperbole
Hyperbole or overstatement is figurative language that contain exaggeration element about something (Potter, 1967: 135). It is meant that something is made greater than the fact.
Litotes
Litotes is figurative language that contains statement which made smaller from original (Potter, 1967: 135). It is meant that people usually use it to make it simple. So that they are not arrogant because they guess something invaluable although exactly is so valuable.

Paradox
Paradox is variety of figurative language which has a real contrasted with a fact. It can be meant all of things that interest because of their truth (Potter, 1967: 136).

Correlative Figurative Language
Metonymy
Metonymy is figurative language that uses character or name of thing that relate to name of person, something as pronoun, uses words to describe another things closely associated with it (Potter, 1967: 142).

Synecdoche :
Synecdoche is figurative language that say name of partial to represent whole or oppose (Potter, 1967: 143).

Pars pro Toto, partial represent whole. Example: *till evening, I haven't seen hi s nose*. His noise in the sentence is meant whole of body that consists of head, neck, stomach, hands, feet, etc. it isn't just nose as, because it represents person as whole.

Totem pro parte, whole represent partial. Example: *Indonesia got gold medals in the championship.* Indonesia in the sentence is meant some persons who become winner in a competition. It is not all population in Indonesia.

Allusion
Allusion is figurative language that show indirectly forwards a person or event that people have know together (Potter, 1967: 145).

Climax
Climax is figurative language that states something from small to great (Gorys, 1994: 145).

Anti-Climax

Anti-Climax is opponent of climax figurative language (Gorys, 1994: 145).

Rhetoric

Rhetoric is figurative language in question that the answer has known by questioner (Gorys, 1994: 146).

Repetition

Repetition is figurative language that uses repetition word to emphasize meaning (Gorys, 1994: 146).

Ellipsis

Ellipsis is figurative language that eliminates word or part of sentence (Potter, 1967: 146).

Repetitive or Enforcement Figurative Language

According to Gorys (1994: 140), repetitive figurative language consists of:

Pleonasm

Pleonasm is figurative language that uses words improperly to emphasize meaning of word (Gorys, 1994: 145).

Related Research Findings

Some studies have been conducted to expose the use of Figurative Language. They are as follows:

1. In (2012), Perez conducted the research entitled Linguistic-based Patterns for Figurative Language Processing: The Case of Humor Recognition and Irony Detection. He concluded that each model is evaluated in terms of its relevance to properly identify instances of humor and irony, respectively. To this end, several experiments are carried out taking into consideration different data sets and applicability scenarios.
2. Hagel (2006) conducted the research entitled, " Grasping the Idea The Use and Understanding of Figurative Language in a First and a Second Language - A Matter of Language Skills or a Matter of Age?". She found that "As for language skills, an analysis of the overall numbers of recognized idioms points towards a better knowledge of English idioms among the informants from year nine and high school, whereas in year seven the comprehension of Swedish idioms is marginally better than the comprehension of English ones.
3. Palmer (2006) concluded the research entitled Figurative Language: "Meaning" is often more than just a sum of the parts. She found that Human understanding of figurative language requires more than the monotonic combination of individual word meanings. In order to process figurative language, the brain may be organized

in such a way that the two cerebral hemispheres work in parallel, each with somewhat different priorities, competing to reach an appropriate interpretation.

The previous studies above are investigating, analyzing, grasping the idea, and describing the patterns of Figurative Language. In this research, the writer focused on describing how the use of figurative language used, finding out the kind of figurative languages of lecturers in teaching English and describing the students' perceptions toward the figurative language use by the lecturers in teaching English at English Study Program of FKIP UKI Toraja.

C. METHOD

The researcher in this study employed the qualitative research design. As Mason in Mackey and Gass (2005:162) pointed out that qualitative research is whatever it might be certainly does not represent a unified set of techniques or philosophies, and indeed has grown out of a wide range of intellectual and disciplinary traditions. Then, Mackey and Gass (2005:162) briefly defined, the term qualitative research is can be taken to refer to research that is based on descriptive data that does not make (regular) use of statistical procedures. The purposes of qualitative research are; *Rich description:* Qualitative Research often involving the provision of careful and detailed descriptions as opposed to the quantification of data through measurements, frequencies, scores, and ratings. And *Natural and holistic representation*: Qualitative Research aims to study individuals and events in their natural settings that is, rather than attempting to control contextual factors (extraneous variables) through the use of laboratories or other artificial environments, qualitative researchers tend to be more interested in presenting a natural and holistic picture of the phenomena being studied. This picture includes both the broader socio cultural context (e.g., the ideological orientations of the speech community as a whole) as well as micro-level phenomena (e.g., interaction within the classroom).

