The Ways Of Figurative Languages Used By The Lecturers In EFL Teaching

Markus Deli Girik Allo

English Department, Universitas Kristen Indonesia Toraja, Tana Toraja, Indonesia
Email: markusdeli@ukitoraja.ac.id

Abstract

Figurative language is necessary in EFL Classroom in order to enlarge the Figurative language is necessary in EFL Classroom in order to enlarge the students’ insight. Therefore, EFL Lecturers need to introduce and teaching the figurative language early and not only the literature teacher/lecturer who are involved in responsibility to teach it but all the English teachers/lecturers too. The aim of this study is to reveal the ways of using Figurative Languages by the lectures at English Education Study Program of FKIP UKI Toraja. This study showed that the ways of Using Figurative Languages by the lecturers are by making comparative, contradictory, correlative and repetitive statements that related to students’ life, culture and habit with the material in teaching English.

Key words: The ways, Figurative language, EFL Teaching

1. INTRODUCTION

Various umbrella terms including non-literal language have been used in the literature to capture the wide variety of context-triggered adjustments in word meanings. We prefer the term Figurative Language, however, because the term non-literal implies a two-stage interpretation process, in which the hearer initially arrives at a patently false interpretation and then infers the speaker’s intended meaning through a process like Gricean quality implicature [1]. In this sense, figurative language cannot understand through the surface but through social context of language used. Different culture different use of language and sometimes difficult to understand directly, and the meanings are implied through social cultural context. Barthes Djafarova defines Figurative language as various language techniques, which balance normal language use in any type of communication [2]. In communication, people use figurative language but they do not realize that they use it. In the context of implying meaning or make the language more polite, actually figurative language have used at the same time. As Glucksberg discusses the topic of understanding the meaning of figurative language as depending on context [3].

When using figurative language, individuals can trace repetitions among the elements involved in a figurative expression but attributing different meanings to each element. In this process, the condition of repeatability belongs to every figurative form. It is this condition what destroys the logocentric ideal of the self-presence concept; and at the same time, it shows some of the possible combinations of meaning-relationships any individual can make. As Jonathan Culler declares “exploring the iterability of language, its ability to function in new contexts with the new force, a treatise on textual grafting would attempt to classify various ways of inserting one discourse in another or intervening in the discourse one is interpreting”. This is what happens when developing figurative speech [4]. Culler in Araya assumed that to explore the possible insertions of meaning-relationships in discourses is to consider the indeterminacy in which repeatability provokes meaning through the distortion of conventional conceptualizations. To clarify such position, a more detailed analysis of figurative language is needed.

Any form of figurative language: metaphors, personifications, paradoxes, similes, synecdoches, antitheses, hyperboles, metonymies, allegories and idioms among others works deconstructively to recreate meaning when writing a poem, a play, a story, or when taking place in a conversation, speech, and/or lecture [4][8][9]. In lecturing, specifically in of EFL Teaching context, Figurative language also used by the lecturers in provoking the meaning in order to make the classroom situation more interesting, varied and increase the students’ motivation in EFL learning. Salwa found that most of the students (85%) have positive attitudes towards the use of songs as considerable media to help them understand the meanings of figurative language and improve their motivation in learning English. It is hoped that English lecturers will use songs as one of interesting techniques in teaching figurative language, so that students will be more interested in analyzing figurative language using authentic-based materials [5]. And, Girik Allo found out the
kinds of Figurative language by the lecturers in teaching English are Simile, metaphor, Personification, Rhetoric, Litotes, Paradox, Metonymy, Hyperbole, Repetition [6].

Based on pre-observation, lecturers of English Education Department used several figurative languages in teaching English. They are metaphor, simile, personification, metonymy, and hyperbole. For instance; In the condition that the teacher have explained the materials several times but the students still encountered some difficulties, the teachers sometimes unconsciously mention the hyperbole i.e. “Why do you all still make error in this item?...in fact I have explained it in millions times”. The use of such figurative language (hyperbole) in this situation is to emphasize that the material is assumed have been obvious because the teacher have elaborated it but in fact the students still faced problem on it. The hyperbole “millions times” in fact is not real, may be the teacher only explained the material for several times, the choice of millions times is to exaggerate only. One consideration that should be recognized by all the teachers or lecturers that the use of figurative language need to be interpreted by the students, beside the useful of figurative language, they also necessary to consider that, can the students interpret it well. Several figurative languages are closely similar to the native speakers’ ones. For instance “Times wait for no man”, in this figurative language the students (Indonesian’s students specifically for UKI Toraja’s students) immediately understand the underlying meaning that is “using time wisely” as time always keep walking, never stop waiting for anyone, and the native speakers also got the same meaning. Both the students’ first language and the native speakers’ one seem the time as a precious thing.

