CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presented the research finding about students' ability in interpreting metaphor and simile in poem.

A. Finding

The researcher described all of the data that gathered by the researcher. In this research, the researcher did four data collection techniques that concerned with knowing the students' ability in interpreting metaphor and simile in poem, like; collect students' assignment in interpreting metaphor and simile of poem, interview, and documentation.

The lecturer gave the poem to the students and asked them to interpret the figurative language of poem especially metaphor and simile. The students did interpret simile and metaphor of poem three times. The first poem entitled *ghost noon* by Charl-Pierre Naude and the second poem entitled *this is sea* by Victor Diamini and the third poem entitled *the broken potion* by Alexzandria Sanchez. Then, the assignments were collected by the lecturer. Then the researcher analyzed it using assessment rubric by keyllete.

After that, the researcher did interview to the students in translation class. The researcher interviewed the lecturer and the students. The researcher interviewed them in order know students' difficulties while they interpreting metaphor and simile in poem. The data from interview confirmed the data

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from students' assignment and gave more information which related with this study. The last step was documentation. The researcher documented all of the data of the research.

The researcher presented the results of the data in detailed information. The data consist of two discussions relating to this research. They are: Students ability in interpreting metaphor and simile in poem and students' difficulty in interpreting metaphor and simile.

1. **Students' ability in interpreting metaphor and simile in poem**

The students asked to interpret metaphor and simile in poem three times with the different title. The students who asked to interpret metaphor and simile in poem were sixth semester students at translation class. The researcher took one class as the subject of this research. The researcher took research at C class in translation class of English Teacher Education Department of UINSA. It was because C class of translation class learned about poem and also had material about interpreting figurative language of poem. The researcher conducted three tests to know students' ability in interpreting metaphor and simile in poem itself. The researcher used the formula in analyzing the test. The formula was used to find out the percentage of the students ability in interpreting metaphor and simile in poem.

The formula is:

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

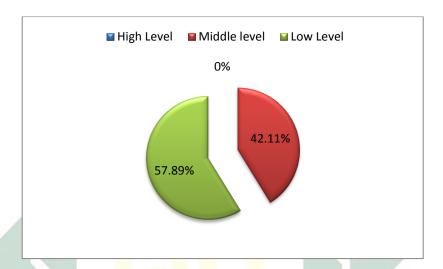Notes: p = percentage

F = frequency

N = number of sample

a) Analysis of the First Assignment

This poem was conducted on Friday, April 17, 2015. There were 19 students of C class in translation class who followed the assignment. They had to interpret figurative language especially metaphor and simile in poem entitled **"Ghost Noon"** by Charl Pierre Naude individually. This assignment was done by the students after the students and teacher discussed the material of interpreting metaphor and simile in poem in the presentation section. The researcher took two students as samples in this research. The researcher made the table of recapitulation of students' first assignment. (*See appendix III).* The researcher also presented the result of first assignment in form of chart in order to more clearly.

Figure 4.1

The percentage of the first students' assignment of translation

class in UINSA

The students' ability result of the first assignment could be seen on the chart above. Therefore, the researcher concluded that C class of translation class got 57.89% for low level. It was because the students difficult to understand the language feature of poem and difficult to determine metaphor in poem because language that used in metaphor is implicit than simile. There was 42.11% for middle level. It was because student understands and identified two metaphors and simile used by the poet, but has difficulty in describing how these relate to the meaning or feeling of the poem and 0% for high level. Based on the result, the researcher concluded that the highest frequency of the first students' assignment about interpreting metaphor and simile in

poem was low level. It was because most of the students got 3 score that were categories in low level. The researcher presented two examples of the students interpreting metaphor and simile with the title Ghost Noon.