The researcher selected the subject of this research UKI Toraja that could be good informants and contribute to the researchers' understanding. The subjects of this research are three Lecturers and the fifteen students (five representative students of three classes who are taught by the lecturers in this research). The first lecturer teaches Cross Culture Understanding, the second and the third lecturer teaches Teaching Research on ELT. The lecturers who are as subjects in this research were the researcher's lecturers at undergraduate program at English study program. The researcher also chose the students who are taught by the lecturers to get the students' perceptions toward the use of Figurative Languages by the lecturers.

D. RESULTS

Figurative Languages used by the lecturers in teaching English at English Study Program of FKIP UKI Toraja through Recording and Observation**.**

Figurative language of Simile
Extract 1: Dealing with sensitive issues in doing research

In explaining the lesson related to the sensitive issues in doing the research, RH took an example from herself. She stated that the sensitive issues must be avoided in doing research.

> **Lecturer:** Next topic is sensitive issue. Sensitive that means do not make people offended, if you want to investigate why Mrs. Rachel has short hair, oh I will not accept you to investigate me. That's made me offended, what's up with my short hair, be careful why you want to investigate me, my husband really as cool as chicken only. So, sensitive means not to take the research that made people offended do not do it.

Through the explanation above, showed the used of figurative language namely simile. RH used the simile in her expression namely "what's up with my short hair, be careful why you want to investigate me, my husband really *as cool as chicken* only. The expression of *as cool as chicken* is comparing between two different things indirectly namely between RH's husband and chicken. As cool as chicken means is quiet peaceful or no problem.

Figurative language of Metaphor
Extract 2: Dealing with sensitive issues in interviewing subject

The lecturer (NPP) gave the examples of issues that have to be asked by the students in interviewing subject indirectly. NPP provided the example that really closed to the students' environmental and well known for the society in Toraja.

> **Lecturer:** *Sensitive misalnya begini, anda ingin mengetahui seseorang apakah dia suka pergi ke pohon-pohon kayu setiap hari minggu atau tidak*? *Itu kan* sensitive issues *toh*? [Sensitive example like this, you want to know whether someone likes to go to the trees every sunday or not. That's sensitive issues anyway?

In giving example about the sensitive issues that want to be interviewed for the subject in research, the lecturer used the figurative language namely metaphor. The use of variety of analogy here is only exist in Toraja namely *pergi ke pohon-pohon bambu setiap hari minggu* [going to the bamboo trees every Sunday]. Going to the bamboo trees every Sunday, it doesn't mean going for cutting bamboo or going for looking bamboo in order to get some of them to use in their life need. This is a variety of analogy (metaphor) which analogizes the people who have bad habit namely doing cock fighting every Sunday. This is very unique of bad habit because this cock fighting is scheduled on every Sunday. So, in this case NPP said that asking the subject like in sensitive issue have to be indirect question and of course cock fighting is an example of sensitive issue.

Figurative Language of Personification
Extract 3: Cross checking of students' language testing previous knowledge

The lecturer (NPP) correlated the material in research namely the instrument of reading comprehension and the previous knowledge of students in language testing last semester.

> **Lecturer:** …*Tuh kan? Hilang semua language testingnya ini, yang ada itu adalah nilainya tinggal ilmunya male sau'[pergi ke sana]*. [Right? Missing all your language testing knowledge, the existing one is only worth/grade but your knowledge went there].

In cross checking the students' previous knowledge about reading comprehension, NPP used personification in expression of *male sau'[pergi ke sana]* [went there]. The expression of *male sau'* only exists in Toraja, this expression is used in old belief (animism) of Torajanese which used in death term. Someone who was dead is believed that his/her soul will go the special place namely Puya. The direction of Puya at Toraja is in northern and simply to mention for them who were dead is *male sau'[pergi ke sana]* [went there]. Through NPP's expression of *hilang semua language testingnya ini, yang ada itu adalah nilainya tinggal ilmunya male sau' [pergi ke sana]*. [Missing all your language testing knowledge, the existing one is only worth/grade but your knowledge went there]. It is a kind of personification. NPP gave characteristic of human being for students' knowledge of language testing namely could be dead like human. This personification is used for reminding students not to forget the previous course.

