

FIGURATIVE LANGUAGE USED BY THE ENGLISH TEACHER IN EFL CLASSROOM AT SMA NEGERI 1 TORAJA UTARA

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ABSTRAK

This research aims at to find out the types of figurative language used by the English teacher in EFL classroom at SMA Negeri 1 Toraja Utara, and the dominant of figurative language used by the English teacher in EFL classroom at SMA Negeri 1 Toraja Utara. The researcher in this study use qualitative research design. The subject of this research is one of English Teacher at SMA Negeri 1 Toraja Utara. The result of the research revealed that there are 8 types of Figurative Language used by the English teacher and some of types of figurative language use more than one, they are: 3 Rhetoric, 9 Repetition, 4 Metonymy, 4 Ellipsis, 2 Irony, 2 Personification, 1 Pleonasm, 1 Simile, the total of all are 26 types of figurative language and the mostdominant of figurative language used by the English teacher is Repetition. By this result of the research, the researcher suggest that the in teaching process the teacher needs to be more creative expressive in communicating to students, in order that the students be more engaged in studying.

Kata Kunci: *Figurative Language, the English Teacher, EFL Classroom, SMA Negeri 1 Toraja Utara*

I. Pendahuluan

Teaching English as Foreign Language refers to teaching English to students who does not use English as a First Language or doesn't use English in daily activities. In teaching English, the material delivered in verbal and non-verbal communication. To deliver verbal communication, there are sometimes several or various meanings that are usually unclear or the meaning is incompatible from existing statements, it is called figurative language. This fact sometimes happens in English teaching.

Figurative Language is a word or phrase that departs from literal meaning or a meaning different from the literal interpretation. According to Perrine (1982:61), figurative languages is broadly

defined as any way of saying something other than ordinary way. Some types of figurative language; simile, metaphor, allegory, personification, allusion, eponym, epithet, synecdoche, metonymy, antonomasia, hipflask or hipflase, irony, satire, innuendo, antiphrasis, paronomasia, hyperbole, litotes, paradox, allusion, climax, anti-climax, rhetoric, repetition, and ellipsis. Based on this definition, figurative language means that it is a way to saysomething with another meaning. For example, "My Pajero is dancing on the road", it's mean that my car with Pajero brand ride on the road. It is an example of personification type.

Teaching learning process in the classroom is one of situation where the figurative language is used. We can find many students feel lazy in English class, because they think English is

too difficult and also they English teacher teach monotone, there is no creativity of teaching. Students will not be lazy to learn if the teacher is creative, and one solution for teacher is to make a sentence which is not ordinary, for example by using figurative language. Some of figurative language used repeatedly by teacher, because that it is one way to creative teacher, and By using some of figurative language can build students spirit to study English. By using figurative language in the classroom, teacher can make a humor, make a class become interesting and make students be spirit in study. Some of English teachers from SMA Negeri 1 Toraja Utara usually use figurative language in EFL classroom, it is known by doing a pre-observation at SMA Negeri 1 Toraja Utara as known before SMA Negeri 1 Rantepao. The background above engage the writer to conduct the research entitled "Figurative Language Used by the English Teacher in EFL Classroom at SMA Negeri 1 Toraja Utara".

II. Kajian Pustaka

Figurative language is one of the elements of literature as poetry. In poetry found many use of figurative language to express or writing a feeling from the writer so that a poem can be conveyed well to reader or listener.

A. Figurative Language

Irfanto (2015) stated that figurative language was a conspicuous departure from what users of language apprehend as the standard meaning of words, or else the standard order of words, in order to achieve some special meaning or effect.

According to Irfanto (2015) "Figurative languages is broadly defined as anyway of saying something other than ordinary way", besides that, Irfanto (2015) said Figurative language is a way of expressing typically thought through language that shows the spirit and personality of the author or the user language.

Based on the expert's opinion, it can be concluded that figurative language is expressing a language from ordinary way to give a special meaning or another meaning.

