

**THE USE OF FIGURATIVE LANGUAGE ON THE RAINBOW TROOPS  
NOVEL BY ANDREA HIRATA**

**SKRIPSI**

*Submitted In Partial Fulfillment Of Requirements  
For Degree Of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By :**

**TIA AGUSTINA**  
**NPM.1602050061**



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**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA  
MEDAN  
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**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
Website : ww.fkip.umsu.ac.id E-mail : fkip@umsu.ac.id**

**BERITA ACARA**

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata-1  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Nama : Tia Agustina  
NPM : 1602050061  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Use Of Figurative Language On The Rainbow Troops Novel By Andrea Hirata

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

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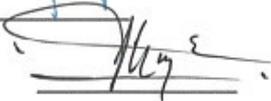
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Ketua  
  
**Dr.H.Elfrianto Nasution,S.Pd.,M.Pd**

Sekretaris  
  
**Dra.Hj. Syamsuyurnita,M.Pd**

**ANGGOTA PENGUJI :**

1. Mandra Saragih, S.Pd., M.Hum
2. Dr. Dewi Kesuma NST, M.Hum
3. Hj. Darmawati, S.Pd., M.Pd

1. 
2. 
3. 



LEMBAR PENGESAHAN SKRIPSI



Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Tia Agustina  
N.P.M : 1602050061  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Use of Figurative Language on The Rainbow Troops Novel (By  
Andrea Hirata

sudah layak disidangkan.

Medan, Agustus 2020

Disetujui oleh:  
Pembimbing

Hj. Darmawati, S.Pd., M.Pd

Diketahui oleh:

Dekan

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA  
UTARA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
Website : [ww.fkip.umsu.ac.id](http://ww.fkip.umsu.ac.id) E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah in:

Nama : Tia Agustina  
NPM : 1602050061  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan bahwa skripsi saya yang berjudul **“The Use Of Figurative Language On The Rainbow Troops Novel By Andrea Hirata”** adalah benar bersifat asli (*original*), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

YANG MENYATAKAN,



Meterai 6000

(TIA AGUSTINA)

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MEDAN  
2020**

## ABSTRACT

**Tia Agustina. NPM 1602050061, “The Use Of Figurative Language On The Rainbow Troops Novel By Andrea Hirata”. Skripsi : English Education Program. Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2020.**

This study deals with the use of the figurative language on The Rainbow Troops novel by Andrea Hirata. This study aimed to find out the sentence of figurative language and establishes the types of figurative language and analyze the meaning of the figurative language itself. The source of the data was The Rainbow Troops novel by Andrea Hirata. Descriptive qualitative research was applied in this data. The data were classified into the types of figurative language. The data were analyze based on the meaning of the figurative language. There were found 94 times figurative language and 7 types of figurative language, and 94 times meaning of the figurative language itself. The result of this research demonstrate that there are 6 sentences of personification, 49 sentences of similes, 6 sentences of methapor, 23 sentences of hyperbole, 1 sentence of irony, 6 sentences of metonymy and 3 sentences of litotes.

**Keyword:** *figurative language, types of figurative language, mean of figurative language*

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*Assalamu'alaikum Warahmatullai Wabarakatuh*

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In writing this research entitled “ The Use Of Figurative Language On The Rainbow Troops Novel By Andrea Hirata“ with the purpose as the partial fulfillment of the requirement for the Sarjana Pendidikan degree in English Department, there are many obstacles faced by the researcher, and without help from other people, it might be impossible for her to complete it. Thus, the researcher would like to express her thank to her beloved parents Mr Agus Salim and Mrs. Sri Rahayu for their pray, advise, courage, moral and material support from she was born until forever, may Allah SWT bless them.

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Hopefully the finding of this research are expected to be useful for those who read and do the research and is interested in the topic.

Finally, the researcher realizes this research still far from being perfect in spite of the fact she has done her completing this work, therefore criticism,

constructive, comments and suggestion are welcomed for further improvement of this research.

*Wassalamualaikum Wr. Wb*

Medan, 04 Agustus 2020

The Researcher

Tia Agustina

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# CHAPTER I

## INTRODUCTION

### **A. The Background of the Study**

Figurative language is a literary tool used by researcher to bring the reader into a fantasy. The figurative language helps the reader to get a clearer picture of what is going on. It can also be used to convince the reader of something, or to simply entertain the reader. Bannet and Royle (2004, p.77) say that a language of truth is a language which is pure coming from a trope. On the other hand, Hudan (2013) says figurative language means a way of saying something figuratively other than literally. Besides, Sharndam and Suleiman (2013, p.166) state that figurative language is employed in performing art as a medium of expressing thoughts, feeling and ideas implicitly rather than explicitly.

The meaning of figurative language is a language style that shaped figurative or parable used to embellish a sentence both oral and written to create the impression of imaginative to the listeners and speakers. Perrine (1977:69), said that there are several reasons why the author uses figurative language, the first is figures of speech are therefore satisfying in themselves, providing us with a source of pleasure in the exercise of the imagination. Second, figures of speech are a way of bringing additional imagery into verse, of making the abstract concrete, of making poetry more sensuous. Third, figures of speech are a way of adding emotional intensity to otherwise merely informative statements and of conveying attitudes along with information.

Fourth, figures of speech are a means of concentration, a way of saying much in brief compass.

Abrams, 1999:96 said that figurative language is a conspicuous departure from what users of a language apprehend as a standard meaning of words or the standard order of word, in order to achieve some special meaning or effect. A Good figurative language is word use non in literature sense but of what the writer's feel sense, taste, expression, and purpose. Figurative language has some elements. They are metaphor, simile, personification, paradox, hyperbole, apostrophe, and metonymy (Kenned, 1983:481).

In linguistics, the study that relates to meaning is called semantics. Semantics is one of linguistics branches, which studies about language meaning, or it can be said that meaning as the main study in semantics term. According to what has long been the most widely accepted theory of semantics, meanings are ideas or concepts, that can be transferred from the mind of the speaker to the mind of the hearer by embodying them, as it were, in the form of one language or another. (Lyons, 1984: 136).

Figurative language is also widely used in the form of novel. Santos, 1965:4 said that Novel is a long story that presents in detail the development of a character or a large complex social situation or a relationship involving many characters or a complex event covering many years or complex relationship among a few characters. In Indonesia, there many famous novels. One of them is a novel entitled "The Rainbow Troops " which is the first novel written by Andrea Hirata a famous Indonesian Novelist.

The Rainbow Troops novel is told about the story of joys, sorrows, hopes, ideals, ignorance, intelligence, and silliness experienced by The Rainbow Troops members during schools. The function of figurative language in the novel is to make the readers have more concern about the literary work.

The researcher is interested in analyzing the figurative expressions that are found in novel. As we all know that when we read a novel sometimes we will find some terms that are difficult to understand because there will be so many figurative expressions and some idioms that we will never find in our daily conversation. It is important for us to know the meaning of the figurative language found in a novel so we can imagine what happens in the story, and we can feel the emotion of the story in the novel.

Based on the above explanation the researcher is interested in analysing the figurative language used in The Rainbow Troops Novel. Therefore, the researcher is interested in conducting analysis in the research entitled “THE USE OF FIGURATIVE LANGUAGE ON THE RAINBOW TROOPS NOVEL BY ANDREA HIRATA”.

## **B. The Identification Of The Study**

The problems of the research was identified as follow:

1. It is difficult to understand because there are some figurative expression in the novel “The Rainbow Troops”
2. Some readers still difficult to find the meanings of figurative language in the novel “The Rainbow Troops”.

### **C. The Scope And The Limitation**

The scope of this research is about figurative language in the novel of The Rainbow Troops. This research limits in figurative language types and the meaning of the figurative language it self.

### **D. The Formulation Of The Problem**

The problems of this research are formulated as the following:

1. What types of figurative language used in the novel of “The Rainbow Troops”?
2. How does the contextual meaning explain each figurative language in the novel of “The Rainbow Troops”?

### **E. The Objective Of The Study**

The objective of this research were :

1. To find out the types of figurative language used in the novel “The Rainbow Troops”.
2. To analyze the meaning of figurative language in the novel “The Rainbow Troops”.

### **F. The Significance Of The Study**

The significance of the research are as follow:

1. Theoretical

According to Nurgiyantoro (2009: 297), the use of figurative language or heating may generate impressions and a certain atmosphere, a certain

sensory responses and embellish the narrative, which means supporting the goals of aesthetic literature.

## 2. Practical

### a. Teacher

For the teacher, the results of this study hopefully can be a reference to the material taught in the classroom dealing with figurative language.

### b. Students

For the student, it is hopefully that the results of this study can help them to increase their understanding about figurative language in The Rainbow Troops novel.

### c. The researcher

For researcher, this reseacher can add the knowledge about figurative language and also increase the ability to write.

## **CHAPTER II**

### **REVIEW LITERATURE**

#### **A. Theoretical Framework**

This research is conducted to find out the types of figurative meaning. Therefore, the researcher needs some theories to accelerate in conducting it. The references are essential for the researcher, to reach the purpose of the study. This study would consist of the following theories:

##### **1. Semantics**

Semantics is the study of the linguistics meaning or morphemes, words, phrases and sentences. Semantic is concerned with aspects of meaning in language. Work in semantic dealt with the description of word and sentence meaning. According to Lyons, 1981:139 there are certain kinds of meaning or certain aspects of meaning in linguistics.

Geoffrey Leech (1974:9) state that semantics as the study of meaning is central to the study of communication and also as the communication becomes more and more pressing. In addition, Katz 1972: 1 also explains that semantics is the study of linguistic meaning is concerned with what sentence and other linguistics object express, not with the arrangement with their syntactic parts or with their pronunciation.

The term of Semantics is the recent addition to the English language. Semantics is the philosophical and scientific study of meaning. The word semantics comes from the Greek verb —semaino (to signify or to mean).

Hipkiss, 1995:IX said that semantics is part of the larger study of signs, semiotics. It is the part that deals with words as signs (symbols) and language as a system of signs (words as symbols).

Larson, 1998 state that meaning are divided into 2. They are primery and sekundery. The meaning of learned since childhood and the meaning is in the word even when the word is not in a context is the primary meaning. Primary meanings include lexicall, denotative and literal. On the other hand, second meaning is often called the secondary meaning. That is the meaning of linguistic units that can only be identified through the use of language context. Secondary meanings include grammatical, connotative and figurative meaning.

Grammatical meaning is the meaning that comes as a result of the grammatical process. Connotative is another meaning that is added to the denotative meaning associated with the value of sense of a person or group of people. As with the first example that has been told, the word "money" has a real sense or does not come out of existing meaning. Connotation and the second meaning is the cluster of attitudes that the lexeme may evoke. Connotation and the second meaning is the cluster of attitudes that the lexeme may evoke. In the second example, the word "money" that is not an actual meaningful but out of the usual rules of meaning.

Semantics is one of branches of linguistics studying about the meaning. It is considered as a major branch of linguistics devoted to the study of meaning in language (Crystal, 1991: 310). From this

explanation, we have to know what is meant by meaning. For thousand years, philosophers have been pondering the meaning of meaning, speakers of a language can understand what is said to them and can produce strings of words that are meaningful to other speakers (Fromkin, 1983: 151). According to the story of semantics, meanings are ideas or concepts that are able to be transferred from the speaker's mind to the hearer's mind by embodying them, as it were, in the forms of one language or another.

There are three main ways in which linguists and philosophers have attempted to construct explanations of meaning in natural language:

1. By defining the nature of word meaning. It describes that the word meaning is taken as the construct in terms of which sentence meaning and communication can be explained.
2. By defining the nature of sentence meaning. It is a sentence meaning which is taken as basic with words characterized in terms of systematic contribution they make to sentence meaning.
3. By explaining the process of communication. It means that both sentence and word meaning are explained in terms of the ways in which sentence and words are used in the act of communication (Kempson, 1977: 11).

Semantics (as the study of meaning) is central to the study of communication and as communication becomes more and more a crucial factor in social organization, the need to understand it becomes more and more pressing (Leech, 1977:IX). Semantics is not only the center of

communication study but also the center of the study of the human mind thought processes, cognition, conceptualization. All of these are intricately bound up with the way in which we classify and convey our experience of the world through language.

## **2. The Figurative Language**

### **2.1 The Definition Of Figurative Language**

Figurative language is language that uses words or expressions with a meaning that is different from the literal interpretation. Figurative language is rarely used in our daily conversation. Figurative language is often found in literary works, such as: articles in newspaper, advertisements, novels, poems, etc. Figurative language is the use of words that go beyond their ordinary meaning. It requires you to use your imagination to figure out the author's meaning. When a writer uses literal language, he or she is simply stating the facts as they are. In comparison, figurative language uses exaggerations or alterations to make a particular linguistic point.

Figurative language can be called figure of speech. Wren and Martin (1995:297) state that figure of speech is a departure from the ordinary form of expression, or the ordinary course of ideas in order to produce a greater effect. Figure of speech conveys meaning that cannot be expressed exactly. In other words, they convey the great deal in a shorter time that would otherwise be possible. And also they are

immediate because they embody the meaning in imagery instead of expressing it abstractly (Potter, 1967:56-57).

