

**STUDENTS' METAPHOR INTERPRETATION OF EDGAR
ALLAN POE'S SHORT STORIES IN LITERATURE CLASS**

**(A Descriptive Study at 3rd Semester Students of TBI IAIN Bengkulu in
Academic Year 2018/2019).**

THESIS

Submitted As a Partial Requirements for The Degree Sarjana in English
Education Program of IAIN Bengkulu



By

MUSTIKA RANI
1416232883

**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT ISLAMIC EDUCATION AND TADRIS
FACULTY
THE INSTITUTE OF ISLAMIC STUDY (IAIN)
BENGKULU**

2019



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBİYAH DAN TADRIS

Alamat: Jl. Raden Fatah Pagar Dewa Tlp. (0736) 51171, 51172, 51176 Fax. (0736) 51171 Bengkulu

RATIFICATION

This is to certify that the thesis entitled: “Students’ Metaphor Interpretation of Edgar Allan Poe’s Short Stories in Literature Class (A Descriptive Study at 3rd Semester Students of TBI IAIN Bengkulu in Academic Year 2018/2019)” by: Mustika Rani (NIM. 1416232883) has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana Pendidikan* (S.Pd.) in English Education.

Chairman

Hj. Asiyah, M.Pd

NIP. 196510272003122001

Secretary

Pebri Prandika Putra, M. Hum

NIDN.2003028901

Examiner I

Riswanto, Ph.D

NIP. 197207101999032002

Examiner II

Endang Haryanto, M.Pd

NIDN. 2004058601

Bengkulu, 22 February 2019

Approved by the Dean of Tarbiyah

and Tadris Faculty



Dr. Zubaidi, M.Ag, M.Pd

NIP. 196903081996031005

KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

PRONOUNCEMENT

Name : Mustika Rani
NIM : 1416232883
Study Program : English Education Program
Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis title Students' Metaphor Interpretation of Edgar Allan Poe's Short Stories in Literature Class (A Descriptive Study at 3rd Semester Students of TBI IAIN Bengkulu in Academic Year 2018/2019). Is real my masterpiece. The things out of my masterpiece in this thesis are signed by citation and refered in the bibliography. If later proven that my thesis had discrepancies, I am writing to take the academy sanction in the form of repealing my thesis and academic degree.

Bengkulu, February 2019

Stand by,



Mustika Rani

NIM.1416232883



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FAKULTAS TARBIYAH DAN TADRIS

Alamat: Jl/ Raden Fatah Pagur Dewa Telp. (0736) 51276, 51171 Fax. (0736) 51171 Bengkulu

ADVISORS SHEET

Subject : Thesis of Mustika Rani

SRN : 1416232883

To: The Dean of Islamic Education and Tadris Faculty

IAIN Bengkulu

In Bengkulu

Assalamu 'alaikum Wr. Wb

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

Name : Mustika Rani

SRN : 1416232883

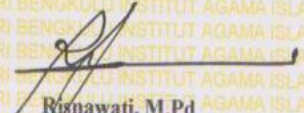
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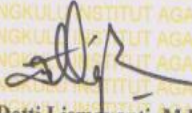
Has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Bachelor Degree in English Education. Thank you for the attention.

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First Advisor,

Bengkulu,
Second Advisor,

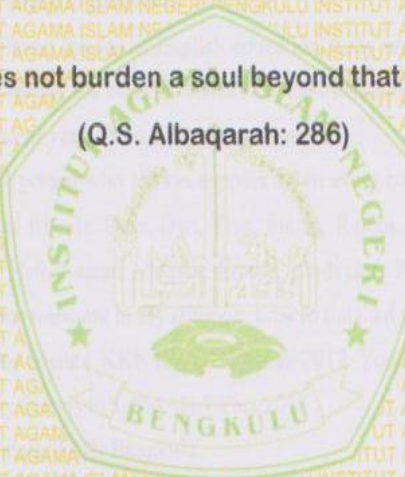

Binawati, M.Pd
NIP. 19750523199032002


Detti Lismayanti, M.Hum
NIP. 197712222009012006

MOTTO

**The dream must be light up with whatever we have, even though what we have is not perfect, even if it's cracked
(9 Summers 10 Autumns)**

**Allah does not burden a soul beyond that it can bear
(Q.S. Albaqarah: 286)**



DEDICATION

With gratitude and all my love, I dedicate this thesis to:

- ❖ My beloved parents, my mother Winarsih and my father Ahmad Zaeni, who had given supported, pray, motivation and could reach the successful, you are my everything.
- ❖ My beloved brother and sisters Rara Dwi Wardani and Reno Lorenzo, thank you for your prayer and support.
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ABSTRACT

Mustika Rani, 2019. Students' Metaphor Interpretation of Edgar Allan Poe's Short Stories in Literature Class (A Descriptive Study at 3rd Semester Students of TBI IAIN Bengkulu in Academic Year 2018/2019).

Advisors: 1. Risnawati, M.Pd; 2. Detti Lismayanti, M.Hum

Keyword : Metaphor, Interpretation, Edgar Allan Poe's Short stories.

This research was aimed to investigate the students' ability in interpretation of metaphor in Literature class at the 3rd semester students of TBI IAIN Bengkulu in academic year 2018/2019) in Edgar Allan Poe's short stories because short stories by Edgar Allan Poe were popular with gothic genre and many of metaphor. The research applied descriptive research. The source of data in this research were the result of the investigation of the students' metaphor interpretation test on Introduction to Literature of 3rd A Class English Education Program of IAIN Bengkulu in academic year 2018/2019 that consisted of 20 students. Also observed the teaching and learning process in applied metaphor interpretation in the classroom as source of the data. The data were collected by video recording, notes, interviews, and tests. The result of this research showed that most of students had excellent ability in metaphor interpretation test. The 3rd A Class English Education Program of IAIN Bengkulu in academic year 2018/2019. The students were successful in metaphor interpretation because they were mastery about steps in metaphor interpretation which are *displacing meaning*, *distorting meaning* and *creating meaning*. However, some of the students were not successful in *displacing meaning*, *distorting meaning* and *creating meaning* and the dominant problem was in *Creating Meaning*. It was caused by lack in understanding structure of the meaning of literary work, lack of the social background of the author and the literary work, and lack of the experience in reading literature.

ABSTRAK

Mustika Rani, 2019. Penafsiran Metaphor Mahasiswa dalam Cerita Pendek Edgar Allan Poe di Kelas Sastra (Studi Deskriptif pada Mahasiswa Semester 3 TBI IAIN Bengkulu di Tahun Akademik 2018/2019).

Pembimbing: 1. Risnawati, M.Pd; 2. Detti Lismayanti, M.Hum

Kata kunci: Metafora, Interpretasi, Cerpen Edgar Allan Poe.

Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam penafsiran metafora di kelas Sastra pada mahasiswa semester 3 TBI IAIN Bengkulu pada tahun akademik 2018/2019) dalam cerita pendek Edgar Allan Poe karena cerita pendek oleh Edgar Allan Poe populer dengan genre gothic dan banyak terdapat metafora. Penelitian ini menggunakan penelitian deskriptif. Sumber data dalam penelitian ini adalah hasil dari penelitian interpretasi metafora siswa pada Pengantar Sastra Program Pendidikan Bahasa Inggris Kelas 3A IAIN Bengkulu pada tahun akademik 2018/2019 yang terdiri dari 20 siswa. Juga mengamati proses belajar mengajar dalam interpretasi metafora terapan di kelas sebagai sumber data. Data dikumpulkan dengan merekam video, mencatat, mewawancarai, dan memberikan tes. Hasil penelitian ini menunjukkan bahwa sebagian besar siswa memiliki kemampuan yang sangat baik dalam tes interpretasi metafora. Program Pendidikan Bahasa Inggris IAIN Bengkulu pada tahun akademik 2018/2019 berhasil dalam penafsiran metafora karena mereka menguasai tentang langkah-langkah dalam penafsiran metafora yang mengganti makna, mendistorsi makna dan menciptakan makna. Namun, beberapa siswa tidak berhasil dalam mengganti makna, mendistorsi makna dan menciptakan makna dan masalah dominan ada adalah dalam menciptakan Makna. Itu disebabkan oleh kurangnya pemahaman struktur makna karya sastra, kurangnya latar belakang sosial penulis dan karya sastra, dan kurangnya pengalaman dalam membaca sastra.

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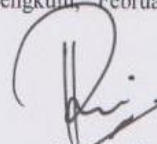
Alhamdulillah, all praise be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all might, for all blessing and mercies so the researcher was able to finish this thesis entitled "*Students' Metaphor Interpretation of Edgar Allan Poe's Short Stories in Literature Class (A Descriptive Study At 3rd Semester Students of TBI IAIN Bengkulu In Academic Year 2018/2019)*".

Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestion from several sides. Thus, the researcher would like to express her deepest thank to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Sirajuddin, M.Ag, M.H, the rector of IAIN Bengkulu.
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It is hoped that this undergraduate-thesis will be useful for all readers. Then, the researcher also realizes that this thesis is still not perfect yet, therefore critics, correction, and advice from the readers are very expected to make it better. Finally, Allah my always bless us in peace life.

Bengkulu, February, 2019



Mustika Rani
The Researcher

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CHAPTER I INTRODUCTION

A. Background of The Study

In English Education Major at the university level, the student should experienced some credit points literature Classes. That similarity case with IAIN Bengkulu, in the Literature classes the student should know about what the content of literature lesson itself that related with the artwork and fiction such as songs, prose, poetry, novels, essay, short stories, drama script and etc.¹ The student should know about language, meaning, and the correlation between language and meaning **and** studied how language is used by real people in real contexts, in spoken discourse and written contexts, and is highly influenced by cultural and social contexts. Moreover, In Literature student should activated their knowledge about literary theory, literary criticism, history of literature and convention of literature in order that the students could comprehend and interperet the novel, essay, poetry, and short story. They also should use their imagination, expression and ability to apply or show up the component of literature.

Figurative language has many parts, but the researcher more specifically about metaphor and in the Literature subject the lecturer taught about literary work such as prose and poetry, essay, novel, and short story. The short story is one part of the Literature subject that has a resemblance to the novel, only the short story has fewer settings, themes, characters and plots. As James Cooper Lawrence in his Journal stated that a short story is a

¹ Observation, English teaching of IAIN Bengkulu, on 2018 April 5th

piece of prose fiction that can be read in one sitting. Emerging from earlier oral storytelling traditions in the 17th century, the short story has grown to cover a body of work so diverse as to defy easy characterization. At its most prototypical the short story features a small cast of named characters, and focuses on a self-contained incident with the intent of evoking a "single effect" or mood. In doing so, short stories make use of plot, resonance, and other dynamic components to a far greater degree than is typical of an anecdote, yet to a far lesser degree than a novel.²

As well as poetry, in this literature subject the students are expected to understand, find out, apply and interpret the element of the beauty of language in a literary work. Therefore, researchers want to know the extent to what students can identify, classify, analyze and interpretation in a literary work in the form of poetry, short stories, drama script or novel. In this research, researchers focus on students' interpretation, choose the short stories by Edgar Allan Poe as a media to applying metaphor.

Metaphor is a figurative language that makes an implicit, implied, or hidden [comparison](#) between two things that are unrelated, but which share some common characteristics. In other words, a resemblance between two contradictory or different objects is made based on a single or some common characteristics. Furthermore, a metaphor develops a comparison that is different from a [simile](#), in that we do not use "like" or "as" to develop a

²James Cooper Lawrence, "The North American Review", (University of Northern Iowa Journal, Vol. 205, No. 735, 1917), p. 125

comparison in a metaphor. It actually makes an implicit or hidden comparison and not an explicit.³

Metaphors are used in all types of literature, but not often to the degree they are used in poetry. This is because poems are meant to communicate complex images and feelings to readers, and metaphors often state the comparisons most emotively but the researcher tried to research and observation about how far student's understanding and interpret metaphor in short story by Edgar Allan Poe in Literature class, how the lecturer teach and treat metaphor in Literature class, the student must be analyzed and interpretation metaphor in short stories by Edgar Allan Poe, and the reseacher will analyze all of the activities in Literature class. In literature subject that includes: The introduction to literature, prose and poetry, and drama. In this subject, students should read the short story by Edgar Allan Poe, students should interpret the meaning of the metaphor that used in short story and the students must identify, classify, and also analyze metaphor used by Edgar Allan Poe in his short stories. Based on the background above, it obvious that the third-semester students had problems in interpreting a short story in Literature class that need various aspects to comprehend them. Therefore, the researcher was very interested in doing research entitled "Students' Metaphor Interpretation of Edgar Allan Poe's Short Stories in Literature Class (A

³George Lakoff and Mark Johnson, *Metaphor We Live By*, (Chicago: University of Chicago Press, 1980), p.95-96

Descriptive Study at 3rd Semester Students of TBI IAIN Bengkulu in Academic Year 2018/2019)".

