

**FIGURATIVE LANGUAGE IN THE NOVEL
*THE RAINBOW TROOPS***

SKRIPSI

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ABSTRACT

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This research dealt with figurative language in the novel *The Rainbow Troops* by Andrea Hirata. The objectives of the research were to find out types of figurative language and the reasons of the realized of figurative language use in the novel. The source of the data was taken from the language utterances and sentences in the novel. By using descriptive qualitative method of the data were analyzed and it was found totally, here were 52 utterances, 5 types and 3 reasons of using of figurative language; they were simile 24 occurrences, personification 10 occurrences, metaphor 4 occurrences, hyperbole 12 occurrences and metonymy 2 occurrences. The reason of using figurative language were figurative language afforded readers imaginative pleasure of literary works was 11 occurrences, a way of bringing additional imagery into verse was 35 occurrences, a way of adding emotional intensity to otherwise merely informative statement and conveying attitudes along with information was 6 occurrences

Keywords : Figurative Language, Type of figurative language, Utterances of figurative language, *The Rainbow Troops* novel

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CHAPTER I INTRODUCTION

A. The Background of the Study

Figurative language is language which does not have any real meaning. Figurative meaning does not fit with the concept of the word. It is transferred from the real meaning, however there is still relation between them (Kennedy, 2002:119). The essence of style and beauty of figurative language often provides a more effective meaning of saying what someone means in direct statement. In the specific sense, figurative language may take the form of figure of speech. It is used in any form of communication, such as in daily conversation, articles in newspaper, advertisements, poems, novels, etc. Language can be defined as a means of communication of human life.

People need language to communicate, to interact and to get information from the other people. Language is also used to express someone's feelings or emotion and also to express their ideas, their thoughts and their imaginations, it can be spoken or written. Written language can be found in the novel, newspaper, poem, and magazine. Spoken language can be found in the song, speech, and conversation. As human beings, we cannot separate ourselves from involvement of social communication and interaction, which certainly makes ourselves impossible to live without language.

Figurative language is the use of words that go beyond their ordinary meaning. It requires the readers to use his/her imagination to figure out the author's meaning. It makes figurative meaning difficult and felt confused to understand because the reader or hearer cannot find the meaning of the figurative language, it is not like the other word which have the same meaning in daily conversation, or they have other meaning outside of the meaning of the word themselves, so the readers or hearers must need something to understand them and the researcher intends to avoid misunderstanding between the speaker and listener and to keep their words in utterances understandable.

In this research, the researcher is interested in analyzing the figurative sentences and also to describe the reason of using figurative language in the novel. It is common that when readers read a novel, they will find some phrase and sentences that are difficult to understand because they are figurative sentences that they will never find in daily conversation, and the understanding of the conversation in the novel will create full understanding and satisfaction to the reader which can raise the readers emotion to the novel, this is also the reason why the researcher chooses *Figurative language in the novel The Rainbow Troops* as the title of this research.

B. The Identification of the Problems

The problems in the research are identified as the following.

1. Figurative meaning does not fit with the concept of the word.
2. In Figurative language the listener often feels confused to understand what the speaker means from his words.
3. The understanding of the conversation in the novel create full understanding and satisfaction to the reader.

C. The Scope and Limitation

The study of Semantic covers figurative language. This research only focuses on figurative language in the novel *The Rainbow Troop* by Andrea Hirata. The researcher limits to types of figurative language.

D. The Formulation of the Problems

The problems of the research are formulated as the following.

1. What types of figurative language are used in the novel *The Rainbow Troops* by Andrea Hirata
2. How were the figurative language realized in the novel *The Rainbow Troops* by Andrea Hirata

E. The Objectives of the Study

In accordance with the problems above, the research is intended for several objectives as follows

1. To find out types of figurative language used in the novel *The Rainbow Troops*.

2. To find out the figurative language realized use in the novel *The Rainbow Troops*

F. The Significance of the Study

The findings of the research are expected significantly useful :

1. Theoretical

Theoretically, this research is hoped to be useful in the study of semantics especially in figurative language.

2. Practically

This research practically contributes to :

- a. The students, who study figurative language to help them in understanding figurative language.

- b. The teacher, to help them or make them easier in teaching figurative language.

- c. Other researchers / readers, to assist them in getting more information about figurative language.

CHAPTER II REVIEW OF LITERATURE

A. Theoretical Framework

Theoretical Framework is a set of theory as reference or a guide in the implementation of research. The term is used to avoid misunderstanding between the researcher and the reader. The following are the terms which are presented in the research.

1. Semantics

The study of linguistics meaning or morphemes, words, phrases and sentences is called "semantics". Semantic is concerned with aspect of meaning in language. Work in semantic dealt with the description of word and sentences meaning. There are certain kinds of meaning or certain aspect of meaning in linguistics (Lyons, 2005 :149).

Geoffery leech (2004:9) explains that semantics as the study of meaning is central to the study of communication, and as communication becomes more and more pressing. Katz (2002:1) also states that semantics is the study of linguistic meaning. It is concerned with what sentences and other linguistic 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 is derived from the Greek verb "semaino" (to signify or to mean). Semantics is part of the larger study of sign, semiotics. It is the part that deals with word as sign (symbols) and language as a system of sign (words symbols), (Hipkiss, 2005:9).

Semantics has been variously described as the science of sign, of symbolic behaviour or of communication-system. It focused of the scope of the term "communication". There are certain concept relevant to the investigation of all communication-system, human and non-human, natural and artificial. A signal is transmitted from a sender to receiver (a group a receiver) along a channel of communication. The signal will have a particular form and will convey a particular meaning (or message). The connection between the form of the signal and its meaning is established by what (in a rather general sense of the term) is commonly referred to semiotics as the code : the message is code by the sender and decided by the receiver.

Semantics is one of branches of linguistics studying about the meaning, and it is considered as a major branch of linguistics devoted to the study of meaning in language (Crystal, 2001 : 310). Considering that language is a tool to convey the meaning, it means that when people study a language they also study the meaning automatically. In semantics, meaning divided into two parts, literal and non-literal (figurative meaning). Literal meaning refers to words that do not deviate from their defined meaning of words on literal language denote what they mean according to common or dictionary usage. Non-literal meaning (figurative language) means that there are different meaning from the real meaning of the word. The words in figurative meaning cannot they add layers of meaning.

According to the story of semantics, meanings are ideas or concept 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 describe that the word meaning is taken as the construct in term of which sentences meaning and communication be explained.
2. By defining the nature of sentence meaning. It is a sentence meaning which is taken as basic with words characterized in term of systematic contribution they make to sentence meaning.
3. By explaining the proces of comminication. It means that bothh sentence and word meaning are explained in term of the ways in which sentence and words are used in the act of communication (Kempson, 2007 : 11).

Leech (2007 : 9) states that semantics (as the study of meaning) is central to the study of communication; and as communication becomes more and more crucial factor in social organization, the need to understand it becomes more and more pressing. Semantic is not only the center of the study of the human mind thught processes, cognition, conceptualization –all these are intricately bound up with the way in which we classify and covey our experience of the world trought language.

2. **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, advertisement, novel, 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, in comparison, uses exaggeration or alterations to make a particular linguistic point. Figurative language is commonly used in literary works, such as :poems and nonfiction writing as well.

Fugurative language refes to words, and groups of words, that exaggerate or alter the usual meaning in figurative of speech of the component of words. A figure of speech may be said to occur whenever a speaker or writer, from the shake of frshness or emphasis, departs from the usual denotation of words (Kennedy, 2003:479).

Backson and Ganz (2005 : 80) state, "Figurative language is language which makes us of certain devices called 'figure of speech' most of which are tehniques for comparing dissimilar objects, to achieves effect beyond the range of literal language ". In Webster's New World Collage Dictionary, figurative speech means is an expressions (as methapor or euphemisn) that substitutes a variation of points of view by which things or notions which is refered to as if it is different in some ways (in identity, degree, shape) from what it actually is or seems to be but so related to the expression succesfully implies an intended meaning of effect either or greatly different from what is utterly said.

Figurative meaning and vocabulary have a great relationship that reciprocal relationship. Figurative meaning and semantic also have a great relationship because without the knowledge of the meaning of the word, even cannotaive meaning, it is difficult to understand figurative meaning, sometimes people read the newspaper, the megazine or novel, over loked non-literal expressons and read them literary. Of course, the meaning of the expression becomes odd or not understandable. There fore, figurative essential in the learning of vocabularies. While, le arning of vocabulary support the learning of semantic (Tarigan, 2005:113).

There are four main reasons of using figurative language (Perrine, 1982:10). First, figurative language affords readers imaginative pleasure of literary works.

For Example : He loves her for thousand years.

Second, it is a way of bringing additional imagery into verse, making the abstract concrete, making literary works more sensuous.

For Example : The sky was full of dancing stars.

The third, figurative is a way of adding emotional intensity to otherwise merely informative statements and conveying attitudes along with information.

For Example : And all te men and women, merely players ; they have their exist and their entrances.

And the last, it is a way of saying much in brief compass.

For Example : Skies is not blue, this is only human point of view.

There are many kinds of figurative meaning, Leech in Dewi (2010 : 2) has classified figurative meaning into eight types. They are personification, simile, methapor, hyperbole, irony, litotes, metonymy, and oxymoron. According to Griffiths (2006:79) there are six kinds of figurative usage such as *metonymy*, the name of thing is substituted for another closely associated with it; *metaphor*, which states a fact or draws a verbal picture by the use of comparison and *simile*, which is used to compare one object or idea with another to suggest they are alike; *personification*, which states the description of an inanimate (non-living) object as if it were a human being or an animal; *Hyperbole*, an obvious and unrealistic exaggeration; and *irony*, which expresses a meaning contradictory to the stated one.

1. Personofication

Personification consist of giving human characteristic to an object.

Actually, personification is the transfered of human characteristic to an object, animal, or abstract idea. It makes the animals and the animate object talk or behave as humans do. Shaw (2002 : 283) say "A personification is a figure of speech in while abstracter, traits or sensibilities. Leech (2009 : 158) states "Personification whereby an abstraction is figuratively represented as human. Actually combines all three categories – the concreteness, the animistic and the humanizing".

Example :

- 1) An *angry* sky
- 2) The *soulder* of the hill.
- 3) His appearance and manner *speak eloquently* for him
- 4) This *friendly* river
- 5) *Laughing* valleys

2. Simile

Simile is kind of figurative meaning comparing two essentially unlike things. Simile expresses a direct comparison between things which have one or more points in common and be recognized by the use of the words "like" and "as". Macmillan (2005 : 187) says "A simile is a figure of speech that directly compares two apparently unlike things".

