AN ANALYSIS OF FIGURES OF SPEECH IN ENID BLYTON'S NOVEL: *"THE FAMOUS FIVE: FIVE GO TO SMUGGLER'S TOP"*

A Thesis

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CHAPTER I

INTRODUCTION

A. Background of the problem

Language is one of the most important things that the human should have. It is needed in interaction and communication processes around the society. It is used to express feelings, emotions, and tools for communication. Hence it is needed not only in one place but also around the world. Even the International Language has specified for the people to interact with others in different country which also has different language.

English as an International language is learned by the people around the world includes Indonesia and one of the subjects to be learned in english education is about linguistic. The field of linguistic includes humanities because brain is used by human to acquire language. Linguistic can be defined as a study about language. Meanwhile, language has important role in linguistic and literature. Therefore, the researcher decided to investigate the topic about literary works based on linguistic.

Literature is one of subjects in English majority which discusses about literary works such as fiction, poetry, drama, and so on. Some experts define the word of literature as a written works.[1] It was taken from the word of literature in English comes from littera in latin which can be defined as letter or written works. Literature according to Hudson, cited by Tarigan, the exploration of the

[1] Bachrudin Musthafa, *Teori dan Praktik Sastra dalam Penelitian dan Pengajaran* (Jakarta: PT. Cahaya Insan Sejahtera, 2008), p. 21.

phenomena by the people in life from the impressing experience which poured by an author or a poet into the beautiful sentences.[2] Simply, literature uses language as a tool of expressions by people. Literature also can be correlated to reading competence.

Furthermore according to Soenjono Dardjowidjojo there are two phases in reading, beginning period and advanced period.[3] The beginning period is a phase that conducive human to have reading competencies which needs to notice two things such as form and letter aliance pattern. Meanwhile the advanced period is not a phase that relates to the aliances between letter and sound, but it is a phase where a human should comprehend the meaning which implied in reading. Thus, in this phase human also can learn about linguistic which contained in a sentence.

Linguistic competence can be learned through four skills in english which one of them is reading. Linguistic competence in reading can be reach by understanding stylistics that according to G.W. Turner stated that, "Stylistics is the part of linguistics which concentrates on variation in the use of language, often, but not exclusively, with special attention to the most conscious and complex uses of language in literature."[4] It is defined as linguistic model or linguistic style in words or sentences that the authors implied in literary works. Authors have different style to create a literary work in terms of linguistic.

According to Short and Candlin in ALLS Journal, stylistic also can be defined as an approach. It deal with an analysis of a literary text based on

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[2] Hendri Guntur Tarigan, *Prinsip-prinsip Dasar Sastra* (Bandung: Angkasa, 2009), p.10.

[3] Soenjono Dardjowidjojo, *Psikolinguistik: Pengantar Pemahaman Bahasa Manusia* (Jakarta: Yayasan Obor Indonesia, 2003), p. 300.

[4] G.W. Turner, "Stylistics" (Harmondsworth: Penguin Books, Ltd, 1973), p. 7.

linguistic domain.[5] The linguistic style that is used by the authors will be analyzed as stylistic analysis. Leech and Short in Advances in Language and Literary Studies journal, mentioned that, there are four stylistic categories, they are lexical categories, grammatical categories, figure of speech, and contex cohesion.[6] This research will be focused on the third category, the figures of speech. Moreover to comprehend linguistic through stylistic, the researcher choose a novel as the object of the research.

One type of literary works is novel. It has received more attention from literary scholars than the a short story. According to Mario Klarer, there are four most important elements of the novel and short story, plot, characters, narrative perspective, and setting.[7] Plot is related to what is going happen in the story, character is who are acts, then narrative perspective or point of view discuss about who sees what, and the last is setting, tell the reader about where and when do the events take place. Finally, the researcher choose one of famous novels by Enid Blyton entitled The Famous Five: Five Go To Smuggler's Top. The reason of why the researher choose this novel as the object of the research is because the literary works of the author is really enthused by the children not only in England, but also around the world. The literary works are also translated into many languages in the world. The allure of the story interested and the characters mostly played by children also, so that the children who read the story like it, because they imagine

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[5] Abdul Bari Khan, *Stylistic Analysis of The Short Story 'The Last Word' By Dr. A. R. Tabassum*, Online published : Advances in Language and Literary Studies Journal (vol. 6/3), p. 1. Retrieved from e-journals, on January, 2019.

[6] *Ibid., p. 2*

[7] Mario Klarer, *An Introduction to Literary Studies* (London and New York: Routledge, 2004), p. 14.

that if they are as part of the characters in that story. Therefore, the researcher choose the novel as the object of the research based on purposive sampling, as well known it can be defined as choose an object of the research because of the certain consideration.

Enid Mary Blyton was born in East Dulwich, London, England on August, 11, 1897- November, 28, 1968. She died at 71 years old and a famous writer of the children stories in 20 century which British as her nationality. She had a popular name, Marry Pollock. Most of her works had been translated into several languages in the world included Indonesia. She wrote many popular series of book, such as The Famous Five (1942-1963) which had 21 series and the stories based on the four of children and a dog, The Five Find-Outers (1943-1961) consists of 15 books where the stories about the five children in a holiday and had a trouble with the police, and then The Secret Seven (1949-1963) which also consists of 15 books about the seven children to solve mistery.

