

**A STYLISTIC ANALYSIS OF FIGURES OF SPEECH IN THE
TEXTBOOKS ENTITLED BAHASA INGGRIS FOR SENIOR HIGH
SCHOOL GRADE XI**

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Abstract

This descriptive study aimed to identify the types of figures of speech found in the textbooks entitled *Bahasa Inggris* for senior high school grade XI, and also to describe the functions of figures of speech applied in the textbooks entitled *Bahasa Inggris* for senior high school grade XI. The data were collected from the reading texts in *Bahasa Inggris* for senior high school grade XI. The main instrument of the research was the researcher herself and the secondary instrument was the data sheets. The researcher used the theory of Perrine's classification of the figures of speech and its functions to analyze the data. To gain the data trustworthiness, the researcher asked triangulators to check the data. The results of the data analysis showed that there were nine types of figures of speech found in the textbooks. They were metaphor (8 times), simile (5 times), personification (16 times), apostrophe (4 times), synecdoche (3 times), symbol (9 times), paradox (1 time), hyperbole (10 times) and irony (8 times). The most frequently used types of figures of speech is personification. It visualizes the literal form in human form. The functions of figures of speech found in the textbooks are to give the imaginative pleasure (19 times), to give additional imagery (32 times), to add emotional intensity (18 times), and to concrete the meaning in a brief compass (29 times). Giving additional imagery is the main function of the use of figure of speech in the textbooks entitled *Bahasa Inggris* for senior high school grade XI.

Keywords: *Bahasa Inggris*, figures of speech, stylistics,

ANALISIS STILISTIKA PADA MAJAS DALAM BUKU BAHASA INGGRIS UNTUK SEKOLAH MENENGAH ATAS KELAS XI

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Abstract

Tujuan dari penelitian deskriptif ini adalah untuk mengidentifikasi jenis majas yang ditemukan di dalam buku teks Bahasa Inggris untuk SMA kelas XI, serta untuk mendeskripsikan fungsi dari majas yang ditemuakn di dalam buku tersebut. Data yang dianalisis berasal dari teks kemampuan membaca yang ada di dalam buku Bahasa Inggris untuk SMA kelas XI. Instrumen utama dari penelitian ini adalah peneliti sendiri dan instrumen pendukungnya adalah tabel data. Peneliti menggunakan teori klasifikasi majas dan fungsinya dari Perrine untuk menganalisis data. Untuk menguji data, peneliti meminta beberapa triangulator untuk memeriksa data. Berdasarkan hasil analisis, terdapat 9 jenis majas yang ada di dalam buku Bahasa Inggris untuk kelas XI. Majas-majas tersebut antara lain metafor (8 kali), simile (5 kali), personifikasi (16 kali), apostrophe (4 kali), sinekdok (3 kali), simbol (9 kali), paradoks (1 kali), hiperbola (10 kali), dan ironi (8 kali). Majas yang paling sering digunakan adalah personifikasi. Hal ini disebabkan karena majas tersebut menggambarkan bentuk abstraks mempunyai kemampuan seperti kemampuan manusia. Majas yang ditemukan berfungsi untuk memberikan kesenangan yang bersifat khayal (19 kali), memberikan tambahan gambaran (32 kali), membangkitkan emosi (18 kali) dan menjelaskan makna dengan jelas (29 kali). Memberikan tambahan gambaran pada kalimat menjadi fungsi yang paling banyak digunakan dalam majas yang ada di buku Bahasa Inggris untuk SMA kelas XI.

Kata kunci: stilistika, majas, Bahasa Inggris

INTRODUCTION

Communication is the way for people to express their feeling and ideas. People use a language as a means of sharing their ideas, information and knowledge to others. English as a language and the provided technology is the main reason why people are able to communicate easily. In response to this phenomenon, the Indonesian government places English as a compulsory subject in the school curriculum. English has been taught from kindergarten to senior high school.

In language teaching and learning materials, a textbook is the most well-known one. Teachers usually use it as an important source in their teaching since it provides the learning materials for the students. For learners, a textbook can be a language input beside their teachers. It also shows the best visual aid of some topics for them so that they are able to understand the lesson and achieve the success of teaching and learning process. *Bahasa Inggris* is one of the textbooks which applies Curriculum 2013.

However, many students lack information about the varieties of English styles in textbooks. Misunderstanding often occurs if they find some words which cannot be translated into Indonesian directly. Therefore, the research related to language in textbooks is necessary to be carried out.