Interpreted by the first student at C class of translation class

Ghost Noon

Again the knocking.
What an anxious thud.
He rushes to the door.
Maybe the beggar?
But there's no one there.
Just roses in a bed
And the irrigation ditch.
A singeing sun, perpendicular above. (metaphor)
Large and stretching their rose heads
Towards him is a congregation of crowns.
Like the multiple faces of a human being. (simile)
Maybe the sun is getting to him.
Silence itself is a rotating thing.
High above the Karoo town
A jet plane tears through sky.
Cicadas sing. (metaphor)
Not a shadow of movement.
The only life is a hazy lamp pole,
Apart from these roses and their radiant faces:
His own say, on turning thirty, or coming of age;
Or him at seven, that one in the bud.
The one over there look like his mother's rose cheeks.
Or Rosy's, his childhood neighbor's.
The petals are coming loose, and shedding.
Like the first strands of grey hair. (Simile)
He closes the door.
To gather his senses. (metaphor)
But there it is again….
the knocking sound.
Just in his imagination?
Yet isn't that where signs
And their augury reside?
In a heap of stalks his life will end.(metaphor)

(Charl-Pierre Naude)

Interpretation:

Based on my understanding that simile is a comparison introduced by "like:
and "as
Metaphor is compare both of "as' and "like" but implicit.

Based on the interpreting metaphor and simile above, it can conclude that the students cannot interpret metaphor and simile of poem. It was because the students only underline and gave the definition of the metaphor and the simile without conveying the meaning of metaphor and simile. In categorize of comprehension level the student not clearly identified metaphor and simile in the poem. In the level of thinking, the student had limit understanding about simile and metaphor. And the student in analyzing of metaphor and simile only used quotes without adequate explanation. Thus, the researcher concluded that one student got 3 scores in this interpretation and it included in low level. There was difficulty that faced by the student. It was limited understand about metaphor and simile. Understand the meaning of the poem is a general problem it did not indeed a literary comprehensible.[51]

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[51] Interview the first student on Friday, May 29, 2015 at 02.30 pm

Interpreted by the second student at C class of translation class

Ghost Noon

Again the knocking.
What an anxious thud.
He rushes to the door.
Maybe the beggar?
But there's no one there.
Just roses in a bed
And the irrigation ditch.
A singeing sun, perpendicular above. (metaphor)
Large and stretching their rose heads
Towards him is a congregation of crowns.
Like the multiple faces of a human being. (simile)
Maybe the sun is getting to him.
Silence itself is a rotating thing.
High above the Karoo town
A jet plane tears through sky.
Cicadas sing. (metaphor)
Not a shadow of movement.
The only life is a hazy lamp pole,
Apart from these roses and their radiant faces:
His own say, on turning thirty, or coming of age;
Or him at seven, that one in the bud.
The one over there look like his mother's rose cheeks.
Or Rosy's, his childhood neighbor's.
The petals are coming loose, and shedding.
Like the first strands of grey hair. (Simile)
He closes the door.
To gather his senses. (metaphor)
But there it is again….
the knocking sound.
Just in his imagination?
Yet isn't that where signs
And their augury reside?
In a heap of stalks his life will end.(metaphor)

(Charl-Pierre Naude)

Interpretation:

According to this poem I have analyzed about metaphor and also simile that we
have know the character both of the analyze. I got more metaphor than simile from
this poem by "like, as good as". We can guessed that about simile and also by
identified with the literal term about metaphor.

Simile:
From the quotation "Like the multiple faces of a human being" by this quotation we can parable how the people reaction/ many people and also by "like'.

Metaphor:
"Cidadas sing" by this quotation we can imagine how the way animal can sing.

Based on the interpreting metaphor and simile above, it can be found that the students can interpret metaphor and simile of poem. It was because the students found four metaphors and two similes and gave underline without definition of the metaphor and the simile and convey the meaning of metaphor and simile. In categorize of comprehension level the student understands some metaphors and similes. In the level of thinking, the student identified two metaphor and simile that used by the poet, but had difficulty describing how these relate to the meaning or feeling of the poem. Thus, the researcher concluded that two students got 5 scores in this interpretation and it included in middle level. There was difficulty that faced by the student in analyzing and describing how these relate to the meaning or feeling of the poem or understands the language feature of poem.[52]

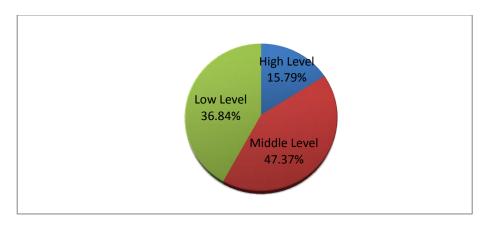[52] Interview the second student on Friday, May 29, 2015 at 02.40 pm

b) Analysis of the Second Assignment

The second assignment was conducted on Friday, April 24, 2015. There were 19 students of C class in translation class who followed the assignment. They had to interpret figurative language especially metaphor and simile in poem entitled **"THIS IS THE SEA"** by Victor Diamini individually. This test was done by the students after the students and teacher explained and discussed the material about interpreting figurative language in poem in the presentation section. The researcher took two students as samples in this research.