B. Types of Figurative Language

According to Kennedy in Allo (2015:30), figurative language consists of comparative, contradictory, relation and repetition figurative language. Although each expert has their own definition about types of figurative language, but it has same essence. For details information, some definition from some expert would be quote, look at the following explanation.

B.1. Comparative Figurative Language

1. Metaphor According to Keraf in Allo (2015:30) stated that metaphor is a variety of analogy which compare two things directly, but in short pattern in. Metaphor do not use the word such as, like, as. Fadaee (2010:21) also argued that metaphor is a comparison of two different phenomena which share some common points.

Example:

- 1) *The school was a prison for him.*
- 2) *Dad is a bear when he's mad.*

2. Simile

Keraf in Irfanto (2015) said that simile is the comparison which has explicit is the same she implying something with it other. It means that to say something directly which is the same with other things, the explicitly shows the similarities are such words, like, as, same, and similar. Potter in Markus Deli GirikAllo (2015:31) also stated that simile is comparison which has explicit characteristic, it means that they state something similar with each other indirectly that use words like as and like.

Example:

- 1) *My backpack was like a bag of bricks.*
- 2) *They fought like cats and dogs.*

3. Personification

According to Keraf in Irfanto (2015) stated personification is a style of figurative language depicting inanimate objects as if has the characteristic of human nature. It means that personification is consider

that something haven't soul has a human characteristics. Potter in Allo (2015:31) define personification is a figure of speech in imaginative something, which doesn't have soul, as though they have human characteristic. It means people consider inanimate things can does everything like human being. Galloway (2014) also argued personification is describing human qualities in something that is not a person.

Example:

- 1) *The tree leaves danced in the wind.*
- 2) *Opportunity knocked on the door.*

B.2. Contradictive Figurative Language

There four kinds of contradictive figurative language which consist of hyperbole, paradox, litotes, and irony.

1. Hyperbole

According to Potter in Allo (2015:32) state hyperbole is figurative language that contain exaggeration element about something. It means that something is made bigger than the fact. Galloway (2014) argued that hyperbole is an exaggeration that is not meant to be taken seriously.

Example:

- (a) *I've told him a thousand times.*
- (b) *We had to wait forever.*

2. Paradox

According to Potter in Allo (2015:32) said that paradox is figurative language which has a real contrasted with a fact. It can be meant all things that interest because of their truth. Paradox is a contradictory statement, situation or idea.

Example:

- (a) *I feel sad in the middle of wedding party happiness.*
- (b) *I feel alone in the middle of crowded town.*

3. Litotes

Cruse in Hutasoit (2016) stated that litotes

is figurative language that is used to state something which made it smaller from original or seriousness of something that is less than what is objectively the case, for rhetorical effect. It means that people use it to make something to be simple. So they are not arrogant because they guess something invaluable although exactly is valuable.

Example:

- (a) *I hope you can receive this invaluable giving.*
- (b) *Please receive my ugly painting!*

4. Irony

According to Keraf that Irony is a hint that wants to say something with other meaning on what it contains in the words. It means that irony is the opposite of what one means.

Example:

- (a) *Her hand was as soft as a rock.*
- (b) *The butter is as soft as a slab of marble*

B.3. Repetitive Figurative Language

According to Keraf in Allo (2015:33), repetitive figurative language consists of:

1. Pleonasm

Keraf in Allo (2015:33) said that pleonasm is figurative language that uses words improperly to emphasize meaning of word. According to Cruse in Hutasoit (2016), pleonasm is a type of semantic anomaly where some aspect of meaning is felt to be unnecessarily duplicated.

Example:

- (a) *He falls down to the ground.*
- (b) *I heard it with my own ears*

2. Climax

Keraf in Allo (2015:33) said climax is figurative language that states something from small to great.