B. Identification of the problem

Based on the background above, the researcher necessary to conduct the study of comprehending analysis in students' competence especially about metaphor in Edgar Allan Poe's short stories. This study focuses on the student comprehend and interpretation level in Literature class. It has been from the researchers experience when the researcher in third-semester and then conducted interviews with some English students in the fourth semester who has been through Introduction to Literature subject, researcher got almost the same results for each student that they have not understood what the meaning of metaphor in literature. They gain an understanding of reading short story with metaphor in Literature class and interpretation as they study the short stories in the literature which is Introduction to Literature subject.

Unfortunately, students still troubled in analysis a short story in Literature subject, but to learn a book, especially short stories they must know first about what is short story, what is metaphor and how to interpretation. In addition, the researcher used Edgar Allan Poe's Short story which is popular with his gothic sangre. For that researchers wants to know what extent the students know about interpretation metaphor, the learning system in Literature class, what the students obstacles in comprehending and interpretation, what the factors who is made an obstacles in understanding and interpretation and also the researcher want to know what the effect after

the students has teach and treatment by Literature lecturer. In this research, the researcher only focuses on to what extent students know about interpretation metaphors in short stories especially in Edgar Allan Poe's short stories.

C. Limitation of Problem

The study is limited to student comprehend and interpretation use metaphor in Edgar Allan Poe's short story at the third semester of TBI in IAIN Bengkulu.

D. Formulation of the Problem

1. How do the students' interpret in metaphor?
2. What are students' problems in interpretation metaphor?
3. Why the students had the problem in interpretation metaphor?

E. The Objective of the Research

The objective of this research is to describe about how the students interpretation in metaphor, what the students problem in interpretation metaphor and why the student had the problem in interpretation metaphor in short stories by Edgar Allan Poe in Literature class at the third semester of TBI IAIN Bengkulu 2018/2019.

F. Significant of the Study

The study is significant from theoretical and practical perspectives. First, theoretically, this study is expected to inform students, especially what is the short story, what is interpretation and what is the metaphor in literature subjects in order to encourage them to improve their basic knowledge to the

high level and enrich the literature of students reading of literature, especially in reading Edgar Allan Poe's short stories. Second, it is also expected to give practical information on how to analyzed students' metaphor in reading Edgar Allan Poe's short stories.

G. Definition of Key Terms

Based on the detail explanation above, it is important to define some key terms that become center of this research; they are :

1. Metaphor is a process of building meaning that engages comprehension level and interpretation level which especially written material especially literary works. Then, Interpretation is an action of explaining stylistics representation of the meaning of something, especially in literature.
2. Edgar Allan Poe's stories as a media to help students apply metaphor technic in literary work.
3. Literature Class is a course that studies various types of texts, how to criticize and interpret texts such as novels, poems, short stories and drama texts.

CHAPTER II LITERATURE REVIEW

A. Metaphor

1. Definition of Metaphor

Metaphor is part of figurative language that involve comparison or simile, metaphor, allegory, personification, irony, alliteration, anaphora, euphemism, hyperbole, litotes, onomatopoeia, oxymoron, synecdoche and understatement. From many part of figurative language, the reseacher analyzed the specific that includes in figurative language. Furthermore, Metaphor is a figurative language that makes an implicit, implied, or hidden [comparison](#) between two things that are unrelated, but which share some common characteristics. In other words, a resemblance of two contradictory or different objects is made based on a single or some common characteristics. Furthermore, a metaphor develops a comparison that is different from a [simile](#), in that we do not use “like” or “as” to develop a comparison in a metaphor. It actually makes an implicit or hidden comparison and not an explicit.⁴

In the cognitive linguistic view, metaphors are defined as understanding one conceptual domain in terms of another conceptual domain. Metaphor was seen as apart of novel poetic language and was claimed to play an ornamental function in speech.⁵ In the classical view metaphor can be defined as a figure of speech or trope in which a

⁴George Lakoff and Mark Johnson, *Metaphor*.....p.200

⁵George Lakoff and Mark Johnson, *Metaphor*.....p. 202

comparisonis made between two unlike things that share certain characteristics. According to Newmark (1988) defined metaphor as any figurative expression: the transfer sense of physical word; the personification of an abstraction; the application of word and collocation to what is does not literally denote. Metaphor may be “single” (one word) or extended (a collocation an idiom a sentence a proverb an allegory a complete imaginative text).⁶

Based on Keraf (1992:139), metaphor was a kind of analogy that compares to things directly, but in short form: flower of the state. As a form of direct 10 comparisons, metaphors do not using the words: as like, as if, like, and so on, so that the first subject directly was related to the second term. The basic meaning of connotation of metaphor can be determined. The metaphor is absolutely on. But if the basic meaning of connotation of metaphor cannot be determined, then it was nothing.⁷

According to Pradopo (1994:66), Metaphor is a picture that often appears with two different images shapes that merge into a meaning the new one. Through the insertion of inappropriate and unexpected words, an expression occurs with a new meaning. The metaphor consists of two parts, namely the principal term and second term (secondary term). The principal term is also called a tenor, the second term called vehicle. The principal term or tenor mentions the things

⁶Peter Newmark, *Text Book of Translation*, (USA: Prentice-Hall International, 1988), p.25

⁷Gorys Keraf, *Diksi dan Gaya Bahasa*, (Jakarta: PT. Gramedia Pustaka Utama, 1994), p. 79

compared, while the second term or vehicle is the thing to compare. For example 'Earth is a bitch': 'Earth' is the principal term, while 'bitch' is the second term or vehicle.

Metaphor is seen as a structure of language related to comparative schemes by providing a conceptual framework derived from sensing and life experience. Metaphors involve equations by transferring properties from one concept to another.⁸

Metaphor is a form of direct comparison of two things, but in the form of short story. The style of metaphor was seeing something through another thing. Metaphor as a direct comparison does not use words like another, so that the first subject directly connected with the second subject. One of the elements being compared, that is the image, has parts of components of meaning and usually the one only of the components of meaning that is relevant and also has the second element that is the topic.⁹

A metaphor is a process of mapping between two different conceptual domains. The different domains are known as the *target* domain and the *source* domain. The target domain is the topic or concept that you want to describe through the metaphor while the source domain refers to the concept that you draw upon in order to create the metaphorical construction. Extending a metaphor means

⁸ John I. Saeed, *Semantics*, (Oxford: Blackwell Publishers Ltd, 2000), p. 56

⁹Rahmat Djoko Pradopo, *Stilistika dalam Buletin Humaniora No.1*, (Yogyakarta : Fakultas Sastra UGM, 1994), p. 84

expressing it through linguistic resources which introduce new conceptual elements from the source domain.¹⁰

2. Theory of Metaphor

Monroe Beardsley in (Paul Ricoeur. 2012) says that the Metaphor is “a miniature poem”. Thus the relationship between literal meaning and figurative meaning in a metaphor is the bridging version in a single sentence from the harmonization of complex significance which gives the character of the literary work a whole.¹¹

It means is a work of discourse that is different from every other work of discourse, especially the discourse of science where it is bring explicit and implicit meaning in one relationship. For a certain position, it is only a cognitive denotation, in which it is semantic. While connotation is the extra semantic because an includes the knitting of emotional stimuli, which lack cognitive value. For that the figurative meaning of the text must be seen as missing from all the significance of the text.

In traditional rhetoric the metaphor is classified as a figure of speech, namely as a picture which classifies the existence of variations of meanings in the use of words. More precisely, in the denomination process. Metaphors belong to language games that organize the naming of things.

¹⁰Paul Simpson, *Stylistics a Resource Book for Student*, (New York: Rotledge, 2004), p.6

¹¹Paul Ricoeur, *Teori Interpretasi : Memahami Teks, Penafsiran, Dan Metodologinya*, (Jogjakarta, IRCiSoD, 2012), p. 12

Cicero and Quintilian in (Paul Ricoeur, 2012) converted this model and said that a simple metaphor is a bridging partnership. The remains in tradition can be described in the following 6 proposition:

- a. The Metaphor is an allegory, a form of discourse relating to denominations.
- b. It represents the expansion of the meaning of a name through the deviation of the literal meaning of the word.
- c. The reason for this deviation is similarity.
- d. This similarity function is to provide a basis for substituting a picture of the meaning of a word in the literal meaning, which can be used in the same place. For this reason the subtitled significance does not show any semantic innovation.¹²

We can translate the metaphor that is replacing the literal meaning in which the figurative word is a substitution. As a result, substitution plus restitution are as empty. Because it does not represent a semantic innovation, the metaphor does not bring new information about reality. This is why it can be counted as one of the emotive functions of discourse.

Ricoeur (2012) also argue that Metaphor is so central to our notion of poetic creation that it is often treated as a phenomenon in

¹²Paul Ricoeur, *Teori Interpretasi.....*, p. 14

its own right, without reference to other kinds of transferred meaning.¹³

It cannot be properly understood unless seen against the background of the various other mechanisms of figurative expression. In fact, metaphor is associated with a particular rule of transference, which we may simply call the 'Metaphor Rule', and which we may formulate: F='like L'. That is, the figurative meaning F is derived from the literal meaning L in having the sense 'like L', or perhaps 'it is as if L'¹⁴. We have already seen the twofold application of this rule to 'a human elephant'; but perhaps the simplest kind of metaphor to use as an illustration is that based on a clause structure with the verb.

Metaphor, these three parts of the analogy have to be hypothesized from 'what is there' in the text. Moreover, the separation of tenor and vehicle is not usually so clear as in a definition metaphor. This is why it is useful to have a technique for analyzing metaphors, like that set out a procedure for discovering a metaphor, or of finding out its significance because of the subjective element of figurative interpretation, it would be vain to look for such a procedure. On the contrary, people must assume that we already understand the metaphor, Our task is to analyze and to explain what

¹³Paul Ricoeur, *Teori Interpretasi.....*, p.15

¹⁴Geoffrey N. Leech, *A Linguistic Guide to English Poetry*, (London and : Longman,1969), p.122

we understand. For clarity's sake, the method of analysis will be set out as a sequence of directions to the reader.

3. Kind of Metaphor

Some experts consider the metaphor as “queen” of figure speech, because when viewed in process of its formation, so many types of other figure of speech. Based on Orrecchioni (1977:149-156) says that there are two forms of metaphor, there are Metaphor Praesentia and Metaphor Absentia :¹⁵

a. Metaphor in Praesentia

Metaphors in praesentia ia a metaphor that is explicit. For example: She likes a rat in office (simile). Here there are two elements being compared appear, so do not be implicit. If we compare figure of speech meaning with simile to metaphor assimilation, it would appear to be different. Similes is an utterance with comparison explicit that conveyed with preposition and conjunction like as if, as like, example, parable, as.

b. Metaphor in Absentia

Metaphor in absentia is a metaphor that is formed based on the abuse of meaning. As well as the simile, metaphor contained in two words or other form whose meaning is compared. However, one of the elements of language than, does not appear, is implicit. The character of implicit causes a

¹⁵Kerbrat Orrecchioni, *La Connotation*, (Lyon : Presse Universitare de Lyon, 1986), p.49

changing of reference and irregularities of meaning, so that it makes problem collocation, namely the suitability of the meaning of two or several linguistic units are appearing in a row in the same speech. These things that might be a problem in understanding of metaphor. For example: So many mean the wants to get sweet of flower.

4. Connotation, Denotation and Metaphor Relationship

a. Connotation and Denotation

Connotation and Denotation are two principal methods of describing the meanings of words. Connotation refers to the wide array of positive and negative associations that most words naturally carry with them, whereas denotation is the precise, literal definition.