The researcher made the table of recapitulation of students' second assignment. (See appendix III). Furthermore, the researcher presented the result of the second assignment in form of chart in order to more clear.

Figure 4.2

The percentage of the second students' assignment of translation class in UINSA

The students' ability result of first assignment could be seen on the table above. Therefore, the researcher concluded that C class of translation class got 36.84% for low level. It was because students difficult to determine metaphor in poem because language that used in metaphor is implicit than simile. 47.37% for middle level because students understands and identified two metaphors and simile used by the poet, but has difficulty describing how these relate to the meaning or feeling of the poem. 15.79% for high level because students can demonstrate synthetic thinking, analyzes elements of the poem using more than two quotes or examples to back up interpretation and critically examines the author's purpose, style, effect of the poem on the reader.

Interpreted by the first student at C class of translation class

This is the sea

There is that sea, deep sometimes
As the hearth at dusk. (simile)
The shine in its faces soon to fade.(metaphor)
There is that caravel drifting in
And all it bring; a load of good(metaphor)
And the bad unreckoned by the quartermaster
The homing birds that come or go. (metaphor)
The sun that's set,
Now only a shade smudged by fog.
From empty rooms, frosting window (metaphor)
No one saw
It's dying spectacle. (metaphor)
There is something of the sea,
It's cold and darkening deep
In cold and darkening deep

In the human heart, in me,
That lies unfathomed,
Beyond all sounding,
That doesn't know its own dark treachery. (metaphor)

(Victor Diamini)

Interpretation:

Defining a metaphor is more difficult than a simile. Metaphor is implied simile. According to this poem "This is the Sea" "As the As the hearth at dusk" = "amazing, beautiful sea" from this quotation we can call simile, the order type of figurative language found in a poem. There are also metaphor in the poem "a load of good" it means bring a lot of goodness.

Based on the interpreting metaphor and simile above, it can be found that the students can interpret metaphor and simile of poem. It was because the students found sixth metaphor and a simile. The student also gave the definition of the metaphor and the simile and he conveyed the meaning of metaphor and simile. He conveyed the meaning with clear enough. In categorizing of comprehension level the student understands some metaphors and similes. In the level of thinking student interpreting two metaphors and similes used by the poet, but has difficulty describing how these relate to the meaning or feeling of the poem. Thus, the researcher concluded that second students got 5 scores in this interpretation and it included in the middle. There was difficulty that faced by the student in analyze the describing how these relate to the

meaning or feeling of the poem or understand the language feature of poem.

Interpreted by the second student at C class of translation class

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This is the sea

There is that sea, deep sometimes
As the hearth at dusk. (simile)
The shine in its faces soon to fade.(metaphor)
There is that caravel drifting in
And all it bring; a load of good(metaphor)
And the bad unreckoned by the quartermaster
The homing birds that come or go. (metaphor)
The sun that's set,
Now only a shade smudged by fog.
From empty rooms, frosting window (metaphor)
No one saw
It's dying spectacle. (metaphor)
There is something of the sea,
It's cold and darkening deep
In cold and darkening deep
In the human heart, in me,
That lies unfathomed,
Beyond all sounding,
That doesn't know its own dark treachery. (metaphor)

(Victor Diamini)

Interpretation:

By this poem I found simile according to this quotation "As the hearth at dusk".
And also metaphor "a load of good",
"It's dying spectacle"
"its own dark treachery" have implicit or hidden comparation.

