

## **A STYLISTIC ANALYSIS OF FIGURES OF SPEECH IN THE TEXTBOOK ENTITLED *PATHWAY TO ENGLISH* FOR SENIOR HIGH SCHOOL GRADE XI PROGRAM PEMINATAN**

### ***ANALISIS STILISTIKA PADA MAJAS DALAM BUKU PATHWAY TO ENGLISH UNTUK SEKOLAH MENENGAH ATAS KELAS XI PROGRAM PEMINATAN***

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#### **Abstract**

This research aimed to (1) identify the most frequent type of figures of speech appeared in the textbook entitled *Pathway to English* for senior high school grade XI (program peminatan); and (2) identify the most frequent function of figures of speech employed in the textbook entitled *Pathway to English* for senior high school grade XI (program peminatan). This research was a descriptive study. The data were collected from the reading texts in the textbook *Pathway to English* for senior high school grade XI (program peminatan). The primary 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 attain the data trustworthiness, the researcher was assisted by triangulation to check the data. The results of the data analysis showed that there were eleven types of figures of speech appeared in the textbook. They were metaphor (23 times), simile (20 times), personification (35 times), apostrophe (3 times), metonymy (2 times), synecdoche (2 times), allegory (2 times), symbol (7 times), paradox (2 times), hyperbole (15 times) and irony (5 times). The functions of figures of speech used in the textbook are to give the imaginative pleasure (36 times), to give additional imagery (50 times), to add emotional intensity (46 times), and to qualify the meaning in a brief compass (19 times). In conclusion, the most frequent type is personification. It visualizes the literal meaning in human form. Meanwhile, giving additional imagery is the most frequent function employed in the texts of the textbook entitled *Pathway to English* for senior high school grade XI (program peminatan). Both the most frequent type and the most frequent function were employed by the textbook author to ease the students in comprehending the texts of the textbook.

Keywords: stylistics, figures of speech, Pathway to English

#### **Abstrak**

*Penelitian ini bertujuan untuk mengidentifikasi jenis majas yang ditemukan di dalam buku teks Pathway to English untuk SMA kelas XI program peminatan, serta untuk mendeskripsikan fungsi dari majas yang ditemukan di dalam buku tersebut. Data yang dianalisis berasal dari teks yang ada di dalam buku Pathway to English untuk SMA kelas XI program peminatan. Instrumen utama dari penelitian ini adalah peneliti sendiri dan instrumen pendukungnya adalah tabel data. Peneliti menggunakan teori dari Perrine*

*untuk menganalisis klasifikasi jenis dan fungsi majas pada data yang ditemukan. Peneliti meminta beberapa triangulator untuk memeriksa dan menguji data. Berdasarkan hasil analisis, terdapat sebelas jenis majas yang ada di dalam buku Pathway to English untuk SMA kelas XI program peminatan. Majas-majas tersebut adalah metafor (23 kali), simile (20 kali), personifikasi (35 kali), apostrophe (3 kali), metonim (2 kali), sinekdok (2 kali), alegori (2 kali), simbol (7 kali), paradoks (2 kali), hiperbola (15 kali), dan ironi (5 kali). Majas yang paling sering muncul pada teks adalah personifikasi. Hal ini karena majas tersebut menggambarkan benda mati atau benda abstraks yang mempunyai kemampuan seperti kemampuan manusia. Majas yang ditemukan berfungsi untuk memberikan kesenangan yang bersifat khayal (36 kali), memberikan tambahan gambaran (50 kali), membangkitkan emosi (46 kali) dan menjelaskan makna dengan jelas (19 kali). Fungsi majas yang paling banyak ditemukan pada teks adalah untuk memberikan tambahan gambaran pada kalimat.*

*Kata kunci: stilistika, majas, Pathway to English*

## **INTRODUCTION**

English has become a global language which performs an important role in various fields such as technology, education, politics, art, etc. Considering this phenomenon, the Indonesian government prioritizes English as a foreign language that should be mastered by the students and puts it in the school curriculum. In order to acquire the expected result from English teaching, several components are necessary to be required. Those components are curriculum, teachers, students, and learning materials.