Connotation and denotation are not two separate things/signs. They are two aspects/elements of a sign, and the connotative meanings of a word exist together with the denotative meanings.¹⁶

Denotation refers to the literal meaning of a word, the dictionary definition. Denotation refers to the literal meaning of a word, the "dictionary definition." For example, if we look up the word *snake* in a dictionary, we will discover that one of its denotative meanings is "any of numerous scaly, legless, sometimes venomous reptiles having a long, tapering, cylindrical body and

¹⁶Tariq Saeed SnobaRizwan and Ramna Fayyaz, "Religious Ideology and Discourse : A Critical Discourse Analysis of Marsiya-e-Hussain", (Jurnal of art and Humanities vol. 2, no.1, 2013), p. 10

found in most tropical and temperate regions”. On the other hand, Connotation refers to the associations that are connected to certain word or the emotional suggestions related to that word. The connotative meanings of a word exist together with the denotative meaning. The connotations for the word *snake* could include evil or danger.

Connotative meaning is the meaning used to refer to forms or other meanings that are beyond their lexic meaning. In generating connotative meaning, the lexical meaning of a word is only used as a basic reference for other meanings. Connotation more complicated than denotation. Denotation is the meaning of a word which has added the component of meaning related to emotional overtones.¹⁷

Connotative meaning gives rise to certain understandings and associations. The connotative and denotative meanings have relationships that are interconnected with each other. The connotative meaning cannot be separated from denotative meaning because it affects each other.¹⁸

Furthermore, connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative

¹⁷Wishnubrhoto Widarso, *Bahasa Inggris; Dialek, Ragam, Jargon, Slang, Blends Clipped Words*, (Yogyakarta: Kanisius, 1989), p.11-13

¹⁸Binkert, P. J. *Linguistic Analysis: Lecture Notes And Workbook For Lin180*, (Rochester Michigan: Oakland University, 2003), p.08

meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.¹⁹

Connotation of a word is thought of as an emotive or affective component additional to its central meaning. A word that has connotation meaning, namely words that have a sense of value, both positive and negative. If it does not have sense value, the word is said to have no connotation²⁰. Positive and negative sense values can often occur due to the use of referents as a symbol. If used as a symbol of positive things, then the word is a positive feeling. On the contrary if it is used as a negative symbol, the word will also be considered negative. For example Garuda is used as a symbol of the Indonesian state. He has positive value. Instead crocodiles have a negative sense of value because they are used as negative symbols (evil). Connotative meaning is the communicative value of an expression according to what is referred to above and above its purely conceptual content. The connotative meaning is often found in poetry, short stories, novels and songs.²¹

From the statement above, it can said that denotation and connotation meaning are related to metaphors that can make one word have another meaning and have a lot of meanings and

¹⁹Henry Guntur Tarigan, *Prinsip-Prinsip Dasar Sastra*, (Bandung: Angkasa, 1985), p. 204

²⁰ John Lyon, *Semantics Volume I*, (Cambridge: Cambridge Universty Press, 1977), p. 66

²¹ Geoffrey Leech, *Semantics The Study of Meaning Second edition*, (Great Britain: Pelican Books, 1981), p. 57

metaphors represent connotation and denotation meaning. Usually the denotation, connotation and metaphors found in several literary works such as song, novel, poetry, short story and others. So that the researcher choose one of literary works which is short story to find out the metaphors.

B. Interpretation

1. Concept of Interpretation

Reading literary works must need interpretation. Initial interpretation will determine the success of the reader because interpretation will explore of total literary work and also interpretation is free and can to be changed. Everyone can interpret literary work, but sometimes there are many readers follow the interpretation of another people.²²

Language interpretation is the facilitating of oral or sign-language communication, either simultaneously or consecutively, between users of different languages. The process is described by both the words interpreting and interpretation. In professional parlance, interpreting denotes the facilitating of communication from one language form into its equivalent, or approximate equivalent, in another language form; while interpretation denotes the actual product of this work, that is, the message thus rendered into speech, sign language, writing, non-manual signals, or other language form. This

²²Suwardi.Endraswara, *Sanggar Sastra*, (Yogyakarta :Ramadhan Press, 2008), p.81

important distinction is observed in order to avoid confusion. Interpreting takes a message from a source language and renders that message into a different target language.

In interpreting, the interpreter will take in a complex concept from one language, choose the most appropriate vocabulary in the target language to faithfully render the message in a linguistically, emotionally, tonally, and culturally equivalent message.²³

In understanding the meaning of contained in abstract structures are found two activities, namely interpretation, and description. Interpretation of meaning in literary texts, in this case, must depart from the reality that is in the literary text itself.

Although many people interpret literary texts passing by philosophy, sociology, also psychology, ultimately the meaning obtained is the meaning that only relates to the respective disciplines and not the meaning issued by the literary text itself.²⁴

After interpretation, the next level is the description. Although the word description seems too scientific to study the variety of arts such as literature, the term has a sense of meaning separately. If in scientific research the descriptive method is the method to provide the acquisition of reality that is examined as it is, then the stage the description of the meaning in the literary text is expected to fully

²³Stefany Dodd, *How To Become Interpreter and Translator : A Beginner's Guide*, (Delhi :The English Press, 2012), p.33

²⁴Aminuddin, *Pengantar Apresiasi Karya Sastra*, (Bandung :C.V. Sinar Baru Bandung, 2009), p.104

depart from the meaning contained in the literary text itself. In this research, the researcher only focuses on interpretation as a tool to know what extent the students know about interpretation technic in learning Literature.

Interpretation is a convenient cover term for all these procedures. It is not that we are now suddenly putting them together and doing something new, for at each stage we have presupposed everything that had come before. Paraphrasing, explicating, elucidating, are simply ways of making clear to ourselves what has gone wrong when we get stuck or go vague. The very terms may be forgotten as long as we can remember how they can help us out of our difficulties.²⁵

The opinion above has the understanding that interpretation is a term which is right for all the following procedures. We suddenly not put together the procedures and do something new, for every stage we had previously thought of everything that had been passed. Interpretation, explanation, disintegration are simple ways to explaining to ourselves what is wrong when we stop or feel faint.

2. Theory of Interpretation

Fowler (in H.G. Widdowson. 2004) say, linguistic criticism is an introduction to the critical study of discourse; the chief emphasis is on those works of language hailed as “literary”, but he have tried to make it clear that all texts merit this sort of analysis, and that belief in an

²⁵Seymour Chatman, *The Language of Poetry*, (Boston : Houghton Mifflin Company, 1968), p.21

exclusive category “literature” or “literary language” is liable to prove a hindrance rather than a help²⁶. He too have a pretext which prompts them to read texts in a certain way, for their purpose is to enquire not into the aesthetics of verbal art, but into its socio-political significance, and prompted by such a purpose, all texts can indeed be treated alike.

Whether the data are a novel or a poem, a newspaper or a political pamphlet, people can always find evidence of ideological attitude if that is what they are looking for. One can accept that literary writers, wittingly or not, do necessarily express socio-political views and values in their texts and that it is a perfectly valid exercise to track these down. In this respect, literary writers are no different from writers of any other kind. But it does not follow that they might not be different in other respects.

Accepting that there is a lowest common socio-political factor in all texts does not preclude recognizing other factors that are not common, but are distinctive of certain kinds of text which, for this very reason, are called literary. ‘Literary discourse analysis should seek to demonstrate the determining positions available within texts, and show how “meanings” and “interpretations of meanings” are always and inevitably discursively produced (Carter and Simpson in H. G. Widdowson. 2004).²⁷

²⁶Henry G. Widdowson, *Text, Context, Pretext Critical Issues in Discourse Analysis*, (UK: Blackwell Publishing, 2004), p. 43

²⁷Henry G. Widdowson, *Text, Context.....*, p. 44

To analyze literature as discursive production is to examine what ‘socio-historical, culturally shaped’ positions are taken up in texts with regard to ‘issues of class, gender, socio-political determination and ideology’. Such analysis takes us beyond the traditional concern of stylistics with aesthetic values towards concern with the social and political ideologies encoded in texts’. Fowler tells Literature is social discourse.²⁸

If it were the case that every literary work, or indeed every ordinary utterance we made, was an act of social conformity, then we would have few if any of the problems of interpretation that discourse analysis, critical or otherwise, have been grappling with.

Stylistics may be regarded simply as the variety of discourse analysis dealing with literary discourse (Leech in Levinson, 1983). If literature is not taken as being distinctive, however, then stylistics may be even more simply regarded as synonymous with discourse analysis in general. And if this is to be critical in the CDA sense, then stylistics is essentially an enquiry into the socio-political significance of texts.²⁹

A stylistics concerned with the ‘social and political ideologies encoded in texts’ would obviously focus attention on the contours of public discourse, and consider only those textual features which are symptomatic of such communal values. Of course the kind of literary

²⁸Henry G. Widdowson, *Text, Context.....*, p. 45

²⁹Stephen C. Levinson, *Pragmatics*, (United Kingdom :Cambridge, 1983), p.188

discourse analysis that Carter and Simpson favour would ignore it too in its demonstration of the socially defined public positions and values which can be traced in literary texts.³⁰

The interpretation approach uses three important things that need to be done drawn, namely: the world of text, authors, and readers.³¹ Furthermore, when a text is read, realized or not raises interpretation of the text. Talking about the text never apart from the element of language, because language is a dimension moving life that allows the creation of the world from the beginning, language has its own existence in which humans participate.

The failure of the interpretation of literary works according to Riffaterre (inside Pradopo, 2010:210) is caused by three things: displacing of meaning, distorting of meaning, and creating meaning.³²

a. Displacing Meanings

Displacing meaning occurs when the sign shifts from one meaning to another, when a word represents another word as it occurs in language figuratively, what is meant by metaphor is figurative language in general. Riffaterre said that metaphor is a

³⁰Henry G. Widdowson, *Text, Context.....*, p.48

³¹Hafidz Hasyim, "Discourse on Semiotics: An overview in the interpretation of the Text", (Volume 16 number 2, 2012), p.65-66

³²Terry Eagleton, *Teori Sastra: Sebuah Pengantar Komprehensif*, (Yogyakarta: Jalasutra, 2006), p. 210

figurative language like comparison, just not using comparative words like and as. Metaphor see something through other objects. The metaphor consists of two parts, namely the principal term and second term (secondary term). The principal term is also called a tenor, the second term called vehicle. The principal term or tenor mentions the things compared, while the second term or vehicle is the thing to compare. Metaphor is a picture that often appears with two different images / shapes that merge into a meaning the new one. Through the insertion of inappropriate and unexpected words, an expression occurs with a new meaning.

b. Distorting Meaning

Riffaterre stated that meaning deviations occur when inside literary works is ambiguity, contradiction, or nonsense.

1) Ambiguity

In metaphor there are words, phrases and sentences that have double meaning and generate a lot of interpretation or ambiguity. This is due to the nature of the metaphor in the form of compaction up tone word, phrase, clause, or double meaning sentence. Ambiguity is usually called double meaning³³. Everyone can interpret the same words or events with various different ways. Giving meaning to ambiguity depends the reader and the interpretation should depart from the context, from the

³³Terry Eagleton, *Teori Sastra.....*, p. 40

text as a whole. Appropriate and not the meaning depending on the reason stated. Therefore the reader is free interpret, because indeed the word has various meanings.

2) Contradiction

Often the plot in the short story states something the opposite. This is to make readers think and focus on what is said in the story. Paradox is a style of language that expresses something contrary or contradictory in the form of its form.

3) Nonsens

Nonsens are words that are linguistically meaningless. The "words" created by the author are not in the language dictionary.

c. Creating Meaning

Creating meaning is a provision in literature in the form of visual forms that have no linguistic meaning, but create meaning in short stories. So, the creation of this meaning is a classification of texts outside linguistics. However, the classification of text space creates meaning. According to Riffaterre (1978: 2), the creation of meaning is caused by rhyme, homolog, and typography.³⁴

C. The Concept of Short Story

1. The Definition of Short Story

Short story is one of the genre of literature that is very popular by the community because as the name implies, short stories are very easy

³⁴Rahmat DjokoPradopo, *Pengkajian Puisi: Analisis Strata Norma dan Analisis Struktural dan Semiotik*, (Yogyakarta: Gajah Mada University Press, 2010), p.2

to enjoy anytime and anywhere. Here's an explanation of the short story.