Based on the interpreting metaphor and simile above, it can be found that the students cannot interpret metaphor and simile of poem. It was

because the students found sixth metaphor and a simile also underline without gave the definition of the metaphor and the simile. In categorize of comprehension level the student not clearly identified metaphor and simile in the poem. In the level of thinking, the student has limit understanding about simile and metaphor. And the student in analyzing of metaphor and simile only use quotes without adequate explanation. Thus, the researcher concluded that first student got 3 scores in this interpretation and it included in low level. There was difficulty that faced by the student. It was limited understand and convey the meaning of metaphor and simile also determine metaphor in poem because language that used in metaphor is implicit than simile.
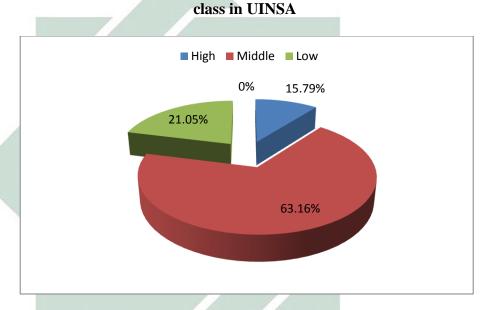
c. Analysis of the Third Assignment

The third assignment was conducted on Friday, May 29, 2015. There were 19 students of C class in translation class who followed the assignment. They had to interpret figurative language especially metaphor and simile in poem entitled **"THE BROKEN POTION"** by Alezanderia Sanchez individually. This test was done by the students after the students and teacher explained and discussed the material about interpreting figurative language in poem in the presentation section. The researcher took two students as samples in this research.

The researcher made the table of recapitulation of students' third assignment. (see appendix III). The researcher presented the result of the second assignment in form of chart in order to more clear.

Figure 4.3

The percentage of the third students' assignment of translation class in UINSA

The students' ability result of the third assignment could be seen on the table above. Therefore, the researcher concluded that C class of translation class got 21.05% for low level, it was because students difficult to determine metaphor in poem because language that used in metaphor is implicit than simile. 63.16% for middle level, it was because students understands and identified two metaphors and simile used by the poet, but has difficulty describing how these relate to the meaning or feeling of the poem and 15.79% for high level, It was because students

can demonstrate synthetic thinking, analyzes elements of the poem using
more than two quotes or examples to back up interpretation and critically
examines the author's purpose, style, effect of the poem on the reader

Interpreted by the first student at C class of translation class

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The Broken Potion

by Alexzandria Sanchez

To him she is his world
She is the reason why the sun rises
And falls
She is love itself (M)
Funny and sweet
The girl no one could beat
She is light in his world of darkness (M)
She is in his grasp, but he can't have her
To her he is like an unfinished book (S)
She wants to read more
But to her he's such a bore
She wants to read the ending
But he is like the darkest ocean (S)
Vague and mysterious
Like a dark potion (S)
And in her eyes
Only witches have potions…

Example of Metaphor and Simile

Metaphor

"...*she is his world*
She is the reason why the sun rises
And falls
She is love itself"
....
"*She is light* ..."
....

Analysis

> The author wants to say how important the girl (she) to the boy (he) in the poem; then the terms that *directly* describe/explain it do not have the lexical meaning. Therefore, the author does not use/add the word "like/such as/as".
>
> **Simile**
>
> "To her *he is <u>like</u> an unfinished book*
> ....
> But to her *he<u>'s such</u> a bore*
> ....
> But *he is <u>like</u> the darkest ocean*
> ....
> *<u>Like</u> a dark potion*"
>
> **Analysis**
> The author wants to illustrate about the girl's point of view towards the boy's existence using examples/supposition/assumption. Therefore, the author adds the words "like, such"

Based on the interpreting metaphor and simile above, it can be conclude that the students can interpret metaphor and simile of poem. It was probably because the students found two metaphors and three similes in the poem without gave definition of the metaphor and the simile and convey the meaning of metaphor and simile. In categorize of comprehension level the student understands some metaphor and simile. In the level of thinking identifying two metaphor and simile used by the poet, but has difficulty describing how these relate to the meaning or feeling of the poem. Thus, the researcher concluded that second students got 6 scores in this interpretation and it included in the middle.