The Webster's New World College Dictionary (1996: 571) explains that figurative speech is an expression (as metaphor or euphemism) that substitutes a variation of points of view by which things or notions which is referred to as if it is different in some ways (in identify, degree, shape) from what it actually is or seems to be but so related to the expression successfully implies an intended meaning of effect either or greatly different from what is utterly said.

Figurative meaning and vocabulary have a great relationship that is reciprocal relationship. Figurative meaning and semantic also have a great relationship because without the knowledge of the meaning of the word, even connotative meaning. It is difficult to understand figurative meaning. Sometimes people read the newspapers, the magazines or novel, overlooked non – literal expressions and read them literally. Of course, the meaning of the expression becomes odd or not understandable. Therefore, figurative language becomes essential in the learning of vocabularies. While, learning of vocabularies support the learning of semantics (Tarigan, 1995:113).

## **2.2 The Types Of Figurative Language**

Leech (1981,p.11) classifies figurative language into seven types. The figurative language will be explain which related to this study and it will be used in analyzing the findings. The seven types of figurative language are below:

### 1. Personification

Shaw (1972: 283) state that a personification is figure of speech in which abstraction, animals, ideas, and inanimate objects are having human form, character, traits or sensibilities. Leech (1969: 158) states “Personification whereby an abstraction is figuratively represented as human ... actually combines all three categories – the concreteness, the animistic and the humanizing”. Examples:

From A Linguistic Guide to English Poetry (Leech 1969: 158):

(1) An angry sky.

(2) Grave yawned.

### 2. Simile

Barnhart (1995: 118) says, —A simile is figurative of speech in which two quite different things are compared because they appear to be similar in at least one characteristic . Simile is also used to add clarify to the language or make it more careful.

Leech (1969: 156) says —Metaphor is an overt, and metaphor a covert comparison. This means that for each metaphor, we can devise a roughly corresponding simile, by writing out tenor and vehicle side by side, and indicating (by like or some other formal indicator) the similarity between them.

Example:

Taken from —A Linguistic Guide to English Poetry by Leech (1969:156):

(7) The ship goes through the waves like a plough ploughing the land.

(8) The sky looks bright at dawn, like someone rejoicing in a birth.

### 3. Methapor

Barnhart (1995: 118) state that A metaphor is figure of speech in which a word or phrase is taken out of its usual setting and placed with another word to suggest a likeness. It is made more vivid by transferring to it the name or attributes of some other objects.

Kennedy (1983:482) affirms metaphor is a statement that one thing is something else, which, in literal sense, it is not. It does not use connective words such as like or as. A metaphor is used as a figure of speech to similar an object or person to another object or person, based on certain similar qualities that both possess. Through a direct comparison, this is a type that is not applicable literally. The use of metaphors however, intensifies the significance of what is being said. Siswanto (2002:27) gives examples of metaphor in (2a).

(2a) He was a lion in the fight.

(2b) I see the lion in the forest.

Example (2a) he acted a like a lion. Lion in (2b) is actually person having similar qualities to the icon itself. However in example (2b), lion show a denotative meaning because it real to a wild animal,that is the king of jungle.

### 4. Hyperbole

Leech (1969: 168) states —Hyperbole, like the other two figures, is frequently concerned with personal values and sentiment; that is, with making subjective claims which, however exaggerate, we could not verify unless we were somehow able to get inside the cranium of the person about whom the claims are made.

Example:

Taken from the book —A Linguistics Guide to English Poetry by Geoffrey Leech (1969: 168):

(11) When Cob, in *Every Man in His Humour* (IV.ii) says “I do honour the very flea of his dog.”

He maintains that his esteem for the man is so great that it extends also to the man’s dog, and not only to the dog, but even to the flea battenning on the dog’s blood. No one could take it upon himself to refute such an extravagant which can be neither proved nor disproved. But if we change the issues from a question of truth into a question of belief, then clearly the most credulous of mortals would treat it as absurd.

## 5. Irony

Irony is word using that say something other than what we mean actually. Irony is one type of figurative language that declare the opposite meaning and contradiction with the fact. Etymologically, the word ‘irony’ derived from Greek word eironia’ meaning ‘deception’ or ‘trick’. There is some argument about what qualities as ironic, but all senses of irony revolve around the perceived notion an incongruity between what is said and what is meant, or between an understanding or expectation of a reality and what actually happens.

For example:

- He still feels lonely in the crowded city
- In this prison we are happy, actually. 2

## 6. Metonymy

Metonymy is a figurative meaning in which the name of one object or idea is substituted for that of another closely associated with it. Metonymy is derived from Greek word 'meta' means 'to change' and only means 'name'. Metonymy is a change of name, the use of the one word for another, the use of an idea by means of terms involving association. Frost (2006) stated that metonymy is a figure of speech that uses a concept closely related to the thing actually meant. Metonymy is figure of speech consists of using the name one thing for something else with which associated. For example:

- I spent the night reading Shakespeare
- Hollywood ( The American film industry)

## 7. Litotes

Litotes is a figure of speech in which, rather than making a certain statement directly, a speaker expresses it even more effectively, or achieves emphasis, by denying its opposite. By its nature, litotes is a form of understatement, always deliberate and with the intention of subtle emphasis. However, the interpretation of litotes can depend on context, including cultural context. In speech, it may also depend on intonation and emphasis.

For example:

- This tea is not hot
- It is not bad

### 2.3 The Use Of Figurative Language

Generally, figurative language is used to improve the speech with artificial language. It makes the sentence more interesting, fresh, and more obvious. This is the way of the writer to use language as the device to expressing and the hidden feeling thought. Figurative language makes literary work more meaningful and also can avoiding monotony on the characteristic and make easily get bored. It can use for the reader or writer to explain their idea.

According to Nurgiyantoro (2009: 297), the use of figurative language or heating may generate impressions and a certain atmosphere, a certain sensory responses and embellish the narrative, which means supporting the goals of aesthetic literature. Similarly, the use of figurative language plays a role in the delivery of a person's intent. Sometimes a person can be different interpretations of the intent expressed through stylistic others. Sayuti (1985: 124) add that Figurative language is a means or a tool to clarify the description of the idea, concretize an idea and grow a new perspective through comparative.

According to Perrine (1978), figurative language has several uses. They are :

1. The writer can say what he wants to say more vividly and forcefully by figures than he can by saying it directly.
2. Figurative language is another way of adding extra dimensions to language.
3. Imaginative figurative language affords us pleasure.
4. It is a means of concentration, a way of saying much in brief compass.

According to the opinions that have been mentioned above, it can be concluded that there are several different functions of figurative language in literature. The discussion about the functions of the figurative language can be seen as follows.

a. Concretization

According to Parrine (1989: 26) the figure of speech is quite effective in conveying the intention of the author, because the figure of speech can be concretely something abstract. According to Waluyo (1987: 81), concrete is used to describe a painting circumstances or moods with the intent to arouse the imagination of the reader. Poet trying to concretize words meaning is sought in order to come to a comprehensive sense.

b. Clarify the picture

According to Suyuti (1985: 124), figurative language is a tool or a means to clarify the picture. A figurative language is an effective way to express things clearly Badrun (1989: 26). Sayuti, (1985:98) state that the function of clarify the picture, which depicted the poet is something that is unusual or might happen in real life. So, the picture than to be clear and more real.

c. Emphasizes narrative and emotion

According to Badrun (1989: 49), hyperbole can be used to intensify statement or emotion. Something that exaggerates be impressed emphasize the narrative. Therefore, the reader can imagine through excessive impression that despite the fact that it was not possible.

d. Turning on the picture

Function to turn an idea to the study of this theory is widely used in the personification figure of speech. The poet deliberately allegorized what he described with human traits. So, the picture seems to be alive and more interesting. According to Pradopo (1993: 75), personification indeed functioned to turn something lifeless. That is giving an overview to something inanimate to the animate such as humans. So, all could do as was done by humans who were created as animate beings. Then, that is an inanimate object seems to be alive.

e. Evokes impressions and a certain atmosphere

Figurative language has a function to generate impressions and a certain atmosphere. For example : it was quiet, eerie, romantic, busy, and so on. The use of figurative language would give the impression of purity, freshness, even shocking, and therefore become effective (Nurgiyantoro, 2009: 297).

f. Shorten the narrative and writing

Figurative language has a function to shorten the narrative. That is stating something mean by language shorter. According to (Waluyo, 1987: 83), figurative language is a way to present a lot and spacious with a brief language. Figurative language can be used to summon something with dimensions much in the form of the shortest (Sayuti, 1985: 75). Thus, the author can save the use of words or obtaining effectiveness of the use of the word.

g. Depict a feeling of character

Figurative language can serve to describe the feelings of characters. The author is utilizing figurative language to describe the shape of the inner state of characters such as happiness or distress. According to (Waluyo, 1987: 99), the language is a way to increase the intensity of the feeling of the poet and convey the attitude of the poet.

## **B. Relevant Of Study**

The first research is conducted by M Sulkhan Habibi. In his research, he analyzed a novel entitled in Endensor by Andrea Hirata. There are 7 figurative language and also he find the meaning of it.

The second review related is from Eva Ervina Widi Saputri. She conducted a research which entitled “An Analysis Of Figurative Language Used In Rick Rordian’s Novel Entitled “The Heroes Of Olympics, Book Three: The Mark Of Athena”. There 8 types of figurative language that she analysed. She also identified the contextual meaning of the figurative language it self.

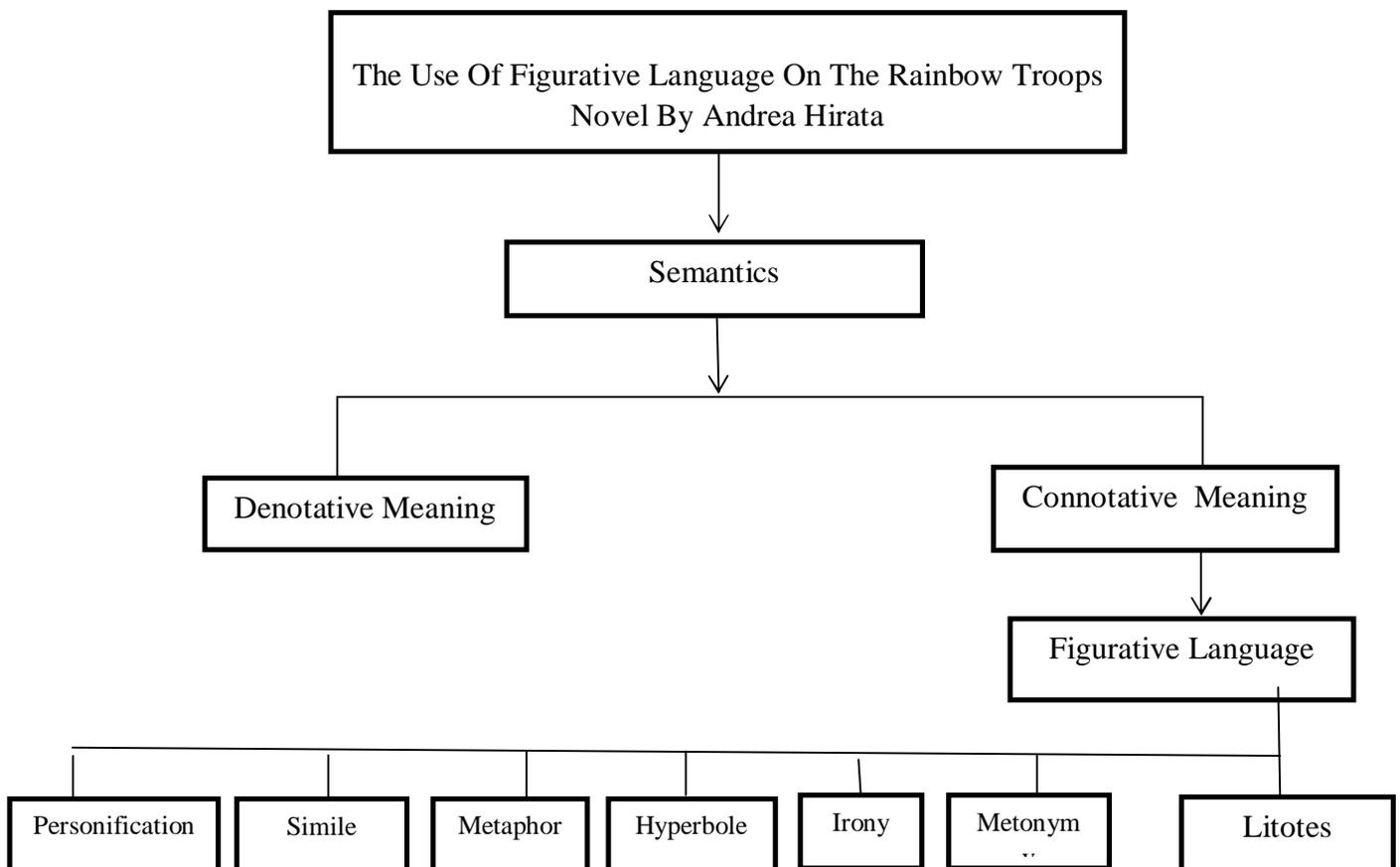
The third relevance study is conducted by Tira Nur Fitria. In her research, she analyzed figurative language used in album from One Direction entitled Up All Night. She find 6 types of figurative language from the album.