Example :

- 6) The ship goes through the waves like a plough ploughing the land.
- 7) The sky looks bright at dawn ,like someone rejoicing in a birth.
- 8) The city now doth, like a garment wear
The beauty of the morning
(from : Sonnet composed upon Westminster Bridge)

3. Methapor

Metaphor is kind of figurative meaning which is implicit comparison in which two unlike objects are compared by identifying or substituting one with the other. Macmillan (2007 :702) says “A figure of speech that makes a comparison between two seemingly unlike things called metaphor”. Metaphor ... – making believe that tenor and vehicle are identical. But as many writers have observed, the pretence often seems more serious and more real than ‘real’ words of literal understanding ... Netherlands, from a linguistic point of view, the literal meaning is always basis, and the figurative meaning derived” (Leech,2009 :151).

Example :

- 9) Life’s but a walking shadow, a poor player
That struts and frets his hour upon the stage,
Told by an idiot, full of sound and fury,
Signifying nothing. (Macbeth V.v)

As far as a value, this purports to be a series of definitions of life, but they are plainly not the definition for that term we would expect to find in a dictionary. In the literal parts of our minds, we know well enough that life is not a walking shadow, nor a poor player, nor a tale told by an idiot. We therefore realize that either the one or the other, the definiendum or the definition, is to be taken a figurative sense. With the aid of the metaphoric rule, we actually understand ‘Life is, at it were, a walking shadow’. In national terms, ‘life’ is the tenor of the metaphor – that which is actually under discussion – and the purported definition ‘a walking shadow’ is its vehicle – that is the image or analogue in terms of which the tenor is presented.

4. Hyperbole

Hyperbole is a figurative for exaggeration. It tells more than the truth about the size, number, or degree of something without intending to deceive. Leech, (2009 : 168) states “Hyperbole, like the other two figures, is frequently concerned with personal values and sentiment : that is, with making subjective claims which, however exaggerated, we could not verify unless we were somehow able to get inside the cranium of the person about whom the claims are made”

Example :

- 10) 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 claim which can be neither proved nor disproved. But if we change the issues from the questions of truth into a question of belief, then clearly the most credulous of mortals would treat it as absurd.

5. Irony

H.W Fowler in Leech, (2009 : 171) describe “Irony as a mode of expression which postulates a double audience, one of which is ‘in the know’ and aware of the speaker’s intention what the other is naive enough to take the utterance at its value. There is some argument about what qualifies as ironic, but all sense of irony revolve around the perceived notion of an incongruity between what is said and what is meant, or between understanding or expectation of a reality and what actually happens.

Example :

- 11) His design were strictly honorable, as the saying is;
that is, to rob a lady of her fortune by way of marriage.
(Fielding, *Tom Jones*, XI,4)

Fielding here offers a definition of honorable which blatantly conflicts with any definition that would be countenanced by a dictionary-maker. Since we cannot take what he says seriously, we infer that it is an exaggeration, to the point of ridicule, of a point of view which he wishes to disparage, there is an ironic contrast between the word *honorable*, and a dishonorable conduct it is held to stand for.

- 12) Thrift, thrift, Horatio ! the funeral baked meats
Did coldly furnish forth the marriage table.
(Hamlet, Lii)

In this speech, Hamlet gives an ostensible motive for his mother's hasty remarriage after his father's death. What he suggests is that she wanted to save the cost of a marriage banquet by using the left-overs of the funeral repast. But this is so preposterous that no one could take it seriously for a minute. Hamlet's unconcerned worldly *wisdom*, his apparent acceptance of the monstrously thick-skinned behaviour he attributes to his mother, is a trick which conceals his true horror.

6. Litotes

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. Leech (2009 :167) says "litotes" is sometimes reserved for a particular kind of understatement in which the speaker uses the negative expression where a positive one would have been more forceful and direct".

The use of litotes appeals specifically to certain cultures including the northern Europeans is popular with the British. It is a feature of Old English poetry and of the Icelandic sagas and is a means of much stoical restraint.

Example :

- 13) He was a man, take him for all in all,
I shall not look upon his like again.
(Hamlet, Lii)

From what we learn by Hamlet's behaviour throughout the play, it is clear that these words do not justice to his feelings. It is not that the statement is, untrue : rather, is true in the manner of a platitude – it reveals nothing of the emotion that Hamlet expresses elsewhere.

7. 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. In Webster's Third New International Dictionary in Leech (2009 : 152) it is stated that Metonymy is a figure of speech that consists in using the name of one thing for that of something else with which it is associated.

Example :

- 14) The neighborhood object to his plans.
(Neighborhood-'the people in the neighborhood')
- 15) The whole town turned out to welcome us.
(Whole town='all the people living in the town')
- 16) I enjoy Shakespeare immensely.
(Shakespeare='the work of Shakespeare')
- 17) Nothing like it has happened since Napoleon.
(Napoleon='the time of Napoleon,
'the time when Napoleon lived')

8. Oxymoron

An oxymoron (plural : oxymora) is a figure of speech that combines two opposing or contradictory ideas. Oxymoron appears in a variety of context, including in advertent errors such as ground pilot and literary oxymoron crafted to reveal a paradox. The most common form of oxymoron involves an adjective-noun combination of two words. Leech (2009 : 132) states “Oxymoron is the yoking together of two expressions which are semantically incompatible, so that in combination they can have no conceivable literal reference to reality”

Example :

One case where many oxymora are strung together can be found in Shakespeare’s *Romeo and Juliet*, where Romeo declares :

- 18) O heavy lightness ! Serious vanity !
- 19) Partly in such *sweet sorrow*. (Romeo and Juliet II.ii)
- 20) Thou art to me a delicious torment. (Emerson, ‘Friendship’, Essays)
- 21) To live a life half-died, a living death, (Milton, Samson Agonistes)
- 22) And love’s the noblest frailty of the mind. (Dryden, The Indian Emperor, II,ii)

Example (18) and (20) testify the humanity’s ability to experience pleasure mingled with pain : a type of apparent absurdity which has classical precedent of Calpurnius well-known paradox ‘Odi et amo’ (‘I hate and I love’).

We probably interpret them as ‘a mixture of sweetness and sorrow’. ‘a mixture of delight and torment’. Although it could be argued that it is a mysterious merging of contrary emotions that is imaginatively realized in such expressions rather than their coexistence.

Milton’s oxymoron (21) ‘a living death’ referring to Samson’s blindness, can be resolved by construing death, by metaphorical extension as ‘a condition which seems like death’.

Dryden’s ‘noblest frailty (22) is not so much a logical absurdity as a contradiction of accepted values. Nobility is associated with strength, and ignobility with weakness. Hence ‘noblest frailty’ argues a reassessment of our moral assumption, by telling us that nobility and weakness are compatible. Another possible interpretation would be to construe ‘frailty’ as emotional vulnerability rather than moral weakness.

3. Meaning

The term meaning is simply derived from the word mean. The word ‘meaning’ has a number of definitions as suggested by semanticists, for instance. Leech in Dewi (2010 : 16) notes three points of meaning. They are as follows :

- 1) Meaning involves the speaker’s intention to convey a certain meaning that may or may not be evident from the message itself.
- 2) Consequently, interpretation by the hearer is likely to depend on the context.
- 3) Meaning in the sense is something, which is performed rather than something that exists in a static way. It involves action (the speaker produces and effect on the hearer) and the interaction (the meaning being negotiated between the speaker and the hearer on the basis of their mutual language)

There are some opinions about meaning according to semanticists :

- 1) Lyons in Dewi (2010 : 17) says, “The meaning can be distinguished by the technique of substituting other words in the same context and enquiring whether the resulting sentences are equivalent”.
- 2) Crystal in Dewi (2010 : 17) states, “This basic is used in linguistics both as a datum and as a criterion of analysis : linguistics study meaning and also use meaning as a criterion for studying other aspects of language”.

- 3) Bloomfield in Dewi (2010 : 17) cities, “Meaning of a linguistics form of a situation in which the speaker utter it and response which it calls fort in the hearer”.

By the definition above ,semantics meaning depends on the grammatical struture of the sentence.The meaning that the speaker say have to express their ideas,minds and feelings.

4. Biography of Andrea Hirata

Andrea Hirata Seman Said Aaron was born on the island of Belitung October 24,2002, Andrea Hirata himself is the fourth child of the couple Seman Harunayah Said and NA Masturah. He was born in a poor village, including the village and is situated on the island farthest enough Belitong. Living in a village with all the limitations is quite affecting the personality of Andrea childhood. He claimed to get much motivation from his surroundings which showed emphaty.

His name was not actually a gift from her parents. From his birth he was named Aqil Barraq Badruddin. Feeling not match with the name, Andrea was replaced with Wadhud. However, he still felt burdened with that name. As a result, he changed his name back to Andrea Hirata Seman Said Aaron since he was a teenager.

"Andrea is taken from a woman is name who is determined to kill hermself if his favorite singer, Elvis Presley did not reply her letter," said Andrea.

While Hirata itself is taken from the name of the village and not the name of the Japanese as previously supposed. As a teenager then, man's original starting Belitong bears the name of Andrea Hirata. Andrea grew as well as other village children. With all limitations, Andrea remained a jolly boy who occasionally turned into thinkers while studying at school. In addition, he also often had dreams in the future.

5. The Synopsis of The Novel “The Rainbow Troops”

The novel tells the story of how a boy named Ikal, his friends, and his teachers face hardship in a poor village school on the island of Belitung. The boys emulate two young genius classmates, a mathematical virtuoso Lintang, and an artistic prodigy Mahar, who inspire their peers to learn and grow despite socioeconomic disadvantages. As Ikal describes it, “Lintang and Mahar created an intellectual and artistic set of goalposts in our classroom.” The boys are also inspired by their teachers, Bu Mus and Pak Harfun, “guardians who helped us prevail in whatever difficulties came our way.”

The book’s title references a nickname Bu Mus eventually gives to the talented group of students, because the boys often climb a filicium tree after storms to search the sky for rainbows. This act—searching for light and color on an overcast day—serves as a simple but effective metaphor for the narrator and his childhood friends as they aspire to more than their circumstances have promised them.”We survived the economic difficulties that strangled us on a daily basis,” Ikal writes. “But above all, we survived the most immediate of threats: the threat of ourselves, our disbelief in the power of education.”

