

## A STYLISTIC ANALYSIS OF TRANSFERENCE OF MEANING REFLECTED IN REBECCA STEAD'S *LIAR AND SPY*

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### Abstract

This research is aimed at identifying the types of transference of meaning in *Liar and Spy* novel, delineating how transference of meaning is realized, and explicating how the employment of transference of meaning illuminates the themes in the novel. This research applied descriptive qualitative method. The data of this research were taken from Rebecca Stead's *Liar and Spy* novel. Textual and content analyses were used in the analysis of data. The results of this research are as follows. (1) All types of transference of meaning are employed by the author, i.e. synecdoche, metaphor, metonymy, and simile. (2) Each type of transference of meaning has its particular realization; synecdoche is realized both in part representing the whole and the whole representing its part; metaphor is only realized in visible metaphor; metonymy is expressed in the transposition between associated concepts, producer and the produced, institution and its location, and product and its brand; in addition, the realization of simile is done by the use of comparative words such as *like* and *as*. (3) In *Liar and Spy* novel, transference of meaning is employed to aesthetically illuminate the themes of the novel i.e. school life, family life, friendship, bullying, and overcoming fears, by explaining the setting, condition, and the characters' thoughts about particular things related to the story.

**Keywords:** *transference of meaning, types, realizations, themes, Liar and Spy*

### INTRODUCTION

A successful writer uses language creatively, that is he uses the language differently from the conventional and everyday language. By using his creativity, a writer can give the readers unexpected surprise or twist in the story and also build strong impression in their mind to captivate the readers' heart. This kind of creative use of language is called linguistic deviation. It is created by deviating the norms of literary convention or everyday language of an original language. As sometimes it makes an absurdity in literary works, linguistic deviation is worth analyzing further. Linguistic deviation in literary works is analyzed under the study of stylistics. Simpson (2004: 2) states that stylistics is a method of textual interpretation which is assigned to language. The purpose of stylistics is to explore language, specifically the creativity in language use. As observed, it enriches people's ways of thinking about language and exploring language offers a substantial purchase on understanding literary texts. Understanding literary texts cannot be separated from analyzing linguistic deviation as it is commonly found in literary works.

According to Leech (1969: 37), there are several types of linguistic deviation. They are lexical deviation, grammatical deviation, phonological deviation, graphological deviation, dialectal deviation, deviation of register, deviation of historical period, and semantic deviation. Leech (1969: 48) states that semantic deviation is a characteristic of poetry which is commonplace to regard it as a kind of inspired nonsense with irrational element. Leech further argues that semantic deviation can be divided into three types. They are semantic oddity, honest deception, and transference of meaning. Furthermore, transference of meaning covers synecdoche, metonymy, metaphor, and simile.

The first type of transference of meaning is synecdoche. Synecdoche occurs when a part of something is used to refer to the whole or vice versa (Leech, 1969: 150). Furthermore, Keraf (2007: 126) argues that synecdoche is a figurative language that uses parts to designate to the whole of something (*pars pro toto*) or the whole to refer to some of its parts (*totem pro parte*). For example, 'Angola has won the international beauty competition'. It can be concluded that synecdoche can be realized both in the

form of part representing the whole and the whole representing its part.

Metaphor is a process of mapping between two different conceptual domains (Simpson, 2004: 41). The different domains are known as the target domain and the source domain. For example, 'Life is a walking shadow'. In metaphor realization, Stockwell (2002: 107) argues that there are two realizations of metaphor. The first is visible metaphor in which both source and target domains are stylistically realized, for example, 'The brain is a city'. Meanwhile, in invisible metaphor, one of the domains involved, either it is the source or the target, is not realized stylistically.

The next type is metonymy in which, according to Wren and Martin (1990: 363), an object is designated to by the name of something which is generally associated with it. It involves transpositions between associated concepts, producer and the produced, institution and its location, product and its brand, and so on. For example, in the expression 'Buckingham Palace is thought to be furious', Buckingham Palace refers to the activity within it, the position or function of the Queen.