From the phenomena above, this research aims to overview the ways of Figurative Languages used by the lecturers in teaching English at English Study Program of FKIP UKI Toraja.

2. RESEARCH METHODOLOGY
The researcher in this study employed the qualitative research design. As Mackey and Gass pointed out that qualitative research is whatever it might be certainly does not represent a unified set of techniques or philosophies, and indeed has grown out of a wide range of intellectual and disciplinary traditions. Then, Mackey and Gass briefly defined, the term qualitative research is can be taken to refer to research that is based on descriptive data that does not make (regular) use of statistical procedures [7]. The researcher selected the subject of this research UKI Toraja that could be good informants and contribute to the researchers’ understanding. The subjects of this research are three Lecturers, The first lecturer teaches Cross Culture Understanding, the second and the third lecturer teaches Teaching Research on ELT. In this research, the researcher applied the direct observation, the semi-structured interview, and in addition to observation and interviews, information was gathered also through recording in order to reveal the ways of Figurative Languages used by the lecturers in teaching English at English Study Program of FKIP UKI Toraja. After collecting the data from the observation, interviews, and documentation, the researcher analyzed it with qualitative data analysis. In analyzing the qualitative data, the researcher used cyclical data analysis as supported by Mackey and Gass [7], those stages consists of three procedures are as follows: data reduction, data display, and Tentative Conclusion and verification.

3. ANALYSIS AND DISCUSSION
3.1 Finding
a. The ways of Figurative Languages used by the lecturers through Observation and Recording

1. **Correcting a student’s grammatical error**

The lecturer (RH) corrected a student’s grammatical error in writing his research assignment. RH emphasized on the words which easily identified through red underline showed in that student’s work.

**Lecturer (RH):** Ok kembali ke atas, desta kalau perempuan terlalu banyak merah-merahnya, nanti dia datang bulan, [ok back up, Desta if a woman has a lot of red color, later she will get the curse]

**Students:** (laughing)

**Lecturer (RH):** banyak sekali merah di atas, atau apakah red is your favorite colour? [a lot of red on top, or whether red is your favorite color?]
In giving correction on student’s mistake of grammar, RH used the figurative language namely simile. In informing that student’s mistake, RH gave the different case namely the comparison on the period of women’s period (flow of blood each month) that associated with the red color. But the red color in this case namely those words which are grammatical error made by that student.

2. **Distinguishing between productive and receptive skills**

The lecturer (NPP) asked the students about productive skills and the students still answered it incorrectly then the lecturer make it clear.

**Lecturer (NPP):** Productive skills are speaking and?

**Students:** Reading

**Lecturer (NPP):** Reading, massa? [is it right?] productive skill is reading. Productive skill means only the one word that you may produce. Productive skill *cuma sepasang anaknya jadi lima* [Productive skills just a pair then have five children] Yang receptive skill what is you hear it is you may say. Let see about this one, what is it?

**Student 3:** click to add notes

The use of figurative language by NPP above is obviously expressed when he distinguished between productive and receptive skills. In explaining about productive skills he said that” Productive skill *cuma sepasang anaknya jadi lima* [Productive skills just a pair then have five children]”. The type of figurative language used here namely personification. NPP personified productive skills by saying that Productive skills just a pair then have five children. NPP guessed Productive skills as animate by giving attribute for productive skills namely have five children as natural of human being in having children (breeding).

3. **Explaining about culture shock**

The lecturer (YRT) explained about culture shock to the students. YRT used the illustration to explain it namely the life of fish. She drew a pond where the fishes live, then compared with the graph of fishes cycles. The cycles described about the life of those fishes in and out of water.

**Lecturer (YRT):** Ok, for example this fish is you, so *jika anda ada di air bagaimana perasaan anda?* [Ok, for example this fish is you, so if you are on the water how is your feeling?]