Poe (in Tarigan, 2010: 50) says that the short story is a story that is read in one sitting, about 30 minutes to 2 hours-or something that reading time is not possible for a novel. He also stated that short stories are story that not long and are either accidental ideas.³⁵

In its abbreviation and density, a story is complete, round and brief. All parts of the story must be attached to a unity of soul as short, solid, and complete. No parts can be more or can be discarded.

Besides Beach (in Tarigan, 2011: 179) said that considering the limits of the short story is the simplest form of fiction. But unlike the romance book, short stories lack the place to solve a complicated state.³⁶

Then Priyatni (in Tarigan 2010: 127) reveals that the short story is a story that is about 17 pages long quarto double space, the content is solid, complete, has a unity and contains a deep impression effect³⁷.

2. Short Story of Edgar Allan Poe

The 1820's American writers of a younger generation were eager to make places for themselves. United States had a number of "expert story tellers' like Irving, Dana, Hawthorne, Brown, Cooper and Poe. As Poe thinks Drake and Halleck were overrated. The American writers

³⁵ Henry Guntur Tarigan, *Prinsip-Prinsip Dasar Sastra*, (Bandung: Angkasa, 1985), p. 50

³⁶ Henry Guntur Tarigan, *Prinsip-Prinsip.....*, p. 179

³⁷ Henry Guntur Tarigan, *Prinsip-Prinsip.....*, p. 127

was the first to use the term 'short story' to describe his collection of prose narratives which was usually known as a 'tale'. Poe's definition of a tale was succinct. He said that a tale should be satire to achieve 'a creation unique of single effect' and that every word and every action should contribute to the working out of this 'one pre-established design'.³⁸ Poe also said a short story is a prose narrative "requiring from half an hour to one or two hours in its perusal."³⁹ In his essay on Nathaniel Hawthorne's *Twice-Told Tales* (1837) Poe outlined the principal features of the genre, claiming that it should be readable in one sitting and its effect, similar to that of lyric poetry, should be singular and total, designed to evoke a primary emotional reaction in the reader. Additionally, Poe's writings, such as his seminal stories of psychological horror and detective fiction collected in *Tales of The Grotesque and Arabesque* (1840).

Poe showed little interest in contemporary society, but the landscapes that he borrowed from his Gothic forebears were inhabited, not by vigor and energy, but by decay. He applied natural science in his fiction, not to give examples of trend toward Utopia, but as a means of fathoming mystery. Poe here made a divide three types of narrative :

- a. The Gothic or Horror tales, representing the fearful coloured into the horrible.

³⁸E.A. Poe, ed. by Ray. B. West Jr, *The Writer in the Room, selected Essays*, R.G. Bhatkal, Popular Prakashan (Bombay: Trigse Publication, 1972), p. 132

³⁹E.A. Poe, ed. by W.H. Hudson, *An Introduction to the Study of Literature*, (London: George G. Loyal Publication, 1954), p.25

- b. The comic tales, including the ludicrous heightened into the Grotesque and the witty exaggerated into the Burlesque.
- c. The mystical pieces, detective fictions, wherein the 'singular' is wrought out into the strange and mystical. W. H. Auden divides Poe's tales as major and minor. In the major group he makes two divisions. The tales describing the state of willful being: the aggressive ego. The minor tales of Poe are divided into two groups, the tales of the humorous, satiric pieces. He classifies Poe's tales as analytic and synthetic. He calls the analytic tales as the "stories of realistic terror" and divides these into two groups: the tales that analyze sensations and the ratiocinative tales that analyze a complex problem. The synthetic tales are of romantic terror. His putting together of the Arabesque and Grotesque tales seems unconvincing. However, Poe wrote five kinds of stories: Mystery or Detective, Science fiction, Gothic Humor, and Gothic Romance. Gothic horror stories that emphasize atmosphere and the supernatural. He contributed sophisticated analyses of the psychological process into insight.

1) Detective Fiction

The detective stories are masterpieces in a minor vein. Poe portrayed the prototype for Sherlock Holmes. These stories are called "tales of ratiocination," because of Poe's meticulous attention to the rational process by which mysteries are

unrevealed. His science-fiction stories are developed with the same careful regard for rational credibility. Poe's first detective story 'The Murder in the Rue Morgue' pioneered the sub-genre of the 'locked room' mystery by presenting a seemingly impossible crime. The second story 'The Mystery Of Marie Roget' is interesting both historically and structurally.

2) Gothic Horror Stories

There is a psychological intensity that is characteristic of Poe's writings, especially the tales of horror that comprise his best-known works. These stories which include 'The Black Cat,' 'The Cask of Amontillado' and 'The Tell-Tale Heart' are often told by a first person narrator, and through this voice Poe probes the workings of a character's psyche. This technique foreshadows the psychological realism. In his Gothic tales, Poe employed an essentially symbolic, almost allegorical method.

3) Gothic Romance

Edgar Allan Poe is considered part of the American Romantic movement. He wrote Romantic works. Romanticism in America consists of several common themes. It questioned the earlier ideas of literature, art and philosophy. An example of Poe's Gothic romance is 'Legeia.' Poe explains through the narrator how more exacted and meaningful Legeia's beauty is specifically, because she exhibits more natural features. Poe

clearly rejects classical beauty by killing off Rowena and having Legeia, the heroine and the personification of romantic beauty live on through Rowena's body. Poe cannot explain what he sees. Poe wrote "Legeia" to promote his belief in Romantic theories and ideas. His originality specifically the use of the 107 supernatural is a consistent example of the innovation projected throughout romantic literature.

4) Gothic Humor

Critics have differed widely concerning Poe's humor. Generally his laughter is dismissed as hysterical, his tales invoking not the comic muse but the macabre. Arthur Ransom says that "his attempts to be funny are like hangman's jokes."⁴⁰

In the opinion of Constance Rourke "Poe's laughter was of a singular order. It was in human, and mixed with hysteria."⁴¹Rourke relates Poe to the more callous aspects of the south western comic mode. Brom Weber however thinks that Poe is "one of our major humorists."⁴²

5) Science Fiction

Poe profoundly influenced the development of early science fiction author Jules Verne. The stories, which are set in the future or in which contemporary setting is disrupted by an

⁴⁰E.A. Poe. Qt by John W. Ostrom, *The Letters of Edgar Allan Poe*. Ed by John W. Ostrom, (Cambridge: Mass, 1948), p.33

⁴¹Henry James, *The Short Story: A Critical Introduction* by Valerie Shaw, (London: Longman, 1985), p. 36

imaginary device such as a new invention or the introduction of an alien being.

3. Procedures for Comprehending and Interpretating of Short Story

Short stories are the most popular form of literary text. A short story comprises the basic elements namely theme and premise, backstory or exposition, the spine of the story (plot, characters, climax), conflict or crisis, context and setting (time period). The Premise is a statement or an idea that forms the basis for a reasonable line of argument. The premise provides basis for the story in a single statement. In addition, James N. Frey (2012) explained it as premise is what happens to the characters as a result of the actions of a story. It is the frame or roadmap which leads to the story⁴³.

Then Aristotle (1895) defined the steps as follow :⁴⁴First, identify the theme refers to the key points presented by the author in the form of abstract subject of the work. Theme holds the central idea or ideas which may or may not be explicit or obvious. A text may contain multiple themes. The writer conveys his message or purpose of writing through theme.

⁴³G. Lester & James N. Frey, *The Art of the Traditional Short Story*, (UK: Bear Cat Press, 1895), p.69

⁴⁴Aristotle, *Poetics* (London : Macmillan, 1895), p.71

Second, must find out the Spine of the story is the backbone of a literary work. It is considered the central feature and the main support in the structure of a short story. The spine of the story is interwoven with the plot, characters and climax of the story. These are interdependent terms and the most crucial parts of a story. The Plot is the plan or outline of the short story with a beginning, a middle and an end. It is formally named as a narrative. It reveals the string of events in the story. As Aristotle explained that the plot follows the web of causation in the form of exposition, rising action, falling action and denouement.

These are considered the elements of a plot. The characters are the invented persons in a narrative work which are given specific qualities by the writer. They make their appearance through dialogues, action and description. The description of the character helps the reader to visualize accurately. The characters with changing moods are called round characters while the flat characters are those who do not alter their attitude in the duration of the story⁴⁵. The story climax refers to a collision between two opponent forces. The critics regard climax as the explicit encounter which firmly decides about the successor. The climax in the story leads to a point of realization, a stage of extreme tension caused by characters or situation. It is the point which arises the

⁴⁵Aristotle, *Poetics*.....p. 72

reader's interest leading to the conclusion. It is also known as the story culmination.

Third, identify the conflict is the point of issue or problem in a story. It helps in providing pace to the story. The internal or external conflicts are of four kinds: man versus self, man versus society, man versus circumstances and man versus man.

Fourth, find out and identify the setting includes the set of surroundings, environment, the place, circumstances, time period, time of the year or the day as well as the temperature, weather conditions, social conditions of the characters, mannerism, customs, speech patterns, dialects and scenery, etc. In which the action of the story takes place.

Fifth, They also have to know and connecting all structures with the backstory. Backstory is defined in The Oxford Concise Dictionary as the history, past or background created for the characters that influence the present or future. It helps the readers to know where the characters are coming from. It helps in making clear to the reader that why the characters are acting the way they act. Just to create depth in the story the writer gives glimpses of history. It reveals what has already happened before commencing the story. It is also known exposition.⁴⁶

D. Literature Class

⁴⁶Lester G. & James N. Frey, *The Art of the Traditional Short Story*, (UK: Bear Cat Press, 2012), p. 28

1. Definition of Literature

According to Purba (2001: 2), The word literature in Indonesian comes from the Sankerta language. The root of the word is cash which means giving instructions, directing, and teaching. Therefore, literature can be interpreted as a teaching aid, user guide, teaching or rest.⁴⁷

While Wellek and Warren (1995: 3) say, Literature is creative study, a branch of art. Literature is everything written or printed. Literature is an imaginative work.

Literature is the main vehicle for teaching and learning language. Literature is the proper place where language gets the superb position. Literary works provided additional material of grammar practice, vocabulary learning, translation (Liaw, in Khatib, Hossein and Rahimi). Next, According to Moody, literature is like an umbrella term giving information on every business. Furthermore Sonia Zyngier (1994) holds that, a literary text should be regarded as an instance of aesthetic communication. If want go on to define "Literature" from the Language Teaching point of view, we come across a very important definition. According to Alexander Baird, Literature is the use of language effectively in suitable conditions.

⁴⁷ Rafiul Islam Shazu, "Use of Literature in Language Teaching and Learning: A Critical Assessment", (Journal of Education and Practice Vol.5, No. 6, 2014), p. 2

Based on Arthur Baird (in Turker), literary texts can be used in language teaching, because the language used in literary text is suitable for the contexts of the events. Among the functions of literature, as seen in the definitions above, the most important one is the use of language. Foreign language teachers adopt the method in accordance with the students' level and their syllabus. This is the reason why, Literature becomes the best media of teaching and learning Language.⁴⁸

Literary texts are very much motivating due to its authenticity and the meaningful context it provides (Ghosen, in Shazu. 2014). Due to its authenticity, literature can develop sociolinguistic and pragmatic knowledge as manifested communicative competence models (Mackay, in Khatib). Sociolinguistic and pragmatic competence are two of the main components of the communicative competence models. Hence, special attention is needed to be directed to this component. Literature due to its authenticity is equipped with sociolinguistic and pragmatic information. These two features are more related to 'appropriateness' in language which can be found only in contextualized language such as literary texts, dramas and plays.⁴⁹

According to (Oemarjati, 1992), "The teaching of literature basically carries out an effective mission, which is to enrich

⁴⁸ Rafiul Islam Shazu, "Use of Literature.....", p. 3

⁴⁹ Rafiul Islam Shazu, "Use of Literature.....", p.4

students' experiences and make them more responsive to the events around them. The ultimate goal is to plant, grow and develop sensitivity to human problems, recognition and respect for values, both in an individual and social context.⁵⁰

Literary learning is done using language learning, with writing, reading, listening or speaking skills. In practice, literary agreement about the development of the ability to write literature, read literature, listen to literature, and speak literature. Based on the above, learning literature includes the following:

- a. Writing literature: writing poetry, writing short stories, writing novels, writing dramas.
- b. Reading literature: reading literature and solving its meaning, good for literary works in the form of poetry, prose, and drama scripts.
- c. Listening to literature: listening and reflecting on poetry readings, fairy tales, short stories, novels, staging dramas.
- d. Play literature: reciprocal rhyme, recitation, storytelling, role playing, based on the script, the contents of the literature are re-discussed, See the oral work of staging literature⁵¹.