Textbook is widely known as the learning source that has the most considerable contribution in

supporting the teacher during the learning teaching activities in the class. For the students, a textbook performs as the main language learning device that serves as the language input by using the patterns of the target language in nature.

Nevertheless, there are some problems appearing due to the using of textbook as the main source in language learning and teaching. Miscomprehension often occurs when the students are not able to identify the contextual meaning of the words or phrases they find in the texts. The main factor that accommodates the students' miscomprehension is that most of them are not familiar enough with the English styles employed in the

language use. This study is limited to the figures of speech and its functions in the textbook, referring to its importance on text comprehension for the students.

## RESEARCH METHODOLOGY

This research was categorized as a descriptive study. The data of this study are the texts which are found in *Pathway to English for eleventh grade of Senior High School (Program Peminatan)* textbook. The primary instrument of the research is the researcher herself. To support the primary instrument, the data sheet was used to assist the researcher in classifying and analyzing the data. 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 obtaining the physical form of the textbook, reading the English texts in the textbooks very comprehensively, transferring data into table, 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.

## RESEARCH FINDINGS AND DISCUSSIONS

Based on the results of data analysis, there are eleven types of figures of speech found in the textbooks. They are metaphor, simile, personification, apostrophe, metonymy, synecdoche, allegory, symbol, paradox, hyperbole, and irony. The following are the results of the analysis of figures of speech in the textbook.

Category	Types of Figures of Speech	Occurrence	Percentage
By Comparison	Metaphor	23	19.83%
	Simile	20	17.24%
	Personification	35	30.17%
	Apostrophe	3	2.6%
By Association	Metonymy	2	1.72%
	Synecdoche	2	1.72%
	Allegory	2	1.72%
	Symbol	7	6.03%
By Contrast	Paradox	2	1.72%
	Hyperbole	15	12.93%
	Irony	5	4.31%
	Litotes	0	0
Total		116	100%

The data frequency shows that personification has the highest percentage of occurrence. It is 30.17 % of the total occurrence, which consists of 35 data. Meanwhile, metonymy, synecdoche, allegory, and paradox have the lowest percentages, as each of them only occurs twice in the textbook, which means that each of them is merely 1.72% of the total occurrence. Litotes is not found in the textbook.

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

Functions of figures of speech	Total of Frequency	Percentage
To give imaginative pleasure	36	23.84%
To give additional imagery	50	33.11%
To add emotional intensity	46	30.46%
To qualify the meaning in the brief compass	19	12.58%
Total	151	100%

The table explicitly shows that 'to give additional imagery' has the highest level of percentage. It implies that this function is the most

frequent one which occurs in the texts by the textbook. In other words, most of the figures of speech in the texts are used to create imagery to the readers' mind. This function contributes 50 of 151 data, which means 33.11% of the total occurrences.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

There are two conclusions that can be drawn. They are related to the objectives of the study: the most frequent type and function of figures of speech appeared in the textbook entitled *Pathway to English for Senior High School Grade XI (Program Peminatan)*. There are eleven types of figures of speech applied in the textbook entitled *Pathway to English for Senior High School Grade XI (Program Peminatan)*. The most frequent type figure of speech appeared in the textbook is personification. Meanwhile, metonymy, synecdoche, allegory, and paradox only appear twice for each of them. Litotes is not found in the textbook.

It is proved by the research that each type of figures of speech could have various functions. They are to give imaginative pleasure, to give additional imagery, to add emotional intensity, and to qualify meaning in brief compass. To give additional imagery is the most frequent function employed in the texts of the textbook, while to qualify meaning in a brief compass is the less frequent one.

From the research findings of this study, it could be implied that figures of speech is important to be studied since they can help the 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 figures of speech which exist in the textbook.

### **Suggestions**

In line with the conclusions of the research, there are some points that can be suggested to the following parties. First, for English students, it is important for them to keep improving their linguistic

competence by understanding figures of speech. Second, for English teachers, they should be aware when they find figures of speech in texts. Third, for textbook developers, they should be more selective in selecting the materials in the textbooks. Fourth, for other researchers, it is expected to hold similar studies to do the research with a bigger sample especially the textbooks which contain different types of texts, as those texts give varieties of examples and explanations about the topics.

### **REFERENCES**

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