Although Belitong became one of the richest islands in Indonesia after the Dutch discovered tin, many of the Belitong-Malays and other minorities continued to live in poverty. This irony drives the narrative for much of the book. Despite their willingness to dream, Ikal and his friends must attend a dilapidated school in the richest area of Sumatra. Even after the end of Dutch colonial rule, a company called *Perusahaan Negeri Timah*—literally “The State-Owned Tin Company”—move in to exploit the island’s resources. They have their own staff and private school on a walled estate plastered with signs reading “no entry for those without the right.”

As a narrator, Ikal often looks back from adulthood onto his childhood, editorializing and leaving the poor village school refracted in a prism of sentimentality. The book’s jacket advertises it as “classic storytelling in the spirit of Khalid Hosseini’s *The Kite Runner*,” but *The Rainbow Troops* lacks a tight-knit narrative structure, and exists as a collection of legends, anecdotes, aphorisms, historical accounts, and inspirational speeches designed to give the reader a lesson on the importance of education and the evils of capitalism: “But in the end, our school finally lost. We were brought to our knees by education’s strongest, cruelest, most merciless and hardest-to-fight invisible enemy. It gnawed away at the students, teachers, and even the education system itself. That enemy was materialism.”

The short, crisp sentences comprise the novel’s greatest strength. Hirata’s romantic style, combined with attendant detail, form a controlled, cohesive vision. His passion for education and his criticism of the corporate state are tempered by humor and context, and structured around a framework of specifics: Ikal’s school, friends, and teachers. Whatever you call it—novel, memoir—*The Rainbow Troops* provides plenty of heartfelt prose for readers inclined to cultural tourism, and for those who find themselves missing the tiny, ramshackle village school, Hirata has written three sequels to *Laskar Pelangi*, books that might someday find their way to English-speaking readers.

The troops in question are the 10 children - "Belitong-Malays from the poorest community on the island" - who attend Muhammadiyah Elementary School: "It, too, was the poorest, the poorest village school in Belitong." They are taught by the dedicated but ageing Pak Harfan and his offsider, Bu Mus, a 15-year-old girl on her first day of teaching. From this day, which is when the story starts, the school is in constant danger of being closed down, and is always being compared unfavourably with the prosperous school run by the company that owns the island's tin mines.

While it's about a very specific time and place, told from the point of view of Ikal, the young narrator, the novel's cast of characters has great appeal and its general themes will appeal to a broad spectrum of readers. It's a coming-of-age novel, a beautiful little love story, and a David and Goliath tale about overcoming poverty and standing up to the powerful. It's about courage, persistence, loyalty and dedication, and most of all, it's about the value and power of education.

If it were not so gently told, this story would also be a savage critique of corporate greed and government corruption, but it's easy enough for the reader to see the grotesque gap between rich and poor without having it spelt out.

Hirata's main focus is on the children and their hopes for the better life that education might be able to give them. The most heartbreaking part of the story is the fate of Lintang, Ikal's brilliant classmate, who rides his bike 40 kilometres to school and back every day but who, after his fisherman father dies, must leave school to support his extended family. The fate of Lintang alone might be enough

to make some Australian readers of this book see Indonesia and its people in a new and disquieting light.

To read anything in translation is to read it through a veil; you can see the threads in the weave and you can see where the edges of the writer's intent have been fuzzed and foxed by an approximation in another language. This novel is about children and its style in English is simple, clear and childlike, as befits Ikal's voice, but Anglophone readers must take that style on trust.

A case in point is the title: the Indonesian *Laskar Pelangi* translates more accurately as "rainbow warriors", and while this might not be the reason for translating it differently, that phrase still has very specific associations for Anglophone readers that would badly skew their perception of the book. But the children are, in fact, little warriors: they fight for their school, for their teachers, for each other, and for their own educations and futures.

B. Previous Relevant Researches

This chapter discusses about Previous Study of Figurative Language in other researcher.

Figurative Language Analysis in Letto's Song Truth, Cry, and Lie Album, by Muh Masruri (2012) from State Institute for Islamic Studies (STAIN) of Salatiga. The finding showed, the kind of figurative language which was used in Letto's song, they were comparative figurative language, contradictive figurative language, correlative figurative language, and repetitive or enforcement figurative language.

The second review related is Figurative Language Analysis in Maher Zain Songs written by Soraya Biladina. In graduating paper, she analyzed figurative language analysis in Maher Zain songs. The finding showed, she had been classifying the figurative language and then giving reason. Result of this research is to discover figurative language (personification, metaphor, simile, hyperbole, litotes, metonymy, ellipsis and repetition).

The third review related is The Using of Figurative Language in Confession of a Shopaholic Movie by Kholifah Rosyida Oviyanti. The finding showed, she only found the figurative language, such as :metaphor, simile, hyperbole, personification, paradox, metonymy and irony in the movie.

The fourth review related is An Analysis of Figurative languages used in Rick Riordan novel entitled "The Heroes of olympics, book three : The ark of Athena by Eva Erviana Widi Saputri from state of Faculty of Humanities Dian Nuswantoro University Semarang. The finding showed, to found the type of figurative language and the contextual meaning of figurative language such as Personification, Simile, Methonomy, Methapor, Hyperbole.

The writer has the same theme with the previous research review of type and to find out the reason of the occurred of Figurative Language used in the novel "The Rainbow Troops"

C. Conceptual Framework

In social interaction, people are obligated to adjust the use of words to fit the occasion to make all the parties relaxed and comfortable with one another or to avoid a conflict in a communication event. There will be much communication conducted in daily life interaction with the intercultural background of speaking, sometimes in direct language people can understand directly the message

conveyed but another time in indirect language (also used in communication). People often get difficulty in understanding the message conveyed. That is why, learning about figurative language is important. Figurative language is language which has no real meaning. Figurative meaning is not fit with the concept in the word. It is transferred from the real meaning, however there is still relation between them. There are many kinds of figurative meaning, Leech in Dewi (2010:2) has classified figurative meaning into eight types. They are personification, simile, metaphor, hyperbole, irony, litotes, metonymy, and oxymoron.

This research will try to analyze all kinds of figurative language in communication among the characters in the novel *The Rainbow Troops* by Andrea Hirata. Figurative language is used in the dialogue of the novel as the way of each actor to interact with others. Just like another novel, *The Rainbow Troops* also consists of dialogues in spoken utterances and sentences. Here, figurative language is often used. Based on the explanation above, this research tends to analyze about the figurative language uttered by the characters in the novel *The Rainbow Troops* which consists of 24 chapters in the novel.

CHAPTER III METHOD OF RESEARCH

A.A. **Research Design**

The research design was be descriptive qualitative method since it provided a systematic, factual, and accurate description of a situation. Creswell (2014:16) states that qualitative research in education and other areas concentrates on the study of human behaviour and social life in natural settings. The result of the data was analyzed in descriptive phenomenon such a words, sentence, and utterance. In this research, the researcher described figurative language used by the characters of *The Rainbow Troops* by Andrea Hirata and the reason of the use of figurative laguage in the novel.

A.B. **Source of Data**

The data in this research was the sentences and uttarances conveyed by the characters in *The Rainbow Troops* novel by Andrea Hirata which contained with figurative language such as metonymy, metaphor, simile, personification, hyperbole, irony, litotes and oxymoron. This research also analyze the realized of figurative language used in the novel. There were 48 chapters totally of the novels and the researcher took half (24 chapter) of the total chapter which used Figurative Language in the novel *The Rainbow Troops* by Andrea Hirata.

A.C. **Technique of Collecting the Data**

The steps of collecting the data were as the following.

1. Reading the novel The Rainbow Troops
2. Observing the utterances in the novel to find out figurative language in the novel The Rainbow Troops
3. Underlining the kinds of figurative language in the novel Rainbow Troops
4. Classifying the data based on the kind of figurative language, they were: metonymy, metaphor, simile, personification, hyperbole, irony, litotes and oxymoron.

A.D. **Technique of Analysing the Data**

The systematic procedures in analyzing the data were taken as follows

1. Identifying the type of figurative language on each sentence.
2. Identifyng the meaning of those figurative language.
3. Interpreting the data.

CHAPTER IV DATA AND DATA ANALYSIS

A. Description of Data

The data of the research were the total realized of figurative language taken from 24 chapters of *The Rainbow Troops* novel by Andrea Hirata. The data of this research were segmented into utterances and sentences according to types of figurative language in the first step, then the analysis also represent the reasons of the realized of each figurative language in the novel based on (Perrine, 1982 :10)

B. Data Analysis

1. The type of Figurative Language

The type of figurative language found in the novel were classified into five types of figurative language, the description below showed the detail of explanation of figurative language in the novel *The Rainbow Troops* by Andrea Hirata as the following.

a. Simile

According to Macmillan (2005 : 187) "A simile is a figure of speech that directly compares two apparently. Simile expresses a direct comparison between things" which have one or more points in common and be recognized by the use of the word 'like' and 'as'.

Below were some sentences using simile that were taken from the novel.

- 1) In the doorway stood two teachers, like hosts welcoming guest to a party (Data 1, p.1)

The sentence *In the doorway stood two teachers, like hosts welcoming guest to a party* above was categorized as simile. The word 'like' at the sentence was the simile. The author compared two objects, there were two teachers and host, welcoming guest to a party. The author wanted to tell to the readers that they stood welcoming the students and the parents with enthusiasm.

- 2) The sweet beading around her nose smudged her powder make up, streaking her face and making her look like the queen's servant in *Dul Muluk*. (Data 1, p.2)

The sentence, *The sweet beading around her nose smudged her powder make up, streaking her face and making her look like the queen's servant in Dul Muluk* (Bu Mus make up powder which made her face look like ugly). The pronoun utterance was simile because it was about the comparison of two objects, and the key word was "like".

- 3) He could not sit still, he smelled like burnt rubber. (Data 2, p.9)

The sentence *He could not sit still, he smelled like burnt rubber* (Lintang's smelled body) above was categorized as simile. Because the author compared two different objects 'he smelled' and 'burnt rubber', and the key word was "like".

- 4) Bu Mus approached Lintang's father. He resembled a pine tree struck by lightning: black, withered, thin, and stiff. (Data 2, p.10)

The sentences *Bu Mus approached Lintang's father. He resembled a pine tree struck by lightning: black, withered, thin, and stiff* above was categorized as simile. The word 'resembled' at the sentence was the simile. The author compared two different objects between 'Lintang's father' and 'a pine tree'. The author tried to describe Lintang's father body like his physique looked sad, poor, and has not a passion.