Interpreted by the second students at C class of translation class

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The Broken Potion

by Alexzandria Sanchez

<u>To him she is his world</u>
<u>She is the reason why the sun rises</u>
<u>And falls</u>
<u>She is love itself</u>
Funny and sweet
The girl no one could beat
<u>She is light in his world of darkness</u>
<u>She is in his grasp</u>, but he can't have her
<u>To her he is like an unfinished book</u>
She wants to read more
<u>But to her he's such a bore</u>
She wants to read the ending
<u>But he is like the darkest ocean</u>
Vague and mysterious
<u>Like a dark potion</u>
And in her eyes
Only witches have potions…

Analysis

<u>*To him she is his world*</u> is a metaphor. The author wants to transfer the sense or aspects of one word to another. In this content the author compare two things indirectly without using the direct word for the comparison. She is his world it means that she is everything shows that it is metaphor. When the writer use she is like his world she in this context is not the world because it is still *like*. If the author says she is like his world it could be simile.

<u>*She is the reason why the sun rises*</u> is a metaphor. In this content, the author wants to tell that she become the reason why the sun rises. Sun rises here is also has the connotative meaning. Here this sentence shows that the author tells that she become the reason

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indirectly so that it become the metaphor. If the author compare it directly using like or as it will be simile.

She is love itself is also a metaphor. In this content, the author wants to tell that she also become the definition of love itself which is funny and sweet. Here the authors just compare two things indirectly that she is funny and sweet without using the comparison word such as like and as so that it becomes a metaphor. If it is a simile it will contain comparison words such as like, as, etc.

She is light in his world of darkness is also a metaphor. The author wants to transfer the sense or aspects of one word to another. The author wants to tell that she (girl/woman) become the light in his world of darkness. May be the author beliefs that the girl/woman in this context is become his light means that she gives the brighter suggestion when someone gets problems. Because of the indirectly comparison and without using the comparison word directly it called by metaphor.

She is in his grasp, but he can't have her is also a metaphor. The author wants to tell that she (the girl/woman) is already with him but he cannot have her means that he loses her. The author tell that she is in his grasp is a metaphor because the author tells indirectly without comparing with the other word that representing the word itself.

To her he is like an unfinished book is a simile. The author tells that he is like an unfinished book directly using the word like. Not only that, but also in simile it share the common feature. May be the author wants to tell that he is not perfect and the author also says that she wants to read more so that the author compares it by using the feature of unfinished book. If it does not use the word like it will be metaphor.

But to her he's such a bore is also the simile. It is because the author tells that in the other point of view he such a bore that the girl wants to pass it and know the end part of

concluded events of the boy/man. It shows the comparison of the common feature. The word *such* becomes the sign that this is simile. The author directly compare by using the word such so that it is simile and if the author do not put the word such, it will be a metaphor.

But he is like the darkest ocean is also a simile. It is because the author directly uses the word like for the comparison. The author says that he is like the darkest ocean which is vague and mysterious by means that may be the boy/man is unsuccessful and unpredictable. If the author does not use the word like it may be become a metaphor.

Like a dark potion is also a simile. It is because the author directly uses the word like for the comparison. It shows the comparison of the common feature. The author wants to compare that he in this poem is also like a dark potion. The word *like* here becomes the sign that it is simile. If the author indirectly uses the comparison word without like for example it will be a metaphor.

And in her eyes Only witches have potions… is a metaphor. It is because the author indirectly compared the witches have potions. The author wants to transfer the sense or aspects of one word to another. The author just compares that in her view, it just only witches have potions by means that he is like a witch that only has potions. The author does not compare directly using the word like or as for example in her eyes; it is like witches have potions. So that, it becomes metaphor and if the author adds the word like or as in the poem, it will be a simile.
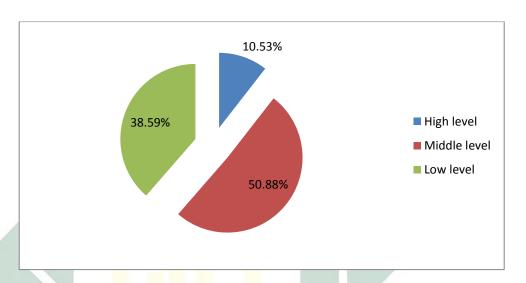
Based on the interpreting metaphor and simile above, it can be found that the students can interpret metaphor and simile of poem. However, the

students found sixth metaphor and three simile and underline which are the metaphor and the simile. In categorize of comprehension level the student understands some metaphor and simile. In the level of thinking the students insightfully identifying several metaphor and simile used by the poet and thoughtfully relate how they are used by the poet to reinforces the theme, meaning, mood, or feeling of the poem. The student demonstrate synthetic thinking, analyzes elements of the poem using more than two quotes or examples to back up interpretation and critically examines the author's purpose, style, effect of the poem on the reader. Thus, the researcher concluded that second students got 8 scores in this interpretation and it included in high level.