In addition, Willis (1969: 243) claims that simile is a comparison of two things indicated by conjunction like, as, than, or verb such as resemble. Thus, the realization of simile is clearly recognizable as it contains comparative words, i.e. like, as, than, similar to, same as, resembles, seems, as the formal indicator. For example, 'The beast had eyes as big as baseballs and teeth as long as knives'.

This paper only focuses on identifying the types of transference of meaning, their realizations, and how transference of meaning illuminates the themes in Rebecca Stead's novel, *Liar and Spy*. It is a coming-of-age novel by Rebecca Stead published by Wendy Lamb Books and awarded School Library Journal's Best Books List, Publishers Weekly Best Books List, and Kirkus Review Best Children's Books List in 2012. Those awards support that *Liar and Spy* is a good quality book and it is also worth reading. The intriguing storyline of the novel has captivated the readers by the style of the authors employing figurative language. *Liar and Spy* contains many semantic deviations that make it special and memorable.

The use of semantic deviation, particularly transference of meaning in the novel is very interesting and important to be analyzed as it is one of the salient and critical aspects of the style in a literary work that describes how authors employ their styles in language. The style used by

the writer is closely bound to a story as it will differentiate the style of a literary work in how successful the story conveys the message that is communicated by the authors to the readers and how it affects them.

There are some problems related to the paper topic that can be identified. One of the problems is the analysis of language use. There are many variations in the way people and also authors of literary works use language to create their own styles. However, sometimes those variations which they apply contain ambiguity and it is needed to be investigated further. In the narration and characters' utterances, the authors use variations that may also lead to ambiguity. The variations drawn from literary works can be in the form of linguistic deviation. There are many types of linguistic deviation that are employed by the authors in their works. One of which is transference of meaning, hence the researcher focuses on the use of transference of meaning in the narration and the characters' utterances in the novel. It is very interesting to investigate the intended purposes and meanings through what the characters say in the novel. Since in this research the language style in novel is analyzed, the researcher employs stylistic analysis. In accordance with the focus of the paper above, the objectives of this paper are to identify the types of transference of meaning found in the narration and characters' utterances in *Liar and Spy* novel, to delineate how transference of meaning is realized, and to explicate how the employment of transference of meaning illuminates the themes of the novel.

The researcher is concerned with the analysis of semantic deviation particularly the use of transference of meaning in which this research has significance both theoretically and practically. Theoretically, the result of this study will enrich the knowledge concerning linguistic deviation in stylistics which becomes a bibliographical resource to the next relevant type of research and gives better understanding in the analysis of transference of meaning in literary works, particularly in novels. Practically, after reading this research, students are expected to be more open-minded toward literary works particularly in the way language is used and understanding the use of transference of meaning in literary works will hopefully inspire the readers of the research to express their creativity in their works in many realizations. Hopefully, this research inspires other researchers to develop or

to conduct other research in the same scope with different subjects.

## RESEARCH METHOD

This study used descriptive qualitative approach since it emphasized on describing the phenomena of the use of language in the context by interpreting the data. According to Vanderstoep and Johnston (2009: 7-8), qualitative research produces narrative or textual descriptions of the phenomena under study; thus it provides a richer and more in-depth understanding of the population under study. Furthermore, it is a descriptive study since it described the phenomena of the use of language deviation in a novel in words. Seliger and Shohamy (1989: 124) propose that descriptive research involves a collection of techniques used to specify, delineate, or describe naturally occurring phenomenon without experimental manipulation. Thus, this approach provided a richer and more in-depth understanding in explaining the phenomena of the use of language particularly transference of meaning reflected in Rebecca Stead's *Liar and Spy*.

The research instrument was human instrument including the theoretical knowledge. As it is stated by Burns (1994: 295), the role of researcher in the qualitative research is as an instrument. The researcher is involved in all of the processes of the research observation, analyzing and interpreting of the data. Meanwhile, the secondary instrument of this research was the data sheet. A data sheet was used to classify the data that it eased the researcher to analyze the data from the novel.