2. The Goals in Literature Class

⁵⁰Yosi Abdian Tindaon, "Pembelajaran Sastra Sebagai Salah Satu Wujud Implementasi Pendidikan Berkarakter", (Jurnal Basastra Volume 1 no. 1, 2012), p.11

⁵¹Yosi Abdian Tindaon, Pembelajaran Sastra....., p. 12

Literary texts are authentic works that can be used at every level in the classroom. For example, fairy tales and stories can be used in a foreign language class as a very effective course material for students. Likewise, the classical novels and poems known all over the world can be used also by teacher in the class as teaching material that will make the lesson more fun and enjoyable for adults.

In this context, McKay (2001) mentions three basic benefits of using literary texts in the language class: Prove the importance of type selecting of the author to reach specific communication targets, being the ideal source for the adaptation of the four basic language skills, increase mutual cultural awareness. In addition to the advantages mentioned above, Lazar (1993: 4) talks about the goals of using literary texts as follows: Motivating and authentic material, have common educational value, being included in most of curriculums, help students understand the target culture, develop students' interpretation skills, the lesson becomes fun for students, increase linguistic awareness of students, and encourage students to express their opinions.⁵²

From the theory above, the researcher conduct the theory into the reseach. In this research, the researcher used the class of

⁵²Hasan, Atmaca and RıfatGünday, "Using Literary Texts to Teach Grammar in Foreign Language Classroom", (Participatory Educational Research (PER): Special Issue, Vol. 127-13, 2016), p. 4

Introduction to Literature in Third semester of IAIN Bengkulu in academic year 2018/2019. The class was consist of four class but the researcher decided to did the research in class third A semester that consist of 20 students. Introduction to Literature class is discussing of literary context about fiction and non-fiction. The students are studying about how to analyze, criticize and interpret the literary text such as poetry, novel, dramas script and short story. So that why the researcher doing the research about metaphor interpretation in this class.

E. Related Previous Studies

This research has some similarities with some other studies that have similar topics about metaphor and Edgar Allan Poe's artworks. The first prior of the research is a thesis entitled "An Analysis of Metaphor in Edgar Allan Poe's Poem" from Ade Puadah (2016). He analyzed metaphors of 12 poems from Edgar Allan Poe. He used techniques of qualitative method are used to collect and identify the data or the poem. Its method used for collect the sentence include of metaphor. The result of his research found 14 codes name of types metaphor and 10 codes sentence of poetry.

The second prior of the research is a Journal entitled "The Dead-Living-Mother: Marie Bonaparte's Interpretation of Edgar Allan Poe's short stories" written by Francisco Pizzaro Obaid (2016). In this journal, the princess Bonaparte interpreted one of Edgar Allan Poe's

works smart namely a short story entitled “The Death Living Mother” which is very good in narrating the character of a mother who died giving birth her child. Bonaparte was inspired by the Poe’s work arts which is told from the background of his real life. Bonoparte analyzed and interpretation Poe’s short story and find out the discovery of psychoanalysis and found the paradigmatic clues experienced by Edgar Allan Poe, because of the background of his life which later became the characteristic of his works.

The third prior of the research is a Journal entitled “The Use Of Metaphor In Edgar Allan Poe’s Short Story *The Black Cat* written by Faizal Risdianto (2014). In this journal the object of the research is the use of metaphor in Edgar Allan Poe’s short story about *The Black Cat* and find out 21 sentences chosen to represent all metaphorical words of Edgar Allan Poe as the object of research. There are conceptual metaphors of George Lakoff and Johnson and discovery that Edgar Allan Poe succeeded in using effective and creative metaphorical expressions depicting the psychological ambiguity of the main characters in his short stories. This extraordinary metaphorical expression shows Poe’s distribution position as one of the greatest American writers.

The similarity between the writer’s thesis and the two prior researcher is located in the object of study that is metaphor and one

prior research about interpretation. Nevertheless, the differences are located in the subject of analysis. This researcher uses Edgar Allan Poe's short story as the subject of the analysis. All of the previous studies above have the relation with this research. All of the researcher have the similar in reference. However, this study is focus on student's interpretation of metaphor used in Edgar Allan Poe's short stories. Besides that, this study will analyze the meaning of each metaphor in Edgar Allan Poe's short stories. The analysis in this research will be taken four short stories such as: *The Black Cat*, *Hop Frog*, *The Tell Tale Heart* and *The Murders in the Rue Morgue*.

CHAPTER III

RESEACH METHOD

A. Reseach Method

This reseach were applied descriptive qualitative method. Descriptive research is a research to describe data with describing or drawing the data, to make a conclusion for general or particularly for incident or even in this moment. In the other hand, it takes the problem only focus on the actual problems when we did research.⁵³ Furthermore, descriptive research is a research designed to collect information about a phenomenon and then describe it. It means that descriptive research describes about the phenomenon based on the information without any treatments.⁵⁴

The purpose of such observation is to prove deeply and to analyse intensively the multifarious phenomena that constitute the life cycle of the unit with a view to establishing generalisations about the wider population to which that unit belongs.

Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. The material may be public records textbooks, letters, films, tapes, diaries, themes, reports, or other documents. Content analysis usually begins with a question that the researcher believes can best be answered by studying documents. Content

⁵³ Sugiyon, *Metode Penelitian Pendidikan*, (Bandung :Alfabeta, 2012), p. 207-208

⁵⁴ Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2010), p. 68

analysis is sometimes quantitative, such as when one investigates middle school science text books to determine the extent of coverage given to the achievements of minority scientists.

Related to those theories above, this research descriptive analysis study then in obtaining data using qualitative research data resourch as based on the above understanding. Research describes that search, got, and analyzed data through descriptive analysis that was processed and arranged systematic in the research to produce a fairly completed research.

B. Subject of the Research

Subject of this research was the student of third semester English Education Study Program who should experience some credit points of Literature subject, Tarbiyah and Tadris Faculty State Institute for Islamic Studies (IAIN) Bengkulu in Academic year 2018/2019 Third semester in English Education Study program consist of four classes. In one class consist of 20-30 students and about 130 students in third semester totallywhich is located at Reden Patah street Pagar Dewa Bengkulu City.

Due to this research were a descriptive, it was use qualitative method. Descriptive method is a method that researches the status of human, an object, a set of condition, a system of thought, or even a class of phenomenon at the present. Qualitative research is a research procedure which produces write or speak descriptive data of research that is possible to observe.

C. Source of Data

Source of data in this research was the result of students' worksheet in comprehending and interpreting short story in Literature Class. The students were in third semester in Class III A of PBI IAIN Bengkulu in academic year 2018/2019 that consist of 20 students. Then it was also important to explore students-lecturer activities. According to Handcock and Algozzine, the student present there cases designed to assess the feasibility of teacher in inclusive early education programs supporting young people's learning objectives through embedded learning opportunities (ELO), namely : The examination of the ELO procedure included assessment of lecturers' planning and implementation, the impact on student's performance on comprehending materials, in this case the students' comprehension in comprehending and interpreting metaphor in short story and the lecturers' perceptions of the ELO strategy.⁵⁵

D. Data Collection Technique and Instrument

In collecting the data, the researcher were use the following several instruments:

1. Interview

Interview is data collection method in which there is a dialogue between an interviewer and interviewee which talk about the content of observation. There are some types of interview such as face to face and telephone interview. This is line with Creswell said that "the researcher

⁵⁵Dawson R. Handcock, *Doing Case Study Research : A Practical Guide for Begining Reseachers*, (Columbia, Columbia University Teacher College Press, 2006), p. 22

conduct face to face with participants, telephone interview or engage in focus group interview”.⁵⁶

According to Esterberg in Sugiyono (2012) interview is a meeting of two people to exchange information and ideas through question and answer, so it can be constructed to the subject of research with guidelines that have been made, each respondent was given the same question and the data collector recorder it. Based on the opinion above it is clear that the interview is used for data collection technique if the researcher wants to do a preliminary study to find the problems that must be examined.

By doing this interview, firstly, researcher use this as small preliminary study to decided and strengthen the problem of the study. Secondly, researcher was collect some data related to students’s speaking ability and student knowledge about what is metaphor itself and how to interpret. This interview was an open disciplinary and informal conversation interview. Furthermore, the purpose of interview in this reseach were (1) to complete documentations that were be gether as source of data (2) learn where documentation may reside, (3) to make sure the observation data and new data interview were be conducted in the classroom to lecturer and students gets information of phenomena in the examination of teaching procedure included assessment of lecturers’ planning and implementation. The impact

⁵⁶John Creswell, *Research Design : Qualitative and Mixed Method Approaches Third Edition*, (New York: Sage Publications, 2000), p.190

students' performance on comprehending materials. In this case the students' comprehension in comprehending and interpreting metaphor in short story. Then the lecturer's perception was also be gathered through interview. In this reseach, the reseacher did an interview about to what they know about metaphor, how they can understand and can interpreting about metaphor in Short Story by Edgar Allan Poe in Literature class and what the impact before the lecturer threating them well in the class.

In the interview, the researcher were use some tools that was useful for enabling or running the interview process. In the interview process, the researcher were give 5 questions for the lecturer, and 5 questions for some students. In this interview the researcher were ask the questions to the lecturer and students relating to what the students' learning of interpretation have according to the lecturer and the students themselves. In the interview, the lecturer and some students was give answers to questions will give by the researcher based on their own opinions and experiences. The researcher was interviewed both lecturer and students to got the data related to their perspectives before, during, and after implementing the actions to investigate what extent the students know about metaphor interpretation, what they obstacles in learning metaphor interpretation how the lecturer solved their difficulty in metaphor interpretation, and also collected the lecturer's opinion by the interview when the lecturer teaching the students When the

interview process takes place, the researcher were record all conversations when the interview was done used a camera.

2. Observation

The researcher were observed the teaching and learning process in TBI third A class of IAIN Bengkulu and students' progress interpretation of metaphor in the short story to was got information need in this research. Everything were related to the students' behaviour in learning how to interpret metaphor, the lecturer's action in the class, and problems was related to the teaching learning process was note. The purpose of the observation was got some data about the students' metaphor interpretation in short story by Edgar Allan Poe. The observation technique is Interview.

3. Field Note and Observation Checklist

Field notes is a kind notes that usually the researcher used when they directly observes the sample. Field note is highly recommended in qualitative research because this qualitative research is contextual. This in line with Julia Phillippi, she said that field notes are widely recommended in qualitative research as a means of documenting needed contextual informtion.⁵⁷

The function of field notes was to catched something happen that may not be enough captured through the audio-recording when the researcher did observation and interview. Field notes should not need

⁵⁷Julia Phillippi, *A Guide to Field Notes for Qualitative Research: Context and Conversation*, (2007)

be formal, but they should be maintained and secured in a similar manner to audio tapes and transcripts, as they contain sensitive information and relevant to the research. The purpose of the observation checklist in this research will be (1) to complete documentations that will be gathered as source of data (2) learn where documentation may reside, (3) to check accuracy and verify the impression gained through observation. So, the researcher got complete information about extensive reading practices in literature class. The researcher observed students' extensive reading practices in literature class and report about the result from every meets in the class.

4. Documentation

Documentation were be used to obtain data from all document, Arikunto said that documentation is observed in form of notes, books and other sources besides human beings.⁵⁸In this research the documentation data could be photographs and video recording during the teaching and learning process especially student and teachers' interaction, observation sheet and notes video recording. The documentation data above a could be use to support to describe authenticity of the data in the research.