**Student 3:** Bebas [free]

In explaining the culture shock to the students, YRT used the metaphor. In comparing two different things shoved in the sentence of “Ok, this fish is you, so if you are on the water how is your feeling?”. YRT compared two things directly namely fish and people, those are two different one but correlated each others. Then YRT also said that water is our culture, water and our culture are different but still compared by YRT.

b. The ways of Figurative Languages used by the lecturers through Interview

The researcher interviewed the lecturers of English Study Program of UKI Toraja that become subject of this research. Interview used to collect data about some issues relate to how figurative language used by lecturers of English Study Program of FKIP UKI Toraja.

1. **The use of figurative languages through question**

The reason of the lecturers used the figurative language of rhetoric through question in order to determine the extent of their understanding of the material provided and could expend all the students’ rhetoric understanding as following interview quotes:

**(YRT):** Sometimes students need, because such language is sometimes we talk to someone then it's a question we need not be answered, but let them own the responsibility of whether it is necessary or not to be answered. Similarly stated by NPP as:
(NPP): Yes often, before going to determine the extent of their understanding of the material provided so sometimes the answer without words, the usual smile or nodding as non-verbal language.

RH also in same assumption:

(RH): It is also a very interesting language learning, which means learning can negotiate, could expend all their rhetoric, this is very important so they could state no-confidence motion if they are capable of using the rhetoric, as at the university level it is needed and especially specialized in the subjects I teach.

From the interview of the lecturers above showed the used of figurative language through question namely rhetoric. In controlling the classroom such whether the students are still focus in following the learning process the questions are needed. The lecturer (YRT) said that in using rhetoric figurative language she gave the students’ responsibility of whether it was necessary or not to be answered. In using rhetoric figurative language according to NPP (interviewed on data 2) has purpose namely to determine the extent of their understanding of the material provided, so sometimes the answer without words, the usual smile or nodding as non-verbal language. Similarly with RH’s answer namely the use of rhetoric figurative language in questioning to expend all students’ rhetoric, then they could state no-confidence motion if they are capable of using rhetoric.

2. The use of figurative languages through Feedback.

The use of feedback of the lecturers in teaching focused on the learner’s performance and stresses both strengths and suggestions for improvement. Through feedback the lecturers used the figurative language like as metaphor and simile as following quotes:

(YRT): Eh directly I often use the word that I was not aware that I use. For example, I explain culture shock that if you in your own culture you will feel comfortable for example fish, the fish is in the water. Suppose you are a fish, when in the water how you feel, well, if out of the water how? What if we get out of our own culture?

It is supported by NPP as:

(NPP): Usually the feedback, at the end of the lecture I gave the task to the next meeting I tried to want to ask again what was discussed at a meeting last week. The Feedback there are two, first in the form of written assignments and the second feedback at the time of undergoing the next lecture I again reminded the previous study, then discussed again, because it how we want to go while what we give lost all. Well as a foothold to step to the next.

Similarly stated by RH:

(RH): I return it to the student, when my students were given feedback that there is a kind of automatic I, feedback is a good teaching style for communication between lecturer and students because when explaining something that the contrast was very important especially students can pull their language action to provide some sort of negotiations and force them how to speak so that they can also be trained to use that language.

3.2 Discussion

In obtaining the data about the way of the lecturer used the figurative language in teaching English at English education program Study of FKIP of UKI Toraja, the researcher conducted the interview with three lecturers then the data from interview was correlated with the recording of lecturers’ talk.

Kinds of teacher talk which can be found in the classroom, Nunan in Girik allo divides teacher talk or teacher’s instructional talk into: Explanation, questions, feedback and correction [6]. The way of using Figurative Languages used by the lectures in teaching English at English Study Program of FKIP UKI Toraja by Making comparative, contradictive, correlative and repetitive statements that related to students’ life, culture and habit with the material in teaching to achieve the students’ understanding in learning English.
4. CONCLUSION

Based on the data analysis and the results of the study, the following conclusions are drawn: the ways of Using Figurative Language figurative language by English lecturers namely by making comparative, contradictory, correlative and repetitive statements that related to students’ life, culture and habit with the material in teaching to achieve the students’ understanding in learning English.

REFERENCES