Figurative language of Rhetoric

Extract 4: Elaborating homogeneous population

In explaining the homogenous population NPP took an example in classroom situation namely the member of students in the class as homogenous population.

> **Lecturer (NPP):** Nang manassa raka kita nang denmo ampomu? *[apakah kamu benar-benar sudah punya cucu?]* [Is it really that you had had a grandchild?]

> **Students:(** laughing)

From the lecturer's explanation above showed the use of rhetoric figurative language. In the sentence of "*Nang manassa raka kita nang denmo ampomu? [apakah kamu benar-benar sudah punya cucu?]* [Is it really that you had had a grandchild?]" Showed that the lecturer used figurative language namely rhetoric question and he did not need answer from that students because he and all students knew that the answer is not. It is impossible to have grandchild for those whose age is still 21 years old.

Figurative language of Litotes

Extract 5: Explaining about the way in choosing sampling from population

NPP presented the lesson about choosing sample from population and he showed the lesson through power point presentation.

> **Lecturer (NPP):** .....*Saya tidak bisa membuat banyak-banyak kolomnya, kalian bisa tidak? Pasti bisa kalian lebih pintar dari saya.* [much longer but not quite place. I couldn't make a lot of columns, can you? Certainly you can, all of you smarter than me]

Through NPP's explanation showed the use figurative language namely litotes. Such NPP's expression that "*Saya tidak bisa membuat banyak-banyak kolomnya, kalian bisa tidak? Pasti bisa kalian lebih pintar dari saya.* [much longer but not quite place. I couldn't make a lot of columns, can you? Certainly you can, all of you smarter than me]. Here NPP tried not to be arrogant and showing off with his skills and assumed that his competence in

making power point presentation was as not good as students' have. But actually NPP' power point presentation was interesting and easily to understand.

Figurative language of Paradox

Extract 6: Dealing with random sampling

Dealing with random sampling, NPP began with asking the notion of random itself then asking the students to give example. After that NPP added that information then giving an example of random sampling from himself experience.

> **Lecturer (NPP):** *Arisan ya, doorprize. Ya seperti kalau banyak orang datang di BRI sana karena ada mobil mewah. Ada bola-bola yang diacak itu, saya juga sering ke sana tapi saya cuma nonton karena saya tidak punya rekening di bank apapun.* [regular social gathering,right?, door prize. Yes as if a lot of people come to BRI office because there are luxury cars. There are balls that were randomized; I often go there too but I Just watching because I do not have any account].
>
> **Students:** (laughing)

From NPP expression in giving example of random sampling showed the use figurative language device namely paradox. The contradiction that was made by NPP through his expression like that "*saya juga sering ke sana tapi saya cuma nonton karena saya tidak punya rekening di bank apapun.*[I often go there too but I Just watching because I do not have any account].NPP said that he did not has any bank account which contradicts with the real fact that all of lecturers at UKI Toraja including him have the account at a Bank because their salary will be sent there every month and this is a fact.

Figurative language of Metonymy

Extract 7: Explaining about library research

NPP explained the term of library research and kinds of data that can be obtained as library research. Then he mentioned some example of written materials such: article, books, and dictionary as kind of library research in order to full fill their material in chapter two of research namely review of related literature.

> **Lecturer (NPP):***Senyum-senyum, yang banyak-banyak dikunjungi, yang trend dikunjungi yaitu yang berwarna merah-merah, itu yang banyak dikunjungi yang favorit kalau mau buat proposal.*
> [Smiles, which is a lot visited, the trend one which is a lot visited is the red, it is more favorite visited by students if you want to make a proposal].

From NPP's explanation about library research, NPP Subtly alluded students that most of them only visited the library at the end of semester and choose the favorite one namely thesis reports. Such phrase showing in the sentence "*yang banyak-banyak dikunjungi, yang trend dikunjungi yaitu yang berwarna merah-merah* [the trend one which is a lot visited

is the red]. Through this expression showed the use of figurative language namely Metonymy. NPP subtly alluded the students indirectly used the phrase "The red" that refers to thesis reports. The use of phrase "the red" here as physical appearance of thesis report of English program study namely red color which described thesis report closely associated with it. Therefore, when NPP stated "the red" the students understood it directly.