Example:

- (a) *Children's, teenagers, old people have same right in laws.*

(b) *He sacrificed his business, his home, and his honor for political gain.*

3. Anti-Climax
 Keraf in Allo (2015:33) argued that Anti-Climax is opponent of climax figurative language. It means something from great to small.

Example:

- (a) *Head master, teachers, and students have attended in the ceremony field.*
- (b) *He lost his wife, his child, his household goods, and his dog at one fell swoop.*

4. Rhetoric
 According to Keraf in Allo (2015:33) "Rhetoric is figurative language in question that the answer has known by questioner". It means, in rhetorical question is only one assumption refers to one possible answer.

Example:

- (a) *Who are people don't want to be happy?*
- (b) *Who want to come in the heaven?*

5. Repetition
 Keraf in Allo (2015:34) said that repetition is figurative language that uses repetition word to emphasize meaning.

Example:

- (a) *Good bye my girls, good bye my sweet heart, good by my angel.*
- (b) *I feel so tired, lazy, and I don't want to do anything right now.*

B.4. Correlative/Relation Figurative Language

1. Synecdoche
 Synecdoche is the uses of the part for the whole divides synecdoche into two parts: they are Pars Pro Toto and Totem Pro Parte. Pars pro Toto is a part for the whole and Totem Pro Parte is when the whole things stand for its part. According to Potter in Markus Deli GirikAllo (2015:32) "Synecdoche is figurative language that say name of partial to represent whole or oppose."

(a) Pars Pro Toto, partial represent whole.
 Example: *Till evening, I haven't seen her nose*

(b) Totem Pro Parte, whole represent partial.
 Example: *Japanese won the competition.*

2. Metonymy
 According to Bredin in Pugsley (1990:52) "Metonymy is the application of the name of a thing to something else, whenever two things are closely associated in common experience, in such a way that the name refers to both simultaneously". Potter in Allo (2015:32) also stated that metonymy is figurative language that uses character or name of thing that relate to name person, something as pronoun, uses words to describe another things closely associated with it.

Example:

- (a) *My father drinks Nescafe every night.*
- (b) *I arrived here by my Honda*

3. Allusion
 Potter in Allo (2015) stated that allusion is figurative language that show indirectly forwards a person or event that people have know together. According to Susan Lake, Allusion is a brief reference to a person, place, or event which will be known by the reader, allusions may be historical, literary, or geographical in nature.

Example:

- (a) *Bandung is Paris Java*
- (b) *Indonesia celebrates August 17th.*

4. Ellipsis
 Potter in Markus Allo (2015:33) "Ellipsis is figurative language that eliminates word or part of sentence."

Example:

- (a) *She and her mom to Bandung (eliminate verb go).*

(b) *John can speak seven languages, but Ron can speak only two. (Two language)*

C. EFL

English as a Foreign Language is a study for students who have lived most of their lives in a non-English-speaking country and for whom English is not their first language. According to Paul Christoperson (1960), a foreign language is used for the purpose of absorbing the culture of another nation.

Designed for students whose first language is not English, EFL courses offer an integrated whole-language approach to the English language through intensive reading, writing, speaking, and listening, and communicative competence as their goal.

III. Research Method

The writer conducted the research at SMA Negeri 1 Toraja Utara which located at Jl. Wolter Monginsidi No.65, Malango', Rantepao, North Toraja, South Sulawesi, Indonesia. SMA Negeri 1 Toraja Utara has built on 1956. It known as SMA Negeri 161 Rantepao for the first, next changed name to SMA Negeri 1 Rantepao, then now changed name to SMA Negeri 1 Toraja Utara. The writers did the researches to know what are the type figurative languages used by the teacher in the classroom.

The writer observed one of the English teachers at SMA Negeri 1 Toraja Utara; she was Delphita Paembonan and the writer used Purposive Sampling to get the data for the research. The writers had chosen this sampling to focus of the sample and selection to the point. The requisite from the writer to chosen a purposive sampling are (1) the teacher is an English teacher, and (2) the teacher sometimes used the figurative language in the classroom.