Among the popular literary works by Enid Blyton, the researcher decided to research one of her novel which the title is The Famous Five: Five Go To Smuggler's Top. The novel was written on 1942-1963 with the twenty one books other. This book was translated into Indonesian Language and first published by PT Gramedia Pustaka Utama, May, 1997 followed the 16th, 17th, 18th on Juny 2010, July 2011, and April 2012.

The title of The Famous Five: Five Go To Smuggler's Top told about four children, Julian, Dick, and Anne as siblings, George as their cousin, and with a dog named Timothy. During the holiday from school, they planned to spent time

in George House in Kirrin cottage, but to be caused of an accident by a strong wind that falling a big ash tree and crash the house, so the children need to spend their holiday in their uncle Quentin friend's house called Smuggler's Top. In fact the house was owned by Julian, and Dick's Friend, Pierre Lenoire who usually called as Sooty because he was awfully had dark hair, eyes, and eyebrow.

After they came to the house, there are many mysterous things happen. For example Pierre's spitfire stepfather, Block the deaf as the servant, the signal light from the tower of Smuggler's Top, the secret underground alley like a maze, and mistery of the abduction of uncle Quentin and Sooty by Sir Barling The Smuggler. Thus the famous five try to solve the mistery and safe uncle Quentin and Sooty from the criminals.

Based on preliminary research to the novel, The Famous Five: Five Go To Smuggler's Top by Enid Blyton, the researcher found that there were variations of language use such as types of figures of speech which included to the stylistic categories. The researcher assumed that the people who were not a native English would be rather difficult to comprehend the hidden meaning and the types of figures of speech in that story. Therefore the researcher wanted to know the meaning of each sentences and phrases that belongs to the types of figures of speech. So that the researcher will discuss about stylistic categories that focused on figures of speech in a novel.

Based on the phenomenon above, the researcher needs to investigate deeply through a research under the title, **"An Analysis of Figures of Speech in Enid Blyton's Novel: *"The Famous Five: Five Go To Smuggler's Top."***

B. Problem and Focus of The Problem

Based on the background of the problem, the researcher wants to identify the problem is the analysing of language use it self. There are variations in the way of the author uses language. Sometimes the variations creates ambiguity which is needed to be comprehended by find the accurate meaning of the phrase or sentences in that story.

Based on the problem above, this research focuses on **"An Analysis of Figures of Speech in Enid Blyton's Novel: *"The Famous Five: Five Go To Smuggler's Top."***

C. Research Questions

Based on the problem and focus of the research above, this research is formulated as follow:

1. What are the types of figures of speech employed in Enid Blyton's Novel, "The Famous Five: Five Go To Smuggler's Top"
2. What are the meaning of the words, phrases and sentences that belong to the categories?

D. Purpose of The Research

Based on the research question above, the purpose of this research is the researcher wants to know deeply about stylistic categories which focused on figures of speech that implied in the novel and its meaning. Furthermore, a novel as the object of the research because it can be used as a media in learning english especially for linguistic competence in reading through stylistic analysis. By studying stylistic analysis, the students suppose that the novel not only a means of

to amuse but also an apliance to improve the linguistic competence. So that the researcher decided to discuss about novel through stylistic analysis of figures of speech.

E. Significance of The Research

The result of this research hopefully can give contributions as follow:

1. For The College

   Hopefully this thesis will be extra references for the next researchers.

2. For The English Teacher and Lecturers

   Hopefully the teachers and the lecturers will get extra informations and insight in the English Literary works.

3. For The Researcher

   Hopefully this research can be the best experience for the researcher and also help in order can be better for the next time in writing activity.

4. For the Reader

   Hopefully through reading this thesis, the reader inspirated to write or read English Literary works more.

F. Definition of The Key Terms

In order to avoid misunderstanding, the researcher defines some essential terms which are used in the title of the research. They are:

1. Stylistic can be defined as the part of linguistics which concentrates on variation in the use of language.

2. Figures of speech is one of stylistic categories, can be defined as a way of saying something other than the literal way.
3. Novel is a long prose fiction which has complex allure than a short story and it consists of 40,000 words at least.
4. A novel by Enid Blyton entitle The Famous Five: Five Go To Smuggler's Top as the object of the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Novel as a Subject

Novel can be defined as a piece of prose fiction in form of narrative text which has complex story rather than a short story. Novel consists of at least 40,000 words. It has complex plot and many characters involved have the transformation of live from the beginning until the end of the story. It is a long prose which conduct the story of someone and the other characters which have different nature.

a. Aim of studying a novel

Novel can be used as a media in teaching learning English processes, but nowadays it is not too have high attention by science involver. Whereas a novel can be a means to learning four skills in English especially in reading and linguistic. According to Suwignyo in Bambang Eko Haro Cahyono in International Journal of Advanced Research said that, there are four mental activity that involves in learning novel[8], they are:

1) To understand and enjoy novel
2) To put a high value on how novel writers are awarded.
3) To be sensitive to the values of the novel.