This research has same theme and objective with the first and the second research. This research concern to analyse the figurative language and the meaning of figurative language from a novel entitled “The Rainbow Troops”.

### C. Conceptual Framework

This research deal with the figurative language used in novel. Figurative language is language that uses words or expressions with a meaning that is different from the literal interpretation. Figurative language refers to words, and groups of words, that exaggerate or alter the usual meaning in figures of speeches of the component of words.

The main goal of analysed the used of figurative language in The Rainbow Troops novel is to increase knowledge about figurative language and also add the ability to write. This is very interesting to analyse The Rainbow Troops novel and to find the types of the figurative language and also the meaning of the figurative language it self. Then, it will be easy for the reader to enjoyable reading the novel.



## **CHAPTER III**

### **METHODE OF RESEARCH**

#### **A. Research Design**

This research was conducted to analyse the use of figurative language of the novel *The Rainbow Troops* by Andrea Hirata. The data were analyzed by applying descriptive qualitative design as proposed by Milles and Huberman. According to Van der voortd (2002:5) descriptive research is about describing how reality occurs. Descriptive research focuses not only on collecting data, but also focuses in the meaning of the data that has been taken.

#### **B. Source Of The Data**

In this research the data were taken from Andrea Hirata's novel entitled *The Rainbow Troops*. This novel has 48 chapter and 478 pages in it. The novel becomes the main source of the data to do this research and to find the figurative language in the novel.

#### **C. Technique of Collecting The Data**

In collecting the data, some procedures were used as follow from Leech theories as:

1. The researcher read trough *The Rainbow Troops* novel and read the story containing in the novel.
2. Then, the researcher searched any expressions using figurative language in the novel.

3. The researcher took some notes about figurative language and put information needed to figurative language.
4. The researcher made the code about the types of figurative language. They are Personification (P), Simile (Sim), Metaphor (Mtp), Hyperbole (H), Metonymy (Mty), Irony (I) and Litotes (L).

#### **D. Technique of Analyzing The Data**

After collecting the data, this research were analyzed and classified through some steps, they were:

1. The researcher underlined the sentences of figurative language contained in The Rainbow Troops novel.
2. The researcher classified the sentence of figurative language into the types of figurative language.
3. The researcher paraphrase the meaning of the sentences containing The Rainbow Troops novel in a denotative meaning/ real meaning.

**CHAPTER IV**  
**DATA ANALYSIS AND FINDINGS**

**A. Data Collection**

The content of this chapter was divided into three parts. The first part was about the figurative language found in the novel *The Rainbow Troops*, the second part was discussed about the type of figurative language and the last was focused on the meaning of the figurative language in the novel.. The three problems were answered based on the findings and related theories.

**B. Data Analysis**

The analysis of the sentences of the novel is presented based on each type of the figurative language. The data of this research were segmented into sentences according to their types of figurative language on the first step. Leech (1981,p.11) state that there are 7 types figurative language, they are : Personification, simile, methapor, hyperbole, irony, metonymy and litotes. The analysis of types then were followed by analyzing the meaning of figurative language of each sentence in The Rainbow Troops Novel.

**Table 4.1**  
**The figurative language and the types of figurative language**

| <b>No</b> | <b>The Types Of Figurative Language</b> | <b>The Figurative Language</b>  | <b>Code</b>   |
|-----------|---|---|---------------|
| <b>1.</b> | <b>Personification</b>                  | He went on to tell her about how the sacred birds perched momentarily on the tip of an almond tree, signaling that a storm was brewing, and the weather | <b>1/P/10</b> |

|          |                |  |                 |
|----------|----------------|--|-----------------|
|          |                | grew increasingly worse, <i>stirring up the anger of the sea.</i>  |                 |
|          |                | If his true calling was to be a fisherman, then <i>the 40-kilometer journey over a red gravel road would break his determination.</i>  | <b>2/P/11</b>   |
|          |                | One special Monday morning, after years of misfortune, <i>the Belitong Muhammadiyah School smiled for the first time</i>   | <b>3/P/197</b>  |
|          |                | <i>The Ferris wheel spun happily up into the bright sky.</i>   | <b>4/P/216</b>  |
|          |                | When he described the meadows spread out over the hills of Derbyshire surrounding Edensor, I wanted nothing more than to stretch out over them and rest my tired heart, <i>to let my face be kissed by the calm and cool village winds.</i>                              | <b>5/P/271</b>  |
|          |                | As a rainbow <i> bowed across</i> and thunder reverberated through the East Belitong sky, Flo pledged her promise of friendship.   | <b>6/P/285</b>  |
| <b>2</b> | <b>Similes</b> | Everyone had already entered the classroom and gotten their deskmates, except for me and that small, dirty boy with the curly, red hair whom I didn't know. <i>He could not sit still, and he smelled like burnt rubber.</i>   | <b>1/Sim/9</b>  |
|          |                | <i>He was like a little kid sitting on a pony—delighted, not wanting to get down.</i>  | <b>2/Sim/10</b> |
|          |                | Bu Mus approached Lintang's father. <i>He resembled a pine tree struck by lightning: black, withered, thin and stiff.</i>  | <b>3/Sim/10</b> |
|          |                | When I caught up to Lintang inside the classroom, <i>he greeted me with a strong handshake, like a father shaking hands with his daughter's first suitor.</i><br><i>The overabundance of energy in his body spread over to mine, stinging me like an electric shock.</i> | <b>4/Sim/12</b> |
|          |                | <i>He was like an artillery plant.</i><br>When drops of water fall on its  |                 |

|  |   |                  |
|--|---|------------------|
|  | petals, it shoots out pollen—glittering, blossoming and full of life.   | <b>5/Sim/12</b>  |
|  | <i>In the meantime, Lintang's head was spinning around like an owl's.</i> For him, the miscellany of our classroom—a wooden ruler, a sixth grade student's clay vase art project sitting on Bu Mus' desk, the old-fashioned chalkboard and the chalk scattered about on the classroom floor, some of which had already been ground back into dust—was absolutely amazing. | <b>6/Sim/13</b>  |
|  | Our school was never visited by officials, school administrators, or members of the legislative assembly. <i>The only routine visitor was a man dressed like a ninja.</i> He wore a large aluminum tube on his back and a hose trailed behind him. <i>He looked like he was going to the moon.</i>  | <b>7/Sim/18</b>  |
|  | <i>Because Pak Harfan looked quite like a grizzly bear, we were scared the first time we saw him.</i> Small children would throw a fit at the sight of him.   | <b>8/Sim/24</b>  |
|  | He often raised and lowered his intonation, holding the edges of his desk while emphasizing certain words and then throwing up both hands <i>like someone performing a rain dance</i>   | <b>9/Sim/26</b>  |
|  | Through humble words, <i>as powerful as raindrops</i> , he brought to us the very essence of the simple life's righteousness.   | <b>10/Sim/26</b> |
|  | If one plunged his arm down into the shallow alluvial surface, or pretty much anywhere at all, it would reemerge shimmering, smeared with tin. Seen from off the coast, Belitong beamed of shiny tin, <i>like a lighthouse guiding ship captains.</i>   | <b>11/Sim/30</b> |
|  | <i>And blessed is the land where tin flows, because like a widow flower</i>   | <b>12/Sim/30</b> |

|  |   |                  |
|--|---|------------------|
|  | swarming with honeybees, tin is always accompanied by other materials: clay, xenotime, zirconium, gold, silver, topaz, galena, copper, quartz, silica, granite, monazite, ilmenite, siderite, and hematite. |                  |
|  | <i>We, the natives of Belitong, were like a pack of starving rats in a barn full of rice.</i>   | <b>13/Sim/30</b> |
|  | They roamed over mountain slopes, fields, valleys, seas, lakes, rivers and swamps. Their dredging sounded <i>like roaring dinosaurs</i> .   | <b>14/Sim/31</b> |
|  | Seeing the PN School students getting off of the school bus reminded me of a picture of a group of small, cute, white and winged children getting off of a cloud, <i>like in the Christian calendars</i> .  | <b>15/Sim/36</b> |
|  | Billions of dollars flowed in <i>like rats drawn to the melody of the Pied Piper's flute</i> .  | <b>16/Sim/39</b> |
|  | <i>The coolies dispersed to go home like ants fleeing a burning anthill. And that's how it went on, for hundreds of years.</i>  | <b>17/Sim/42</b> |
|  | We could only gawk at him—Lintang could write, and he could write well! Bu Mus was awestruck, she just stared at Lintang <i>as if he were a stunning pearl in a clam</i> .                                  | <b>18/Sim/55</b> |
|  | Nevertheless, when seeing A Kiong, anyone would understand why he was destined to end up at this poor school. He had the appearance of a true reject. <i>He looked like Frankenstein</i> .                  | <b>19/Sim/58</b> |
|  | SITTING off in the corner was our prince, Trapani. <i>He was as fascinating as the cinenen kelabu bird, and he was our class mascot</i> .   | <b>20/Sim/61</b> |
|  | During afternoon recess, Sahara and Harun always sat together under the filicium. The two of them shared a unique emotional   | <b>21/Sim/64</b> |

|  |  |  |                   |
|--|--|--|-------------------|
|  |  | connection <i>like the quirky friendship of the Mouse and the Elephant.</i>  |                   |
|  |  | Samson howled and groaned <i>like a bumble bee trapped in a glass jar.</i>   | <b>22/Sim/68</b>  |
|  |  | <i>We were like small mollusks clinging together to defend ourselves from the pounding waves in the ocean of knowledge.</i>  | <b>23/Sim/70</b>  |
|  |  | He petted it gently and whispered something to it—it was so bizarre! <i>The crocodile submitted to him, wagging its tail like a dog after its master's heart.</i>  | <b>24/Sim/73</b>  |
|  |  | No one wanted to be Bodenga's friend. His face was scarred with craters and he was in his forties. <i>He covered himself with coconut leaves and slept under a palm tree, curled up like a squirrel for two days and two nights at a time</i>  | <b>25/Sim/74</b>  |
|  |  | When Lintang wasn't looking, <i>he quietly snuck out the back door and ran like the wind,</i> cutting through the tall grass. <i>The pine tree man ran at top speed as swift as a deer</i> to ask for help from people at the village office. <i>Not much later, like a flash of lightning,</i> he slipped back into the house and was suddenly standing attentively before his son. | <b>26/Sim/79</b>  |
|  |  | Bu Mus was <i>as white as a ghost</i> when Mister Samadikun arrived for the surprise school inspection.  | <b>27/Sim/88</b>  |
|  |  | <i>"Your children look like mouse deer hunters, not students!"</i>   | <b>28/Sim/90</b>  |
|  |  | since Lintang filled out that form back in the first grade, Bu Mus had a sneaking suspicion he was gifted. <i>Later, like a blacksmith filing the blade of a knife,</i> Bu Mus meticulously sharpened Lintang's mind. Gradually, in Bu Mus' steady hands, the coastal boy's intelligence began to shine.   | <b>29/Sim/100</b> |
|  |  | His index finger incessantly pointed upward as a sign that he  |                   |

|  |   |                   |
|--|---|-------------------|
|  | knew the answer. His bright eyes radiated intelligence and his forehead lit up <i>like a light bulb</i> .   | <b>30/Sim/101</b> |
|  | <i>Lintang and Mahar were like a youthful Isaac Newton and Salvador Dali bantering back and forth, demonstrating their enticing brain power and eccentricity.</i>   | <b>31/Sim/122</b> |
|  | Buying chalk was without a doubt the least enjoyable class chore. Another chore we really hated was watering the flowers. <i>The various ferns, from the Platycerium coronarium to the dozens of pots of Bu Mus' beloved Adiantum, had to be treated delicately, as if they were expensive Chinese porcelain.</i> | <b>32/Sim/158</b> |
|  | The air grew hotter. Being in the center of the shop, <i>I felt like a vegetable boiling in soup.</i>   | <b>33/Sim/168</b> |
|  | I was fascinated looking at her exquisite, oval-shaped face. <i>She looked very much like Michelle Yeoh, the Malaysian movie star.</i>  | <b>34/Sim/170</b> |
|  | The bellowing of dozens of trombones sounded <i>like the thunderous explosion of trumpets on the judgment day.</i> The pounding of drums shook my heart in my chest.  | <b>35/Sim/177</b> |
|  | The idea stung <i>like an electric eel</i> wrapping around our waists.  | <b>36/Sim/183</b> |
|  | <i>Flo had vanished, as if swallowed by the earth itself.</i>   | <b>37/Sim/232</b> |
|  | This hand was very peculiar, <i>like an evil copper blade: muscular, dirty, black and oily.</i>   | <b>38/Sim/254</b> |
|  | Syahdan took the chalk box. Bang Arsyad pulled his hand back. <i>It disappeared like an animal slithering back into its hole.</i>   | <b>39/Sim/257</b> |
|  | Mahar stood right next to me and looked me over from head to toe. <i>His face was serious like a doctor's, and in no time at all, he had finished his diagnosis.</i>  | <b>40/Sim/264</b> |
|  | <i>She was like a swan lost in a pen</i>  | <b>41/Sim/283</b> |