Video recording is one the tool to get the data accurately, by which is to be recorded people's natural behaviour. The researcher could know the practices through which participants in interaction

⁵⁸Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2010), p. 234-235

build their social activities and how their talk, facial expression, gaze, gesture, and body elaborate one another. It could help the researcher to know students' speaking ability and lecturer interaction during the learning and teaching process in the Literature class. In this research, the researcher were use phone camera as a instrument to collecting the photograph and recording video as the data

5. Comprehending and Interpretation Test

At the last lesson, the reseacher were ask the students in Literature class. The students' written the paper testwere be analyzed in order to know about the students' ability in comprehending and interpreting metaphor in short story, in this case the reseacher ask the lecturer to use short story by Edgar Allan Poe in tittled *The Tell-tale heart*, *The Murder in the Rue Morgue* and *Hop Frog* to found out the metaphor when the lecturer teaching about short story in the class and in the test of metaphors' interpretation the lecturer use *The Black Cat* Short Story. Then the reseacher were describe in-depth about the students' writing test paper.

a. The form of matter

The test shaped was decided by the lecturer that is used mid-term paper format of analysis of literary works, and contains a instructions to write Metaphor Interpretation. In the matter, there was only one that must be criticized and analysis by students which

is *The Black Cat*. Each of the students were analyzed the story, then was interpret of fifth data in metaphor in the short story.

- b. Assessment sheet, were used to fill or write the values of students to adjust with the results of the interview:

Based on academic guidelines for the PBI introduction to Literature course in IAIN Bengkulu are as follows:⁵⁹

Table 3.1
Student' Standards Assessment

NO	Score Interval	Categories
1.	80-100	Excellent
2.	70-79	Good
3.	50-69	Average
4.	40-49	Poor
5.	< 40	Very Poor

E. Research Procedure

In this study, the researcher used theory by Miloes and Huberman for the implementation of directed and systematic then prepared the stages of research are as follows:

⁵⁹ Academic guidelines for the PBI introduction to Literature Course in IAIN Bengkulu, 2018/2019

1. Pre-Field Stage

The Pre-field stage was to pay attention to all kinds of problems and all kinds of preparation before the researcher plunge into research activities. The pre-field stage was held in September and has five stage:

- a. Selecting research field by studying and deeping focus and formulation of research problem.
- b. Formal licensing in this case the researcher asked permission to lecturer of English Class of “Introduction to Literature” subject at third semester State Institute for Islamic Studies of Bengkulu.
- c. Exploring and assessing the field in which the researcher conduct a field orientation.
- d. Selecting and using informants useful as informants useful as informers about the situation and condition of the place of study.
- e. Prepare necessary research supplies such as stationery, instrument of interview and video record.

2. Fieldwork Phase

At this stage the researcher performs activities directly in the place of research to be executed in September till November 2018, this stage is divided into three part, namely:

- a. Understand the background of research and self-preparation. At this stage the researcher sees the subject in the background of research to know the data that must be collected so that the researcher has been prepared in providing data collection tool.

- b. Entering the field. At this stage the researcher begins by making a permit request to collect data obtained at the beginning of the observation.
- c. The role as well as collect data. At this stage, the research collects the data, this stage was the most important step in the research, because the main purpose of the research was to get the data.

3. Stage of Data Analysis

The third stage in this research was data analysis. Research in this stage perform a series of qualitative data analysis process until the interpretation of data that has been obtained previously.

F. Technique of Data Analysis

According Sugiyono analysis of qualitative data is the process of searching and compiling systematically the data obtained from interviews, field notes, and documentation by organizing data into categories, translating into units, synthesizing, arranging into pattern, choosing which ones are important and that were be learned, and making conclusion so easily understood by self and others.⁶⁰ In analysis the data, the researcher follow the step :

1. Identification of students interpretation of metaphor in the short stories by Edgar Allan Poe, in this case the researcher used the short story entitled *The Black Cat*.

⁶⁰Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2012), p. 185

2. Classification of correct interpretation of metaphor used of students
3. Count the students score by using a formula used in IAIN Bengkulu by theory of Sudjana.⁶¹ He state that the formula is used by descript research here is :

$$P = \frac{F}{N} \times 100\%$$

Explanation :

P : The Percentage of the students interpretation

F : Frequency of correction in interpretation

N : Total of Students

Information :

- a. Under 50% = Fieled in Interpretation
- b. Up To 50% = Success in Interpretation

G. Data Validity

The data validity of data in descriptive study research was one of the most important part to know the degree of confidence of the results of research, the data obtained were be more consistent so that becomes a valid data and can be justified. According to Moelong, for the results of research can be accountable then required the technique of validity. Semantic validity is a way of observing the possibility of data containing the form and characteristics of the plot in a short story.

⁶¹Sudjana, *Metode Statistika* (Jakarta: RinekaCipta, 2006), p.131

The interpretation of the data is done by considering the context of the data. In addition, the data that has been obtained was consulted by experts (expert judgment) in this case was the lecturer who is teach of Introduction to Literature class. Interrater reliability was done by discussing the results of the study with observers, the supervisors and colleagues who know the field of study.⁶²

⁶²Suwardi Endraswara, *Sanggar Sastra*, (Yogyakarta: Ramadhan Press, 2008), p. 202

CHAPTER IV

RESULT AND DISCUSSION

A. Data Result of Students' Ability in Interpretation

1. The Process of Teaching and Learning Metaphor in Literature

Class of English Education Program of IAIN Bengkulu

Introduction to Literature is 2-credit point lesson that included into compulsory subject for English Program of IAIN Bengkulu, this lesson is offered at the third semester which is the lesson is introduction about Prose or Literature subject to students. In teaching Introduction to Literature during a semester, it spent about 16 meetings includes two meeting for exam (Mid-Test and Final Test). In this semester, the lecturer not divided the lesson into two sub-theme as Prose and Poetry in subject in fourth semester. From meeting 1 until meeting 7 learning of introduction to literature, basic of literature, and fiction. Then from meeting 9 until meeting 15 learning about applying literature, Literary Theory, Literary Criticism, and historical age of Literature. Meeting 8 is for Mid-Term and meeting 16 is for Final Test. In this lesson the lecturer focus on understanding of Literary work such as reading, analyzing, comprehending, interpreting, evaluating, and criticism literary work (See appendix 1 about the lecturer's lesson plan). Therefore, in doing the research, the research only focus on meeting 1 to meeting 5 because the research only focus on Metaphor interpretation

that include into 3 short story in the teaching and learning process and one short story entitled *The Black Cat* to test their interpretation.

This lesson aimed to prepare student to understand how to read, comprehend, interpret, critique and evaluate short story in English by using varied of perspectives (structuralism, semiotics, and critical language Discourse Analysis). Then correlate the fiction and literary works such as short story in larger context (author, genre, history/ the evolution of literature) by using specific technique. Besides of presentation in the class, student also should analysis and interpretation one of literary works.

For the data need of this research, the researcher were explore the lecturer's and students' activities in the classroom that covers : the lecturer's roles, teaching materials and procedures, the students'-lecturers' interaction, and students' exercise of literary works which is fiction such as short story. The detail explanation for each point above, it can be describe as follow:

a. The Lecturer's Roles in the Classroom

In the process of teaching and learning short story in Introduction to Literature class, the lecturer divided into two phases of learning in every meeting, namely : (1) *Presentation groups*. In this part the lecturer guided the students in did presentation as well in every meeting spent 30 minutes. (2) *Analyzing application*. This part took about 30 minutes where the lecturer explained and gave the

example about material in every meeting, answer the question from the audience who cannot answer from the group presentation. In this part also the lecturer gave students exercise about fiction material such as element of fiction, part of language for example the students should analyze and interpret metaphor in short story and the lecturer gave a challenging and gave best score to the students who can explain and interpretation as well.

During the lesson, the lecturer played some roles in the classroom, such as : The firsts, the lecturer was as *a model and source of knowledge*. The lecturer explained the lesson in detail by using various kinds of reference. In this function, he explained most of the materials in order that the students have basic knowledge about metaphor in short story. To give deeper understanding, the lecturer also gave some kind of example how to understanding metaphor, how to find metaphor in short story and how to interpretation. After the students has basic knowledge about interpretation of metaphor, he changed his function as a mediator.

The second, the lecturer was as *a mediator*. He encouraged the students to engage and participate actively in this class. The students were very active participate in this class. Some of the students asked questions in detail in order to get more information about learning the materials. Other students actively discuss about the topic with their friends in order to be good in analyzing and interpretation

metaphor in short story. As the result, the students to be more curious in exploring the short story to analyze.

The third, the lecturer was *as the assessor*. The lecturer did not only ask the students to analyze and interpretation the short story based on the theory that they were learning, but also he checked and assessed the students' analysis and gave comments for improvement. The students revised their mistakes, and the lecturer would correct or checked it again till the students did his exercise correctly. At the last part, the lecturer asked the students to apply their knowledge in creating a metaphor sentence or utterance both in Indonesian language or English.

From the analysis above, it can be included that the lecturer played important roles in the classroom in order to reach the lesson objectives that consisted of: as a model and source of knowledge, as a mediator, and as assessor.

b. Teaching Materials and Procedures in Learning Interpretation (Metaphor in short story)

During the teaching and learning process, the lecturer prepared a handout for students in every meeting. The handout can be the main materials for the students to learn. The handout contains concise learning materials that has been summarized from some sources of book references. The handout is very helpful for the

students to guide them in understanding learning materials that used unfamiliar terms for students.

Then, the lecturer also prepared for fiction especially short story with the metaphor from Edgar Allan Poe who was an American author for subject of analysis after the theory explanation. The lecturer also prepared Indonesian short stories for subject for analysis as well as to compare between Indonesian short and American short stories. Indonesian short stories also used by the lecturer to explained a certain materials that the students were difficult to understand. Indonesian short stories were be easier to the students to understand and analyze by using theory. It means that the lecturer had applied extensive reading in teaching literature because it has the same idea as Harmer's idea. He said that in learning extensive reading, the teacher should use special written materials especially simplifications of establish works of literature. Short story is one kind of literature genre that the readers need to have interpretation skill to read it.

In teaching short story in the classroom, the lecturer conducted by doing opening activities, main activities, and closing activities. The procedures of learning metaphor in the classroom were : The *first, opening activities*, the lecturer did some activities, namely : asking the students' condition telling the topic, explaining the purposes of the lesson. Before come to the main activities, the

lecturer asked some main terms to the students. This activities aimed to know about the students' basic knowledge about the topic. The lecturer would explained in the detail from the basic of the topic (see appendix about the field notes).

The second, main activities. In this stage, the lecturer explained the materials in detail to the students. The lecturer explained each part of fiction especially short story, part of speech especially about metaphor and term into the application by using a real short story. In each meeting, the lecturer explained different topics and different short story that would be helpful for students to read, analyze, interpret, evaluate and to critic the short story. Therefore the lecturer explanation and exemplification are the most important aspect for the students success.

The third, closing activities. In closing activities, the lecturer asked the students to do exercise. The exercise were divided into two kind, namely: analyzing element of fiction (metaphor) that the lecturer explanation. The first one, the students did the exercise in a group. They analyze or identify the real part of theory in the real short story. The second one, the students analyze by themselves, and then they discuss it after students finished. The things that lecturer always remind to the students during the analysis were: circle all new vocabularies for you, then try to guess the meaning based on the context. It means that the lecturer had encouraged the students to

build vocabulary during doing extensive reading. It is similar to Mikulecky and Jeffries. He said that the most important strategy in building vocabularies is learning by words.⁶³ In this addition, Sharpe also suggested that when the readers encounter an unfamiliar word, a good strategy is to infer (or guess) its meaning from the context.⁶⁴

At the last activities, the students should found of metaphor in Edgar Allan Poe's short stories and created the sentences or utterance of metaphor with they own creativity. Before closing the class, the lecturer assess students' analysis as well and gave the revision. Then he asked the students' difficulties during the lesson (see appendix about the field notes)

From the analysis above, it can be seen that the lecturer could prepare interesting materials and systematic procedures of teaching. These can be important factors to encourage students to study more seriously in the classroom.

c. The students'-Lecturer's Interaction in the Classroom

The students' actively response is important aspects for the success of a teaching and learning process in the classroom. In Introduction to Literature class, the lecturer seemed to encourage students to involve in teaching and learning process. It can be seen at the opening activities of the lesson. The lecturer asked some students

⁶³Beatrice S. Mikulecky and Linda Jeffries, *Advanced Reading Power-Extensive Reading-Vocabulary Building-Comprehension Skill-Reading Faster*, (New York, Person Longman, 2007), P.31

⁶⁴Pamela J. Sharpe, *How to Prepare for TOEFL Test : Test of English as a Foreign Language*, (USA: Ohio State University, 2005), P. 226

to explained. It is important for the lecturer to make the students actively involved in his class and to know about the students' basic knowledge of the topic (see appendix 4 about field notes).