[8] Bambang Eko Hari Cahyono, "Short Story-Based Learning At The Indonesian Education And Literature Study Programs Of Higher Education Institutions In Madiun Regency, Indonesia: An Explorative Study", Online published : International Journal of Advanced Research (vol. 4/3), p. 413.
Retrieved from http://www.journalijar.com, on May, 2019.

4) To appreciate the novel critically.

Based on the statement above the researcher conclude that learning English by a novel first of all the students will enjoy the story because it is interesting. Then by a novel, the students will learn about the values that the authors implied in the story. Finally the students will aware that a novel can be a media to learning English favorably.

b. Scope of Studying Novel

1) Novel Elements

According to Mario Klarer there are several most important elements of the novel and short story[9], they are:

(a) Plot

Plot is the logical interaction of the various thematic elements of a text which lead to a change of the original situation as presented at the outset of the narrative. An ideal traditional plot usually includes four sequential levels: exposition, complication, climax or turning point, and resolution.

(b) Characters

Generally speaking, characters in a text can be defined as types or as individuals. There are two kinds of characters, the first is flat character that is dominated by one specific trait. The second is the term round character that usually denotes a person with more complex and differentiated features. The existances of the

[9] Mario Klarer, op. cit., p. 14-27.

characters influencing the story. Thus, characters is really needed because when a story without characters, it will be not interesting by the readers.

(c) Narrative Perspective

The term narrative perspective or point of view can be defined as a text that presents persons, events, and setting. The three basic positions of narrative perspective are omniscient point of view, first-person narration, and figural narrative situation.

(d) Setting

Setting is another aspect included in analyse of prose fiction. Setting in a story includes how the author arranging the story based on the time, place, and condition that influence the author in create a story.

c. Stylistics and Stylistic Analysis

1) Stylistics

According to Peter Barry in Winnie, Akun in Lingua Cultura Journal, "Stylistics is the way of making a criticism on literary texts by linguistics elements."[10] In the same journal Wales explained that, "Stylistics is the study of style. It is varieble in terms of the approach that exists since it is deeply affected by the vastness in linguistics and literary criticism. The purpose of stylistics criticism is to identify the

[10] Winnie; Akun, *The Study of Figurative Languages Using Stylistic Theory in What My Mother Doesn't Know By Sonya Sones,* Online published : Jurnal Lingua Cultura (vol. 2/2), p. 159. Retrieve from https://www.researchgate.net/publication/, , on July 2019.

style in formal text and its important meaning in the text."[11] Abdul Bari Khan mentioned in ALLS Journals, stylistic is a part of applied linguistic, started as how to apply the models of linguistic in a literary text. Widdowson defines it as, "The study of literary discourse from a linguistic orientation." According to Short and Candlin, "Stylistic is an approach to the analysis of literary texts using linguistic description."[12] While G.W. Turner stated that, stylistics is the part of linguistic which concentrates on variation in the use of language.[13] In summary stylistic can be defined as the author's style in linguistic form to construct the idea, feeling, and expression into literary works.

2) Stylistic Analysis

According to Leech and Short in ARIEL Journal, "The stylistic analysis of the given story has been carried out using the checklist of stylistic categories."[14] These are the stylistic categories:

(a) Lexical Categories

Lexical categories similarly stated as part of speech or classes of words which is the fundamental concern in linguistic research. Lexical category is generally used to describe the categories of noun, verb, adjective, and possibly certain others.

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[11] *Ibid.,*

[12] Abdul Bari Khan, "Stylistic Analysis of The Short Story 'The Last Word' By Dr. A. R. Tabassum", Online published : Advances in Language and Literary Studies Journal (vol. 6/3), p. 1. Retrieved from e-journals, on January, 2019.

[13] G.W. Turner, "Stylistics" (Harmondsworth: Penguin Books, Ltd, 1973), p. 7.

[14] Waseem Hasan Malik, et.al., "Stylistic in Fiction : A Stylistic Analysis of *The Bull and The She Devil*", Online published : ARIEL Journal (vol. 26), p. 1. Retrieved from https://www.researchgate.net/publication/311301305 , on January, 2019.

There are four major types of vocabulary, High Frequency Words, Academic Words, Technical Words, and Low Frequency words.

(b) Grammatical Categories

The discussion of this category commonly about tense, number, and gender. Grammatical category divided into several classification, they are, first is sentence type. Based on the function there are three sentence types, declarative, interrogative, and imperative Sentence. The second is sentence complexity. In general there are two main structures of sentences, simple and complex sentences. The last is noun phrase. This classification discusses the complexity of the noun phrase in a text. There are three components in describing a complex noun phrase, such as the head, pre-modification, and post-modification

(c) Figures of Speech

(d) Context and Cohesion

Context can be defined as the whole aspect in a text which provides resources for appropriate interpretation. There are two types of contex, linguistic and non- linguistic context. Cohesion can defined as a way in which sentences are connected and how the connections are made, for example by

using coordinating conjunction, linking adverbials, word repetition, etc.