The form of the data was the utterances of all characters in the novel *Liar and Spy*, and also words, phrases, or sentences of the narration in the novel which contain transference of meaning. The context was the dialogues of the characters or paragraphs of the narration in the novel. Meanwhile, the data source is a place where data are taken. The novel of Rebecca Stead, *Liar and Spy* was the data source in this research.

In qualitative studies, there are several types of data collection technique. As the source of data in this study was a written literary text in the form of novel, the data collection technique used was analysis of documents by note taking. The research used textual and content analyses in the analysis of data. Textual analysis involves the identification and interpretation of a set of verbal or non-verbal signs (Vanderstoep and Johnston, 2009: 210). In addition, content analysis is conducted to uncover the content of written devices which reflects the situation of the

*A Stylistic Analysis .... (Almira Ghassani Shabrina Romala) 5* writer and the society of when it is produced (Nawawi, 1993: 68-69).

Triangulation is used to establish reliability of data (Vanderstoep and Johnston, 2009: 179). To increase the readers' belief that the analysis of the research was trustworthy, the researcher conducted triangulation by theories and also by researcher or observer. The researcher used theory of transference of meaning classification proposed by Leech and it was supported by theories proposed by other several experts in defining each type and realization of transference of meaning. In addition, the researcher also used Lukens' theory to determine the themes of *Liar and Spy* novel. Furthermore, the researcher involved two experts and some of her peer reviewers to check out the triangulation of the data.

## FINDINGS AND DISCUSSION

There are four types of transference of meaning that have been found in Rebecca Stead's *Liar and Spy*. They are synecdoche, metaphor, metonymy, and simile. Furthermore, each type of transference of meaning is realized in various ways and each type has its particular realization. Synecdoche is realized both in the form of part representing the whole and the whole representing its part. Metaphor is only realized in visible metaphor. Meanwhile, metonymy is expressed in transposition between associated concepts, producer and the produced, institution and its location, and product and its brand. In addition, the realization of simile is done by the use of comparative words such as *like* and *as*.

In Rebecca Stead's *Liar and Spy*, synecdoche is found both in two realizations, utilizing parts to refer to the whole of something and the whole to refer to some of its parts. The first realization is expressing parts to represent the whole, like in the following example.

Ms. Warner is at **the net** with her hands on her knees, calling stuff out to kids and smiling like crazy. (Datum 07)

Ms. Warner is Georges' teacher for physical education (PE) class, and they have class every Friday. In this context, Ms. Warner has waited for her students in PE class in the volleyball court. However, in this sentence, the author uses synecdoche by using **the net** instead of the volleyball court where Ms. Warner has waited for her students. What the author means in this example is not only **the net** but the whole volleyball court as playing volleyball with only **the net** and the absence of other elements of it, is impossible. To play volleyball, the players definitely need a space as the playing field. Moreover, in

playing volleyball, the minimum number of the players is twelve, and then to play it, a wider space is needed. A volleyball court usually consists of the field, a ball, and a net. Net is a rectangular piece of material made from string which is used to separate the two sides in various sports such as in volleyball.

Rebecca Stead also employs another use of hand to express synecdoche of the whole representing its part in her novel, which is presented in the following example.

I stand up with **one hand** on my forehead.  
(Datum 39)

In Datum 39, the author uses **one hand** to refer to one finger. Thus, it is an example of synecdoche which utilizes the whole to represent its part. The employment of this synecdoche is performed by the main character of the novel, Georges. When Georges comes to Safer's home, he and Safer observe the lobby cam. Georges is falling asleep when Safer surprises him that he sees something in the camera. Georges falls down and stands up with his fingers or palm on his forehead. However, the author of the novel describes him standing up with **one hand** on his forehead. The use of **one hand** instead of one finger or one palm is to emphasize and exaggerate that he feels so much pain as it is like he puts his whole hand on his forehead.

Furthermore, metaphor can be realized in both visible and invisible metaphors. However, in Rebecca Stead's *Liar and Spy*, the realization of metaphor is expressed by visible metaphor only.