In doing this research, the writer used descriptive qualitative. It is to present the real data from reality and circumstances in a classroom while teacher using figurative language to teaching, and the writer analyzed the result of the research.

The writer used a non-participant observation to gathering the data. Non Participant Observa-

tion is qualitative research strategy to gathering the data without interacting directly with its participants. Nonparticipant observes sometimes are physically co-present with research participants in a naturalistic setting.

The writer set some step to do the observation. The steps will be organized as follow:

1. The writer went to school and joins the target of participant to a classroom.
2. The writer did the observation during the teaching process in the EFL classroom of SMA Negeri 1 Toraja Utara. The observation would employed by video recording to gather the data needed.
3. The data did until the writer get the data needed.

To analyze the data the writer adopt the technique that proposed by Miles and Huberman in Sugiyono (2016:340). The followings are the steps to analyze the data the steps to analyze the data.

A. Data reduction

In this step, the writer will summarize the data, choose the major material which connect the theme, focus on the important data.

B. Data display

In this step, the writer will serve the data by shortly words which make the correlation of category from the data.

C. Conclusion/ verification

In this step, the writer will make the conclusion based on the result of extracting and categorizing. The writer will review or correction the data obtained

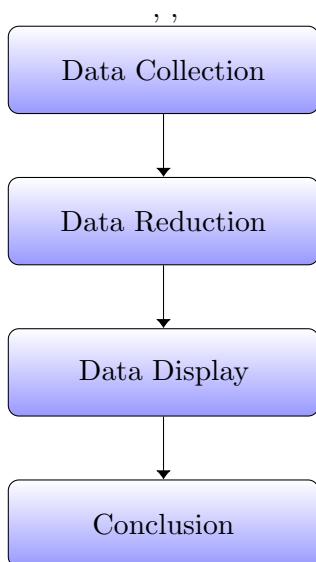
IV. Findings and Results

A. Findings

The type of figurative language obtained from the recording has been categorized as follows:

1. First Observation

Repetitive Figurative Language
Extract 1: Repetitive



Gambar 1: *The process of analyzing data*

(a) Bagus nggak kalo rokmu pendek? Bagus?
Is it good if your skirt is short? It's good?

- Context of situation: When teacher give advice to student. It means that teacher convey advice by offensive use other word or sentence.
- Meaning: Teacher gives students a question about used short skirts which in fact the teacher has known that.

(b) Kalo paha ayam di pasar gratis atau dijual?
If the chicken thigh in market, free or sold?

- Context of situation: when teacher give example from advice above.
- Meaning: Teacher give question about chicken thigh is free of sold in market which in fact teacher has known the answer.

Extract 2: Rhetoric

(a) Kalopahaayam di pasar gratis atau dijual?
If the chicken thigh in market, free or sold?

- Context of situation: when teacher give example from advice above.
- Meaning: Teacher give question about chicken thigh is free of so-

ld in market which in fact teacher has known the answer.

Extract 3: Repetition

(a) Apa lagi arti I think?
What's the meaning I think?

(b) Kalo paha ayam di pasar gratis atau dijual?
If the chicken thigh in market, free or sold?

- Context of situation: when teacher give example from advice above.
- Meaning: Teacher give question about chicken thigh is free of sold in market which in fact teacher has known the answer.

(c) Lebih dari cukup, ya lebih dari cukup atau berarti terlalu.
Too enough, yeah too enough or too much.

- Context of situation: when teacher ask students to translate English to Indonesia.
- Meaning: Teacher repeated the phrase more than one to emphasize meaning.

(d) Kalo tadi kata too berfungsi sebagai apa? Berfungsi sebagai?
Before, "too" have function for what?
Have function for?

- Context of situation: when teacher ask students about the function from "too" that already explain by teacher before.
- Meaning: Teacher affirms the question and students can answer it. The question asked more than one time.