d. Figures of Speech

Figure of speech basically used by the authors to make expression of the language more beautiful and effective in order to the message in the story can be delivered indirectly to the readers. Gautam stated in Lok Raj Regmi NELTA Journal that, a figure of speech can be defined as how to say something other than the literal way. It has more variations of language and expresses one thing by relating it to something else.[15] Furthermore Gray stated, "Any form of expression or grammar which deviates from the plainest expression of meaning is designated a figure of speech." [16]

A figure of speech expresses an idea, thought, or image with words which carry meanings beyond the literal meaning. More specifically according to Christina Alm-Arvius figurative language can be defined as, The formulations of word that have extended or hidden meaning.[17] It means that figurative language is the way of words formulated into a beautiful word which can not be translated literally. Moreover Wales stated in Winnie Lingua Cultura Journal that, "Figurative language uses unusual feature semantically or grammatically, while figures of speech

[15] Lok Raj Regmi, *Analysis and Use of Figures of Speech*, Online published : NELTA Surkhet Journal (vol. 4), p. 77.
Retrieved from e-journal , on January, 2019.
[16] *Ibid.*,
[17] Christina Alm-Arvius, *Figures of Speech*, (Sweden: Studentlitterature, 2003), p. 9.

are used in creating imagination by comparing two or more different things."[18] It can be said that figure of speech is the choices of words that the authors use to make the expression more beautiful and interesting to be read.

The most common figures of speech may be group in three categories, they are Figures of comparison which includes simile, metaphor, and personification, then Figures of contrast includes irony, hyperbole, and litotes, and the last is Figures of association includes metonymy and synecdoche[19]. In one source the researcher found the types of figure of speech[20], they are:

1) Figures of comparison

a) Metaphor

Metaphore resembles a simile by talking about one thing in terms of another, but a metaphor's comparison is implicit, it does not use like, or as, seems or appears. For example: *Oh, she is a flower!* It means that the girl is not really a flower. The flower can defines as one of the characters of a woman that is beautiful and gorgeous like a flower.

b) Personification

Personification is an inanimate object or animal is given human qualities. It gives an inhuman thing human quality or

[18] Winnie, Akun, *Loc. cit.*,

[19] Charles H. Vivian and Bernetta M. Jackson, *English Composition* (New York: Barnes and Noble Books, 1961), p. 307-309.

[20] Gorys Keraf, *Diksi & Gaya Bahasa*, (Jakarta: PT. Gramedia, 1986), p.112.

assigns human qualities or abilities to abstract or to intimate objects or it means the attribution of personal nature or character to inanimate objects or abstract notions, especially, as a rheorical figure.[21] Personification is not a natural form in all languages, or in all contexts, so it may sometimes be necessary to adjust the form. Personification permits us to use knowledge about ourselves to comprehend other aspects of the world, such as time death, natural forces inanimate objects, etc.[22] For example: *The wind has hit my cheek at the beach.* In this sentence the wind has hit the cheeck. In reality the wind does not have hand to hit someone, so it can conclude that at the beach there are strong wind.

c) Depersonification

Depersonification is the reverse of personification. It can be defined as an animate object assumed as inanimate object or animal. For example: *If you are the moon, I'll be the star.*

d) Apostrophe

Apostrophe, speaking to an inanimate object, or to a person who is absent. Apostrophe is a figure of speech that literally means "a turning away." It occurs in poetry when the speaker addresses words to some person or thing, very often calling it to

[21] Laurence Urdang, *The Random House Dictionary The English Language*, (New York : Random House, 1968), p. 191.

[22] Zolth Koverseas, *Metaphor A Practical Introduction,* (New York : Oxford University Press, 2002), p. 49.

mind in its absence. For example: *Oh! Stars and clouds and winds, you are all about to mock me.*

e) Allegory

A story as a symbol in human life in education purposes or to explain something (ideas, dreams, morals, loyalty, and honesty). For example: *For life, human needs a guidance. The guidance which is had by human is religion. Religion is a guidance to fording life which is full of wave and storm.*

f) Antithesis

The expressing of idea which is interfere in another in parallel sentence. For example: *Independence or death.*

g) Pleonasm

The use of words more than needed. It is similar to tautology. For example: *We have to and obliged to respecting each other.*

h) Simile

Simile is two things shown to be similar in some way. According to Wren and Martin, simile is a comparison made between two objects of different kinds which have, however, at least one point in common.[23]A simile is a direct comparison that omits "like" or "as".[24] For example : *She can swim as fast as a*

[23] Siswantoro, Apresiasi Puisi-Puisi Sastra Inggris, (Surakarta: Muhammadiyah University Press, 2002), p. 24.

[24] Gillepsie, Fonseca, and Sanger, *Literature Across Culture*, (USA: Allyn and Bacon, 1994), p. 989.

fish. This sentences can be defined as a girl a has an ability to swim or a person who can swim pretty well.