At the second phases of learning, the lecturer was only as the mediator in the classroom. In this stage, students actively participate in class discussion for analysis with their partners. They also active in digging information that they have not understood by asking some question to the lecturer. At the last stage, the students were also active in discussing the metaphor sentences that they had written.

From the activities above, it is clear that the students'-lecturer's interaction were very good. The lecturer could encourage the students to involve in the classroom activities.

d. The Students' Exercises

The lecturer asked the students to do exercise after he explained the materials. It aimed to checked the students' understanding about the theory, and checked the student' ability in applying the theory into the object of analysis, in this context was a metaphor in short story. It means that the lecturer asked the students to do the process of interpreting metaphor from unit to unit. It was similar to Djojuroto's suggestion. He said that the strategy of interpreting meaning through units of language can help the readers to grasp the meaning of short story through the analyzing from the

smallest unit of language to the largest one.⁶⁵ It means that the analysis starts from word, phrase, sentence, and discourse.

There were two kinds of exercises that the lecturer gave to the students, namely: analysis metaphor in short stories by Edgar Allan Poe and creating new sentences of metaphor with their own word. The second 45 minutes in every meeting, the lecturer gave the explained about the topic on that day. He asked them to identify the materials that he had explained. The students could discuss with some friends. After they finish to analyzing, the result would be discuss in order to gave deeper understanding about the materials (See appendix about the field notes).

e. The Students' Interpretation of Metaphor in Short Stories

Based on learning materials that the lecturer explained to the students and their activities in the classroom during the lesson for five meeting, the students' and lecturer's discussion focused on exploration short story in order to get the detail meaning an point of views. The analysis cover of identify of theme in the story, found out the backbone/spine of a literary work, identify of conflict, found out and identify setting, and able to connecting all structure with the back story.

1) Found out and Identification of Word

⁶⁵Pamela J. Sharpe, *How to Prepare.....*, P.27

Some words are formed sentences. Then, some sentence form a paragraph of the short story. It means that words are basic materials that form short story. Therefore, in interpreting metaphor in short story, the students should interpret meaning of words as the basic activities.

Short story is an expression of the authors' feeling. Therefore, the short story used appropriate words to express their feeling through short story. If words are chosen and arranged well. It were produce aesthetic imagination. Therefore, the short story frequently changed the words they use many times if they felt that the words are still inappropriate.

In this case, the students should have an ability in lexicography. Then, to understand the effect of the words used in the short story, the students should understand stylistic because the short story usually used denotative and connotative of meaning. Every short story has their own style as the genre in writing.

a) Identification of Denotative and Connotative Meaning

Denotative meaning of word is primary signification of reference. Connotative meaning is the range of secondary of associated significations and feelings which it commonly suggests or implies. The denotative and connotative meaning in short stories by Edgar Allan Poe can be seen.

Table 4.2 :
Students' Understanding Identification of Words
Denotative and Connotative Meaning in *The Black Cat*
Short Story

Page	Word	Denotative Meaning	Connotative Meaning
7	Alcohol	A Drink that can make someone drunk	Something addictive. Made the narrators unconscious with the real word.
1	Sagacious Dog	Smart dog	Human's pet that be playmate.
10	Monster	Terrifying big creature	The Black Cat
2	Superstition	Things that are related to mystic or occult	Refer to the black cat is the disguise of witches.
3	Cool Blood	Allows to life on land and in the water	Heartless, cruel and no compassion.

The result of the students' analysis showed that all of the third semester students can identify the words and sentence that contain connotative meaning. However, they not have problem in interpreting the words or the sentences. There were 16 students who can interpret connotative meaning that actually in form of cultural symbols. Then there were 4 students who are incorrect in interpreting connotative meaning of words and sentences.

Based on the result of lecturer interview at third meeting of the lesson, the lecturer said that the students did not have

problems in identifying vocabulary or diction that contain connotative and denotation meaning. From the beginning of the class, the students have difficulty in understanding the meaning or interpreting connotative meaning but after the lecturer added about deep experience and knowledge about culture and history or in other words was the back story of Edgar Allan Poe's *The Black Cat* they were better in the next meeting. It means that the students must be familiar with the social culture, history, and cultural by the authors.

From the data above, it can be concluded that the third A class students of English Study Program of IAIN Bengkulu had very good ability in identifying words, phrases, or sentence that contain connotative meaning. However, they have difficulties in interpreting them at the beginning of meeting because the students were lack of knowledge about culture and history about American author who was Edgar Allan Poe but after the lecturer give them some tips and tricks to the students, so they become more understanding. In the fact, almost of short story by Edgar Allan Poe was full of element of American cultural in 18 century and full of the unique writing style.

b) Identification and Classification Kind of Metaphor

In the interpretation of the metaphor in the short story, the students should know what kind of the metaphor that used

in the data of *The Black Cat* short story which is the media to test the students about interpretation of metaphor. It would made the students more understood and got the mastery about kind of metaphor. In this research, the researcher used the kind of metaphor by Orrecchioni which is *metaphor Praesentia* and *metaphor Absentia*. Metaphor Praesentia is the explicit metaphor, where the first and the second word that compared is clear or explicit. Metaphor Absentia is the implicit metaphor, where the word that was compared with another word did not clear or implicit but the word still has the metaphor meaning and it is one of problem to students decided the kind of metaphor in the data. For clearer analysis, see the following, example :

Table 4.3:
Students' Identification and Classification of Kind of Metaphor

Page	Sentence	Metaphor Praesentia	Metaphor Absentia
7	<i>“<u>Evil thoughts</u> became my sole intimates—the darkest and most evil of thoughts”</i>		√
3	<i>“It was this unfathomable <u>longing of the soul</u> to vex itself”</i>		√
3	<i>That urged me to continue and finally to <u>consummate the injury</u> I had inflicted upon the unoffending brute.</i>		√
3	<i><u>in cool blood</u>, I slipped a noose about its neck and hung it to the</i>		√

	<i>limb of a tree</i>		
10	“...I had <u>walled the monster up</u> <u>within the tomb!</u> ”		√

From the data above, we know that the students can identify and classified the kind of metaphor used in the data. All the data above was metaphor Absentia or implicit meaning used by Edgar Allan Poe in The Black Cat’s short story because Poe always used unique writing style, old language and he always use indirect message in his literary work so there are nothing used Metaphor Praesentia was explicit metaphor. From 20 students, there were only 3 students incorrect in identified and classified the kind of metaphor.

c) Identification, Classification and Interpretation of Metaphor

In expressing an idea through short story, the story use indirect expression in their short story. One of means to express indirect expression is using figurative language. Based on Riffaterre, indirect expression are caused by three aspect, namely: Displacing of meaning, Distorting meaning, and Creating of meaning, these aspect are sometimes difficult for the readers to understand. Reffaterre also mention that Displacing, distorting and creating meaning is the key of good interpretation. In discussing metaphor (indirect

expressions) of short story by Edgar Allan Poe. The students' ability in interpretation test of short story of Edgar Allan Poe were very good. Almost of the students can identify and analyze the interpretation's steps. However, the students had problem in *displacing of Meaning; Distorting of meaning, and creating meaning* of the metaphor at the beginning of meeting which is first until third meeting but the students show their progress in fourth and fifth meeting that always used Edgar Allan Poe's short stories and the lecturer used the short story entitled *The Black Cat* to test them.

2. Students' Problem in Metaphor Interpretation

The test of metaphor's interpretation consist of fifth data from quotation of *The Black Cat* short story and the students must be through the steps of interpretation such as *displacing meaning, distorting meaning and creating meaning* in the same data. To the clearer about the students' problem and students' score of the test could be seen from the following table :

Table 4.4 :

Data of Students' Score in Metaphor Interpretation

No	Displacing Meaning					Distorting Meaning					Creating Meaning					Total	Score
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
1.	√	X	√	√	√	√	X	X	√	√	√	X	√	√	√	12	80
2.	√	X	X	√	√	X	X	√	√	√	√	X	√	√	√	10	66
3.	√	√	√	X	√	√	√	√	√	√	√	X	X	√	√	12	80
4.	√	√	X	X	√	√	√	√	√	√	√	X	√	√	√	12	80
5.	√	√	√	X	√	√	√	√	√	√	√	√	X	√	√	13	86
6.	√	√	√	X	√	X	√	√	√	X	X	√	X	√	√	11	73
7.	X	X	√	√	√	√	√	√	√	√	√	X	√	√	√	12	80
8.	√	X	X	√	X	X	√	√	√	√	√	X	X	√	√	9	60
9.	√	X	X	√	√	√	√	√	√	√	√	X	X	√	√	11	73
10.	X	X	√	√	√	X	√	√	√	√	X	X	√	√	√	10	66
11.	X	X	X	√	√	X	√	√	√	√	√	X	√	√	√	10	66
12.	√	X	√	√	√	√	X	√	√	√	√	√	X	√	√	12	80
13.	√	√	√	√	√	√	√	√	√	√	√	X	√	√	√	14	93
14.	√	X	X	√	√	X	X	√	√	√	√	X	√	√	√	10	66
15.	√	√	X	√	√	√	√	√	√	X	X	√	X	√	√	11	73
16.	√	√	√	√	√	√	√	√	√	√	√	√	X	√	√	14	93
17.	√	X	√	√	√	√	√	√	√	√	√	X	√	√	√	13	86
18.	√	√	√	√	√	√	√	X	√	√	X	√	X	√	√	12	80

19	√	X	X	√	X	√	√	√	√	√	X	X	X	√	√	9	60
20.	√	√	√	√	√	√	√	√	√	X	X	√	X	√	√	12	80

Based on the data display above about the students' score, it can concluded: even many of the student was success in metaphor' interpretation, but some of the students failed in interpretation steps. The students problem can be seen in the following description:

1) Students Problem in Displacing Meaning

From the data above, there are 3 of 20 students failed in *displacing meaning* of data number 1, then 11 students was failed in data number 2. It because the data was so complicated and make the students confused because the data number 2 used not like usual vocabulary and the students misunderstood with the meaning. So, it was be dominant failed score in *displacing meaning*. For example in data number 2: "*It was this unfathomable longing of the sole to vex itself*". 5 of the students made a mistake in *displacing meaning* the word "*longing*" with the word "*missing*" and displacing the word "*sole*" with word "*his wife figure*". Then 6 of them displace the word "*longing*" with word "*homesick*" and displace the word "*sole*" with the word "*solo*". 9 of the students made displacing meaning that similar with the lecturer answer in data number 2 "*longing*" displacing the word "*deepest desire*" and the word "*the soul*" displacing "*life*". Next is data number 3, then 8 students failed in

displace the meaning. Then 4 students failed in displacing data number 4, last only 2 students failed in displacing the meaning data number 5.

The students had the failure in *displacing meaning* of the five data in metaphors' interpretation can because by *displacing meaning* occurs when the sign shifts from one meaning to another, when a word represents another word as it occurs in language figuratively, what is meant by metaphor is figurative language in general. The sign shifts from the data, the word "longing" that give many of assumption to the students' mind. So that's why the students had the problem in *displacing meaning*.

2) Students' Problem in Distorting Meaning

In the next step in metaphor interpretation is *distorting meaning*. In this step, the student must be decided the data into three categories which are *Ambiguity*, *Contradiction* and *Nonsens*. From the data above students there are 6 of 20 students failed in *distorting meaning* of data number 1, then 4 students was failed in data number 2. Next, there were 2 students failed in classification the data into the kind of *distorting meaning* data number 3. Last, from 20 students there were 3 students failed in distorting the meaning data number 5. For the example, the students had the problem to classified the data number 1. 4 of students distorting the meaning the data number 1 "*Evil though*

became my sole intimates” into *Contradiction* categories and 2 of the students answer *nonsense* categories even actually the truth answer was *Ambiguity* categories.