The non-existence of invisible metaphor is caused by the complexity of the concept and mapping process of invisible metaphor. It is, therefore, caused by one of the domains involved, either it is the target or the source, is not realized stylistically. Since one of the domains is not stylistically realized, understanding invisible the metaphor would be more complex and difficult and it requires a greater creative input on the part of the readers. Furthermore, the other reason is the realization of visible metaphor has well-carried the storyline and is regarded to be more appropriate and significant in terms of the effect toward the readers in understanding the story. In addition, some examples of visible metaphor are also realized in giving human attribute to non-living object. One of which is presented in the following datum.

There should be a word for that, when you hear something and simultaneously realize that it's been **swimming around** in your brain for five minutes without your permission. (Datum 14)

It is one of the examples of metaphor found in the novel that explains what Georges thinks about when he has a word that is stuck in his mind as it keeps **swimming around** in his brain. In real life, an abstract object cannot swim around; it is only the ability of human and animal. The use of metaphor in this part is intended to describe how a word is stuck in Georges' mind and never goes anywhere as if it is **swimming around** in a pool. The author compares what happens in someone's brain with the movement of swimming which can be imagined to be circular and not going anywhere outside the swimming pool. In this example of metaphor, Georges' brain can be understood as the swimming pool where the word is in. The use of this metaphor helps the readers of the novel imagine and understand more clearly about what Georges feels and thinks about something.

In addition, there are several kinds of realization of metonymy which are found in *Liar and Spy* novel. They are the transposition between the linked concept for the thing meant and this commonly results in transfer between associated concepts, producer and the produced, institution and its location, and product and its brand.

One of the examples of metonymy in the following is related to Georges and Safer's spy game and it helps the readers of the novel understand and imagine the story and its setting and condition of the game.

"Like it would make a lot of sense for me to be standing here in a **James Bond** suit!" (Datum 72)

The expression a **James Bond** suit is one of the examples of metonymy of associated concepts of which the reference is a spy suit. **James Bond** is a famous character of a spy or agent. Due to the popularity of **James Bond** as a spy, the author uses it instead of a spy. It is found in the conversation between Georges and Safer when they are practicing their spying skills in observing Mr. X with full equipment. The use of this example of metonymy guides the readers to imagine what is being told in this novel. As the title is *Liar and Spy*, thus the idea of spy, its activity, and what it is like is conveyed and described in many ways by the author. One of them is by the employment of metonymy in the story.

Besides utilizing metonymy of associated concepts in her novel, Rebecca Stead also uses a well-known composer, **Beethoven**, as an example of metonymy of producer and the produced which is explained in the following.

I know whose cat accidentally plays three seconds of **Beethoven** on the piano. (Datum 80)

*A Stylistic Analysis .... (Almira Ghassani Shabrina Romala) 7*  
explained. An example of simile in *Liar and Spy* is presented in the following datum.

I want to tell him what I know, which is that the fate of the world doesn't hang on whether a bunch of seventh graders win a game of volleyball in some really old school in Brooklyn that smells **like a hundred years of lunch**. (Datum 12)

Georges describes the smell of his school as a **hundred years of lunch** to show that his school is an old one. An old school usually has an unpleasant smell. Describing an old school by having a smell of a **hundred years of lunch** is used by the author to exaggerate the explanation and to emphasize the condition of where the story takes place. Describing the setting by comparing it with another thing eases the readers to build their imagination of how the story goes through the novel. Not only the visual setting, but also the other sensory perceptions like the smell and sound support the imagination building process in the reader's mind. Besides using **like** as the comparative word, the author of the novel also employs **as** in expressing simile such as in the following example.

I go to our door and slide my key into the lock--**smooth as silk**. (Datum 79)

The comparative word **as** is used in this datum to indicate the use of simile that compares the smoothness when Georges slides his apartment keys with **silk** as it is once very difficult to slide the door key of his apartment. The author uses **silk** as the comparison as it has a smooth quality that can be used to describe the smoothness when Georges slides his apartment door's key.