2) Figures of Contrast

a) Hyperbole

Hyperbole is an exaggeration to effect an emotional response. Wren and Martin says that in hyperbole a statement is made emphatic by overstatement.[25] It is an exaggerated or extravagant statement used to make a strong impression, but not intended to be taken literally. For example: *I will die if I do not pass the exam.*

b) Paradox

Paradox is a seemingly self contradictory statement, which yet is shown to be true. According to Perrine, paradox is a reality oposition however in fact it is a true condition.[26] For example: *For what the waves could never wash away.*

c) Irony

Irony is expressing a meaning directly contrary to that suggested by the words. Irony is similar to sinism. For example: If we look out the window in the morning and see the dull clouds and rain, we may exclaim, *"Oh, don't you just love this kind of day for a picnic?"* and the word *love* will of course convey a meaning something like that of *hate*.

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[25] Siswantoro, *Op. Cit.*, p. 34.
[26] *Ibid., p. 41*.

d) Litotes

Litotes is deliberate understatement or denial of the contrary. It is an emphatic statement made by saying that the opposite idea is not true. For example: *They do not seem the happiest couple around.*

e) Climax

Language style in the form of expression formtion which progressively go up or excitement. For example: *I'll give to you a hundred even a thousand if you like it.*

f) Anticlimax

Language style which in the form of expression formation which is downfill progressively or weak. For example: *You do not need to buy all the goods, just five, four, or two is enough for her.*

3) Figures of Association

a) Synecdoche

Synecdoche is a part represents the whole or a part is used to designate the whole. Synecdoche is the substitution of part for whole, genus for species, or vice versa. For example: The word "bread" refers to food or money as in "Writing is my bread and butter" or "sole breadwinner".

b) Metonymy

Metonymy can be defined as the name of soething which is correlated to a person, good, or thing as the substitution.

Metonymy is similar to a metaphor, but different function. The function of a metaphor is understanding via comparison. The function of a metonymy is simply reference, no more. For example: *The pen is mightier than the sword*. The pen stands in for the written word and sword stands in for military aggression and force.

c) Euphemism

Language style which in the form of softer expression and replace harsher expresion. For example: *Ryian is to be dismissed from his job.*

d) Antonomasia

The language style which is use the title than the name. for example: *The Indonesian president will be work at Yogyakarta.*

e) Parallelism

The language style which use the parallel form and has the same function in form of grammatical. For example: *The students submitted books, magazines, and the ex-newspapers for sell.*

4) Figures of Restating

a) Alliteration

The repetition of consonant sound in the first letter in systematic words. For example: *Inilah indahnya impian.*

b) Repetition

The language style which used the key word in the beginning of sentence to reach certain effect to convey the repettion meaning. For example: *Anakku! Rajinlah belajar demi masa depanmu!*

c) Anaphora

The repetition of sounds, words or syntax structure in successive sentence to acquire certain effect. The function refers to something which is told before in the text. For example: *Pak Karta rumahnya terbakar.* The word *–nya* is refers to *Pak Karta*.

2. Identifying Meaning in Figures of Speech

Human uses language to convey informations to others, ask questions, give commands, and express wishes. Language is also used by human as a medium to express ideas, feelings, and emotions orally and writtenly. Language can be used by human as a tool for communication when it contains meaning. So that by knowing a language means knowing how to produce and understand the meaning of many sentences.

The study of linguistic meaning is called semantic. There are three subfields of semantic[27], they are: First is lexical semantic. It is concerned with the meaning of morphemes and words. Second is the meaning which focused on phrases and sentences called compositional semantic. Meanwhile third is pragmatics which related to the study of how context affects meaning. The

[27] Victoria Fromkin, et.al, *An Introduction to Language*, (Canada: Wadsworth Cengage Learning), p. 176.

knowledge of speakers about sentence meaning covered up the knowing about truth condition of declarative sentences, the integrated between sentences to another, knowing when a sentence is tautology, contrradiction, or paradox, and when the sentences are ambiguous among other things. Therefore, the speaker and the hearer or the writer and the reader need to understand each other about meaning when they want to build the communications or get the informations.

According to Mildred L. Larson in Basil Hatim and Jeremy Munday book, there is a way to discover meaning by grouping and contrast[28], that is, Part-whole relations. One way in which languages group words is by the relationship known as part-whole. There are many sets of words in part-whole relationship, parts of house, parts of body, parts of machine, parts of village, and many others. For example in english chin, *cheek, forehead, nose* and *ear* all parts of head. When a translator is studying the part-whole groupings of two languages, it will often become clear that there is no exact equivalent for some of the words. Some will be missing in one language or another. The reason for this is that languages classify and subdivide broad areas of knowledge in different ways. Slavic language for example, do not have separate words for *arm* and *hand.* The Russian word *ruka* includes both the *arm* and the *hand.* In the same way, the word *noga* includes both *le* and *foot*. One word in Russian covers the part of the body which in English is represented by two lexical items.

[28] Basil Hatim and Jeremy Munday, *Translation: An Advanced Resource Book*, (London and New York: Routledge Taylor and Francis Group), p. 153.