The students had the problem in displacing meaning of the five data in metaphors’ interpretation because:

- a) Ambiguity is usually called double meaning. Everyone can interpret the same words or events with various different ways. Giving meaning to ambiguity depends the reader and the interpretation should depart from the context, from the text as a whole. Appropriate and not the meaning depending on the reason stated. Therefore the reader is free interpret, because indeed the word has various meanings.
- b) Contradiction: Often the plot in the short story states something the opposite. This is to make readers think and focus on what is said in the story. Paradox is a style of language that expresses something contrary or contradictory in the form of its form.
- c) Nonsens are words that are linguistically meaningless. The "words" created by the author are not in the language dictionary.

In this research, it is the first time the students got the newest experience about the step in metaphor interpretation which is classification the kind of *distorting meaning*, they had

the problem in the distorting meaning because they were confused in distinguish where the ambiguity, contradiction or nonsens meaning.

3) Students' Problem in Creating Meaning

Creating Meaning is the last steps in the metaphor interpretation. This step can also be said as the harder step in the steps of interpretation because the students must create another meaning from the data that had display in metaphor interpretation's data. From 20 students, there were 6 students who failed in creating the meaning in data number 1. Then followed in data number 2, the students had dominant problem in data number 2 as much 13 students from 20 students. It means the *creating meaning* is the step was so tricky in data number 2. For the example in data number 2 : "*It was this unfathomable longing of the sole to vex itself*". 8 of the students made the creating meaning such as: "*the man longing with his wife soul that he killed*". Then 5 of them made the creating meaning "*The author is feeling solo and homesick after he killed his original soul*". 7 students of the students made the similarity in displacing meaning with the lecturer answer (*Because of the illness which is the tempramental that he had, he lost his original soul and he be "longing" or deepest desire the and the word "soul" refer to his life. So actually the author is desire to life normally like before.*)

Next 10 of 20 students fail in creating meaning data number 3. In number 4 and 5 the students have not the problem so all of the students creating meaning can be accepted by the lecturer.

The problem in the last step which is *creating meaning* because the creation of this meaning is a classification of texts outside linguistics. However, the classification of text space creates meaning. The creating of meaning is caused by Rhyme, homolog, and typography. Many of students confused in data number 2 and 3 because of the word used in the data. They had problem in creating the new sentence used they own language but still related with the context maybe because they are students who study literature in a foreign language so they are still lack at creating meaning using foreign language. From the data of students' problem above, student must be through the step in interpretation of metaphor such as displacing meaning, distorting meaning and creating meaning, many of student had the problem, but from data above it can conclude that the students has problem in creating meaning.

3. Factors Causing Students' Problem

From the test of metaphor interpretation, Almost of the students was success in the test. However, some of them still lack in metaphor interpretation because of by the theory of Reffatere (inside Pradopo,

2010:210) that mention the good interpretation is through of 3 steps such as (1) Displacing meaning, (2) Distorting meaning and (3) Creating meaning. They has some failure of interpretation of metaphor because some of them were lack of structure of the meaning of literary work, lack of the social background of the author and the literary work, lack of the experience in reading literature. So some of them had the problem in interpretation, the students lack about the social background of the author in the short story which is Edgar Allan Poe which popular with gothic sanger. In The Black Cat short story, Edgar Allan Poe was included the gothic and supernatural element of the background of the short story. He showed that the society in the America also believe with supernatural that “*the black cat is incarnation of the witches*”. But unfortunately, the students was not understood about the background of the short story. It lined with the students’ and lecturers’ interview (see appendix 2 and appendix 3)

From the data above can conclude that, although many of students succeeded in going through the steps of interpretation, some of students who has failed in *displacing meaning, distorting meaning and creating meaning*. The students’ problem was suitable with the teory that mention by Riffatere (inside Pradopo, 2010:210). To be more clearer about the score distribution of student’s metaphor interpretation can be seen in the following table:

Table 4.5
The Score Distribution of Student's Metaphor Interpretation

NO	Score Interval	Categories	Frequency (Students)	Percentage (%)
1.	80-100	Excellent	11	55%
2.	70-79	Good	3	15%
3.	50-69	Average	6	30%
4.	40-49	Poor	0	0%
5.	< 40	Very Poor	0	0%
Total :			20	100%

The scoring of metaphor interpretation was based on academic guidelines for the PBI in Introduction to Literature course in IAIN Bengkulu. Then the lecturer of Introduction of Literature mention that there was 3 of components in scoring in metaphor interpretation which are identification, classification and interpretation itself. From these 3 components, the lecturer and the researcher got a student score.

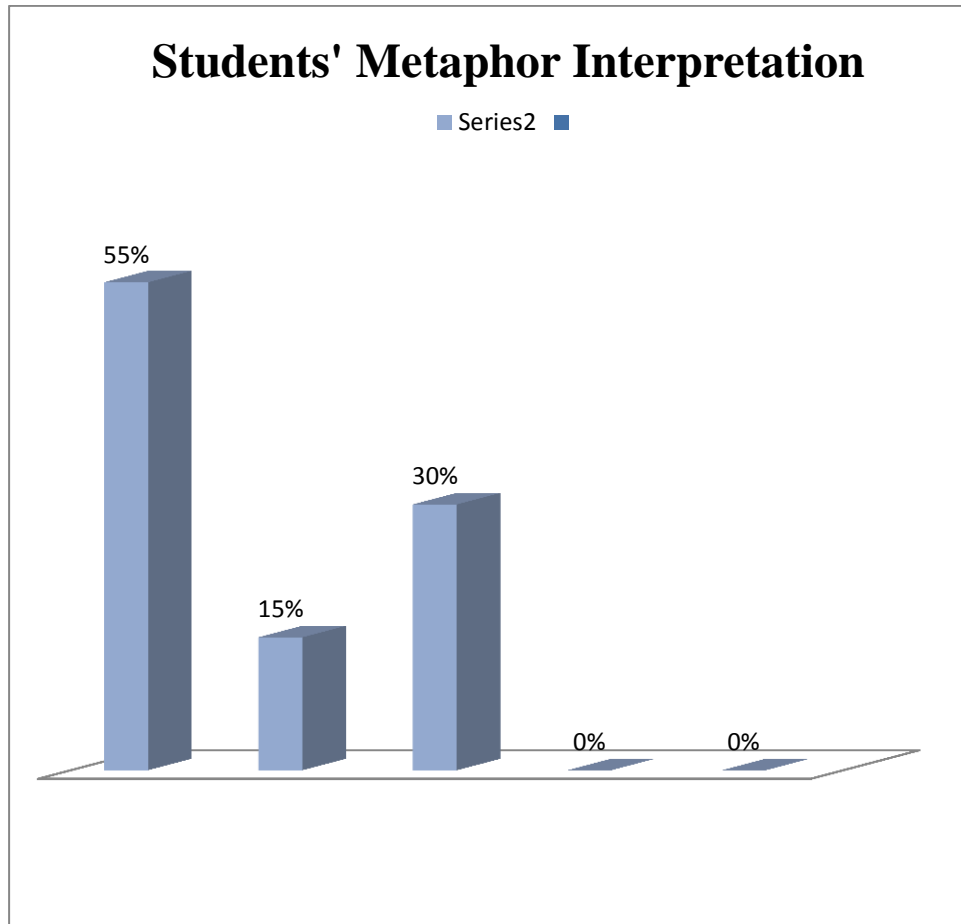
Based on table above the researcher found and specified into 5 categories, namely Excellent categories, Good Categories, Average Categories, Poor Categories and Very Poor Categories there were

11 from 20 students got Excellent categories, then 3 of 20 students in Good categories, followed by 6 of 20 students in Average categories and there were no one of students in Poor categories and Very Poor Categories. From the table above, the researcher can conclude that most of students of third A semester of IAIN Bengkulu academic year 2018/2019 can be classified as Excellent Categories.

From the results of the scoring in interpretation conducted by the researcher collaborating with the lecturer. The score obtained by the students shows that they can interpret the metaphor interpretation properly and correctly. There was not many mistakes they make in the interpretation. To see the percentage more clearly, it could be seen the graphically below:

Graphic 4.1

Graphic of Students' Metaphor Interpretation



The graphic above shows the highest percentage was Excellent categories (55%). The second place of the percentage was Average categories (30%), followed by the Good categories (15%). Then, the lowest percentage was Poor categories (0%) and Very Poor categories (0%).

Excellent was categories as dominant assessment because of the five general categories, Excellent had the highest percentage. This calculation was obtained from the results of the analysis conducted by the researcher. Based on students' Metaphor Interpretation results, and the types of assessment made by students, as well as matching the results of interviews conducted by researcher to the lecturer and some students. The researcher got the result that Excellent categories becomes a dominant categories in metaphor interpretation.

B. Discussion

In this section, the researcher would like to describe of analysis above. The students in Literature class of TBI third A class have good basic in interpretation of metaphor in Edgar Allan Poe's short stories in Literature Class. They know about what is metaphor, how to interpretation that applied in short story by Edgar Allan Poe. They can interpret the metaphor because they have studies about intermediate reading material of literary work in previous semester, it seems from researched that researcher did in literature class. However, some of them still lack in metaphor interpretation because of by the theory of Reffatere (inside Pradopo, 2010:210) that mention the good interpretation is through of 3 steps such as (1) Displacing meaning, (2) Distorting meaning and (3) Creating meaning. They has some failure of interpretation of metaphor because some of them were lack of structure of the meaning of literary

work, lack of the social background of the author and the literary work, lack of the experience in reading literature. So some of them was failed in interpretation. It can be seen from the test and interview. Even though, the researcher found that more than half of students' of third A class of IAIN Bengkulu academic year 2018/2019 showed some success in metaphor interpretation. In this research based on the ranking, Excellent categories has the highest percentage of students' metaphor interpretation. Based on the results of the research, most students get the high score.

When the researcher conducted an interview with the lecturer also based on the experience and views of the lecturer teaching, the students got many of problem in metaphor interpretation but after the lecturer do the treatment, they has many of progress. According to the lecturer, this is because they increase the effort in the treasury of reading literary works. So in this study, the researcher concluded that third A class of IAIN Bengkulu in academic year 2018/2019 it is success in metaphor interpretation. After finding the students score, the researcher give them suggestion to developed their ability in learning of literature in IAIN Bengkulu. Which include the following:

- I. In order to study literature in foreign languages, students are advised to improve their understanding of foreign languages. In this context English is. So that students get used to the choice of language used by the author and can understand if the author uses writing in ancient languages.

II. The students always improve their efforts in reading literary works, such as poetry, novels, and short stories. So students were be familiar with the social background of the author, the background of a story written and understand the meaning also can improve the student's quality in extensive reading. Because literature courses are tiered courses, they must have a good reading experience. That were help them more easily understand the context in a text in a literary work.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The assessment that got by third A semester of Bengkulu Academic year 2018/2019 in metaphor interpretation were five categories. They were Excellent (55%), Good (15%), Average (30%), Poor (0%) and Very Poor (0%). Based on the overall analysis covered, the dominant categories was Excellent (55%). Excellent be the highest percentage in these categories of metaphor interpretation because the students has been understand about the steps in metaphor interpretation which are *displacing meaning, distorting meaning and creating meaning*. So the researcher can conclude that the results of third A Class of IAIN Bengkulu Academic year 2018/2019 is successful in Metaphor Interpretation. This research were obtained based on the results of interviews with students and the lecturer, as well as the results of metaphor interpretation test.

B. Suggestion

According to the conclusion above, the researcher suggest that students at third A Class of IAIN Bengkulu Academic year 2018/2019 have to increase their effort in learning and reading of literary work to solve their obstacles in interpretation of metaphor among them. They are should not be unconfident of making mistakes in identification,

classification and interpretation. Since, they just create and do the short writing in metaphor interpretation.

The researcher hoped that there would be a similar study by analysis the students interpretation in other literary work such as poetry, novel or short stories. In this way the result of teaching and learning of Literature English in a foreign language hopefully were be much better.

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