- 5) When I caught up to Lintang inside the classroom, he greeted me with a strong handshake, like a father shaking hands with his daughter's first suitor. (Data 2, p.12)

The sentence *When I caught up to Lintang inside the classroom, he greeted me with a strong handshake, like a father shaking hands with his daughter's first suitor.* above was categorized as simile. The word 'like' at the sentence was a simile. The author compared between Lintang strong handshake though a father shaking hands with his daughter's suitor. The author tried to describe Lintang's strong handshake because he was very enthusiastic.

- 6) His eyes lit up as they glanced animatedly around the room. He was like an artillery plant, when drop of water fall on its petals, it shoots out pollen glittering, blossoming and full of life. (Data 2, p.12)

The sentence *His eyes lit up as they glanced animatedly around the room. He was like an artillery plant, when drop of water fall on its petals, it shoots out pollen glittering, blossoming and full of life.* was categorized as simile. The word 'like' was a simile. The author compared two different objects 'Lintang' and 'An artillery plant', human and inanimate object. The author wanted to describe Lintang had a magic formula that was not owned by other people and made surrounding felt the energy.

- 7) In the meantime, Lintang's head was spinning around like an owl's. (Data 2, p.13)

The sentence *In the meantime, Lintang's head was spinning around like an owl's.* above was categorized as simile. The word 'like' was a simile. The author compared between Lintang's head and an owl's. The author wanted to tell that Lintang could not calm because he felt amazed to see around.

- 8) Because Pak Harfan looked quite like a grizzly bear, we were scared the first time we saw him. (Data 4, p.24)

The sentence *Because Pak Harfan looked quite like a grizzly bear, we were scared the first time we saw him.* was categorized as simile. The word 'like' was key word a simile. The author compared between two different objects 'Pak Harfan' and 'A grizzly bear' it was meant that Pak Harfan looked scary. The author wanted tell to the readers that cover of Pak Harfan was terrify but not with his personality.

- 9) One hour with him felt like one minute. (Data 4, p.27)

The sentence *One hour with him felt like one minute* was categorized a simile. The word 'like' was key word a simile. The author compared between 'one hour' and 'one minute'. The author wanted to tell to readers that time flew so fast when Pak Harfan taught them.

- 10) If seen from the air night, Belitong resembled a school of comb jellies glowing brightly, emitting blue light in the darkness of the sea; by itself, small, gleaming, beautiful and abundant. (Data 5, p.30)

The sentence *If seen from the air night, Belitong resembled a school of comb jellies glowing brightly, emitting blue light in the darkness of the sea; by itself, small, gleaming, beautiful and abundant.* was categorized a simile. The word 'resembled' meant the same with 'like' and was a simile. The author compared two different objects between 'Belitong' and 'comb jellies'. The author wanted to describe how wonderful Belitong was.

- 11) We, the natives of Belitong, were like a pack of starying rast in a barn full of rice. (Data 5, p.30)

The sentence *We, the natives of Belitong, were like a pack of starying rast in a barn full of rice.* above was categorized a simile. The word 'like' was a simile. The author compared between two different objects, 'the natives of Belitong' and 'a

pack of starying rast'. The author wanted to tell that they were slighted in their's village.

12) Their dredging sounded like roaring dinosaurs.(Data 5,p.31)

The sentence *Their dredging sounded like roaring dinosaurs.* was categorized a simile. The word 'like' was a simile. The author compared between 'dredging sounded' and 'roaring dinosaur'. The author wanted to tell to the readers that the sound of dredging was so scream.

13) The different between this school and ours was like the difference between land and sky.(Data 5,p.35)

The sentence *The different between this school and ours was like the difference between land and sky.* was categorized a simile. The word 'like' was key word a simile. The author compared between two different objects 'The PN school' and 'Muhammadiya scool' was like a beauty and the beast. The author wanted to describe to the readers there was a very much difference in both school.

14) Billions of Dollars flowed in like rats drawn to the melody of the Pied Piper's flute.(Data 6,p.39)

The sentence *Billions of Dollars flowed in like rats drawn to the melody of the Pied Piper's flute.* was categorized a simile. The word 'like' was a simile. The author compared between two different objects 'Dollars' and 'Rats'. The author wanted to tell to the readers how Dollars flowed so fast.

15) He looked like Frankenstein.His face was wide and box-shaped,and he had porcupine hair.(Data 8,p.38)

The sentence *He looked like Frankenstein.His face was wide and box-shaped,and he had porcupine hair.* was categorized a simile. The word 'like' was key word a simile. The author compared between 'A kiong' and 'Frankenstein'. The author wanted to tell to the readers that A kiong was so ugly, when anyone met A kiong for the first sight they felt stanged.

16) Ibunda Guru .you must know that these coolie children cannot be kept under control! Borek acts like a mental hospital patient. Sahara and A kion fight nonstop.It guives me a headache. Harun does nothing just sleep.And Ikal, Ma Shaa Allah-My God, Ibunda , that boy was sent by Setan ! (Data 8,p.59)

The sentence *Ibunda Guru .you must know that these coolie children cannot be kept under control! Borek acts like a mental hospital patient. Sahara and A kion fight nonstop.It guives me a headache. Harun does nothing just sleep.And Ikal, Ma Shaa Allah-My God, Ibunda , that boy was sent by Setan !* was categorized a simile. The word 'like' was key word a simile. The author compared 'The students' and 'mental hospital patient'. The author wanted to tell to readers that the students had many different characteristics which can not controlled.

17) The two of them shared a unique emotional connection like the quirqy friendship of the Mouse and the Elephant.(Data,8p.64)

The sentence *The two of them shared a unique emotional connection like the quirqy friendship of the Mouse and the Elephant.* was a categoreized a simile. The word 'like' was key word a simile. The author compared two different objects between 'Sahara and Harun' and 'Mouse and Elephant'. The author wanted to tell to the readers that they had a unique relationship as a bestfriend, they care and complete each other.

18) 'Ooooohh' Harun said, sounding like someone snapping back into consciousness after a weeklong coma.(Data 10,p.94)

The sentence *'Ooooohh' Harun said, sounding like someone snapping back into consciousness after a weeklong coma.* above was categorized a simile. The word 'like' was key word a simile. The author compared between how

expression of Harun when he said ‘Oooooohh’ and someone who acted as if he had just been conscious after a weeklong coma. The author wanted to describe to readers that he knew nothing and after Bu Mus helped him, he could understand directly.

19) His forlorn expression was, like the elongated dry season, highly uncharacteristic.(Data 16,p.147)

The sentence *His forlorn expression was, like the elongated dry season, highly uncharacteristic.* was categorized a simile. The word ‘like’ was key word a simile. The author compared two different objects. The author wanted to tell to the readers that his expression showed his sadness as if he wanted to cry.

20) The air grew hotter. Being in the center of the shop, I felt like a vegetable boiling in soup.(Data 17,p.168)

The sentence *The air grew hotter. being in the center of the shop, I felt like a vegetable boiling in soup.* was categorized a simile. The word ‘like’ was key word a simile. The author compared two different objects between ‘being in the center of the shop’ and ‘vegetable boiling in soup’. The author wanted to describe that he could not stand it anymore and was going to vomit, because of the smell and hotter air in the shop.

21) He stared at the sky and suddenly got up, jumped around, ran in circles, yelled like a madman (Data 18,p.181)

The sentence *He stared at the sky and suddenly got up, jumped around, ran in circles, yelled like a madman,* was categorized a simile. The word ‘like’ was key word a simile. The author compared between ‘Mahar’ and ‘A madman’. The author wanted to describe that Mahar’s action was so energetic and expressed his happiness.

22) I felt like I had just swallowed a rambutan seed, big as a grape, and it was stuck in my throat.(Data 20,p.207)

The sentence *I felt like I had just swallowed a rambutan seed, big as a grape, and it was stuck in my throat* was categorized a simile. The word ‘like’ was key word of simile. The author compared between his feeling shock and he felt like to swallow a rambutan seed. The author wanted to tell to the readers that he was very shocked! Unbelievable, The ugly A Kiong had a cousin like A Ling who had a heavenly nails.

23) Would it be best if I just went home? No, my longing was already like a bleeding wound.(Data 21,p.215)

The sentence *Would it be best if I just went home? No, my longing was already like a bleeding wound.* was categorized a simile. The word ‘like’ was key word a simile. The author compared between two different objects, ‘longing’ and ‘bleeding wound’. The author wanted to tell to the readers that Ikal missed A Ling so much and could not be endured.

24) The relationship among me, A Kiong and Syahdan was one of mutual symbiosis, like a starling on a buffalo’s back.(Data 20,p.210)

The sentence *The relationship among me, A Kiong and Syahdan was one of mutual symbiosis, like a starling on a buffalo’s back.* was categorized a simile. The word ‘like’ was a key word of simile. The author compared two different objects between ‘Ikal, A Kiong and Syahdan’ and ‘a starling on a buffalo’s back’. The author wanted to tell to the readers that they were a very best friends who always helped each other.

b. Personification

Personification consist of giving human characteristic to an object. Actually, personification is the transferred of human characteristic to an object, animal, or abstract idea. Leech (2009 : 158) states “Personification whereby

an abstraction is figuratively represented as human. Actually combines all three categories – the concreteness, the animistic and the humanizing”.

Below were some sentences of personification that were taken from the novel.

- 1) Their thoughts, like my father’s, were drifting off to the morning market as they imagined their sons better off as workers. (Data 1, p.3)

The sentence *Their thoughts, like my father’s, were drifting off to the morning market as they imagined their sons better off as worker* was considered personification because it considered their thought as an inanimate thing. The author used this personification to describe Ikal father’s thought. His body stayed in the school but his thought was in the other place.

- 2) Pak Harfan’s heavy voice had shaken the threads of our soul. (Data 4, p.25)

The sentence *Pak Harfan’s heavy voice had shaken the threads of our soul.* was considered as personification because it considered words as an inanimate thing. The author personified the object ‘heavy voice’ by giving it human activity to shake the threads of soul which made voice seemed alive. The author wanted to describe to the readers that his method to teach them was so impressed.

- 3) Up close, anyone would feel intimidated. It was clear by the way she wore her make up that she was fighting her age; it also was clear that it was a battle she had already lost. (Data 5, p.37)

The sentence *Up close, anyone would feel intimidated. It was clear by the way she wore her make up that she was fighting her age; it also was clear that it was a battle she had already lost.* was considered as personification because it considered make up as an inanimate thing. The author personified the object ‘make up’ by giving it human ability to fight which made make up seemed alive. The author wanted to describe that she decided look like old although she wore make up.