(e) Kamu cukup tua atau cukup dewasa.
You are too old or too mature.

- Context of situation: when teacher tell the topic.
- Meaning: The phrase have purpose to emphasize meaning of "old". A phrase said in two different words but have similar meaning.

(f) Menurutku kita cukup cepat atau lebih awal.
I think we are too fast or too early.

- i. Context of situation: when teacher read the topic.
- ii. Meaning: Teacher repeated a phrase in two different words but have similar meaning and have purpose to assert a meaning of fast.

(g) Menyerah? Give up? Masih mau mencoba?
Give up? Give up? Want to try?

- i. Context of situation: when teacher ask student to answer the quiz.
- ii. Meaning: Teacher repeated the question to assert question and to make students easy to understand and answer the question.

Extract 4: Correlative

(a) Kalopahamudiliat-liat?
If your thighs are seen?

- i. Context of situation: when teacher ask students from the advice before.
- ii. Meaning: Teacher asking students by omitting word, because teacher already said it in previous sentence. Complete sentence from it is "If your thighs are seen, free or sold?"

(b) Silakan ditulis, 2 menit.
Please write it 2 minutes.

- i. Context of situation: when teacher ask students to write the topic which is on the whiteboard.
- ii. Meaning: Teacher asking students to writing just in 2 minutes and teacher omit preposition "in". "Please write it in 2 minutes".

Correlative Figurative Language

Extract 5: Ellipsis

(a) Dalam hatimu "Ma'am menyesalkan masuk".
In your mind "Ma'am I'm regret to come in".

- i. Context of situation: when teacher ask student who late came in class.
- ii. Meaning: Teacher guesses what student thinks and in sentence teacher omit "said" word."In your mind said "Ma'am, I'm regret to come in".

2. Second Observation

Comparative Figurative Language

Extract 1: Comparative

(a) Ekornya because atauekornya because of?
The tail of because or the tail of because of?

- i. Context of situation: When teacher explain a topic about because and because of.
- ii. Meaning: Tail is a word that follow by because and because of. Teacher use another word to give an example to students about the topic to make them easy to understand.

Extract 2: Personification

(a) Siapa itu yang ikuti because? Siapa mereka?
Who are followed by because? Who are they?

- i. Context of situation: When teacher explain a topic.
- ii. Meaning: Who is a word that followed by because. Here, "who" not a people. Teacher use the word to make student easy to understand and answer the question.

Extract 3: Contradictive

(a) Ndaq apa-apa, paling berdiri. Tidak apa-apa, paling berdiri.
Nothing, most standing up.

- i. Context of situation: When teacher ask student to translate the sentence.
- ii. Meaning: Teacher telling to student nothing if the answer wrong, but the fact, student will get a punishment if said a wrong answer.

Contradictive Figurative Language

Extract 4: Irony

(a) Ketiga kata ini biasa kamu temui dalam bacaan, dalam teks?
These three words are commonly encountered in reading, in text?

- i. Context of situation: when teacher ask student about because, because of and due to.

- ii. Meaning: Text and reading have similar meaning. Teacher does repetition to assert the meaning.

Repetitive Figurative Language

Extract 5: Repetition

- (a) Menurut kalian apakah "because" dan "because of" is the same? It's same or different? According to you, because and because of, same of different? Different or same? Different or same?
According to you, is it because and because of is same? It's same or different? According to you, because and because of, same of different? Different or same? Different or same?
 - i. Context of situational: When teacher explain and ask students about because and because of.
 - ii. Meaning: Teacher repeated the question to assert it to students.