Besides expressing their creativity by employing many kinds of linguistic deviation, in every literary work, the authors try to communicate messages to the readers which are reflected in a general idea or theme. Theme is in the main idea of a story; and in a story, it is possible to find several themes. Themes are reflected through many ways. They are embodied in the story or plot of the novel, setting and character and characterization in the novel. How authors tell the plot, setting, and also character and characterization are realized in the word choices of the novel through the characters' utterances and the narration. One of the realizations of the word choices is the employment of transference of meaning as the device to illuminate the themes of the novel. Based on the analysis of plot, setting, and also characterization of the main characters, the themes of *Liar and Spy* are school life, family life, friendship, bullying, and overcoming fears.

The author uses the name **Beethoven** to refer to his composition. It is reflected by the use of the expression 'three seconds of **Beethoven**'. What is being expressed is actually three seconds of **Beethoven's** music. **Beethoven** is a German composer and pianist. He is regarded as a crucial figure in the classical era of western art music. He also remains one of the most famous and influential composers. As **Beethoven** is a very famous classical music composer, when the author mentions **Beethoven**, then the readers would understand that it refers to the music composed by him. Furthermore, the author also uses metonymy in the concept of institution and its location to describe the setting of place clearer in the narration of the novel.

We're outside **the Met Foods** on Flatbush, and it's a sunny fall day. (Datum 45)

**The Met Foods** is the name of a food market. The author uses the name of the place to refer to the market. Thus, it is a metonymy that links the idea of institution and its location. It supports the setting of Georges' explanation of his story with Jason, when he is asked to think about a bittersweet memory by Mr. Landau. He tells the story about him and his childhood friend, Jason, when they were kids. Outside **the Met Foods** on Flatbush, they saw a bird lying on the sidewalk as it just hit a window. However, they thought that they did something that killed the bird.

Furthermore, in expressing metonymy, the author of *Liar and Spy* also uses the idea of product and its brand, such as in the following example.

Bob English Who Draws is really named Robert English. Back in fourth grade, our teacher, Ms. Diamatis, started calling him Bob English Who Draws because he was always zoning out and doodling with a superfine **Sharpie**. (Datum 04)

**Sharpie** is a brand of pen that is usually used to sketch or to draw a doodle as it has a fine and sharp end. Instead of mentioning pen, the author uses **Sharpie** to make specific the kind of pen used by Bob English Who Draws, a classmate of Georges. As the setting takes place in Brooklyn, New York, United States of America (USA) where **Sharpie** is a popular pen brand there, particularly among children and students, the readers in USA would easily understand what the author means by **Sharpie**. As the targeted readers of the novel are children, the author assumes that the readers would get what she tries to communicate by mentioning a popular brand.

In addition, the author uses simile to describe the condition that is felt by the character; hence, the readers can grasp the idea of the description being

Furthermore, the author of *Liar and Spy* also employs transference of meaning to illuminate the theme of school life in the narration, such as in the following example.

In the morning, the cafeteria smells fried and sweet, **like fish sticks and cookies**. (Datum 06)

The word **like** is used in this datum to indicate the use of simile. It is used to directly compare the smell of Georges' school cafeteria with **fish sticks and cookies**. As it describes the condition and what Georges thinks about a particular thing in his school, it reflects the theme of school life.

The theme of school life is reflected in the narration delivered by Georges. In illuminating the themes of the novel, transference of meaning is used by the author to describe the setting of the story and how Georges shares his thought about his activities and the condition of his school to the readers in the narration. Therefore, the most significant type of transference of meaning in illuminating the themes of school life is in the form of simile. As it compares two things, the setting is best described by simile since the readers can immediately compare and imagine Georges' school life by the employment of it in the story.

Furthermore, the employment of metaphor also illuminates the theme of family life which is presented in the following example.

It's weird, because I know Mom is right about the big picture. But Dad is right too: **Life is really just a bunch of nows, one after the other**. (Datum 76)

This metaphor example compares **life** with a **bunch of nows**. The use of metaphor also supports the explanation of what Georges' dad thinks about life and the problems in it. He advises Georges to tell him whenever he has problems and face them and not to pretend that nothing happens. It illustrates the theme of family life as it describes the relationship between Georges and his dad.