RESEARCH METHOD

This research was categorized as a descriptive study. The data of

this study are the reading materials which are found in *Bahasa Inggris SMA/MA/SMK/MAK kelas XI Semester I* and *Semester II* textbooks. The first textbook consists of five chapters and 112 pages while the second textbook is in five chapters and 128 pages. The major instrument of the research is the researcher herself. The supplementary tools in the form of data sheets are used to help the researcher during the research analysis. The data collection technique in this study was analysis of documents by note taking since the data were written texts in the textbooks (Vanderstoep and Johnston, 2009: 189). The steps of data collection are downloading the soft files or copies the two textbooks, reading the English texts in the textbooks very comprehensively, transferring data into tables, and interpreting the data. The data were analyzed qualitatively. In this case, the researcher analyzed the types of figures of speech and its functions. To know the validity of the data, the researcher employed triangulation investigators where the researcher asked two reviewers (Angouri, 2010: 34).

RESEARCH FINDINGS AND DISCUSSIONS

Based on the result of the analysis, there are nine types of figures of speech found in the textbooks. They are metaphor, simile, personification, apostrophe, synecdoche, symbol, paradox, hyperbole, and irony. The following

are the results of the analysis of figures of speech in those textbooks.

Category	Types of Figures of Speech	Frequency	Percentage
By Comparison	Metaphor	8	12.5
	Simile	5	7.8
	Personification	16	25
	Apostrophe	4	6.3
By Association	Metonymy	0	0
	Synecdoche	3	4.7
	Allegory	0	0
	Symbol	9	14
By Contrast	Paradox	1	1.5
	Hyperbole	10	15.7
	Irony	8	12.5
	Litotes	0	0
Total		64	100%

As many as 64 data of figures of speech were found in the textbooks. They were metaphor, simile, personification, apostrophe, synecdoche, symbol, paradox, and hyperbole. The data frequency above shows that personification has the highest percentage of occurrence, which is 25% and it consists of 16 data. Meanwhile, paradox is the lowest percentage of occurrence that is 1.5% or there is one data included. Metonymy, allegory and litotes are not found in the textbooks.

This study also investigated the functions of figures of speech in the textbooks. The result is presented below.

Functions of figures of speech	Total of Frequency	Percentage
To give imaginative pleasure	19	19.4
To give additional imagery	32	32.7
To add emotional intensity	18	18.4
To concrete the meaning in the brief compass	29	29.5
Total	98	100%

The table above shows that to give additional imagery is at the highest level of percentage in the textbooks. This indicates that the most frequent functions of figure of speech used is to create imagery in the readers' mind. According to Perrine (1969: 65-133), figures of speech such as personification, metaphor and symbol, which are dominant in the textbooks, have a role to create depiction through comparison and illustration in the texts.

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

Based on the research findings, firstly, it could be concluded that there are nine types of figures of speech applied in the textbooks entitled *Bahasa Inggris for Senior High School Grade XI Semester 1 and Semester 2*. They are metaphor (8 data), simile (5 data), personification (16 data), apostrophe (4 data), synecdoche (3 data), symbol (9 data), paradox (1 datum), hyperbole (10 data), and irony (8 data). Personification is the most frequently used figure of speech in the textbooks with 16 data or 25%,

while paradox is the least frequently used figure of speech in the textbooks with one datum or 1.5%. It is revealed in the research that each type of figures of speech has more than one functions. They are to give imaginative pleasure (19 times), to bring additional imagery (32 times), to add emotional intensity (18 times), and to concrete meaning in brief compass (29 times). To give additional imagery becomes the most frequently used function in the textbooks, which is used 32 times or 32.7%, while to add emotional intensity is the less frequently used function in the textbooks, which is used 18 times or 18.4%.

From the research findings of this study, it could be implied that figures of speech are important to be studied since they can help students to comprehend some distinctive expressions that can be found in their daily life. They also provide both knowledge and entertainment. It is shown in the functions of the use of figures of speech which are existed in the textbooks.

Some suggestions were also given to related parties. First, for English students, it is important for that they keep improving their linguistic competence by understanding figures of speech. Secondly for English teachers, they should be aware if they find figures of speech in texts. Thirdly, for textbook developers, they should be more selective in selecting the materials in the textbooks. Lastly, for other researchers, it is suggested that they hold similar studies to do the research with a bigger sample especially the textbooks which contain different types of texts.

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