- 4) Maybe it was so bad because the motor skills of his finger couldn’t keep up with his racing logic, running as a deer. (Data 11, p.101)

The sentence *Maybe it was so bad because the motor skills of his finger couldn’t keep up with his racing logic, running as a deer* was considered as personification because it considered racing logic as an inanimate thing. The author personified the object racing ‘logic’ by giving human ability to running make logic seemed alive. The author wanted to describe that he had extraordinary racing logic, the author chose the word ‘as a deer’, as it was known that deer run so fast.

- 5) Even the yellow-backed beetles and their friends, the stripe winged prinias, stopped their chatter to hear Mahar’s song. (Data 12, p.119)

The sentence *Even the yellow-backed beetles and their friends, the stripe winged prinias, stopped their chatter to hear Mahar’s song* was considered as personification because it considers the yellow-backed and the stripe winged prinias as an animal. The author personifies the object ‘the yellow-backed and stripe winged prinias’ by giving it human ability to chatting which made they are seemed like human. The author wanted to tell that Mahar’s song very melodious.

- 6) Verse by verse, the song crept over the old wooden walls of our school, preched on the tiny *linaria* leaves like thistle crescent butterflies, and then drifted away under the tin clouds to the north. (Data 12, p.118)

The sentence *Verse by verse, the song crept over the old wooden walls of our school, preched on the tiny linaria leaves like thistle crescent butterflies, and then drifted away under the tin clouds to the north.* was considered as personification because it considered the song as an inanimate thing. The author

personified the object 'the song' by giving animal ability make the song seemed alive. The author wanted to describe that the song spread around the room.

- 7) Small buds of fire in oil lamps danced silently behind the small windows of the stiled houses scattered about below. (Data 16, p.150)

The sentence *Small buds of fire in oil lamps danced silently behind the small windows of the stiled houses scattered about below.* was considered as personification because it considered small buds of fire as an inanimate thing. The author personified the object 'small buds of fire' by giving human ability to dance which makes small buds of fire seemed like alive. The author wanted to describe that the small buds of fire blew in the air.

- 8) One special Monday morning, after years of misfortune, the Belitong Muhammadiyah School smiled for the first time. (Data 20, p.197)

The sentence *One special Monday morning, after years of misfortune, the Belitong Muhammadiyah School smiled for the first time* was considered as personification because it considered the Belitong Muhammadiyah School as an inanimate object. The author personified the object Muhammadiyah school by giving human ability to smile, which made Muhammadiyah school seemed alive. The author wanted to describe to the readers that finally the poor school Muhammadiyah had a hope after so long time was slighted.

- 9) So powerful was the appearance of her nails that it cast a spell on me. (Data 20, p.206)

The sentence *So powerful was the appearance of her nails that it cast a spell on me* was considered as personification because it considered nails as an inanimate thing. The author personified the object 'nails' by giving human activity to cast a spell which made nails seemed alive. The author wanted to tell how beautiful her nails which made Ikal flabbergasted

- 10) It was indisputable, let the world be jealous. (Data 21, p.213)

The sentence *It was indisputable, let the world be jealous.* was considered as personification because it considered word as an inanimate thing. The author personified the object 'word' by giving it human ability to smile which made world seemed alive. The author wanted to tell how lucky Ikal was.

c. Methapor

Methapor is kind of figurative meaning which is implicit comparison in which two unlike object are compared by identifying or substituting one with other. Macmillan (2007 :702) "A figure of speech that make a comparison between two seemingly unlike things a called metaphor".

In the novel, the author tries to describe something by comparing two different objects. The methapor that the author used in the novel is a person to an object.

Below are some sentences used methapor that were taken from the novel.

- 1) He bowed his head respectfully, as if he were a palace aster wanting to sing, should the king approve (Data 13, p.123)

The sentence *He bowed his head respectfully, as if he were a palace aster wanting to sing, should the king approve* above was categorized as methapor because the author was describing Mahar with a palace jaster. Literally, 'Mahar' are not 'a palace jaster'. The author wanted the readers to know that Mahar tried to made the listener impressed like a beautiful palace jaster.

- 2) I had turned into a restless fawn. (Data 20, p 202)

The sentence *I (Ikal) had turned into a restless fawn.* above was categorized as methapor because the author was describing Ikal's action. Literally, 'Ikal' is not 'a fawn'. The author tried to compared Ikal like animal to convey understanding about what Ikal expression.

- 3) I was no more than a wolf howling at the moon, an unfortunate man with an unrequited love. (Data 21, p.222)

The sentence *I was no more than a wolf howling at the moon, an unfortunate man with an unrequited love* above was categorized as a metaphor because the author was describing Ikal's feeling. Literally, 'Ikal' is not 'a wolf howling at the moon'. In the novel, the author wanted to tell how sad Ikal was. A wolf howling at the moon, meant was his sad felt immeasurably.

- 4) The poor Lintang was the most precious pearl and gemstone of our class. (Data 11, p.107)

The sentence *The poor Lintang was the most precious pearl and gemstone of our class* above was categorized as a metaphor because the author was describing about Lintang. Literally, 'Lintang' is not 'pearl'. The author tried to compare someone like pearl to convey understanding about the characteristic of Lintang. The author wanted to describe that they were so proud of Lintang in their poor school and how precious Lintang for them.

d. 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. In Webster's Third New International Dictionary in Leech (2009 : 152) it is stated that Metonymy is a figure of speech that consist in using the name of one thing for that of something else with which it is associated.

Below were the utterances of metonymy that were taken from the novel.

- 1) This place is no different than a livestock pen. (Data 10, p.90)

The sentence *This place is no different than a livestock pen* above was categorized as metonymy. In utterances the author used 'a livestock' to describe or to replace the original term 'the school'. In the context, the author wanted to tell that the school was named a livestock because the construction of the school not like a school, very bad.

- 2) We know, discovered that Mahar balanced out the ship of our school, which teetered to the left due to the pull of Lintang's left brain. Lintang's left brain and Mahar's over flowig right brain combined to create an artistic and intellectual set of goalposts in our calssroom, and the existence of those goalpots made it impossible for us to be bored. (Data 13, p.121)

The sentence *We know, discovered that Mahar balanced out the ship of our school, whichd teetered to the left due to the pull of Lintag's left braind. Lintang's left brain and Mahar's over flowig right brain combined to create an artistic and intellectual set of goalposts in our calssroom, and the existence of those goalpots made it impossible for us to be bored* above was categorized as metonymy. In utterances the author used 'balanced out of the ship' to described or to replaced the original term, thier school. In the context, the author gave named balanced out of the ship because Lintang's left brain and Mahar's over flowig right brain combined to create an artistic and intellectual set of goalposts in their calssroom, and the existence of those goalpots made it impossible for them to be bored.

e. Hyperbole

Hyperbole is a figurative for exaggeration. It tells more than the truth about the size, number, or degree of something without intending to deceive. Leech, (2009 : 168) states "Hyperbole, like the other two figure, 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"

Below are some sentences of hyperbole that were taken from the novel.

- 1) It was one among hundreds-maybe even thousand –of poor schools in Indonesia that, if buped by a frenzied goat preparing to mate, would collapse and fall to pieces. (Data 3,p.17)

The sentence *It was one among hundreds-maybe even thousa,.nd –of poor schools in Indonesia that, if buped by a frenzied goat preparing to mate, would collapse and fall to pieces* was categorized as hyperbole. This utterances exaggerated the statement to emphasis Muhammadiyah shcool. The author wanted to showed how poor that school.

- 2) It was as if his mouth weren't able to differentiate between delicious and disgusting food ; he inheald it all. (Data 8,p.57)

The sentence *It was as if his mouth weren't able to differentiate between delicious and disgusting food;he inheald it all* was categorized as hyperbole. The author used this phrasal hyperbole was to described what happen with the situation. This utterances exaggerated the statment to emphasis the situation. The author wanted to showed how Mahar's greedy.

- 3) He was as fascinating as the *cinenen* kelabu bird, and he was our class mascot. He was a perfectionist with a most handsome face, the type of boy girls fell in love with at first sight. (Data 8,p.61)

The sentence *He was as fascinating as the cinenen kelabu bird, and he was our class mascot. He was a perfectionist with a most handsome face, the type of boy girls fell in love with at first sight* above was categorized as hyperbole. The author uesed this phrasal hyperbole to described the characteristic of Tripani. This utterances exaggerated the statment emphasis Tripani's characteristic. The author wanted to describe to the readers that Tripani had a interesting personality.

- 4) Even if she were about to walk the plank over a flamming sea and a lie could save her life, not one would escape her mouth. (Data 8,p.62)

The sentence *Even if she were about to walk the plank over a flamming sea and a lie could save her life, not one would escape her mouth* was categorized as hyperbole. The author used this phrasal hyperbole to described the characteristic of Sahara. This utterances exaggerated the statement to emphasis Sahara's characteristic. The author wanted to describe that she never lied, although she threathed.

- 5) Plus, people always assumed our school would collapse within a matter of weeks. (Data 10,p.85)

The sentence *Plus, people always assumed our school would collapse within a matter of weeks* was categorized as hyperbole. The author used this phrasal hyperbole to described the construction of Muhammadiyah school. This utterances exaggerated the statement to emphasis Muhammadiyah school's construction. The author wanted to show how poor the school, the construction is not standed again.

- 6) A strong wind could finish of the school. In no time at all, it'd be flattened to the ground. (Data 10.p.87)

The sentence *a strong wind could finish off the school. In no time at all, it'd be flattened to the ground* was categorized as hyperbole. The author used this phasal hyperbole to described the situation. This utterances exaggerated the statement to empahasis situation of the school. The author wanted to showed how condition's construction of Muhammadiyah school.

- 7) It was as thought he was going to blow up at the daring words coming from bu Mus' loose mouth (Data 10,p.91)

The sentence *It was as thought he was going to blow up at the daring words coming from bu Mus' loose mouth* was categorized as hyperbole. The author

used this phrasal hyperbole to describe character's feeling. This utterance exaggerated the statement to emphasize Mister Samadikun's feeling. The author wanted to show that how Mister Samadikun so angry listened what Bu Mus said.

- 8) Slowly, Mahar began gingerly strumming the ukulele, an introduction that broke the silence like the rumbling of distant thunder. (Data 12, p.117)

The sentence *Slowly, Mahar began gingerly strumming the ukulele, an introduction that broke the silence like the rumbling of distant thunder* was categorized as hyperbole. This utterance exaggerated the statements to emphasize atmosphere when Mahar's song. The author wanted to show that Mahar played the ukelele very precious.