|           |                 |  |                   |
|-----------|-----------------|--|-------------------|
|           |                 | <i>of ducks.</i>   |                   |
|           |                 | When Lintang held the victory trophy up high, our first hero, Harun, whistled like a cowboy calling the cows home.   | <b>42/Sim/318</b> |
|           |                 | The trophies were truly marvelous. They were like a pair of smitten sweethearts.   | <b>43/Sim/319</b> |
|           |                 | I touched his hand, and it was cold like ice. He wasn't breathing. Pak Harfan had passed away.   | <b>44/Sim/321</b> |
|           |                 | I felt sorry for Bu Mus, but holding onto the school was about as possible as catching the wind to keep in my hands.   | <b>45/Sim/349</b> |
|           |                 | Red numbers lined their report card like someone's back had been dikerok—scraped by a coin as part of a traditional massage.   | <b>46/Sim/386</b> |
|           |                 | Lintang was like a lighthouse. He was like a guiding star for sailors lost at sea.   | <b>47/Sim/411</b> |
|           |                 | Lintang was like a star that exploded at dawn while people were still in bed.  | <b>48/Sim/412</b> |
|           |                 | So PN was left gasping for breath like a fish flung from its bowl onto the living room floor.  | <b>49/Sim/446</b> |
| <b>3.</b> | <b>Methapor</b> | Bu Mus, who, just a few minutes earlier, had been on edge with a puffy, smudged face, now transformed into a budding Giant Himalayan Lily.   | <b>1/Mtp/9</b>    |
|           |                 | If we say the families of Sahara, me, Kucai, Trapani, Harun and Mahar were <i>the jump rope of poverty</i> , then the families of Lintang, Borek, Syahdan, and A Kiong played <i>jump rope</i> . | <b>2/Mtp/45</b>   |
|           |                 | They were our <i>unsung heroes, a prince and princess of kindness, and pure wells of knowledge in a forsaken, dry field.</i>   | <b>3/Mtp/49</b>   |
|           |                 | <i>I was a fish trapped in a net.</i>  | <b>4/Mtp/68</b>   |
|           |                 | <i>Bu Mus was our mother hen.</i>  | <b>5/Mtp/70</b>   |
|           |                 | The poor Lintang was the most precious pearl and galena of our class. <i>He was a breath of fresh air</i>  | <b>6/Mtp/107</b>  |

|           |                  |  |                |
|-----------|------------------|--|----------------|
|           |                  | <i>for our school, which had been ignored for so long.</i>   |                |
| <b>4.</b> | <b>Hyperbole</b> | <i>The overabundance of energy in his body spread over to mine, stinging me like an electric shock.</i>  | <b>1/H/12</b>  |
|           |                  | <i>On top of this, Sahara, that small, veil-wearing girl, deliberately knocked over A Kiong's water bottle, causing the Hokian-Chinese child to cry like he had seen a ghost.</i>                                      | <b>2/H/15</b>  |
|           |                  | It isn't very hard to describe our school. It was one among hundreds—maybe even thousands—of poor schools in Indonesia that, <i>if bumped by a frenzied goat preparing to mate, would collapse and fall to pieces.</i> | <b>3/H/17</b>  |
|           |                  | <i>"And so, arrogance blinded their eyes and deafened their ears, until they were crushed under the waves ..."</i>   | <b>4/H/24</b>  |
|           |                  | <i>"Full moon, Lintang! Your answer is as beautiful as a full moon! Where have you been hiding all this time?"</i>   | <b>5/H/103</b> |
|           |                  | <i>Bu Mus couldn't take the urge to laugh. Tears ran as she shook in silent laughter.</i>  | <b>6/H/114</b> |
|           |                  | <i>He sang it with an earsplitting voice as he bowed deeply and repeatedly stomped his feet.</i>   | <b>7/H/114</b> |
|           |                  | <i>Verse by verse, the song crept over the old wooden walls of our school, perched on the tiny linaria leaves like thistle crescent butterflies, and then drifted away under the thin clouds to the north.</i>         | <b>8/H/118</b> |
|           |                  | <i>My body shook as I made my way along the rope, hand over hand, toward the rubber tree. The rope</i>   |                |

|  |  |  |                        |
|--|--|--|------------------------|
|  |  | <p><i>slid inch by inch through my choking grip. I hung like a soldier in a drill; my legs fell down from the rope every once in a while and skimmed the swift surface of the water, making my blood curdle.</i></p>   | <p><b>9/H/132</b></p>  |
|  |  | <p>The surface of the skin around her nails was very neat because she had probably soaked it in <i>an antique ceramic bowl filled with warm water and young ylang-ylang leaves</i>. As they grew, the nails bowed down over the tips of her fingers, making them even more beautiful, <i>like the bluish water quartz hidden at the bottom of the Mirang River</i>.</p>  | <p><b>10/H/166</b></p> |
|  |  | <p><i>At that moment it seemed as if all the hands on all the clocks in the entire world stood still. All moving things froze as if God had captured their movement with a giant camera from the sky. The camera flash was blinding. I saw stars. I was stunned; I felt like flying, dying, fainting. I knew that A Miauw was yelling at me but I didn't hear it, and I knew that the shop was becoming smellier in its stuffy air, but my senses had already died. My heart stopped beating for a few seconds before starting up again with an irregular rhythm, like an SOS distress code. I guessed the young girl with the heavenly nails standing stunned before my nose felt the same way.</i></p> | <p><b>11/H/170</b></p> |
|  |  | <p><i>My tongue was immobilized; my mouth was locked, gaping to be exact. I couldn't utter a single word, couldn't move. That little girl absolutely paralyzed me. The look in her eyes squeezed my heart.</i></p>   | <p><b>12/H/170</b></p> |

|  |  |  |                 |
|--|--|--|-----------------|
|  |  | <i>The stinky shop that had made me dizzy suddenly smelled as aromatic as musk oil. The dark, small and unattractive Syahdan became handsome. A Miauw immediately transformed into a very courteous shop owner who treated all of us customers fairly and equally, a bandit turned monk.</i> | <b>13/H/172</b> |
|  |  | <i>Let anything happen—a cruel punishment would only sweeten my romantic feelings. I was willing to enter the well of death for my sweetheart; I would perish floating in the well of demons a first love hero.</i>  | <b>14/H/174</b> |
|  |  | <i>He was a genius. He killed two birds with one stone. It must have been a sweet revenge for him, very sweet—as sweet as bintang fruit.</i>   | <b>15/H/195</b> |
|  |  | <i>No, my longing was already like a bleeding wound.</i>   | <b>16/H/215</b> |
|  |  | <i>Drs. Zulfikar slumped weakly, his face pallid. He sunk his flat bottom onto a chair, as if his skeletal structure was gone. He was all out of clever words.</i>   | <b>17/H/317</b> |
|  |  | <i>Pak Harfan had been like a father to him. He sobbed and sobbed; he couldn't be consoled. His heavy tears streamed down, soaking his shirt.</i>  | <b>18/H/324</b> |
|  |  | <i>"I will keep on studying until the sacred beam supporting this school collapses," he said to me with conviction.</i>  | <b>19/H/346</b> |
|  |  | <i>"For me, losing even one student is the same as losing half of my soul."</i>  | <b>20/H/356</b> |
|  |  | <i>Our old school had risen from the dead and come back to life.</i>   | <b>21/H/381</b> |

|          |                 |  |                  |
|----------|-----------------|--|------------------|
|          |                 |  |                  |
|          |                 | <i>We were powerless; it was like we were being tossed up and down in a giant's hand, about to be hurled into the storm.</i>   | <b>22/H/392</b>  |
|          |                 | When Lintang came, his face was empty. I knew his heart was crying, desperately fighting the feeling of not wanting to say goodbye. The school, his friends, his books and lessons meant the world to him. <i>They were his life and love.</i>   | <b>23/H/413</b>  |
| <b>5</b> | <b>Irony</b>    | It would be a miracle comparable to <i>Moses dividing the Red Sea if a coolie achieved a wage above 35,000 rupiah before reaching retirement, and only God and Moses know how they were able to make it through each month.</i>                  | <b>1/I/44</b>    |
| <b>6</b> | <b>Metonymy</b> | Fortunately A Miauw barked a command to the mysterious girl to pass the box of chalk through <i>the pigeon cage door</i> .   | <b>1/Mty/168</b> |
|          |                 | The owner of <i>the heavenly nails</i> was indeed a very beautiful girl with an indescribable charisma.  | <b>2/Mty/171</b> |
|          |                 | <i>And even though I was now greeted by a bear claw with the nails of a carcass-eating vulture</i> , I remained diligent, and with the same instinct for love and the same enthusiasm, I set off with Syahdan to buy chalk every Monday morning. | <b>3/Mty/288</b> |
|          |                 | Bathroom, while not that great—its interceptor consisted only of a sunken barrel—meant that the students no longer had to answer <i>nature's call</i> in the bushes, check.  | <b>4/Mty/334</b> |
|          |                 | <i>As the old Malay saying goes: the noise of honey brings noisy bumblebees.</i>   | <b>5/Mty/367</b> |
|          |                 | In Math, English, and Science, <i>she</i>  |                  |

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|          |                | <i>received a flock of swimming swans—three 2's.</i>  | <b>6/Mty/386</b> |
| <b>7</b> | <b>Litotes</b> | <i>I was rather ashamed to admit it. I didn't have intelligence like Lintang or artistic talent like Mahar.</i>                       | <b>1/L/294</b>   |
|          |                | <i>"Perhaps these Muhammadiyah students or the jury could be so kind as to explain Descartes' theory on the phenomenon of color?"</i> | <b>2/L/312</b>   |
|          |                | <i>"I'm sorry, young teacher. On behalf of the jury, I have to say that our knowledge is lacking in that area."</i>                   | <b>3/L/314</b>   |

Table 4.1 focused on the figurative language and the types of figurative language itself, from the table, the researcher found out 94 figurative language from the novel *The Rainbow Troops* and also had 7 types of figurative language based on the novel.

**Table 4.2**  
**The figurative language and the meaning of the figurative language**

| <b>No</b> | <b>The Figurative Language</b>  | <b>The Types Of Figurative Language</b> | <b>The Meaning Of The Figurative Language</b>  |
|-----------|---|---|--|
| 1         | He went on to tell her about how the sacred birds perched momentarily on the tip of an almond tree, signaling that a storm was brewing, and the weather grew increasingly worse, <i>stirring up the anger of the sea.</i> | <b>Personification</b>                  | In this sentence, it's not the real meaning. It describe about big storm. The word <i>the anger of the sea</i> is state that there will be a massive water storm like tsunami that can destroy anyone around it. |
| 2         | If his true calling was to be a fisherman, then <i>the 40-</i>  |   | The sentence of then <i>the 40-kilometer journey over a red</i>  |

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|   | <i>kilometer journey over a red gravel road would break his determination.</i>  |  | <i>gravel road would break his determination</i> , it's not the real meaning. It's denotative meaning. It states that <i>a red grave road</i> is a danger. It describe about the condition of road that Lintang has to go through everyday, a road full of many dangers which could harm it anytime. |
| 3 | One special Monday morning, after years of misfortune, <i>the Belitong Muhammadiyah School smiled for the first time.</i>   |  | The sentence of <i>The Belitong Muhammadiyah School smiled</i> has a meaning 'winner'. The point is that there is pride the achieve so that their school gets a trophy and makes it look as if smmilling because of that victory.  |
| 4 | <i>The Ferris wheel spun happily up into the bright sky.</i>  |  | The sentence of <i>The Ferris wheel spun happily up into the bright sky</i> state about Ikal's feelings. It showed that <i>the wheel spun happily</i> is spinning like the feeling of Ikal's happy heart. So the spinning wheel is the heart of Ikal who is inexorably happy.                        |
| 5 | When he described the meadows spread out over the hills of Derbyshire surrounding Edensor, I wanted nothing more than to stretch out over them and rest my tired heart, <i>to let my face be kissed by the calm and cool village winds.</i> |  | The sentence of ' <i>to let my face be kissed by the calm and cool village winds</i> ' is denotative meaning. This sentence is not the real <i>meaning</i> . <i>Kissed by the wind</i> means that he want to feel the comfort and fressnesh of the wind that he feels in his body.                   |
| 6 | As a rainbow <i>bowed across</i> and thunder reverberated through the East Belitong sky, Flo pledged her promise  |  | The mean of <i>a rainbow bowed across</i> is not the true meaning. it is denotative meaning. It refers to a rainbow that   |