Furthermore, the employment of transference of meaning in illuminating the theme of family life is realized in sharing thoughts between the characters in the narration. As the narrator of the story, Georges gives clues to the readers about what the other characters think about particular things which are related to family life. Those clues are best described in the form of metaphor as it can clearly describe the characters' opinions about family life. The author uses metaphor in illuminating the theme of family life to explain the character's thought and it is conveyed to communicate the message to the readers.

In addition, metonymy is employed to delineate the friendship between Georges, Candy, and Safer. It is also found in the narration of the last part in the novel. It describes their activity together when Candy is buying candy in **Bennie's**.

She bought three packs and opened them all in the store, picking out the oranges ones and splitting them between me and Safer while talking to Bennie about when **the Mallomars** will be delivered in the fall. (Datum 91)

It is an example of metonymy which reflects the theme of friendship between Georges, Safer and Candy since it supports the description when they are together at the store to buy some candies for Candy. As she dislikes orange flavor, she splits orange candies for both Georges and Safer, then she is busy asking the owner when **the Mallomars** would be delivered to the store. They have been good friends, hence, they understand what Candy dislikes and that is why she splits orange-flavored candies to them.

In illuminating the theme of friendship, transference of meaning is used to show and describe the relationship between Georges and his friends, not only his friends in the apartment like Safer and Candy, but also his schoolmates who often ignore his existence. Metonymy is the most effective type of transference of meaning in illuminating the theme of friendship in the novel. Metonymy can describe the close relationship between George, Safer, and Candy to the readers by explaining what they do together and what a character likes and dislikes.

In addition, the employment of metaphor in illuminating the theme of bullying is reflected in the narration which describes Georges who is being bullied by Dallas Llewellyn in the following example.

**Dallas's sneaker is resting on the soft spot right below my solar plexus**. It hurts. I do some shallow breathing, because I don't want his heel to puncture any of my internal organs. (Datum 11)

It explains what Dallas does to Georges to bully him. He bullies Georges by putting his foot right below Georges' solar plexus when he is lying on the floor after the volleyball match. Georges also explains the pain when he is lying in his back with Dallas' foot in his gut. Dallas Llewellyn is the bully (a person who bullies the others) in the seventh grade. He and Carter Dixon, the other bully at school, like to target weaker kids to be bullied, not only by physical abuse but also by verbal abuse. They also target Georges to be their victim as he once does nothing when they do something to him. Thus, they like to bully Georges, or just even mock him.

The theme of bullying is best reflected by the use of metaphor as it can describe what kind of bullying experienced by Georges. It also explains the condition when Dallas Llewellyn, Carter Dixon and some other classmates bully Georges even because of Georges' small mistake. How Georges reacts toward the bullying acts that he experiences is also depicted by the use of metaphor in this novel.

Furthermore, the theme of overcoming fears is illuminated in Georges' struggles to cope with his other fears in his life as it is illustrated in the following example.

At first the taste in my mouth gets even worse; it's something thick and awful, **like tar all inside my mouth and down my throat and up my nose.** (Datum 81)

In the narration of the story, Georges uses simile to compare the thick and awful taste in Georges' mouth with **tar all inside my mouth and down his throat and up his nose.** It describes the condition of how Georges tries not to live in denial and accepts the truth. The taste of living in denial is described by Georges to be thick and awfully bitter which is **like tar all inside his mouth that it goes down his throat and up his nose.**

The author of *Liar and Spy* novel employs transference of meaning in the form of simile to make the explanation of how Georges overcomes his fears clearer. The use of simile can be regarded as effective that it provides the series of description of what Georges feels and how he is determined to alter to be braver, hence he could face the reality although what happens to him may be not a good one.