Figurative language of Hyperbole

Extract 8: Complaining the pictures used on students' research instrument
   The presenters displayed their instrument of speaking skill including of the description of it. The instrument of speaking skill chosen by the presenters was describing people. They provide the pictures as instrument and the respondents' would give the description on it. When the presenters displaying the pictures, the lecturer complained that pictures.
     Lecturer (NPP): *Jadi satu jam berlalu, saya bisa bayangkan tidak satupun kata yang ditulis oleh responden* [so one hour passed, I can imagine none of the words written by the respondent].
     Student 1: because she is beautiful

   From NPP's correction showed the use of figurative language namely hyperbole. The use of expression namely "so one hour passed, I can imagine none of the words written by the respondent" showed the use of hyperbole. NPP overstated his expression that the pictures provided by the students in their instrument is too beautiful then he could imagine that one our passed, none of the words written by the respondent. Maybe the fact later will not occurred like that, impossible to look that pictures for one hour and forget to do the test, it was only an overstatement.

Figurative language of Repetition

Extract 9: Correcting student's lexical mistake
   A student had presented his research assignment, and then RH corrected several lexical mistakes made by that student in writing his work.
     Lecturer (RH): *Halo des, kalau you mengetik dalam bahasa inggris dan ada warna merah begitu pasti ada something wrong, mungkin katanya salah, mungkin kelebihan mungkin kekurangan, seperti itu contohnya explain tadi di bawah (student typed explain as explein). Itu lagi di atas apa itu ifted, bagusnya itu bahasa inggrismu di situ? It is your experience there, when you type the words and you see the words ada red line ada green line or blue line please this is the question what happen with my sentence my word, itu pasti ada kesalahan, itu baru merah hijau belum biru.*

     [Hello des, if you typed in English and there are red so there must be something wrong, maybe the any words are wrong, perhaps the advantages might be short, as it was for example *explein* below (student typed explain as explain). It was again on top of what was ifted, it's good

your English there? It is your experience there, when you type the words and you see the words there is green line red line or blue line please this is the question what happen with my sentence my word, there must be some mistakes, these are only red, green but blue yet]

Then the lecturer reminded the student's mistakes on lexical use, RH gave the way to identify easily those mistakes when typing namely those words will be underlined such: red, green and blue line. But to state it, RH repeated the word of line namely "there is green line red line and blue line" in order to emphasized the mistakes of whether grammatical and lexical will be shown in those red, blue and red line.

E. DISCUSSION

The kinds of the Figurative Languages used by the lecturers in teaching English at English Study Program of FKIP UKI Toraja.

Mihalcea (2007:412) states that figurative language entails cognitive capabilities to make abstractions as well as to interpret the meaning beyond literal words; i.e. figurative language reflects patterns of thought within a communicative, and thus, social framework. In this respect, communication is more than sharing a common code, but being capable of inferring information beyond syntax or semantics; i.e. figurative language implies information not grammatically expressed. If such information is not correctly unveiled, then the real meaning is not achieved and accordingly the figurative effect is lost.

Figurative device is part of a major class commonly known as figure of speech. These figures are linguistic statements in which one, or several of their constituents, deviate(s) its/their literal meaning in favor of a figurative interpretation. According to Kennedy, figurative Language consists of comparative, contradictive, relation and repetition figurative language (Kennedy, 1983: 481). Comparative figurative language consists of personification, metaphor, and simile. Contradictive figurative language consists of hyperbole litotes and paradox. Correlative figurative languages consist of metonymy, synecdoche, allusion and ellipsis. Meanwhile repetition figurative language consists of pleonasm, climax, anti climax, rhetoric and repetition. The kind of the Figurative Languages used by the lecturers in teaching English at English Study Program of FKIP UKI Toraja as follow:

Figurative language of Simile

Simile is comparison which has explicit characteristic, it means that they state something similar with each other indirectly that use words likes as and like (Potter, 1967: 54). Toris *et al* (1994:54) also define simile as a figure of speech that expresses a resemblance between things of different kinds. The researcher found the simile figurative language use like as: 1. Like sellers of buffalo in the market, they use to bring the instrument like? *Apa*? *penjual kerbau, apa yang digunakan, alat apa yang digunakan kalau pergi jail kerbau*? Like?*bagaimana caranya pergi jual kerbau tidak tau bawa apa-apa.)* (like buffalo seller, what is used, what tools to use when selling buffalo? Like? How to go selling buffalo but do not know what would be brought), And something that tight always called? *Ya tali to* [it is strap], 2. "*kata, nah bagaimana kita mau menyambungkan antara angka dan kata ibarat*

ingin menghubungkan antara kancil dengan kerbau. Antara kancil dengan kerbau apa bedanya? [word, well how do we connect between numbers and words like want to connect between the deer with buffalo. Between deer with buffalo what's the difference?]" 3. As a kind of ghost, 4. The problems at sea carried on land, 5. I am interested if at my house was always appear orchids, every day three times two times I check my orchid, I am interested. If I am not interested, never mind if it died. Well, the same with your research, if we are interested we definitely challenged if we are interested, 6. *As cool as chicken* only, 7. So I am slim, however, if the space likes this only, huh? Let me slim however I cannot enter. So do not be too afraid of to make it too little. Yes just ants are able to enter, if the person already obese she/he cannot be. Remember that narrow sense; do not be too rigid to understand it, 8. Remember do not take previous study that has nothing relation with your stuff, so grab it grabs the items that fit with us. If he does not fit does not have to take, huh? I like clay people use these clothes, then take turns not entered in my body was torn because I have big ass while she's slim, 9. Same thing Martina if we eat too much, will vomit, this materials are too much, 10. If you are reading does not have to shake it, like sailors rocking because there are waves", 11. *Ok kembali ke atas, desta kalau perempuan terlalu banyak merah-merahnya, nanti dia datang bulan,* [ok back up, Desta if a woman has a lot of red color, later she will get the curse].

Figurative language of Metaphor

Metaphor is a variety of analogy which compare two things directly, but in short pattern (Gorys , 1994: 139). It is meant that between subject and object have same attributes, and writer uses it to compares it to another. In a true metaphor "words that normally do not collocate are brought together to imply a comparison", Chimombo and Roseberry (1998:155) as in the expression "*you are the sunshine of my life."* A metaphor consists of two or more referents. One of these referents, the tenor, or the topic, relies on literal interpretation. The other referent is the vehicle, or the figurative, the unfamiliar or the imagined. Of all the categories of figurative language, metaphor compresses the greatest amount of information. Mac Cormac (1985) also argues that metaphors, unlike analogies, create tension in the listener, because they not only emphasize similarities among the referents, but also focus on the dissimilarities. The researcher found the metaphor figurative language used by the lecturers in teaching English for instance: 1. *Di situlah yang namanya harga tinta"* [That's where the name of the price of ink], 2. *Pergi ke pohon-pohon bambu setiap hari minggu* [going to the bamboo trees every Sunday], 3. Why are you *looking for disease*?",4. "I asked to delete it, replaced the previous study, if you're exactly similar with it means you have cheated, beautiful playing, you have to *play beautiful*", 5. Then create a definition not like this model, set good example, there are several definitions of writing they are, then if your model like that, this is a *direct fire!,* 6. "Why there are researchers do not have a name, *sightings*", 7. Ok, this fish is you, so if you are on the water how are you feeling?

Figurative Language of Personification

Personification is figure of speech in imaginative something, which doesn't have soul, as though they have human characteristic (Potter, 1967: 54). It is meant that inanimate things in this world are guessed as animate by give some attributes in inanimate things. So that people who read it guess that it can does everything like human being for instance: 1. *Cuma*

sepasang anaknya jadi lima [Just a pair then has five children]", 2. *Hilang semua language testingnya ini, yang ada itu adalah nilainya tinggal ilmunya male sau'[pergi ke sana]*. [Missing all your language testing knowledge, the existing one is only worth/grade but your knowledge went there], 3. *Pemaknaanya lari yang* irregular form [the meaning of irregular form runs], 4. Don't tell about PPL anymore it was dead, Well PPL last semester anyway? 5. "*so where is speaking? So it runs to reading, it's not allied right?*" 6. Ok, this fish is you, so if you are on the water how is your feeling?