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|    | of friendship.   |                | appears and unfold.  |
| 7  | Everyone had already entered the classroom and gotten their deskmates, except for me and that small, dirty boy with the curly, red hair whom I didn't know. <i>He could not sit still, and he smelled like burnt rubber.</i>                                   | <b>Similes</b> | In the sentence <i>like burnt rubber</i> is denotative meaning. The mean of the writer is the body odor from Lintang is very strong. Because of the smell that causes unpleasant taste.  |
| 8  | <i>He was like a little kid sitting on a pony</i> —delighted, not wanting to get down.   |                | In the sentence <i>like a little kid sitting on a pony</i> , it meant that he was very happy because he could go to school. So, he didn't want to go anywhere other than sitting in his study chair.   |
| 9  | Bu Mus approached Lintang's father. <i>He resembled a pine tree struck by lightning: black, withered, thin and stiff.</i>  |                | The sentence of <i>He resembled a pine tree</i> is a denotative meaning. it refers to the physical form of Lintang's father who is like pine tree. The shape of the pine tree itself is exactly like Lintang's father. Therefore, the writer describe it like a pine tree.   |
| 10 | When I caught up to Lintang inside the classroom, <i>he greeted me with a strong handshake, like a father shaking hands with his daughter's first suitor. The overabundance of energy in his body spread over to mine, stinging me like an electric shock.</i> |                | In the sentence <i>like a father shaking hands with his daughter's first suitor</i> is denotative meaning. it means that the power of Lintang's father is very strong. And the sentence of <i>like an electric shock</i> is refers to Lintang's father energy that greeted her was so strong that she was shocked and the made her hand feel like it had been stung. |

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| 11 | <p><i>He was like an artillery plant.</i> When drops of water fall on its petals, it shoots out pollen—glittering, blossoming and full of life.</p>  |  | <p>The sentence of <i>like an artillery plant</i>. It's denotative meaning. it is compared to Lintang's character and an artillery plant. It is because of his passion in seeking knowledge . it's the same as an artillery plant that blooms beautifully when it is given water. The same as Lintang which is given only a few new things directly affects it.</p> |
| 12 | <p><i>In the meantime, Lintang's head was spinning around like an owl's.</i> For him, the miscellany of our classroom—a wooden ruler, a sixth grade student's clay vase art project sitting on Bu Mus' desk, the old-fashioned chalkboard and the chalk scattered about on the classroom floor, some of which had already been ground back into dust—was absolutely amazing.</p> |  | <p>In the sentence <i>Lintang's head was spinning around like an owl's</i>, the word <i>owl's</i> refers to Lintang's curiosity. It's because his eyes see things around the school and find out what they are. It's like an owl looking for it's prey,</p>   |
| 13 | <p>Our school was never visited by officials, school administrators, or members of the legislative assembly. <i>The only routine visitor was a man dressed like a ninja.</i> He wore a large aluminum tube on his back and a hose trailed behind him. <i>He looked like he was going to the moon.</i></p>  |  | <p>The meaning of <i>The only routine visitor was a man dressed like a ninja</i>. The word <i>ninja</i> is refers to mosquito sprayer. The writer describe it like a ninja because their faces are covered like a ninja.</p>  |

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| 14 | <p><i>Because Pak Harfan looked quite like a grizzly bear, we were scared the first time we saw him.</i> Small children would throw a fit at the sight of him.</p>   |  | <p>The word of a <i>grizzly bear</i> is denotative meaning. it compared about Pak Harfan looks and a grizzly bear. Pak Harfan looks scary. It supported with a dense brown bread, dull and sprinkled with grays in his face. It's the same as a grizzly bear that thick brown fur and big body.it looks scary.</p>   |
| 15 | <p>He often raised and lowered his intonation, holding the edges of his desk while emphasizing certain words and then throwing up both hands <i>like someone performing a rain dance.</i></p>  |  | <p>The sentence of <i>like someone performing a rain dance</i> is denotative meaning. The point is the gesture or the way Pak Harfan speaks that moves his hands repeatedly upwards like someone dancing a rain dance.</p>   |
| 16 | <p>Through humble words, <i>as powerful as raindrops</i>, he brought to us the very essence of the simple life's righteousness.</p>  |  | <p>The meaning of <i>as powerful as raindrops</i> are the words that he makes in a low tone but they are very influential in everyone who hear them. It is considered like rain even though the water on the body is not painful but still leaves a mark that is wet for those affected.</p>   |
| 17 | <p>If one plunged his arm down into the shallow alluvial surface, or pretty much anywhere at all, it would reemerge shimmering, smeared with tin. Seen from off the coast, Belitong beamed of shiny tin, <i>like a lighthouse guiding ship captains.</i></p> |  | <p><b>In the sentence</b> . Seen from off the coast, Belitong beamed of shiny tin, <i>like a lighthouse guiding ship captains</i> is not the real meaning. the word like a lighthouse guiding ship captains refers to the charm of Belitong. Its beauty is still visible even though it I an area that not many people know. It's the same as a lighthouse</p> |

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|    |  |  | guiding ship captains that sprakles and looks because it is high. So, Belitong is beautiful because it is the biggest tin it produces.  |
| 18 | <i>And blessed is the land where tin flows, because like a widow flower swarming with honeybees, tin is always accompanied by other materials: clay, xenotime, zirconium, gold, silver, topaz, galena, copper, quartz, silica, granite, monazite, ilmenite, siderite, and hematite</i> |  | The sentence of <i>like a widow flower</i> swarming with honeybees means abundant. like a widow flower swarming with honeybees, Bellitong land is very blessed because there is not only abundant tin but mny other valuable things. The writer describes it as because there are as many enthusiasts from widow flower swarming with honeybees as many valuable things come fo the land. |
| 19 | <i>We, the natives of Belitong, were like a pack of starving rats in a barn full of rice.</i>  |  | The senteces of <i>like a pack of starving rats in a barn full of rice means</i> that eventhough they live in rich land they cannot feel it. Just like a pack of straving rats in a barn fill of rice can only see but cannot enjoy it.   |
| 20 | They roamed over mountain slopes, fields, valleys, seas, lakes, rivers and swamps. Their dredging sounded <i>like roaring dinosaurs</i> .  |  | The word <i>roaring dinosaur</i> is not the real meaning. The voice of dredging tool is very strong and louder. The voice of dinosaur is also strong and loud. So, the writer describe it like the roamed of dinosaur because it sound really noisy.  |
| 21 | Seeing the PN School students getting off of the   |  | The meaning of <i>like in the Christian calenders</i> is the  |

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|    | school bus reminded me of a picture of a group of small, cute, white and winged children getting off of a cloud, <i>like in the Christian calendars.</i>                  |  | beauty of their appearance. Their clean skin and beautiful face that they have look like clouds. The shape of the cloud itself is also very beautiful and clean. It compared to children from PN school.  |
| 22 | Billions of dollars flowed in <i>like rats drawn to the melody of the Pied Piper's flute.</i>   |  | The sentence of <i>like rats drawn to the melody of the Pied Piper's flute</i> refers to investors who are racing to invest their money. The word of <i>the Pied Piper's flute</i> is a rat exterminator who used his magic flute to make the rats follow him and then eradicated by him the same thing as investors who are interested in investing their money because they are tempted by the rich land. |
| 23 | <i>The coolies dispersed to go home like ants fleeing a burning anthill.</i> And that's how it went on, for hundreds of years.  |  | The sentence of <i>The coolies dispersed to go home like ants fleeing a burning anthill</i> is denotative meaning. It means that scattered everywhere. The word <i>like ants</i> refers to many coolies. And they will be scattered everywhere irregularly when it's time to go home. Just like ants are scattered when the cage is burned.   |
| 24 | We could only gawk at him—Lintang could write, and he could write well! Bu Mus was awestruck, she just stared at Lintang <i>as if he were a stunning pearl in a clam.</i> |  | The word of <i>pearl in a clam</i> is denotative meaning. the intelligence that Lintang got was the result of his hard struggle to study and go to school despite the many dangers that were taken. It is   |

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|    |   |  | compared to clam that produce pearls but must go through a painful process first.   |
| 25 | Nevertheless, when seeing A Kiong, anyone would understand why he was destined to end up at this poor school. He had the appearance of a true reject. <i>He looked like Frankenstein.</i>               |  | The word <i>like Frankenstein</i> is denotative meaning. The writer describe A Kiong like Frankenstein because the shape of his face is not good or more creepy. Frankenstein is a monster who has an unsightly face that tends to be scary.  |
| 26 | SITTING off in the corner was our prince, Trapani. <i>He was as fascinating as the cinenen kelabu bird, and he was our class mascot.</i>  |  | The word of <i>as the cinenen kelabu bird</i> has a meaning good looking. The writer describe Trapani like cinenen kelabu bird because he is a handsome boy and everyone will be interested when you see his face. It just like the cinenen kelabu bird is very beautiful and many interested people want it. |
| 27 | During afternoon recess, Sahara and Harun always sat together under the filicium. The two of them shared a unique emotional connection <i>like the quirky friendship of the Mouse and the Elephant.</i> |  | The word of <i>like the quirky friendship of the Mouse and the Elephant</i> is denotative meaning.it is the relationship between Harun and Sahara who is very close. They are together, share the ups and downs and listen to each other.   |
| 28 | Samson howled and groaned <i>like a bumble bee trapped in a glass jar.</i>  |  | The meaning of the word <i>like a bumble bee trapped in a glass jar</i> is not moving. Samson can not do anything even just stepped in. it ws because of the pain from Ikal's kick.   |
| 29 | <i>We were like small mollusks clinging together to defend</i>  |  | The meaning of this sentence is survive. The word <i>like</i>   |

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|    | ourselves from the pounding waves in the ocean of knowledge.   |  | <i>small mollusks</i> refers to the students who survive to continue learning within the limitation of their school.   |
| 30 | He petted it gently and whispered something to it—it was so bizarre! <i>The crocodile submitted to him, wagging its tail like a dog after its master's heart.</i>  |  | The meaning of the word <i>like a dog after its master's heart</i> is refers to the crocodile who afraid with Bodenga. It just like dog who obeys their masters and crocodiles who obey Bodenga, do not fight at all.  |
| 31 | No one wanted to be Bodenga's friend. His face was scarred with craters and he was in his forties. <i>He covered himself with coconut leaves and slept under a palm tree, curled up like a squirrel for two days and two nights at a time</i>  |  | The meaning of the word <i>like a squirrel</i> is the way Bodenga sleeps. Squirrel is an animal that curl up while sleeping and it's the sme thing as Bodenga did.   |
| 32 | When Lintang wasn't looking, <i>he quietly snuck out the back door and ran like the wind</i> , cutting through the tall grass. <i>The pine tree man ran at top speed as swift as a deer</i> to ask for help from people at the village office. <i>Not much later, like a flash of lightning</i> , he slipped back into the house and was suddenly standing attentively before his son. |  | The meaning of the word <i>like the wind, speed as swift as a deer and like a flash of lightning</i> aren't the real meaning. it means Lintang's father running speed. Wind, deer and flash are speed symbol. The writer describe it because Lintang's fathe suddenly left and returned in a short time. |
| 33 | Bu Mus was <i>as white as a ghost</i> when Mister Samadikun arrived for the surprise school inspection.  |  | The word <i>as white as a ghost</i> has a meaning pale. The writer describe the colour of Bu Mus as a ghost. It considered like ghost who has a white pale face like ghost.  |

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| 34 | <p><i>“Your children look like mouse deer hunters, not students!”</i></p>   |  | <p>The word <i>like mouse deer hunters</i> is denotative meaning. the writer describe the students look like mouse deer hunters. This is because their appearance is not neat, messy and carrying tools that are not school equipment.</p>  |
| 35 | <p>since Lintang filled out that form back in the first grade, Bu Mus had a sneaking suspicion he was gifted. <i>Later, like a blacksmith filing the blade of a knife</i>, Bu Mus meticulously sharpened Lintang’s mind. Gradually, in Bu Mus’ steady hands, the coastal boy’s intelligence began to shine.</p> |  | <p>The sentence of <i>, like a blacksmith filing the blade of a knife</i> is refers to Bu Mus. The writer describe Bu Mus who continues to provide knowledge and train Lintang at all times to become a smart child. It just like a blacksmith filling the blade of a knife time after time to be be sharper.</p>   |
| 36 | <p>His index finger incessantly pointed upward as a sign that he knew the answer. His bright eyes radiated intelligence and his forehead lit up <i>like a light bulb</i>.</p>   |  | <p>The word of <i>like a light bulb</i> is denotative meaning. The write describe the intelligence of Lintang like a light bulb. It because light bulb is very strong. And Lintang’s curiosity looks very clear like that light.</p>  |
| 37 | <p><i>Lintang and Mahar were like a youthful Isaac Newton and Salvador Dali bantering back and forth</i>, demonstrating their enticing brain power and eccentricity.</p>  |  | <p>The meaning of the sentence <i>Lintang and Mahar were like a youthful Isaac Newton and Salvador Dali</i> is the character of Lintang and Mahar. The writer describe them like a youthful Isaac Newton and Salvador Dali because their intelligence and creativty that make all people proud and interest with them. Isaac Newton and Salvador Dali are very smart people and</p> |