B. Review of Relevant Studies

To support this research, the researcher provides some relevant studies. First, the researcher conducted by Imam Santoso the student of English Language and Literature Study Program of Yogyakarta State University, Faculty of Language and Arts. His thesis title was "A Stylistic Analysis of Transference Meaning Applied in Ok Computer Album By Radioahead. The aims of his research is to identify the types of transference meaning found in the album, to investigte the language function through the use of transference meaning, and to describe the theme through the use of transference meaning. The result of his research is the research show that all types of transference meaning appear in the album and only three language functions found in the album. The relevant of his research with the researcher is there are types of transference meaning which similar to the types of figures of speech that the researcher investigated. The differences is he tend to research about the function of language such as poetic, phatic, and conative functions.

Another relevant studies was conducted by Diyah Henny Puspitasari, the student of English Letters and Language Department Faculty of Humanities and Culture, The State Islamic University of Malang. Her thesis title was " Language Style Analysis on Anton Chekhov's The Boor' Play." The aims of her research is to know about the language style used in text of the drama tragedy entitled The Boor. The result of her study shows that levels of language style used in the "The Boor" are formal, informal, and colloquial style. The relevance with the

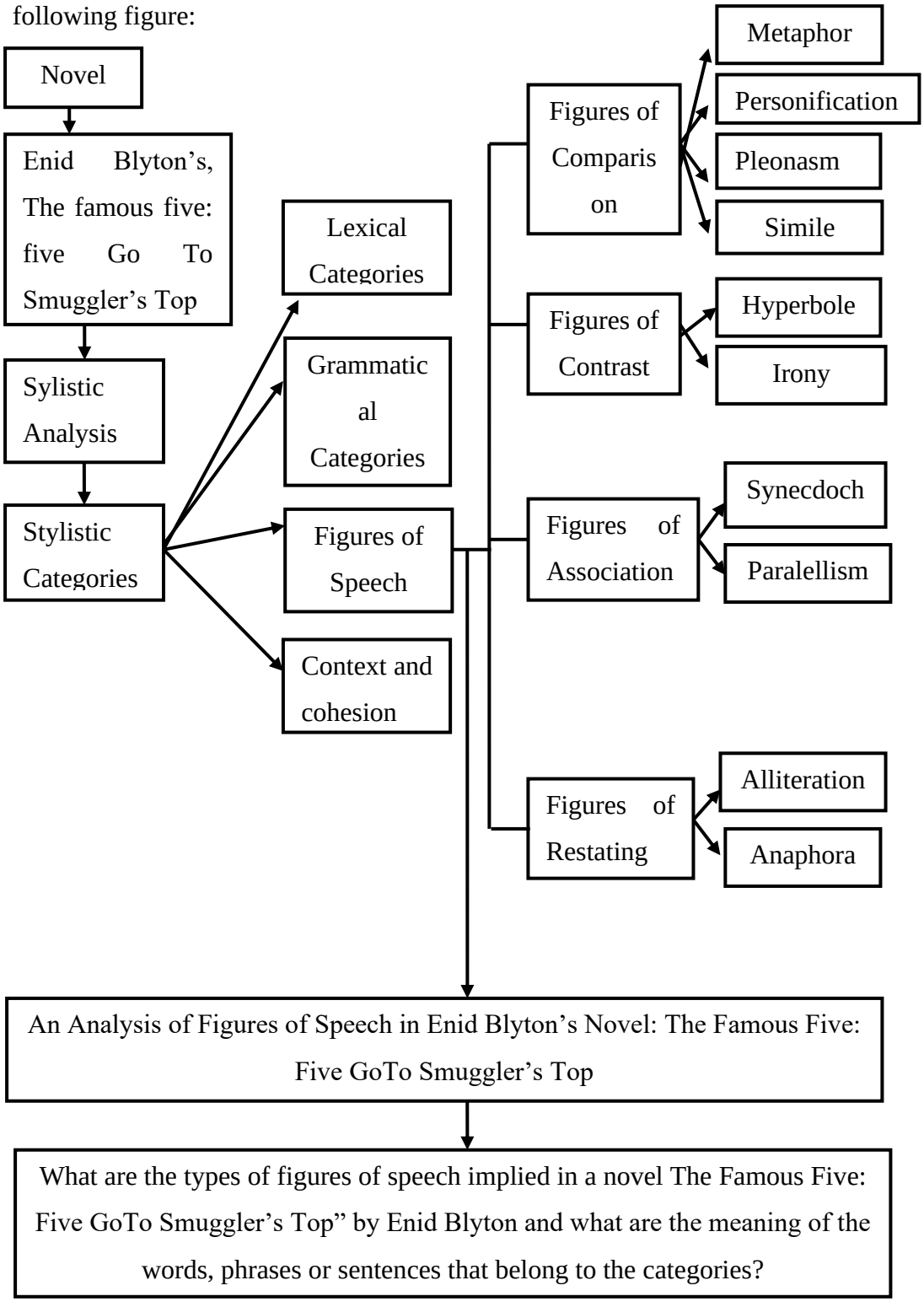
researcher are the same of method, that is qualitative and the difference is on the focus of the research and the writer used a text of drama as the research material.