- 9) What kept me respectful was the jade stone bracelet she probably inherited from her grandfather, a kung fu master who stole it from the mouth of a dragon after slaying it in a great battle to win her grandmother's heart. (Data 17, p.158)

The sentence *What kept me respectful was the jade stone bracelet she probably inherited from her grandfather, a kung fu master who stole it from the mouth of a dragon after slaying it in a great battle to win her grandmother's heart.* was categorized as hyperbole. This utterance exaggerated the statement to emphasize feature the bracelet. The author wanted to show how hard she got the jade stone bracelet.

- 10) There were times when I felt curious to see what the owner of these heavenly nails looked like. (Data 17, p.167)

The sentence *There were times when I felt curious to see what the owner of these heavenly nails looked like.* was categorized as hyperbole. This utterance exaggerated the statement to emphasize the nails's spell. The author wanted to show how beautiful the nails.

- 11) The stinky shop that had made me dizzy suddenly smelled as aromatic as mus oil. The dark, small and unattractive Syahdan became handsome. (Data 17, p.172)

The sentence *The stinky shop that had made me dizzy suddenly smelled as aromatic as mus oil. The dark, small and unattractive Syahdan became handsome.* was categorized as hyperbole. The author used this phrasal hyperbole to describe the character's feeling. This utterance exaggerated the statement to emphasize the Ikal's feeling. The author wanted to show that Ikal felt everything is beautiful.

- 12) A Kiong told me that he couldn't sleep for three nights because he was so proud of his promotion. (Data 18, p.181)

The sentence *A Kiong told me that he couldn't sleep for three nights because he was so proud of his promotion.* was categorized as hyperbole. The author used this phrasal hyperbole to describe the character's feeling. This utterance exaggerated the statement to emphasize A Kiong's feeling. The author wanted to show how A Kiong proud so much about his position.

2. The reasons of the realized of each of figurative language

The reason of the realized of figurative language found in the novel were classified into three reasons, the description below showed the detail of explanation of the use of figurative language in the novel *The Rainbow Troops* by Andrea Hirata are as the following.

a. Figurative Language affords readers imaginative pleasure of literary works.

Figurative Language afforded readers imaginative pleasure of literary works, it meant the author used figurative language just to pleasure the readers by using various words to attract the readers imagination.

Below were some sentences using figurative language just to make the readers amused.

- 1) Their thoughts, like my father's, were drifting off to the morning market as they imagined their sons better off as workers.(Dara 1,p.3)

The sentence *Their thoughts, like my father's, were drifting off to the morning market* was categorized as imaginative pleasure. The author used the utterances to make the sentence more interesting and amusing.

- 2) Pak Harfan's heavy voice had shaken the threads of our soul.(Data 4,p.25)

The sentence *Pak Harfan's heavy voice had shaken the threads of our soul* was categorized as imaginative pleasure. The author used a clause *had shaken the threads of our soul* to make the sentence more interesting and amusing.

- 3) It was as if his mouth weren't able to differentiate between delicious and disgusting food ; he inhaled it all.(Data 8,p.57)

The sentence *It was as if his mouth weren't able to differentiate between delicious and disgusting food;he inhaled it all* was categorized as imaginative pleasure. The author used figurative language which (hyperbole) to make the utterances more interesting to the readers, because it was impossible to someone to eat disgusting food.

- 4) Slowly, Mahar began gingerly strumming the ukulele, an introduction that broke the silence like the rumbling of distant tunder.(Data 12,p.117)

The sentence *Slowly, Mahar began gingerly strumming the ukulele, an introduction that broke the silence like the rumbling of distant tunder* was categorized as imaginative pleasure. The author used a clause *an introduction that broke the silence like the rumbling of distant tunder* to make the sentence more interesting and amusing to the readers.

- 5) Verse by verse, the song crept over the old wooden walls of our school,preched on the tiny *linaria* leaves like thistle crescent butterflies, and then drifted away under the tin clouds to the north.(Data 12,p.118)

The sentence *Verse by verse, the song crept over the old wooden walls of our school,preched on the tiny linaria leaves like thistle crescent butterflies, and then drifted away under the tin clouds to the north* was categorized as imaginative pleasure. The author used the utterances to make the sentence more interesting and amusing.

- 6) Even the yellow-backed beetles and their friends, the stripe winged prinias, stopped their chatter to hear Mahar's song.(Data 12,p.119)

The sentence *Even the yellow-backed beetles and their friends, the stripe winged prinias, stopped their chatter to hear Mahar's song* was categorized as imaginative pleasure. The author used the utterances to make the sentence more interesting and amusing.

- 7) Small buds of fire in oil lamps danced silently behind the small windows of the stiled houses scattered about below.(Data 16,p.150)

The sentence *Small buds of fire in oil lamps danced silently behind the small windows of the stiled houses scattered about below* was categorized as imaginative pleasure. The author used a clause *Small buds of fire in oil lamps danced silently behind the small windows* to make the sentence more interesting and amusing.

- 8) What kept me respectful was the jade stone bracelet she probably inherited from her grandfather, a kung fu master who stole it from the mouth of a

dragon after slaying it in a great battle to win her grandmother's heart.
(Data 17,p.166)

The sentence *What kept me respectful was the jade stone bracelet she probably inherited from her grandfather, a kung fu master who stole it from the mouth of a dragon after slaying it in a great battle to win her grandmother's heart* was categorized as imaginative pleasure. The author used the utterances to make the sentence more interesting and amusing.

9) One special Monday morning, after years of misfortune, the Belitong Muhammadiyah School smiled for the first time. (Data 20,p.197)

The sentence *One special Monday morning, after years of misfortune, the Belitong Muhammadiyah School smiled for the first time* was categorized as imaginative pleasure. A clause *the Belitong Muhammadiyah School smiled for the first time* was imaginative pleasure. The author used the utterances to make the sentence more interesting and amusing.

10) So powerful was the appearance of her nails that it cast a spell on me.
(Data 20,p.206)

The sentence *So powerful was the appearance of her nails that it cast a spell on me.* was categorized as imaginative pleasure. A clause *her nails that it cast a spell on me* was imaginative pleasure. The author used the utterances to make the sentence more interesting and amusing.

11) It was indisputable, let the world be jealous. (Data 21,p.213)

The sentence *It was indisputable, let the world be jealous* is categorized as imaginative pleasure. A clause *let the world be jealous* was imaginative pleasure occurred. The author used the utterances to make the sentences more interesting and amusing.

b. A way of bringing additional imagery into verse, making the abstract concrete, making literary works more sensuous.

The second reason to use figurative language based on (Perrine, 1982 : 10) was as way of bringing additional imagery into verse, making the abstract concrete, making literary works more sensuous.

Below were some sentences using figurative language a way of bringing additional imagery into verse, making the abstract concrete, making literary works more sensuous as found in the novel.

1) Bu Mus approached Lintang's father. He resembled a pine tree struck by lightning: black, withered, thin, and stiff. (Data 2,p.9)

The sentence *Bu Mus approached Lintang's father. He resembled a pine tree struck by lightning: black, withered, thin, and stiff* was categorized the second reason of using figurative language that was a way of bringing additional imagery into verse (imagery Lintang's father and the a pine tree).

2) When I caught up to Lintang inside the classroom, he greeted me with a strong handshake, like a father shaking hands with his daughter's first suitor.
(Data 2,p.12)

The sentence *When I caught up to Lintang inside the classroom, he greeted me with a strong handshake, like a father shaking hands with his daughter's first suitor* was imagery into verse (like a father shaking hands with his daughter's first suitor).

3) His eyes lit up as they glanced animatedly around the room. He was like an artillery plant, when drop of water fall on its petals, it shot out pollen glittering, blossoming and full of life. (Data 2,p.12)

The sentence *His eyes lit up as they glanced animatedly around the room. He was like an artillery plant, when drop of water fall on its petals, it shot out pollen*

glitering, blossoming and full of life was imagery into verse (He was like an artillery plant).

- 4) Because Pak Harfan looked quite like a grizzly bear, we were scared the first time we saw him.(Data 4,p.24)

The sentence *Because Pak Harfan looked quite like a grizzly bear, we were scared the first time we saw him* was imagery into verse (Pak Harfan looked quite like a grizzly bear)

- 5) One hour wit him felt like one minute.(Data 4,p.27)

The sentence *One hour wit him felt like one minute.* was categorized the second reason of figurative language occurred in the novel.It was imagery into verse (One hour wit him felt like one minute).

- 6) If seen from te air night, Belitong resembled a school of comb jellies glowing brightly,emitting blue kight in the darkness of the sea;by itself,small,gleaming,beautiful and abudant.(Data 5,p.30)

The sentence *If seen from te air night, Belitong resembled a school of comb jellies glowing brightly,emitting blue kight in the darkness of the sea;by itself,small,gleaming,beautiful and abudant* was categorized the second reason of using figurative laguage that was way of bringig additional imagery into verse (Belitong resembled a school of comb jellies glowing brightly,emitting blue kight in the darkness of the sea).

- 7) We,the natives of Belitong, were like a pack of starying rast in a barn full of rice.(Data 5,p.30)

The sentence *We,the natives of Belitong, were like a pack of starying rast in a barn full of rice* was categorized the second reason of using figurative language that occurred in the novel.That was a way of bringing additional imagery into verse (were like a pack of starying rast in a barn full of rice).

- 8) Their dredging sounded like roaring dinosaurs.(Data 5,p.31)

The sentence *Their dredging sounded like roaring dinosaurs* was categorized the second reason of figurative language that occurred in the novel.That was a way of bringing additional imagery into verse (Their dredging sounded like roaring dinosaurs).

- 9) The different between this school and ours was like the difference between land and sky.(Data 5,p.35)

The sentence *The different between thiss school and ours was like the difference between land and sky.* was categorized the second reason of figurative language that occurred in the novel. That was away of bringing additional imagery into verse (like the difference between land and sky).

- 10) He looked like Frankenstein.His face was wide and box-shaped,and he had porcupine hair.(Data 8,p.58)

The sentence *He looked like Frankenstein.His face was wide and box-shaped,and he had porcupine hair* was categorized the second reason of figurative language that occurred in the novel. That was a way of bringing additional imgerly into verse.