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|    |   |  | influential in creating something extraordinary.  |
| 38 | Buying chalk was without a doubt the least enjoyable class chore. Another chore we really hated was watering the flowers. <i>The various ferns, from the Platycerium coronarium to the dozens of pots of Bu Mus' beloved Adiantum, had to be treated delicately, as if they were expensive Chinese porcelain.</i> |  | The word <i>as if they were expensive Chinese porcelain</i> has a meaning very valuable. The writer describe Bu Mus flower are very valuable so it must be watred and maintained everyday. Actually, Chinese porcelain is a expensive things and must beb maintained as well as possible. |
| 39 | The air grew hotter. Being in the center of the shop, <i>I felt like a vegetable boiling in soup.</i>   |  | The sentence of <i>like a vegetable boiling in soup</i> is not the real meaning. the writer describe Ikal's situationin the shop. It's very hot. It compared with the word like a vegetable boiling in soup has a meaning very hot also. So, it's same as Ikal's feeling.                 |
| 40 | I was fascinated looking at her exquisite, oval-shaped face. <i>She looked very much like Michelle Yeoh, the Malaysian movie star.</i>  |  | The meaning of this sengences refers to a beauty. The writer describe her (A Ling) <i>like Michelle Yeoh</i> . It's because the look of A Ling is very beautiful and she also has oval-shaped face. It compared with Michelle Yeoh who is pretty too and she has oval-shaped face.        |
| 41 | The bellowing of dozens of trombones sounded <i>like the thunderous explosion of trumpets on the judgment day</i> . The pounding of drums shook my heart in my chest.   |  | The meaning of this sentence is not the real meaning. The meaning of the word sounded <i>like the thunderous explosion of trumpets on the judgment day</i> means the sound is very  |

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|    |   |  | big and strong.<br>The writer describe it like thunderous explosion of trumpets on the judgment day is because the strength of the sound that can be deafening to the ears of those who hear it.   |
| 42 | The idea stung <i>like an electric eel</i> wrapping around our waists.  |  | The meaning of the sentence <i>like an electric eel</i> wrapping around our waists is <i>shock</i> . They writer describe their feeling with an electric eel because they still not believe with the idea that Mahar give. That's why their body shakes. |
| 43 | <i>Flo had vanished, as if swallowed by the earth itself.</i>   |  | The word of <i>as if swallowed by the earth itself</i> is not the real meaning. the author describe flo like swallowed by the earth because there is no one who can find her. They don't know where is she.  |
| 44 | This hand was very peculiar, <i>like an evil copper blade: muscular, dirty, black and oily.</i>                                   |  | The meaning of the sentence <i>like an evil</i> is not the real meaning. it compared with Bang Arsyad's hand. His hand is very rough and not maintained. So, the writer describe it with an evil copper blade.   |
| 45 | Syahdan took the chalk box. Bang Arsyad pulled his hand back. <i>It disappeared like an animal slithering back into its hole.</i> |  | The meaning of the sentence <i>It disappeared like an animal slithering back into its hole</i> has a meaning the hand of Arsyad that came out of the boundary box between him and the customer he had pilled back into the box after giving              |

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|    |  |  | his chalk. The word <i>slithering</i> refers to the process of the hand coming back into slowly as an animal returns to its hole.   |
| 46 | Mahar stood right next to me and looked me over from head to toe. <i>His face was serious like a doctor's, and in no time at all, he had finished his diagnosis.</i> |  | The meaning of the word <i>like a doctor's</i> is denotative meaning. it compared with Mahar's face. The way he check Ikal's condition is support it. His face very serious like doctor check up the patient. So, the writer describe him with a doctor.  |
| 47 | <i>She was like a swan lost in a pen of ducks.</i>   |  | The meaning of this sentence is the difference between Flo and their friend in the school. She is a beautiful, rich and the clothed are very nice. It's different with them. So, the writer describe Flo as the <i>swan</i> and they are <i>ducks</i> . And she's in the middle of the ducks now as if trapped. |
| 48 | When Lintang held the victory trophy up high, our first hero, <i>Harun, whistled like a cowboy calling the cows home.</i>  |  | The meaning of this sentence is not the real meaning. The word <i>like a cowboy calling the cows home</i> is refes to the way Harun whistled. It just like a cowboy who calls his cows by whistling like Harun did. Therefore, the writer compared Harun with a cowboy.   |
| 49 | The trophies were truly marvelous. <i>They were like a pair of smitten sweethearts.</i>  |  | The meaning of <i>like a pair of smitten sweethearts</i> is <i>close together</i> . The position of the trophies is contiguous. So, the writer describe as if they were inseparable from one another.   |

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| 50 | <p><i>I touched his hand, and it was cold like ice. He wasn't breathing. Pak Harfan had passed away.</i></p>                       |  | <p>The word of <i>like ice</i> refers to Pak Harfan's condition. He passed away. Actually, when a person has passed away, one of the characteristics of his body is the condition of his body that has been cold. And the writer describes the coldness of the bodies of people dying like <i>ice</i>.</p>                      |
| 51 | <p>I felt sorry for Bu Mus, but holding onto the school was about <i>as possible as catching the wind to keep in my hands</i>.</p> |  | <p>The sentence of <i>as possible as catching the wind to keep in my hands</i> is not the real meaning. the meaning is <i>Impossible</i>. The writer describe it because Ikal have to looking for money and it's difficult to join class again. So, it compared with catching the wind and keep it in his hands.</p>            |
| 52 | <p>Red numbers lined their report card <i>like someone's back had been scraped by a coin as part of a traditional massage</i>.</p> |  | <p>The meaning of the sentence <i>like someone's back had been scraped by a coin as part of a traditional massage</i> is <i>the bad score of Mahar</i>. The writer compared with someone back had been because when someone's body is scraped by a coin it will appear red lines on the body that;s the red score of Mahar.</p> |
| 53 | <p><i>Lintang was like a lighthouse. He was like a guiding star for sailors lost at sea.</i></p>                                   |  | <p>The meaning of the word <i>like a lighthouse and like a guiding star for sailors lost at sea</i> has a meaning that Lintang is someone who guides his friends back to the right ay, back to relearning and to</p>  |

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|    |  |                 | aspire. Lintang is the one who will give answers to the ignorance of her friends. Lintang is the guide.   |
| 54 | <i>Lintang was like a star that exploded at dawn while people were still in bed.</i>   |                 | The meaning of this sentence is Lintang already shines first. Lintang has begun to know what other people do not know yet. And Lintang is always one step ahead of others.  |
| 55 | <i>So PN was left gasping for breath like a fish flung from its bowl onto the living room floor.</i>   |                 | The sentence of <i>like a fish flung from its bowl onto the living room floor</i> refers to the condition of PN. They are bankrupt. The writer describe PN with fish flung from its bowl to the floor because they can't do anything else, they don't have the power to live well anymore and they will die of suffocation. |
| 56 | Bu Mus, who, just a few minutes earlier, had been on edge with a puffy, smudged face, <i>now transformed into a budding Giant Himalayan Lily.</i>  | <b>Methapor</b> | The sentence of <i>now transformed into a budding Giant Himalayan Lily</i> is denotative meaning. it refers to the change of Bu Mus feeling and condition. She looks happy and beautiful. She smile like a flower. So, the writer describe it like Giant Himalayan Lily.  |
| 57 | If we say the families of Sahara, me, Kucai, Trapani, Harun and Mahar were <i>the jump rope of poverty</i> , then the families of Lintang, Borek, Syahdan, and A Kiong <i>played jump rope</i> . |                 | The meaning of the word <i>the jump rope of poverty</i> is the poor of Sahara, Ikal, Trapani, Harun and Mahar conditions. Then, the word of <i>played jump rope</i> is the lowest or the poorest condition than Sahar,  |

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|    |  |  | Ikal, Trapanai, Kucai, Harun and Mahar. So, the writer describe them as the played jump rope because they are the poorest people s if bound by poverty.  |
| 58 | They were our <i>unsung heroes, a prince and princess of kindness, and pure wells of knowledge in a forsaken, dry field.</i> |  | The meaning of this sentence is teacher. Pak Harfan and Bu Mus are the people who give them valuable knowledge. Which helps them from ignorance to intelligence. Therefore, the writer describe them <i>like hero or prince and princess of kindness.</i>  |
| 59 | <i>I was a fish trapped in a net.</i>  |  | The word of <i>a fish trapped in a net</i> is not the real meaning. It's about the condition of Ikal who can't move anywhere because he's being held by Samson. Samson as the net. And Ikal as the fish. So, the writer describe that like a fish trapped in a net.                                    |
| 60 | <i>Bu Mus was our mother hen.</i>  |  | The meaning of the sentence <i>Bu Mus was our mother hen</i> is denotative meaning. The word mother hen refers to a situation where all student follow all directions and rules given by the teacher. They assumed that Bu Mus was a direction. Just like mother hen that guides the path of each cub. |
| 61 | The poor Lintang was the most precious pearl and galena of our class. <i>He was a</i>  |  | The meaning of the sentence <i>a breath of fresh air</i> is people who give a change to their  |

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|    | <i>breath of fresh air for our school, which had been ignored for so long.</i>   |                  | school so that the school is never neglected again. Lintang is the person who gave the opportunity to show that they exist. So, the writer describes Lintang as a breath of fresh air.   |
| 62 | <i>The overabundance of energy in his body spread over to mine, stinging me like an electric shock.</i>  | <b>Hyperbole</b> | The meaning of this sentence talked about the spirit of Lintang to start learning. The spirit he released was clearly seen by Ikal so that Ikal felt his spirit because of the touch of Lintang's hand that greeted him.   |
| 63 | <i>On top of this, Sahara, that small, veil-wearing girl, deliberately knocked over A Kiong's water bottle, causing the Hokian-Chinese child to cry like he had seen a ghost.</i>                                      |                  | The meaning of this sentence refers to the condition of A Kiong. He cried very strongly and profusely. It's because of Sahara  |
| 64 | It isn't very hard to describe our school. It was one among hundreds—maybe even thousands—of poor schools in Indonesia that, <i>if bumped by a frenzied goat preparing to mate, would collapse and fall to pieces.</i> |                  | The meaning of this sentence is about the school conditions that are old and weathered. The writer describes that like <i>if bumped by a frenzied goat preparing to mate, would collapse and fall to pieces</i> because the building was unfit for habitation because it was not strong enough to hold the load. |
| 65 | <i>“And so, arrogance blinded their eyes and deafened their ears, until they were crushed under the waves ...”</i>   |                  | The meaning of this sentence is about people's ignorance of others because they feel they are great. So besides the words are things that are not important and do not need to be heard. And he also felt he   |

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|    |  |  | didn't need anyone.  |
| 66 | <i>"Full moon, Lintang! Your answer is as beautiful as a full moon! Where have you been hiding all this time?"</i>   |  | The word <i>Full moon</i> refers to Lintang. The meaning is the intelligence possessed by Lintang is extraordinary, so Bu Mus is very impressed with him, as seeing the full moon is very beautiful and amazing.   |
| 67 | <i>Bu Mus couldn't take the urge to laugh. Tears ran as she shook in silent laughter.</i>  |  | The meaning of this sentence is about very funny moment. The funny moment were caused by Ikal who was singing so Bu Mus who listened felt funny to laugh and her laugh level was at the top. n of the swans flock form is the number 2 that Flo gets as s as her |
| 68 | <i>He sang it with an earsplitting voice as he bowed deeply and repeatedly stomped his feet.</i>   |  | The meaning of this sentence is the sound he mde was very ugly and not pleasant to hear. So anyone who hears it singing like his ears will be damaged.   |
| 69 | <i>Verse by verse, the song crept over the old wooden walls of our school, perched on the tiny linaria leaves like thistle crescent butterflies, and then drifted away under the thin clouds to the north.</i> |  | In this sentence is talked about the song that was sung sounded smooth, pleasant to hear and sung beautifully to make anyone who listens in awe amazed. The song was sung to the right beat and the tempo did not miss a single. Exquisite.                      |
| 70 | <i>My body shook as I made my way along the rope, hand over hand, toward the rubber tree. The rope slid inch by inch through my choking</i>  |  | In this sentence, it talked about the fear experienced by Ikal. Ikal who was afraid to fall into the water because of his position above only with a   |

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|    | <i>grip. I hung like a soldier in a drill; my legs fell down from the rope every once in a while and skimmed the swift surface of the water, making my blood curdle.</i>  |  | rope made him tremble very much.   |
| 71 | The surface of the skin around her nails was very neat because she had probably soaked it in <i>an antique ceramic bowl filled with warm water and young ylang-ylang leaves</i> . As they grew, the nails bowed down over the tips of her fingers, making them even more beautiful, <i>like the bluish water quartz hidden at the bottom of the Mirang River</i> .  |  | This sentence talked about the beauty of the very well maintained nails owned by A Ling stunned Ikal. He was fascinated because A Ling's nail were arranged neatly and were very beautiful.  |
| 72 | <i>At that moment it seemed as if all the hands on all the clocks in the entire world stood still. All moving things froze as if God had captured their movement with a giant camera from the sky. The camera flash was blinding. I saw stars. I was stunned; I felt like flying, dying, fainting. I knew that A Miauw was yelling at me but I didn't hear it, and I knew that the shop was becoming smellier in its stuffy air, but my senses had already died. My heart stopped beating for a few seconds before starting up again with an irregular rhythm, like an SOS distress code. I guessed the young</i> |  | This sentence talked about the beauty of A Ling's face which makes Ikal silent and unable to say words because he was shock by her beauty. The writer describe like that because the awe that occurs makes Ikal helpless. He only stared at A Ling without caring about anyone around him. |