d) The final result of the students' assignment

The researcher accumulated the result of the students' assignments. In the first assignment, there were 8 students in middle level, 11 students in low level. In the second assignment, there were 3 students in high level, 9 students in middle level and 7 students in low level. In the third assignment, there were 3 students in high level, 12 students in middle level and 4 students in low level. Thus, the final result of the students' assignments was 22 students in low level, 29 students in middle level and 6 students in high level. The researcher presented in form of chart below:

Figure 4.4

The final result of the students' assignments of translation class

in UINSA

The final result of the students' ability in interpreting metaphor and simile was 10.53% for high level students can demonstrate synthetic thinking, analyzes elements of the poem using more than two quotes or examples to back up interpretation and critically examines the author's purpose, style, and effect of the poem on the reader. And 50.8% for middle level students understands and identified two metaphors and simile used by the poet, but has difficulty describing how these relate to the meaning or feeling of the poem and 38.59 for low level students difficult to determine metaphor in poem because language that used in metaphor is implicit than simile. Therefore, the highest level of the students' ability in

interpreting metaphor and simile was in middle level. It can be said that the students can interpret the metaphor and simile of poem.

2. **The Result of Interview**

The researcher conducted interview to the English lecturer and the students of C class in translation class of English Teacher Education Department of UINSA. The researcher only took nine the students in doing the interview at the class. The researcher interviewed the English lecturer and the students in order to know the difficulties faced by students while interpreting metaphor and simile of poem.

The researcher interviewed the lecturer on Friday, May 29, 2015. The researcher spent 10 minutes to interview the lecturer. Most of students felt difficult to convey the meaning of metaphor and simile. It was because the students did not learn the figurative language of poem deeply. In facing the students' difficulty, the lecturer asked the students to discuss with their friends in presentation section.

The researcher interviewed the students on Friday, May 29, 2015. The researcher spent 30 minutes to interview the students. The researcher asked about what the difficulties faced by them when interpreting metaphor and simile of poem. Firstly, the students difficult to understand the language feature of poem. Secondly, the students difficult to determine metaphor in poem because language that used in

metaphor is implicit than simile. Thirdly, the students felt difficult to convey the meaning of metaphor and simile in poem.

B. Discussion

There were two discussions in this research. They were the students' ability in interpreting metaphor and simile of poem and the students' difficulty in interpreting metaphor and simile of poem. The researcher presented the discussion bellow:

a. The Students' Ability in Interpreting Metaphor and Simile of Poem

The researcher analyzed the students' assignment. In interpreting of poem, the student has trouble understanding most of metaphor and simile. The students did not find the metaphor of poem easily. It was because they confused to determine which sentence that included in the metaphor or not. The students determined the metaphor of poem by underlying the sentences. For example, "...*she is his world, she is the reason why the sun rises and falls, she is love itself and She is light.* Based on the finding, the students determined sentences that included in the metaphor by identifying something is like another. It related with the theory by Jeromy Beaty that metaphor also an implicit comparison and identification of one thing with another unlike itself, without a verbal signal but just seem to say "A" is "B".[53] Similar with

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[53] Jerome beaty, *The North Introduction To Literature*(New York: W.W Norton& Company,1973),188.

the theory by Siswantoro that metaphor is an implied simile. It does not, like the simile, state one thing is like another or acts as another, but takes that for arranged and proceeds as if the two things were one[54]. Furthermore, H Abrams said that word in a metaphor is a word or expression that in literal usage denotes one kind of thing is applied to a distinctly different kind of thing, without asserting a comparison.[55] Thus, the finding was in line with some theory above. The students who only determined the metaphor by underlying them, they included in the low level. It was because they did not convey the meaning or feeling of the metaphor.