Extract 6: Ellipsis

- (a) Atau siapa mi perempuan laki-laki:
 Atau siapa saja perempuan laki-laki.
Or who, girls boys?
 - i. Context of situation: When teacher ask students to answer the question.
 - ii. Meaning: Teacher omit "or" in the sentences. "Or who, girls or boys"

3. Third Observation Types of Figurative Language

Comparative Figurative Language

Extract 1: Simile

- (a) Suara mobilnya selembut suara hati.
The sound of the car as soft as conscience.
 - i. Context of situation: When teacher read the example from advertisement.
 - ii. Meaning: A sound of car is soft, and it's not really soft as a conscience because people never hear a conscience.

Contradictive Figurative Language

Extract 1: Irony

- (a) Cobafotoinidigantifotomusatukelas, yang adalari orang.
If this photo changed photo from one class, the people will run.
 - i. Context of situation: When teacher give example of advertisement topic.
 - ii. Meaning: Teacher said if the Korean picture in advertisement changed by student's picture, people will not interesting with it.

Repetitive Figurative Language

Extract 1: Pleonasm

- (a) Memperkenalkan sebuah product ke khalayak ramai agar supaya membeli dan tertarik terhadap product yang diiklankan.
Introducing a product to the public so that in order to buy and interested in product being advertised.
 - i. Context of situation: When teacher read and explain the topic.
 - ii. Meaning: Teacher explaining topic by used words with same meaning to emphasize meaning. It is "agar supaya" or "so that in order".

Extract 2: Repetition

- (a) Mengajak, meyakinkan, apalagi? Menempengaruhi.
Persuade, convince, what else? Influence.
 - i. Context of situation: When teacher explain about function of advertisement.
 - ii. Meaning: Persuade, convince and influence have same meaning. Teacher does repetition to emphasize meaning and students can be easy to understand a topic.

Correlative Figurative Language

Extract 1: Metonymy

- (a) Hari ini kamu pakai sampo Clear, eh pas lihat iklannya Pantene, kamu langsung move on.
Today you using Clear shampoo, when you see the advertisement of Pantene,

you immediately move on.

- i. Context of situation: When teacher give example about function of advertisement.
- ii. Meaning: Clear and Pantene is a name of brand. Teacher giving example just by used brand name of things.

(b) Udh dari Clear kamu move on ke Pantene.

After using Clear, you move on to Pantene.

- i. Context of situation: When teacher give example from advertisement.
- ii. Meaning: A customer influenced by advertisement. Clear and Pantene is a brand name of shampoo.

(c) Beli iPhone 1 dapat 1 Iphone.

Buy 1 iPhone get 1 iPhone

- i. Context of situation: When teacher give example how to make a good advertisement.
- ii. Meaning: People will interesting to shopping if see the advertisement. iPhone is brand name of Mobile Phone.

(d) What so special about Lurpark Danish Butter?

- i. Context of situation: When teacher ask students about advertisement topic.
- ii. Meaning: Teacher ask students about what thing can make people interesting with Lurpark Danish Butter advertisement. Lurpark Danish is a name of brand and takes from people name who create it.

The dominant type of figurative language obtained from the research.

Based on the result of the research above, the writer found repetition is the dominant type of figurative used by the English teacher or subject of research in class when teaching. Repetition consists of repeating a word, phrase or sentence, but has same meaning. Teacher teaching use dominant of repetition figurative language because want to make students be easy

to understand what the teaching teach. Here the sentences of repetition use by the teacher.

Type of Figurative Language Repetition

1. Apa lagi arti I think? What's the meaning I think?

What's the meaning of I think? What's the meaning I think?

 - (a) Context of situation: when teacher ask student about meaning of "I think".
 - (b) Meaning: Teacher assert question to students to translate the word. The questions repeat twice.
2. Lebihdaricukup, yalebihdaricukupatauberar-titerlalu.

Too enough, yeah too enough or too much.

 - (a) Context of situation: when teacher ask students to translate English to Indonesia.
 - (b) Meaning: Teacher repeated the phrase more than one to emphasize meaning.
3. Kalo tadi kata too berfungsi sebagai apa? Berfungsi sebagai?