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|    | <i>girl with the heavenly nails standing stunned before my nose felt the same way.</i>   |  |  |
| 73 | <i>My tongue was immobilized; my mouth was locked, gaping to be exact. I couldn't utter a single word, couldn't move. That little girl absolutely paralyzed me. The look in her eyes squeezed my heart.</i>  |  | The meaning of this sentence is <i>speechless</i> . After seeing A Ling's beautiful face, Ikal fell in love and love made him weak. So, he could not do anything. This is a form of excessive admiration and shock that can only be silent.  |
| 74 | <i>The stinky shop that had made me dizzy suddenly smelled as aromatic as musk oil. The dark, small and unattractive Syahdan became handsome. A Miauw immediately transformed into a very courteous shop owner who treated all of us customers fairly and equally, a bandit turned monk.</i> |  | In this sentence, the admiration on A Ling's face that made him fall in love drove him crazy. The intention is that he considers everything to be the opposite. The bad becomes good, ugly becomes beautiful. This sentence is a sentence because Ikal has fallen in love which makes it seem like the contents of the world are beauty. |
| 75 | <i>Let anything happen—a cruel punishment would only sweeten my romantic feelings. I was willing to enter the well of death for my sweetheart; I would perish floating in the well of demons a first love hero.</i>  |  | In this sentence, the writer describes the great sacrifice that Ikal is willing to make in order to meet his girlfriend. For him, the punishment meant nothing but the beauty he felt remembering A Ling's face.   |
| 76 | <i>He was a genius. He killed two birds with one stone. It must have been a sweet revenge for him, very sweet—as sweet as bintang fruit.</i>   |  | The meaning of this sentence is the success of Mahar who bullied his friends while launching a plan to become a winner in the competition. He thought it was an action that was both pleasant and proud  |

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|    |  |  | that he could do at the same time.  |
| 77 | <i>No, my longing was already like a bleeding wound.</i>   |  | The word of <i>like a bleeding wound</i> is denotative meaning. it refers to longing that Ikal felt. Ikal who really missed her lover. His longing is very deep. Because he really wants to meet.   |
| 78 | <i>Drs. Zulfikar slumped weakly, his face pallid. He sunk his flat bottom onto a chair, as if his skeletal structure was gone. He was all out of clever words.</i> |  | The meaning of this sentences is shame. The shame experienced by Drs. Zulfikar made him speechless. He was ashamed because of the mistakes he made in front of many people.   |
| 79 | <i>Pak Harfan had been like a father to him. He sobbed and sobbed; he couldn't be consoled. His heavy tears streamed down, soaking his shirt.</i>                  |  | The meaning of this sentence is affection. It refers to Harun who loves and respects Pak Harfan so much. He feels very lost for his death.  |
| 80 | <i>"I will keep on studying until the sacred beam supporting this school collapses," he said to me with conviction.</i>  |  | In this sentence, it talked about Lintang's strong desire to continue learning. And he will never stop before Pak Harfan's legacy is damaged and disappears. The point is he will continue to learn whatever obstacles there are. Because the message given by Pak Harfan made an impression on his heart and mind. |
| 81 | <i>"For me, losing even one student is the same as losing half of my soul."</i>  |  | In this sentence, it is an expression of Bu Mus love and affection for her students. She didn't want to lose any of her students. Because for her, her  |

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|    |  |              | students was a part of her that she had to guard at all times.  |
| 82 | <i>Our old school had risen from the dead and come back to life.</i>   |              | The meaning of this sentence is the progress that is happening in their school. It refers to the PN decision that gives them more freedom to learn, their learning was stopped because of a project to be built in that area. Their school is standing upright.                           |
| 83 | <i>We were powerless; it was like we were being tossed up and down in a giant's hand, about to be hurled into the storm.</i>   |              | The meaning of this sentence is about their condition of those who are in danger. They drifted over the sea because of a storm. Here, a giant's hand refers to a storm that hits them. So, they are thrown irregularly because of the strong waves.                                       |
| 84 | When Lintang came, his face was empty. I knew his heart was crying, desperately fighting the feeling of not wanting to say goodbye. The school, his friends, his books and lessons meant the world to him. <i>They were his life and love.</i> |              | In this sentence, the writer describes about Lintang's sad feeling because he had to stop going to school. He was sad because he would not study anymore and would not meet his friends again. It is an expression of sadness that Lintang feels.   |
| 85 | It would be a miracle comparable to <i>Moses dividing the Red Sea if a coolie achieved a wage above 35,000 rupiah before reaching retirement, and only God and Moses know how they were able to make it through each month.</i>                | <b>Irony</b> | The meaning of this sentence is the reality of how villagers get a very small salary and that salary must be able to meet their needs for 1 month. Their salary is not proportional to the energy they spend. The writer describes that it is a miracle because they are able to pass it. |

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| 86 | Fortunately A Miauw barked a command to the mysterious girl to pass the box of chalk through <i>the pigeon cage door</i> .   | <b>Metonymy</b> | The meaning of the word <i>the pigeon cage door</i> is the barrier between seller and customer. The shape of the boundary is like pigeon cage. Therefore, the writer change the word barrier to be the pigeon cage.   |
| 87 | The owner of <i>the heavenly nails</i> was indeed a very beautiful girl with an indescribable charisma.  |                 | The word of <i>the heavenly nails</i> has a meaning beautiful nails. The writer describe like that because A Ling nail's is very beautiful and very well groomed.   |
| 88 | <i>And even though I was now greeted by a bear claw with the nails of a carcass-eating vulture</i> , I remained diligent, and with the same instinct for love and the same enthusiasm, I set off with Syahdan to buy chalk every Monday morning. |                 | The meaning of the sentence <i>And even though I was now greeted by a bear claw with the nails of a carcass-eating vulture</i> has a meaning the bad nails that Bang Syahdan had. The shape of the nail is very poorly maintained, ugly and unsightly.      |
| 89 | Bathroom, while not that great—its interceptor consisted only of a sunken barrel—meant that the students no longer had to answer <i>nature's call</i> in the bushes, check.  |                 | The meaning of this sentence is that now they have a place to dispose of their poop. In a sense, they already have toilets which, event though they are just as they are and are not very good. But they didn't have to throw it away where they shouldn't. |
| 90 | <i>As the old Malay saying goes: the noise of honey brings noisy bumblebees.</i>   |                 | The meaning of this sentence has a meaning about the impact of Bu Mus courage that brought her into the center of many people's conversation. Her hard work and determination to keep the school into delight in  |

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|    |   |                | prestigious competencies are the cause of her being the center of attention that many want to visit.   |
| 91 | In Math, English, and Science, <i>she received a flock of swimming swans—three 2's.</i>   |                | The meaning of the sentence <i>she received a flock of swimming swans—three 2's</i> refers to Flo's score. She gets very low grades. The mean of the swans flock form is the number 2 that Flo gets as her score.  |
| 92 | <i>I was rather ashamed to admit it. I didn't have intelligence like Lintang or artistic talent like Mahar.</i>                       | <b>Litotes</b> | The meaning of this sentence is that Ikal is being modest and not arrogant. He acknowledged the intelligence of Lintang and Mahar. When in fact he is also smart. However, he did not mention it, but only mentioned the strengths of his friend.        |
| 93 | <i>"Perhaps these Muhammadiyah students or the jury could be so kind as to explain Descartes' theory on the phenomenon of color?"</i> |                | The meaning of this sentence is to insinuate words or rather look down on and underestimate the abilities possessed by students of SD Muhammadiyah. The sentence that was said contained the meaning to test them and assume they did not know anything. |
| 94 | <i>"I'm sorry, young teacher. On behalf of the jury, I have to say that our knowledge is lacking in that area."</i>                   |                | The meaning of this sentence is the humble attitude shown by a jury who in fact is very talented and intelligent to Drs. Arrogant Zulfikar.  |

Table 4.2 focus on the figurative language , types of figurative language and the meaning of the figurative language itself. From the 7 types of figurative that divided into the table, each figurative language already has the meaning of the sentence.

### **C. Research Findings**

Based on the analysis of the data, It could be explained that there are 94 figurative language and 7 types of figurative language, and each figurative language has their own meaning. From the data, it found that Personification type has 6 sentences, Simile type has 49 sentences, Methapor type has 6 sentences, Hyperbole type has 23 sentences, Irony type has 1 setences, Metonymy type has 6 sentences and Litotes type has 3 sentences.

In this novel, the researcher found that not all pages in this novel contain figurative language. Therefore, the researcher only focus on each page that contains the figurative language itself.

## **BAB V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After determining, identifying, classifying and analyzing all the data the researcher concludes that the novel entitled “The Rainbow Troops” written by Andrea Hirata that used figurative language. Thus, the analysis has two objectives; first, to identify the types of figurative language that occurs in the novel, and the last is to explain the meaning of figurative language that occur in the novel. Based on the result of the research, it was concluded that The Rainbow Troops novel had 94 sentences of figurative language that which had the meaning taken from the figurative language itself. Each figurative language had each types, they were personification has 6 sentences, similes has 49 sentences, methapor has 6 sentences, hyperbole has 23 sentences, irony has 1 sentence, metonymy has 6 sentences and litotes has 3 sentences.

It can be said that the dominant types of figurative language in the novel is simile. By using simile in the novel, it means that the novel entitled “The Rainbow Troops” written Andrea Hirata contains of delineation to the objects or circumstances. In this novel the author tries to describe something by comparing the objects to the something that we have already known.

From the analysis, it can be concluded that figurative language has important roles in this novel. That is why the author used sentences that have figurative language in the novel. It makes the novel more interesting to read, and also helps the readers to imagine the story, to imagine the character based on the

illustration that the author has already given in the story. So that the imagination created by the reader is still in context of the story.

### **B. Suggestions**

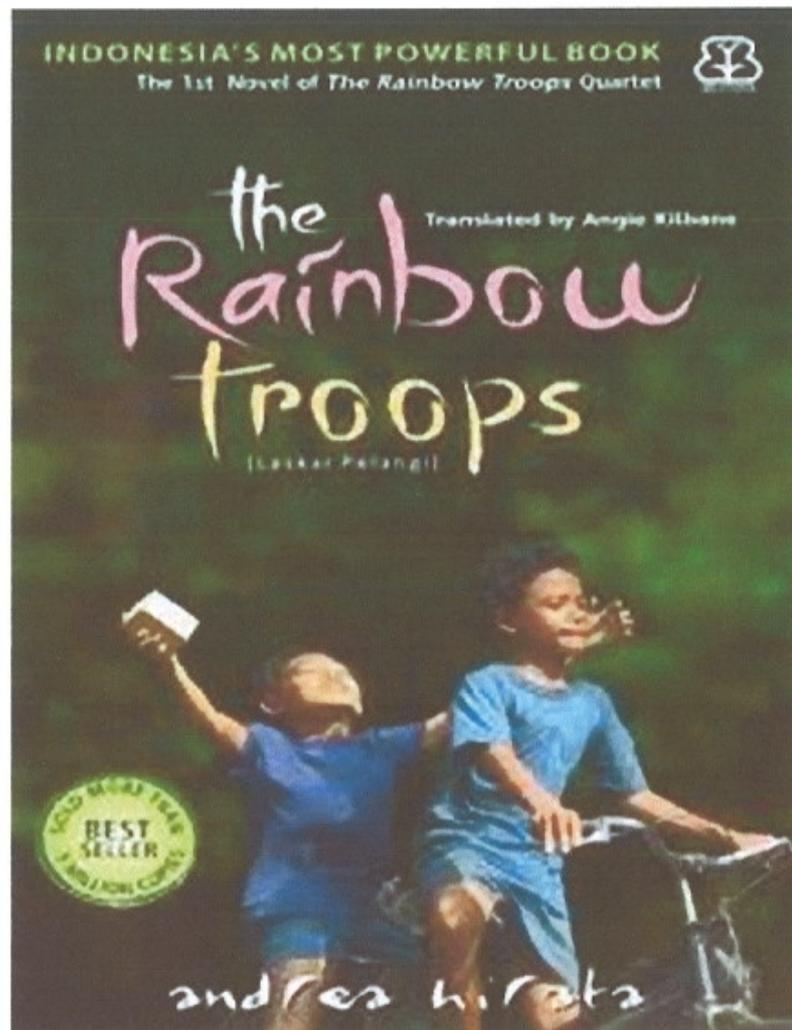
Based on the result of the research, it was suggested for the lecturer that the result of this research could be additional information in studying figurative language. For students, it was hoped that the result of this research helped them study about novel, figurative language and the meaning. Then, Other researchers or readers, as the input to know about figurative language, types of figurative, mean of figurative and novel to do the same research of the different point of view.

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[https://www.academia.edu/20044055/Rainbow\\_troops\\_pdf\\_fix](https://www.academia.edu/20044055/Rainbow_troops_pdf_fix)

## The Rainbow Troops Novel





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 VERSITAS MUHAMMADIYAH SUMATERA UTARA  
 AKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 Jl. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238  
 Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

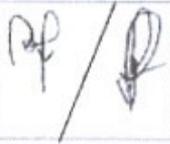
Yth :Bapak/IbuKetua&Sekretaris  
 Program StudiPendidikanBahasaInggris  
 FKIP UMSU

Perihal :**PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Denganhormat, yang bertandatangan di bawahini :

Nama : Tia Agustina  
 NPM : 1602050061  
 ProgramStudi : PendidikanBahasaInggris

IPK = 3,55

| PersetujuanKe<br>tua/Sek Prodi   | Judul yang diajukan  | DisyahkanOleh<br>DekanFakultas |
|--|--|--------------------------------|
|  | An Analysis Of The Use Figurative Language On LaskarPelangi<br>Novel By Andrea Hirata                            |                                |
|  | The Use of Journalist Question Method To Improve Students<br>Writing Skill                                       |                                |
|  | The Application of Think Pair Share Technique (TPS) To<br>Develop Students Reading Comprehension in Recount Text |                                |

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 han, ataskesediaanBapak/Ibusayaucapkanterimakasih.