The last relevant study was conducted by Muhammad Ilhamuddin the student of English Department Faculty of Adab and Cultural Science State Islamic University Sunan Kalijaga Yogyakarta. His thesis title was "Stylistic Analysis of Sir Walter Ralegh's 'What is Our Life?'." The aim of this research is to describe the special features of the poet's language style in Sir Walter Ralegh's "What is Our Life?" The result of discussion shows that the special features of the poet's language style are presented through variations of different word order, turning over units to form sentence and turning on the atmosphere image of thought or the poet's message. The relevance with the researcher is the method as qualitative research. The difference is the writer used a poet as object of the research.

In this research, the researcher focuses on stylistic analysis in the figures of speech category that the author used in the novel by Enid Blyton's, The Famous Five: Five GoTo Smuggler's Top. The researcher found that there are several figures of speech in that novel. This research be covered entitled "An Analysis of Figurative Stylistics in Enid Blyton's Novel: The Famous Five: Five Go To Smuggler's Top.

C. Conceptual Framework

Conceptually, the framework of the research is illustrated as the following figure:



The diagram above explains the conceptual framework. From the Literature subject, the researcher choose a novel as the object of the research. Enid Blyton's novel, 'The Famous Five: Five Go To Smuggler's Top' is one of the others famous works that the researcher wanted to discuss. Then the researcher interested to investigate intrinsic aspect of the novel which concern to the stylistic analysis. Furthermore the researcher do the stylistic analysis based on the stylistic categories. There are four stylistic categories, lexical, grammatical, figures of speech, context and cohesion categories. The researcher will analyse the novel by stylistic categories that focused on the types of figures of speech. Figures of Speech divided into four categories, they are figures of comparison consists of metaphor, personification, pleonasm, and simile, then the second is figures of contrast consists of hyperbole, and irony, the third figures of association consists of synecdoche, and paralellism, and the last is figures of restating consists of alliteration and anaphora.

CHAPTER III

RESEARCH METHOD

A. Kind of The Research

In designing this research the researcher uses qualitative content analysis research. First of all the qualitative research is concerned with qualitative phenomena that relates to quality or variety. It involves looking in-depth at non-numerical data and more naturalistic or anthropological.[29] In simple way the qualitative research relates to how the researcher processess the data in words not in numerical. Furthermore qualitative research aims to comprehend the social phenomena based on the people perspective.

The qualitative method is used to research about the natural objective condition. In this method human can be an instrument of the research (human instrument).[30] In qualitative method the researcher as the key instrumentation should have the knowledges and theories to analyse the data in order to get the information deeply. The result of qulitative method will be analyse in words that the researcher concludes from the data that have been found in the text.

The researcher's aims uses the quliatative research is to explore the knowledge about stylistic especially figures of speech. The researcher means that not only to know about the types of figures of speech but also the meaning of sentences that contain in it. Therefore, the researcher collect the data from the

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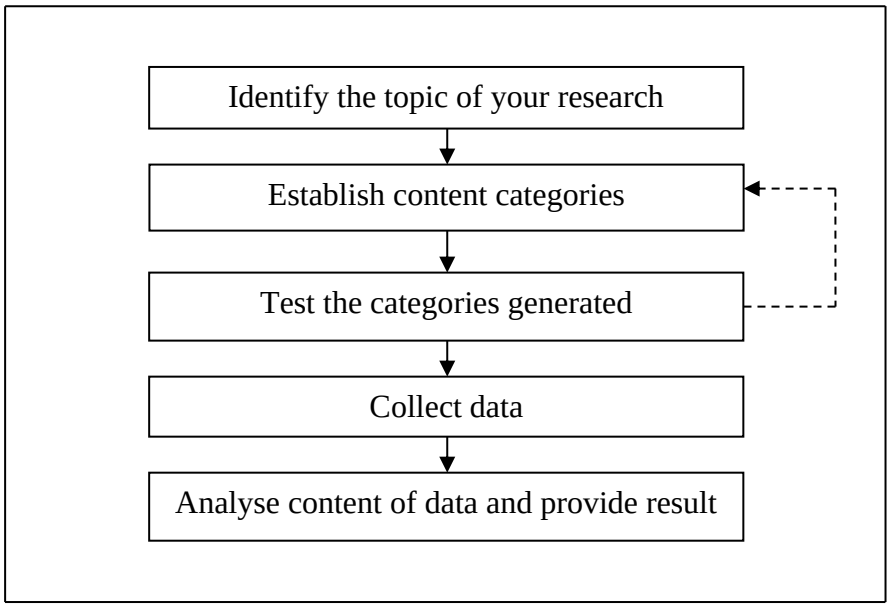
[29] Donald Ary, *Introduction to Research in Education*, (USA : McGrawHill, 2006), p. 322.

[30] Prof. Dr. Suryana, M. Si, *Metodologi Penelitian Model Praktis Penelitian Kuantitatif dan Kualitatif,* (Universitas Pendidikan Indonesia, 2010), p. 40.

original text by read the text many times and find the sources about figures of speech and its meaning.