The students also interpreted the meaning of metaphor with demonstrate analytical thinking about the element of figurative language of poem especially metaphor and using quote or examples to back up interpretation, like; *The author wants to say how important the girl (she) to the boy (he) in the poem; then the terms that directly describe / explain it do not have the lexical meaning. Therefore, the author does not use/add the word "like/such as/as".* The students' interpretation was related to the theory from Sylran Barnet that interpret is an argument and offering assertions that are supported by

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[54] Siswantoro, *Apresiasi puisi-puisi sastra inggris*(Surakarta: Muhammadiyah University Press, 2002),27.

[55] H Abrams, *A glossary of literary terms*".(Orlando, FL: Harcourt Brace College Publishers, 1993)

reasons.[56] They interpreted the meaning of metaphor as the metaphor meant. However, there were some different interpretations among the students.

The students understand the simile clearly. They determined the simile of poem by using "as" and "like". For example; *But he is like the darkest ocean.* The finding was related with the theory from Jeromy Beaty that a figure is expressed as an explicit comparison, often signaled by "like" or "as" it is called simile.[57] Furthermore, Siswantoro said that simile uses words: like, as, so appear, seem, more than.[58] And similar with the theory by X.J Kennedy that a comparison of two things, indicated by some connective, usually *like, as, than, or a verb such as resembles.[59]* Thus, the finding of simile in this research related to the theory. In determining the simile, the students can do it easily. It was because there were the words that become the requirements of simile like "as" and "like".

The students also interpreted and identifying several similes thoughtfully related the meaning of simile, like; *The author wants to illustrate about the girl's point of view towards the boy's existence*

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[56] Sylran Barnet_Wiliam burto, *an introduction to literatue fiction, poetry and drama* (Pearson, Longman. 2009),68

[57] Jerome Beaty, *The Norton introduction to Literature*, (New York:Norton&company,2002) , 188

[58] Siswantoro, *Apresiasi puisi-puisi sastra inggris* (Surakarta: Muhammadiyah University press. 2002),

[59] X.J kennedy, *Literature: an introduction to fiction, poetry, and drama*(New York:Pearson longman,2005),535.

using examples/supposition/assumption. Therefore, the author adds the words "like, such" .The students' interpretation was related to the theory from Sylran Barnet that interpretation is an argument and offering assertions that are supported by reasons.[60] Thus, the finding was in line with the theory. The students can interpret simile easily. It was because simile is comparing two things.

b. The Students' Difficulty in Interpreting Metaphor and Simile of Poem

There were the students' difficulties in interpreting metaphor and simile of poem. Firstly, the students difficult to understand the language feature of poem. This reason related with the theory from Laurence Perrine that poems applies multi-dimensional language.[61] The multi-dimensional language refers to the language features. Thus, the finding related with the theory that explained by Laurence Perrine. Secondly, the students difficult to determine metaphor in poem because language that used in metaphor is implicit than simile. According to Siswantoro that metaphor is an implied simile. It does not, like the simile, state one thing is like another or acts as another, but takes that for arranged and proceeds as if the two things were

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[60] Sylran Barnet_Wiliam burto, *an introduction to literatue fiction, poetry and drama* (Pearson, Longman. 2009),68

[61] Laurence Perrine, *Sound and Sense: An Introduction to Poetry*. (Toronto: Harcourt Brace Jovanovich, Public: 1982)

one[62]. Furthermore, H Abrams said that word in a metaphor is a word or expression that in literal usage denotes one kind of thing is applied to a distinctly different kind of thing, without asserting a comparison.[63] Thus, the finding related with the theory because metaphor is implicit than simile.

Thirdly, the students felt difficult to convey the meaning of metaphor and simile in poem. The finding was related with the theory by Peak and Coyle that one reason finding the difficulties in understanding are all these patterns serve to concentrate and compress the words in to much more meaningful relationship with each other.[64] Thus, the finding was in line with the theory that explained by Peak and Coyle.

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[62] Siswantoro, *Apresiasi puisi-puisi sastra inggris*(Surakarta: Muhammadiyah University Press, 2002),27.
[63] H Abrams, *A glossary of literary terms*".(Orlando, FL: Harcourt Brace College Publishers, 1993)
[64] Peck and Coyle, *Literary Term and Criticism.*(London: Macmilan Education LTD:1984),11