- 11) Ibunda Guru .you must know that these coolie children cannot be kept under control! Borek acts like a mental hospital patient. Sahara and A kion fight nonstop.It guives me a headache. Harun does nothing just sleep.And Ikal, Ma Shaa Allah-My God, Ibunda , that boy was sent by Setan ! (Data 8,p.59)

The sentence *Borek acts like a mental hospital patient. Sahara and A kion fight nonstop.It guives me a headache. Harun does nothing just sleep.And Ikal, Ma Shaa Allah-My God, Ibunda , that boy was sent by Setan !* was categorized the

second reason of figurative language that occurred in the novel. That was a way of bringing additional imagery into verse (Borek acts like a mental hospital patient and Ikal, Ma Shaa Allah-My God, Ibunda, that boy was sent by Setan).

- 12) Tripani. he was as fascinating as the *cinenen* kelabu bird, and he was our class mascot. He was a perfectionist with a most handsome face, the type of boy girls fell in love with at first sight. (Data 8, p.61)

The sentence *Tripani. he was as fascinating as the cinenen kelabu bird, and he was our class mascot* was categorized the second reason of figurative language that occurred in the novel. That was a way of bringing additional imagery into verse (Tripani. he was as fascinating as the *cinenen* kelabu bird).

- 13) The two of them shared a unique emotional connection like the quirky friendship of the Mouse and the Elephant. (Data 8, p.64)

The sentence *The two of them shared a unique emotional connection like the quirky friendship of the Mouse and the Elephant* was categorized the second reason of occurrence of figurative language found in the novel. That was a way of bringing additional imagery into verse (like the quirky friendship of the Mouse and the Elephant)

- 14) This place is no different than a livestock pen. (Data 42, p.90)

The sentence *This place is no different than a livestock pen* was categorized the second reason of occurrence of figurative language found in the novel. That was a way of bringing additional imagery into verse.

- 15) Maybe it was so bad because the motor skills of his finger couldn't keep up with his racing logic, running as a deer. (Data 11, p.101)

The sentence *Maybe it was so bad because the motor skills of his finger couldn't keep up with his racing logic, running as a deer* was categorized the second reason of the occurrence of figurative language in the novel. That was a way of bringing additional imagery into verse (the motor skills of his finger couldn't keep up with his racing logic, running as a deer).

- 16) The poor Lintang was the most precious pearl and galena of our class. (Data 11, p.107)

The sentence *The poor Lintang was the most precious pearl and galena of our class* was categorized the second reason of the occurrence of figurative language found in the novel, that was a way of bringing additional imagery into verse (Lintang was the most precious pearl and galena of our class).

- 17) We know, discovered that Mahar balanced out the ship of our school, which teetered to the left due to the pull of Lintang's left brain. Lintang's left brain and Mahar's overflowing right brain combined to create an artistic and intellectual set of goalposts in our classroom, and the existence of those goalposts made it impossible for us to be bored. (Data 13, p.121)

The sentence *We know, discovered that Mahar balanced out the ship of our school, which teetered to the left due to the pull of Lintang's left brain. Lintang's left brain and Mahar's overflowing right brain combined to create an artistic and intellectual set of goalposts in our classroom, and the existence of those goalposts made it impossible for us to be bored* was categorized the second reason of the occurrence of figurative language in the novel, that was a way of bringing additional imagery into verse (Mahar balanced out the ship of our school, which teetered to the left due to the pull of Lintang's left brain.)

- 18) He bowed his head respectfully, as if he were a palace jester wanting to sing, should the king approve. (Data 13, p.123)

The sentence *He bowed his head respectfully, as if he were a palace jester wanting to sing, should the king approve* was categorized the second reason the

second reason of the occurrence of figurative language found in the novel. That was a way of bringing additional imagery into verse (as if he were a palace aster wanting to sing, should the king approve).

- 19) His forlorn expression was, like the elongated dry season, highly uncharacteristic. (Data 16, p. 147)

The sentence *His forlorn expression was, like the elongated dry season, highly uncharacteristic* was categorized the second reason of the occurrence of figurative language in the novel, that was a way of bringing additional imagery into verse (His forlorn expression was, like the elongated dry season, highly uncharacteristic)

- 20) There were times when I felt curious to see what the owner of these heavenly nails looked like. (Data 17, p. 167)

The sentence *There were times when I felt curious to see what the owner of these heavenly nails looked like* was categorized the second reason of the occurrence of figurative language in the novel, that was a way of bringing additional imagery into verse (what the owner of these heavenly nails looked like)

- 21) The air grew hotter. Being in the center of the shop, I felt like a vegetable boiling in soup. (Data 17, p. 168)

The sentence *The air grew hotter. Being in the center of the shop, I felt like a vegetable boiling in soup* was categorized the second reason of the occurrence of figurative language in the novel, that was a way of bringing additional imagery into verse (I felt like a vegetable boiling in soup)

- 22) He stared at the sky and suddenly got up, jumped around, ran in circles, yelled like a madman, threw his own body onto the ground, rolled around, sat down again and, without warning, dropped his head down like an animal suffering because pestering insects. (Data 18, p. 181)

The sentence *He stared at the sky and suddenly got up, jumped around, ran in circles, yelled like a madman, threw his own body onto the ground, rolled around, sat down again and, without warning, dropped his head down like an animal suffering because pestering insects* was categorized the second reason of the occurrence of figurative language in the novel, that was a way of bringing additional imagery into verse (like a madman and like an animal suffering because pestering insects)

- 23) I had turned into a restless fawn. (Data 20, p. 202)

The sentence *I had turned into a restless fawn* was categorized the second reason of the occurrence of figurative language in the novel, that was a way of bringing additional imagery into verse (I had turned into a restless fawn)

- 24) I felt like I had just swallowed a rambutan seed, big as a grape, and it was stuck in my throat. A Kiong, that tingheaded boy! How in the world did he have a cousin with heavenly nails. (Data 28, p. 206)

The sentence *I felt like I had just swallowed a rambutan seed, big as a grape, and it was stuck in my throat. A Kiong, that tingheaded boy! How in the world did he have a cousin with heavenly nails* was categorized the second reason of the occurrence of figurative language in the novel, that was a way of bringing additional imagery into verse (I felt like I had just swallowed a rambutan seed, big as a grape, and it was stuck in my throat)

- 25) The relationship among me, A Kiong and Syahdan was one of mutual symbiosis, like a starling on a buffalo's back. (Data 28, p. 210)

The sentence *The relationship among me, A Kiong and Syahdan was one of mutual symbiosis, like a starling on a buffalo's back* was categorized the second reason of the occurrence of figurative language in the novel, that was a way of

bringing additional imagery into verse (A Kiong and Syahdan was one of mutual symbiosis, like a starling on a buffalo's back)

26) Would it be best if I just went home ?No, my longing was already like a bleeding wound.(Data 21,p.215)

The sentence *Would it be best if I just went home ?No, my longing was already like a bleeding wound* was categorized the second reason of the occurrence of figurative language in the novel,that was a way of bringing additional imagery into verse (my longing was already like a bleeding wound)

27) He looked like he had been bathraged by the love of his life,Tuk Bayan Tula had broken his hearth.(Data 2p.233)

The sentence *He looked like he had been bathraged by the love of his life , Tuk Bayan Tula had broken his hearth* was categorized the second reason of the occurrence of figurative language found in the novel,that was a way of bringing additional imagery into verse (He looked like he had been bathraged by the love of his life,Tuk Bayan Tula had broken his hearth)

28) In the doorway stood two teachers, like hosts welcoming guest to a party. (Data 1,p.1)

The sentence *In the doorway stood hosts welcoming guest to a party two teachers,like* was categorized the second reason of the occurrence of figurative language in the novel.That was a way of bringing additional imagery into verse (two teachers, like hosts welcoming guest to a party)

29) Billions of Dollars flowed in like rats drawn to the melody of the Pied Piper's flute.(Data 6,p.39)

The sentence *Billions of Dollars flowed in like rats drawn to the melody of the Pied Piper's flute* was categorized the second reason of the occurrence of figurative language found in the novel, that was a way of bringing additional imagery into verse (Billions of Dollars flowed in like rats drawn to the melody of the Pied Piper's flute.)

30) 'Oooooohh' Harun said, sounding lie someone snapping back into consciousness after a weeklong coma.(Data 10,p.94)

The sentence *Oooooohh' Harun said, sounding like someone snapping back into consciousness after a weeklong coma* was categorized the second reason of the occurrence of figurative language in the novel,that was a way of bringing additional imagery into verse (sounding lie someone snapping back into consciousness after a weeklong coma)

31) The stinky shop that had made me dizzy suddenly samlled as aromatic as mus oil. The dark, small and unatractive Syahdan besome handsome. (Data 17,p.172)

The sentence *The stinky shop that had made me dizzy suddenly samlled as aromatic as mus oil. The dar, small and unatractive Syahdan besome handsome* was categorized the second reason of the occurrence of figurative language found in the novel,that was a way of bringing additional imagery into verse (The stinky shop that had made me dizzy suddenly samlled as aromatic as mus oil.)

32) I was no more yan a wolf howling at he moon, an aunfortunate man with an unrequited love.(Data 21,p.222)

The sentence *I was no more than a wolf howling at he moon, an aunfortunate man with an unrequited love* was categorized the second reason of the occurrence of figurative language in the novel. That was a way of bringing additional imagery into verse (I was no more yan a wolf howling at he moon)

33) The sweet beading around her nose smudged her powder make up, streaking her face and making her look like the queens's servant in *Dul Muluk*.(Data 1,p.2)

The sentence *The sweet beading around her nose smudged her powder make up, streaking her face and making her look like the queens's servant in Dul Muluk* was categorized the second reason of the occurrence of figurative language found in the novel, that was a way of bringing additional imagery into verse (making her look like the queens's servant in *Dul Muluk*)

34) He could not sit stil, he smelled like burnt rubber.(Data 2,p.9)

The sentence *He could not sit stil,he smelled like burnt rubber* was categorized the second reason of the occurrence of figurative language found in the novel, that was a way of bringing additional imagery into verse (he smelled like burnt rubber)

35) In the meantime, Lintang's head was spinning around like an owl's. (Data 2,p.13)

The sentence *In the meantime, Lintang's head was spinning around like an owl's* was categorized the second reason of the occurrence of figurative language in the novel. That was away of bringing additional imagery into verse (Lintang's head was spinning around like an owl's)

c. Figurative is a way of adding emotional intensity to otherwise merely informative statement and conveying attitudes along with information.

The third reason of using figurative language was a way of adding emotional intensity to otherwise merely informative statement and conveying attitudes along with information.