Transference of meaning which is employed by the author of *Liar and Spy* through the characters' utterances and the narration successfully illuminates the themes of the novel by explaining the setting, condition, and their thoughts about a particular thing related to the story. It is depicted through the description of life of the characters, how the characters share their personal thoughts about life which shows their close relationship in both family life and friendship. Explaining what they do together and the personal traits of the characters like what a character likes and dislikes is also one of the ways the author employs transference of meaning that illustrates the themes of the novel. The description of experiences of the characters and their reactions, how the characters cope with their fears, how they feel, and how they are determined to be better in overcoming their problems also support the employment of transference of meaning in illuminating the themes of

the novel. The themes of the novel are more vividly realized by the use of transference of meaning and it gives a clearer depiction of the themes to the readers.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

By using linguistic deviation, Rebecca Stead has proved to have many interesting features of semantic deviation in her novel by employing several types of transference of meaning. In *Liar and Spy*, she uses all types of transference of meaning in the forms of synecdoche, metaphor, metonymy, and simile.

Each type of transference of meaning has its particular realization. Synecdoche is realized both in the form of part representing the whole and the whole representing its part. Metaphor is only realized in visible metaphor. Meanwhile, metonymy is expressed in the transposition between associated concepts, producer and the produced, institution and its location, and product and its brand. In addition, the realization of simile is done by the use of comparative words such as *like* and *as*. Meanwhile, there is no metaphor example which is realized in invisible metaphor because of the complexity of the concept and mapping process of invisible metaphor, and also the realization of visible metaphor has well-carried the plot and is regarded to be more appropriate, significant, and straightforward in terms of the effect toward the readers in understanding the story.

The author of *Liar and Spy* novel employs transference of meaning to illuminate the themes of the novel by explaining the setting, condition, and the characters' thoughts about a particular thing related to the story. There are five themes of Rebecca Stead's *Liar and Spy*, i.e. school life, family life, friendship, bullying, and overcoming fears. The theme of school life is illuminated by the use of synecdoche, metaphor, metonymy, and simile. It is best described by the use of simile as the readers can immediately imagine Georges' school life by the comparison in simile. Furthermore, the theme of family life is reflected through metaphor, metonymy, and simile. Metaphor is the most effective way in illuminating the theme of family life since it clearly delineates how the characters share their thoughts about family life and it shows the close relationship of Georges' family. In addition, the theme of friendship is illustrated by the use of synecdoche, metaphor, metonymy, and simile. The type of transference of meaning which best describes this theme is metonymy. It depicts the close relationship between George, Safer, and Candy to the readers by elucidating what they do together and the

personal traits of the characters like what a character likes and dislikes.

Meanwhile, the theme of bullying is also explicated by the author's employment of transference of meaning through the characters by utilizing synecdoche, metaphor, and metonymy. Metaphor becomes the best type to elucidate the theme of bullying as it describes the kind of bullying experienced by Georges. It also explains the condition and how Georges reacts toward the bullying acts that he experiences. In addition, the theme of overcoming fears is illuminated by the employment of simile. It is the only type of transference of meaning that is used to illuminate the theme of overcoming fears. It explains how Georges tries to face the real life along with the series of incidents and problems that he has, and how he struggles to cope with his fears. He fights to conquer his fears at school and the anxiety of his mom's sickness and also bullying from Dallas Llewellyn, Carter Dixon, and the others.

### Suggestions

After conducting this research, the researcher proposes some suggestions based on the conclusions. The researcher suggests that the students who are majoring in linguistics learn stylistics more seriously since it is very engaging and it can be employed to analyze the styles of the authors of literary works. Therefore, the students are suggested to conduct a research in stylistic analysis to explore style as one of the immersing aspects in literary works. Even though there are many researchers who have conducted research on stylistics, there are still many interesting topics under stylistics which have not been analyzed yet. The topic is not limited to transference of meaning but it may vary from any other kinds of foregrounding in literary works like other types of linguistic deviation. Moreover, a quantitative study in

this topic or object can also be another suggestion in conducting a research in stylistics. In addition, to readers in general, it is suggested that the readers widen their perspective in the way of seeing language phenomena and appreciate the efforts of the authors of literary works in employing their creativity to create a distinct style. It is aimed not only to give imaginative pleasure to the readers by applying colorful and vivid language, but also to achieve a delicate harmony between the language and their own artistic view by employing their styles in their works.

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