Figurative language of Rhetoric

Rhetoric is figurative language in question that the answer has known by questioner (Gorys, 1994: 146). The use of the figurative language of rhetoric found by the researcher from the lecturers' talk in teaching English of English education program study of FKIP UKI Toraja like as: 1. "*Nang manassa raka kita nang denmo ampomu? [apakah kamu benar-benar sudah punya cucu?]* [Is it really that you had had a grandchild?], 2. "*Instrument apa yang anda gunakan untuk mengambil data, instrument apa? hmmm? Ada yang* questionnaire*, ada yang* test*, ada yang* interview*, adakah yang menggunakan keranjang?* **[**What instrument do you use to retrieve the data, what instrument? hmmm? There is a questionnaire, there are tests, there is the interview, is there anyone using basket?], 3. "*Kira-kira adakah jawaban dari pertanyaan ini?*[Roughly, is there an answer to this question?]"

Figurative language of Litotes

Litotes is figurative language that contains statement which made smaller from original (Potter, 1967: 135). It is meant that people usually use it to make it simple. So that they are not arrogant because they guess something invaluable although exactly is so valuable. The researcher found the use of Litotes Figurative Language, for instance: "*Saya tidak bisa membuat banyak-banyak kolomnya, kalian bisa tidak? Pasti bisa kalian lebih pintar dari saya.* [much longer but not quite place. I couldn't make a lot of columns, can you? Certainly you can, all of you smarter than me].

Figurative language of Paradox

Paradox is variety of figurative language which has a real contrasted with a fact. It can be meant all of things that interest because of their truth (Potter, 1967: 136). The use of paradox figurative language used by the lecturers in teaching English namely: 1. "*saya juga seringke sana tapi saya cuma nonton karena saya tidak punya rekening di bank apapun.*[I often go there too but I Just watching because I do not have any account], 2. "*Every day is escorted by luxury cars, has two blackberries hand phone, her/his books Just two, the world's poorest students*", 3. hello des, if you typed in English and there are red so there must be something wrong, maybe the any words are wrong, perhaps the advantages might be short, as it was for example *explein* below (student typed explain as explain). It was again on top of what was ifted, *your English is very good*.

Figurative language of Metonymy

Metonymy is figurative language that uses character or name of thing that relate to name of person, something as pronoun, uses words to describe another things closely associated with it (Potter, 1967: 142). The following data display showed the use of metonymy figurative language of the lecturers in teaching English: 1. "*Yang banyak-banyak dikunjungi, yang trend dikunjungi yaitu yang berwarna merah-merah* [the trend one which is a lot visited is the red], 2. "the theories from one to thirteen, these are all people's stuff, where is your stuff?", 3. "Just delete it, It harasses other products then", 4. *Dengan semangatnya desta memasuki arena, arena pertempuran.* [Vigorously Desta enters the arena, the arena of battle.].

Figurative language of Hyperbole

Hyperbole or overstatement is figurative language that contain exaggeration element about something (Potter, 1967: 135). It is meant that something is made greater than the fact. The hyperbole found in the teaching process at the English education program study as follow: 1. "So one hour passed, I can imagine none of the words written by the respondent", 2. *How many meters there was the name*?, 3. "So do not for instance: based and used a straight read, too loud voice also so *embarrassing seven generations*".Ok please prepare yourself, your lap top before the LCD turn on, *siapa yang belum? Masih ada berapa yang belum?* [who has not? How many who has not yet?]*Wah seratus juta, seratus juta masyarakat.* [Wow hundred million, a hundred million people], 4. Do not have to *pass out* to translate it.

Figurative language of Repetition

Repetition is figurative language that uses repetition word to emphasize meaning (Gorys, 1994: 146). The use of repetition in teaching English by the lecturers as follow: "So one hour passed, I can imagine none of the words written by the respondent".

F. SUGGESTION

From the findings presented earlier in chapter four, there are some suggestions that can be taken as a consideration for English teachers to use Figurative language in classroom interaction:
1. Figurative Languages used by the lecturers in teaching English at English Study Program of FKIP UKI Toraja plays an important role in provoking interactions between teachers and students, therefore it is crucial one to be used in teaching English.
2. Regarding on the lecturers' reasons of figurative language in teaching English such: Introducing language and culture, as a feedback to improve students' understanding on the lessons , To help students' understanding the lessons, To motivate students in learning process, enhancing the language (language style), to train students' critical thinking. Therefore the researcher suggests the teacher/lecturer to use figurative language in

teaching English because it can give some benefits especially for students in learning the material.

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