Medan, 6 April 2020

HormatPemohon,

  
 Tia Agustina

DibuatRangkap3 :

- UntukDekan/Fakultas
- UntukKetua/Sekretaris Prodi
- UntukMahasiswa yang bersangkutan



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 Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
 Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Kepada Yth : Bapak/Ibu Ketua & Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertandatangan di bawah ini :

Nama : Tia Agustina  
 NPM : 1602050061  
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

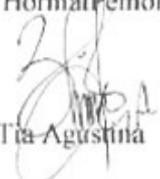
An Analysis of The Use Figurative Language On Laskar Pelangi Novel By Andrea Hirata

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Hj. Darmawati, S.Pd, M.Hum acc PF  
 Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurus selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 6 April 2020  
 Hormat Pemohon,

  
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- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



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Website : [fkip.umsu.ac.id](http://fkip.umsu.ac.id) E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)**

Nomor : 822/II.3/UMSU-02/F/2020  
Lamp. : ---  
Hal : **Pengesahan Proposal dan  
Dosen Pembimbing**

Bismillahirrahmanirrahiim  
Assalalamu'alaikumWr. Wb.

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proposal skripsi dan Dosen Pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Tia Agustina**  
N P M : 1602050061  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : An Analysis Of The Use Figurative Language On Laskar Pelangi Novel By Andrea Hirata

Pembimbing : **Hj. Darmawati, S.Pd, M.Hum**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal skripsi dengan ketentuan sebagai berikut :

1. Penulisan berpedoman kepada ketentuan atau buku *Panduan Penulisan Skripsi* yang telah ditetapkan oleh Dekan
2. Proposal Skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditetapkan.
3. Masa Daluarsa tanggal : **16 Mei 2021**

Medan, 23 Ramadhan 1441 H

16 Mei 2020 M

Wassalam

Dekan

  
**Dr. H. Elfrianto, S.Pd., M.Pd.**

Dibuat Rangkap 4 :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Dosen Pembimbing
4. Mahasiswa yang bersangkutan  
(**WAJIB MENGIKUTI SEMINAR**)



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Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA BIMBINGAN PROPOSAL**

Nama : Ti a Agustina  
NPM : 1602050061  
Program Studi : Pendidikan Bahasa Inggris  
: An Analysis Of The Use Figurative Language On Laskar  
Pelangi Novel By Andrea Hirata  
Judul Skripsi

| Tanggal    | Deskripsi Hasil Bimbingan Proposal   | Tanda Tangan |
|------------|--------------------------------------|--------------|
| 08-04-2020 | Discuss the title                    |              |
| 15-04-2020 | Discuss the Chapter I                |              |
| 20-04-2020 | Discuss the Chapter II               |              |
| 29-04-2020 | Discuss the Chapter III              |              |
| 02-05-2020 | Discuss the References               |              |
| 13-05-2020 | Review of Proposal                   |              |
| 14-05-2020 | Acc to submitted to Seminar Proposal |              |
|            |                                      |              |
|            |                                      |              |
|            |                                      |              |
|            |                                      |              |

Medan, 14-05-2020

Diketahui/Disetujui  
Ketua Prodi Pendidikan Bahasa Inggris

**Mandra Saragih S.pd., M.Hum**

Dosen Pembimbing

**Hj. Darmawati S.Pd., M.Pd**



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238  
Website <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA SEMINAR PROPOSAL  
PRODI PENDIDIKAN BAHASA INGGRIS**

Pada hari ini Senin tanggal 18 Mei 2020 telah diselenggarakan Seminar Proposal Program Studi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Mahasiswa : Tia Agustina  
NPM : 1602050061  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : An Analysis Of The Use Figurative Language On Laskar Pelangi Novel By Andrea Hirata

| No. | Uraian / Saran Perbaikan                    |
|-----|---|
| 1   | State exactly problem of the research       |
| 2   | Revise formulation of the problem           |
| 3   | Elaborate the result of each previous study |
| 4   | Revise conceptual framework                 |
| 5   | Revise technique of data analysis           |
| 6   | It's proposal, do not use PAST form!!       |

Medan, 18 Mei 2020

Proposal dinyatakan sah dan memenuhi syarat untuk diajukan ke skripsi

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum

Pembahas

Dr. Hj. Dewi Kesuma Nst, M.Hum



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Muhammadiyah Sumatera Utara Strata – I bagi :

Nama : Tia Agustina  
NPM : 1602050061  
Program Studi : Pendidikan Bahasa Inggris  
: An Analysis Of The Use Figurative Language On Laskar  
Judul Skripsi : Pelangi Novel By Andrea Hirata

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapatizinkan  
untuk melaksanakan riset di lapangan.

Diketahui Oleh :

Diketahui/Disetujui Oleh

Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih S.Pd.,M.Hum

Pembimbing

Hj. Darmawati S.Pd.,M.Pd



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa : Tia Agustina  
NPM : 1602050061  
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari : Senin  
Tanggal : 18 Mei 2020

Dengan Judul Proposal : An Analysis Of The Use Figurative Language On Laskar Pelangi Novel By Andrea Hirata

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, smoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terima kasih. Akhirnya selamat sejahteralah kita semuanya. Amin

Dikeluarkan di : Medan  
Pada Tanggal : 18 Mei 2020

Wassalam  
Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

---

Kepada: Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Lengkap : Tia Agustina  
N.P.M : 1602050061  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

An Analysis of The Use Figurative Language on Laskar Pelangi  
Novel by Andrea Hirata

Menjadi:

The Use of Figurative Language on The Rainbow  
Troops Novel by Andrea Hirata

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.  
Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, Juli 2020

Ketua Program Studi  
Pendidikan Bahasa Inggris

**Mandra Saragih, S.Pd., M.Hum**

Hormat Remohon

**Tia Agustina**

Dosen Pembahas

**Dr. Hj. Dewi Kesuma Nst, SS, M.Hum**

Dosen Pembimbing

**Hj. Darmawati, S.Pd, M.Pd**



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan di bawah ini:

Nama Lengkap : Tia Agustina  
NPM : 1602050061  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Use of Figurative Language On The Rainbow Troops Novel  
By Andrea Hirata

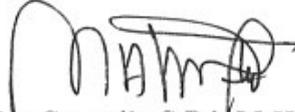
Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh oranglain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan 06 Agustus 2020  
  
Pernyataan  
02A2AHF557243526  
5000  
RIBU RUPIAH  
Tia Agustina

Diketahui Oleh  
Ketua Prodi Pendidikan Bahasa Inggris

  
Mandra Saragih, S.Pd., M.Hum.



UMSU

Bila melampirkan surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400  
Website: <http://fkip.umsu.ac.id> E-mail: [fkip@yahoo.co.id](mailto:fkip@yahoo.co.id)

Nomor : 899/IL.3/UMSU-02/F2020 Medan, 20 Syawal 1441 H  
Lamp. : -- 12 Juni 2020 M  
Hal : Mohon Izin Riset

Kepada Yth.:  
Bapak/Ibu **Kepala Pustaka UMSU**  
Di  
Tempat

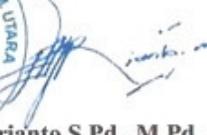
Assalamu'alaikum Warahmatullahi Wabarakatuh.

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat yang Bapak/Ibu Pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

N a m a : **Tia Agustina**  
NPM : 1602050061  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : An Analysis Of The Use Figurative Language On Laskar Pelangi Novel  
By Andrea Hirata.

Demikianlah hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Akhirnya selamat sejahteralah kita semuanya, Amin.  
Wassalamu'alikum Warahmatullahi Barakatuh

  
Dekan  
**Dr. H. Elfrianto S.Pd., M.Pd.**  
NIDN : 0115057302

Tembusan :  
- Peringgal



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
UPT PERPUSTAKAAN

Jl. Kapt. Mukhtar Basri No. 3 Telp. 6624567 - Ext. 113 Medan 20238  
Website: <http://perpustakaan.umsu.ac.id>

**SURAT KETERANGAN**

Nomor: .D.A.I./KET/II.8-AU/UMSU-P/M/2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Tia Agustina  
NPM : 1602050061  
Univ./Fakultas : UMSU/ Keguruan dan Ilmu Pendidikan  
Jurusan/P.Studi : Pendidikan Bahasa Inggris/ S1

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

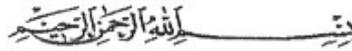
*"The Use Of Figurative Language On The Rainbow Troops Novel By Andrea Hirata"*

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 17 Zulhijjah 1441 H  
07 Agustus 2020 M

Kepala UPT Perpustakaan,

Muhammad Arifin, S.Pd, M.Pd



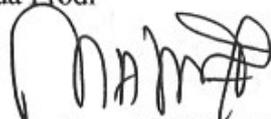
**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Tia Agustina  
N.P.M : 1602050061  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Use of Figurative Language on The Rainbow Troops Novel By Andrea Hirata

| Tanggal         | Deskripsi Hasil Bimbingan Skripsi                     | Tanda Tangan |
|-----------------|---|--------------|
| 7 Juli 2020     | - Abstract<br>- Acknowledgment<br>- Table of Contents | f.           |
| 15 Juli 2020    | - Chapter I, and<br>- Chapter II                      | f.           |
| 22 Juli 2020    | - Chapter III, Chapter IV, and<br>- Chapter V         | f.           |
| 29 Juli 2020    | - References, and<br>- Appendix                       | f.           |
| 05 Agustus 2020 | - Acc to submit green table.                          | f.           |
|                 |   |              |
|                 |   |              |

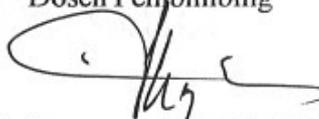
Medan, 5 Agustus 2020

Diketahui oleh:  
Ketua Prodi



(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing



(Hj. Darmawati, S.Pd., M.Pd)

**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**Fakultas Keguruan dan Ilmu Pendidikan**

---

**PERMOHONAN UJIAN SKRIPSI**

Kepada Yth :

Medan, Agustus 2020

Bapak/Ibu Dekan \*)  
di  
Medan

**Assalamu'alaikum Wr. Wb**

Dengan hormat, saya yang bertanda tangan di bawah ini:

Nama : **TIA AGUSTINA**  
NPM : 1602050061  
Program studi : Pendidikan Bahasa Inggris  
Alamat : Jl. Young Panah Hijau Gg, Mawar 1 Lingkungan VIII

Mengajukan permohonan mengikuti ujian skripsi, bersama ini saya lampirkan persyaratan:

1. Transkrip/Daftar nilai kumulatif (membawa KHS asli Sem 1 s/d terakhir dan Nilai Semester Pendek (kalau ada sp). Apabila KHS asli hilang, maka KHS Foto Copy harus diteges di Biro FKIP UMSU).
2. Foto copy STTB/Ijazah terakhir dilegalisir 3 rangkap (Boleh yang baru dan boleh yang lama)
3. Pas foto ukuran 4 x 6 cm, 15 lembar.
4. Bukti lunas SPP tahap berjalan (difotocopy rangkap 3)
5. Foto copy compri 3 lembar
6. Foto copy toefl 3 lembar
7. Foto copy kompetensi kewirausahaan 3 lembar
8. Surat keterangan bebas perpustakaan
9. Surat permohonan sidang yang sudah ditanda tangani oleh pimpinan Fakultas
10. Skripsi yang telah ACC Ketua dan Sekretaris Program Studi serta sudah ditandatangani oleh dekan fakultas.

Demikianlah permohonan saya untuk pengurusan selanjutnya. Terima kasih, wassalam.

Pemohon,



**TIA AGUSTINA**

Medan, Agustus 2020

Disetujui oleh:

A.n. Rektor

Wakil Rektor I

Medan, Agustus 2020

Dekan

**Dr. MUHAMMAD ARIFIN, S.H., M.Hum**

**Dr. H. ELFRIANTO NASUTION, S.Pd, M.Pd**

## CURRICULUM VITAE

**Name** : Tia Agustina

**Students Number** : 1602050061

**Date of Birth** : March, 26 1998

**E-mail** : [tiaagustina2603gmail.com](mailto:tiaagustina2603gmail.com)

**Telp** : 0882-6025-8599

**Education** :

2004– 2010 : Program Primary School (SDN) 067264 Labuhan Deli.

2010 – 2013 : Program Junior High School (SMP ALWASHLIYAH 09)  
Belawan.

2013 – 2016 : Senior High School (SMKS SINAR HUSNI 1) Labuhan  
Deli.

2016 – 2020 : English Education Department Teacher Training and  
Education Faculty University Of Muhammadiyah Sumatera  
(UMSU) Medan.