Below were some of the third reasons of the realized of figurative language that was found in the novel.

1) It isn't very hard to describe our school. It was one among hundreds-maybe even thousand -of poor schools in Indonesia that, if buped by a frenzied goat preparing to mate, would collapse and fall to pieces.(Data 3,p.17)

The sentence *It isn't very hard to describe our school. It was one among hundreds-maybe even thousand -of poor schools in Indonesia that, if buped by a frenzied goat preparing to mate, would collapse and fall to pieces* was categorized the third reason in which the author afforded the information to the readers about the condition of the school, which could add emotional intensity.

2) Up close, anyone would feel intimidated. It was clear by the way she wore her make up that she was fighting her age; it also was clear that it was a battle she had already lost.(Data 5,p.37)

The sentence *Up close, anyone would feel intimidated. It was clear by the way she wore her make up that she was fighting her age; it also was clear that it was a battle she had already lost* was categorized the third reason in which the author afforded the information to the readers about how she wore make up, which could merely informative statement.

3) Even if she were about to walk the plank over a flaming sea and a lie could save her life, not one would escape her mouth.

The sentence *Even if she were about to walk the plank over a flaming sea and a lie could save her life, not one would escape her mouth* was categorized the third reason in which the author afforded the information about the character's nature in the novel, that was informative statement and conveyed attitudes that she never lied along with information.

4) Plus, people always assumed our school would collapse within a matter of weeks.(Data 10,p.85)

The sentence *Plus, people always assumed our school would collapse within a matter of weeks* was categorized the third reason in which the author afforded the information about the condition of the school which could add emotional intensity.

- 5) A Kiong told me that he couldn't sleep for three nights because he was so proud of his promotion. (Data 16, p.181)

The sentence *A Kiong told me that he couldn't sleep for three nights because he was so proud of his promotion* was categorized the third reason in which the author afforded the information to readers about A Kiong's feeling which could add emotional intensity.

- 6) A strong wind could finish of the school. In no time at all, it'd be flattened to the ground. (Data 10, p.87)

The sentence *A strong wind could finish of the school. In no time at all, it'd be flattened to the ground* was categorized the third reason in which the author afforded information to readers about the condition of the poor school.

C. Research Finding

After analyzing all the data obtained in the novel. The finding of this research showed that there were various types and the reason of the realized of figurative language in the novel *The Rainbow Troops*. The total figurative language used was the half of the total chapter in the novel that was, 52 sentences, 5 types and 3 reason. They were 24 simile realized, 10 personification realized, 4 methapor realized, 12 hyperbole realized and 2 methonomy realized. The reasons of using figurative language were figurative language afforded readers imaginative pleasure of literary works was 11 realized, a way of bringing additional imagery into verse was 35 realized, a way of adding emotional intensity to otherwise merely informative statement and conveying attitudes along with information was 6 realized.

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusion

From the results of data analysis, the conclusions can be taken as follows:

1. The total sentences of Figurative Language used in the novel *The Rainboow Troops* was 52 sentences, 5 various types and 3 reasons realized of Figurative Language. The dominant types and the reason of realized of figurative language was also accepted obtained. They were simile 24 realized, personification 10 realized, methapor 4 realized, hyperbole 12 realized, methonomy 2 realized.
2. The reasons of using figurative language were figurative language afforded readers imaginative pleasure of literary works 11 realized, a way of bringing additional imagery into verse 35 realized, a way of adding emotional intensity to otherwise merely informative statement and conveying attitudes along with information 6 realized.

B. Suggestion

In relation to the conclusions, some suggestions can be staged as in the following:

- a.i.1.a.i.1. Students, this research can be used to study Figurative Language more deeply not only from their handbook but also from many sources including this research.
- a.i.1.a.i.2. Teachers, to be more concerned about the figurative language used in the novel, in order to gain a better understanding about the novel and how characters interact each other in the novel.
- a.i.1.a.i.3. Readers and other researcher who put interest in doing this kind of research to have more understanding about figurative language and some reason of using figurative language.

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APPENDIXES OF FIGURATIVE LANGUAGE IN THE NOVEL *THE RAINBOW TROOPS*

No	Sentence	Types of Figurative Language				
		Simile	Personification	Hyperbole	Metonymy	Metaphor
1	In the doorway stood two teachers, like hosts welcoming guest to a party.	√				
2	The sweet beading around her nose smudged her powder make up, streaking her face and making her look like the queens's servant in <i>Dul Muluk</i> .	√				
3	Their thoughts, like my father's, were drifting off to te morning market as they imagined their sons better off as workers.		√			
4	He could not sit stil, he smelled like burnt rubber.	√				
5	Bu Mus approaced Lintang's father. He resembled a pine tree struck by lightning: black, withered, thin, and stiff.	√				
6	When I caught up to Lintang inside the classroom, he greeted me with a stong handshake, lie a father shaing hands with his daughter's first suitor.	√				
7	His eyes lit up as they glanced animatedly around the room. He was like an artillery plant, when drop of water fall on its petals, it shhot out pollen glittering, blossoming and full of life.	√				
8	In the meantime, Lintang's head was spinning around like an owl's.	√				
9	It isn't very hard to describe our school. It was one among hundreds- maybe even thousand -of poor schools in Indonesia that, if buped by a frenzied goat preparing to mate, would collapse and faall to pieces.			√		
10	Because Pak Harfan looked quite like a grizzly bear, we were scared the first time we saw him.	√				
11	Pak Harfan's heavy voice had shaken the threads of our soul.		√			
12	One hour wit him felt like one minute	√				
13	If seen from te air night, Belitong resembled a school of comb jellies glowing brightly, emitting blue kight in the darkness of the sea; by itself, small, gleaming, beautiful and abundant.	√				
14	We, the natives of Belitong, were like a pack of starying rast in a barn full of rice.	√				
15	Their dredging sounded like roaring dinosaurs.	√				
16	The different between this school and ours was like the difference between land and sky.	√				
17	Up close, anyone would feel intimidated. It was clear by the way she wore her make up that she was fighting her age; it also was clear that it was a battle she had already lost.		√			

18	Billions of Dollars flowed in like rats drawn to the melody of the Pied Piper's flute.	√				
19	It was as if his mouth weren't able to differentiate between delicious and disgusting food;he inhaled it all.			√		
20	He looked like Frankenstein.His face was wide and box-shaped,and he had porcupine hair.	√				
21	Ibunda Guru .you must know that these coolie children cannot be kept under control! Borek acts like a mental hospital patient. Sahara and A kion fight nonstop.It gives me a headache. Harun does nothing just sleep.And Ikal, Ma Shaa Allah-My God, Ibunda , that boy was sent by Setan !	√				
22	Tripani.he was as fascinating as the <i>cinenen</i> kelabu bird, and he was our class mascot.He was a perfectionist with a most handsome face,the type of boy girls fell in love with at first sight.			√		
23	Even if she were about to walk the plank over a flaming sea and a lie could save her life,not one would escape her mouth.			√		
24	The two of them shared a unique emotional connection like the quirky friendship of the Mouse and the Elephant.	√				
25	Plus ,people always assumed our school would collapse within a matter of weeks.			√		
26	A strong wind could finish off the school. In no time at all, it'd be flattened to the ground.			√		
27	This place is no different than a livestock pen				√	
28	I had turned into a restless fawn.					√
29	'Oooooohh' Harun said, sounding like someone snapping back into consciousness after a weeklong coma.	√				
30	Maybe it was so bad because the motor skills of his finger couldn't keep up with his racing logic, running as a deer.		√			
31	The poor Lintang was the most precious pearl and galena of our class.					√
32	Slowly, Mahar began gingerly strumming the ukulele, an introduction that broke the silence like the rumbling of distant thunder.			√		
33	Verse by verse, the song crept over the old wooden walls of our school,preched on the tiny <i>linaria</i> leaves like thistle crescent butterflies, and then drifted away under the tin clouds to the north.		√			
34	Even the yellow-backed beetles and their friends, the stripe winged prinias, stopped their chatter to hear Mahar's song.		√			
35	We know, discovered that Mahar				√	

	balanced out the ship of our school, which teetered to the left due to the pull of Lintang's left brain. Lintang's left brain and Mahar's over-flowing right brain combined to create an artistic and intellectual set of goalposts in our classroom, and the existence of those goalposts made it impossible for us to be bored.					
36	He bowed his head respectfully, as if he were a palace eunuch wanting to sing, should the king approve.					√
37	His forlorn expression was, like the elongated dry season, highly uncharacteristic.	√				
38	The smoke, accompanied by the call to prayer, drifted slowly over the village like a ghost, faintly crawled up the branches of the sweet fruit <i>bintang</i> trees, was swept away by the wind, and then was engulfed by the vast sea. Small buds of fire in oil lamps danced silently behind the small windows of the tiled houses scattered about below.		√			
39	What kept me respectful was the jade stone bracelet she probably inherited from her grandfather, a kung fu master who stole it from the mouth of a dragon after slaying it in a great battle to win her grandmother's heart.			√		
40	There were times when I felt curious to see what the owner of these heavenly nails looked like.			√		
41	The air grew hotter. Being in the center of the shop, I felt like a vegetable boiling in soup.	√				
42	The stinky shop that had made me dizzy suddenly smelled as aromatic as musk oil. The dark, small and unattractive Syahdan became handsome.			√		
43	A Kiong told me that he couldn't sleep for three nights because he was so proud of his promotion.			√		
44	He stared at the sky and suddenly got up, jumped around, ran in circles, yelled like a madman, threw his own body onto the ground, rolled around, sat down again and, without warning, dropped his head down like an animal suffering because of pestering insects.	√				
45	One special Monday morning, after years of misfortune, the Belitong Muhammadiyah School smiled for the first time.		√			
46	So powerful was the appearance of her nails that it cast a spell on me.		√			
47	I felt like I had just swallowed a <i>rambutan</i> seed, big as a grape, and it was stuck in my throat. A Kiong, that ting-headed boy! How in the world did he have a cousin with heavenly nails.	√				
48	The relationship among me, A Kiong	√				

	and Syahdan was one of mutual symbiosis, like a starling on a buffalo's back.					
49	It was indisputable, let the world be jealous.		√			
50	Would it be best if I just went home ? No, my longing was already like a bleeding wound.	√				
51	I was no more yan a wolf howling at he moon, an aunfortunate man with an unrequited love.					√
52	He looked like he had been bathrayed by the love of his life , Tuk Bayan Tula had broken his hearth.			√		
	Total sentences	52 occurences				