Before, "too" have function for what? Have function for?

 - (a) Context of situation: when teacher ask students about the function from "too" that already explain by teacher before.
 - (b) Meaning: Teacher affirms the question and students can answer it. The question asked more than one time.
4. Kamu cukup tua atau cukup dewasa.

You are too old or too mature.

 - (a) Context of situation: when teacher tell the topic.
 - (b) Meaning: The phrase have purpose to emphasize meaning of "old". A phrase said in two different words but have similar meaning.
5. Menurutku kita cukup cepat atau lebih awal.

I think we are too fast or too early.

 - (a) Context of situation: when teacher read the topic.
 - (b) Meaning: Teacher repeated a phrase in two different words but have similar

meaning and have purpose to assert a meaning of fast.

6. Menyerah? Give up? Masih mau mencoba? *Give up? Give up? Want to try?*

- (a) Context of situation: when teacher ask student to answer the quiz.
- (b) Meaning: Teacher repeated the question to assert question and to make students easy to understand and answer the question.

7. Ketiga kata ini biasa kamu temui dalam bacaan, dalam teks?
These three words are commonly encountered in reading, in text?

- (a) Context of situation: when teacher ask student about because, because of and due to.
- (b) Meaning: Text and reading have similar meaning. Teacher does repetition to assert the meaning.

8. Menurut kalian apakah "because" dan "because of" is the same? It's same or different? According to you, because and because of, same or different? Different or same? Different or same? :
According to you, is it because and because of is same? It's same or different? According to you, because and because of, same of different? Different or same? Different or same?

- (a) Context of situational: When teacher explain and ask students about because and because of.
- (b) Meaning: Teacher repeated the question to assert it to students.

9. Mengajak, meyakinkan, apalagi? Menempe-ngaruhi.
Persuade, convince, what else? Influence.

- (a) Context of situation: When teacher explain about function of advertisement.
- (b) Meaning: Persuade, convince and influence have same meaning. Teacher does repetition to emphasize meaning and students can be easy to understand a topic.

B. Discussion

From the findings of study above, the writer can answer two of research question from this study; the types of figurative languages used by the English teacher in EFL classroom at SMA Negeri 1 Toraja Utara and the dominant types of figurative language used by the English teacher in EFL classroom at SMA Negeri 1 Toraja Utara.

According to Kennedy in Markus Deli GirikAllo (2015:30), figurative language consists of 4 types in a general and still divided into several types as explain in the chapter II, there are 16 types of figurative language with some expert quote. From the 16 types of figurative language, the writer found 8 types of figurative language, and 26 times figurative languages used by the English teacher in EFL classroom, they are 3 rhetoric, 9 repetition, 4 metonymy, 4 ellipsis, 2 irony, 2 personification, 1 pleonasm and 1 simile.

From findings of the study above, the writer found that repetition is a dominant type of figurative language used by the English teacher in EFL classroom when teaching. Based on the result of research, the writer found repetition used 9 times from three times observation.

Figuratif Language	Using Observation			Total
	1st	2nd	3rd	
Rhetoric	3	0	0	3
Repetition	6	2	1	9
Metonymy	0	0	4	4
Ellipsis	3	1	0	4
Irony	0	1	1	2
Personification	0	2	0	2
Pleonasm	0	0	1	1
Simile	0	0	1	1

V. Conclusion

Based on the findings and discussions, the writer would like to put forward some conclusion. The conclusions are:

1. There are 8 types found of figurative language and some of figurative language use more than 1 time, so there are 26 figurative languages used by the English teacher in EFL

classroom, they are 3 rhetoric, 9 repetition, 4 metonymy, 4 ellipsis, 2 irony, 2 personification, 1 pleonasm and 1 simile

2. The dominant type of figurative language used by the English teacher in EFL classroom at SMA Negeri 1 Toraja Utara is repetition. Repetition use for 9 times.

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