Content analysis helps the researcher to give meaning of the information that have been collected and to identify patterns in the text. Content Analysis is an broad area of research. It is includes both quantitative and qualitative approaches to analysis. Krippendoff has stated, "Content analysis to be simply a research technique for making replicable and valid inferences from data to their context."[31] To collect the data into a content analysis, the data are classified into categories. These categories will include words, word senses, phrases, or whole sentences. Finally the textual data will be interpreted and the result of the analysis provided. This process is shown in box below:

Figure 2.1 Content Analysis Flowchart



Source: David Wilkinson and Peter Birmingham[32]

[31] David Wilkinson and Peter Birmingham, Using Research Instruments: A Guid for researchers, (London : RoutletgeFalmer, 2003), p. 68.

[32] *Ibid., p. 69.*

The reseracher uses qualitative research and content analysis as the approach based on the flowchart above. In the first stage the researcher identify the topic of the research, in this case stylistics categories that focused on the figures of speech in a novel. The second stage establish content categories, which the researcher will classified figure of speech into several types. The third stage, test the categories generated, the researcher will classified the sentences and phrases that belongs to the types of figures of speech and collect the data. At last the researcher will analyse the data and find the meaning of each sentences and phrases that belongs to the types of figures of speech.

B. Data and Source of Data

The object of this research is a novel by Enid Blyton entitle The Famous Five: Five Go To Smuggler's Top. The researcher found the novel from http://www.gonwap.com/e-book-download-ff1.html at Thursday, August 15, 2019 at 10.00 am. This research deal with the context of the original text. After the researcher read the novel once, there were several unfamiliar sentences and phrases that could not be translated literally and the researcher could not get the true meaning of the sentences. Then the researcher tried to read the story many times and found that there were several types of figures of speech in the novel. Therfore, the researcher searched the sources that relates to figures of speech and its meaning then reread the novel again.

C. Technique of Data Collection

In this step, the researcher collected the data and formulated the data through the table below:

Table 1. Data sheet of Types of Figures of Speech in The Famous Five: Five Go To Smuggler's Top novel

No.	Chp.	Sentences	Types of Figures of Speech										Meaning
			Figures of Comparison				Figure of Contrast		Figure of Association		Figure of Restating		
			Sim.	Tau.	Per.	Me.	Hy.	Iro.	Par.	Syn.	Ana.	Ali.	
1.													
2.													
3.													
4.													

Explanation:

- Chp : Chapter

1. Figures of Comparison
    a. Sim : Simile
    b. Tau : Tautology
    c. Per : Personification
    d. Me : Metaphor
2. Figures of Contrast
    a. Hyp : Hyperbole
    b. Iro: Irony
3. Figures of Association

a. Par : Parallel

b. Syn : Synecdoche

4. Figures of Restating

a. Ana : Anaphora

b. Ali : Alliteration

D. Research Instrument

Instrumentation is one of important parts in a research. The instrument is needed to get the information to answer the research questions. The instrument of the research should be designed optimally to get the real data. In this research the researcher used documantation to get the data from the original text. The researcher also uses the human instrument as one of the characteristics of a qualitative research.

1. Documentation

The researcher uses the documentation instrument because object of the research in text form which is a literary work a novel by Enid Blyton entitle The Famous Five: Five Go To Smuggler's Top. This novel consists of 22 chapters and 272 pages. The researcher found the english text in internet which the pages only 71 pages, but it involves the whole of the chapters. Documentation is one kinds of instrumentation that the researcher searches the data about the variable in form of texts such as notes, transcript, books, magazines,

agenda, and so on.[33] The researcher uses the original text to collect the data to answer the research questions about stylistics analysis that concerned with the figurative language. Furthermore the researcher wants to investigate this novel because the reseracher wants to know deeply the style of the author's works, in this case, types of figures of speech that is used in this novel. Finally after read the story the researcher found several figures of speech that is used by author to make the allure of the story more interesting.

2. Human Instrument

As one of the characteristics of qualitative research, the researcher also uses human instrument as the instrumentation to collect the data which is the researcher itself. As human instrumentation the researcher collect the data by reading the novel many times and found that the author used variations of language in the text. Furthermore the reseracher focused on one categories of stylistics, figures of speech and classified it into several types of figures of speech.

E. Technique of Data Analysis

In this step, the researcher analyzed the data that had been collected to get the conclusion. Analysis of data is a process to analyze and interpret the data to find the various information that is suitable with its function.[34] So that, the data

[33] Dr. Sandu Siyoto, SKM., M. Kes and M. Ali Sodik, M.A, *Dasar Metodologi Penelitian*, (Yogyakarta: Literasi Media, 2015), p. 78.

[34] Wina Sanjaya, Pendidikan Tindakan Kelas: 2nd ed, (Jakarta: Kencana Persada Media Group, 2010), p. 106.

must be clear and relates with the purpose of the research. According to Given, there are several steps to analysing the data[35], they are:

1. Firstly, gathering the data and analysing the data to get furhter information. The researcher read the theories about stylistic analysis in a novel.
2. Secondly, both during and collecting the data, the researcher engage memoing. The researcher note the memo about the stylistic categories and choose one oh the categories, that is figures of speech.
3. Thirdly, the researcher coding the senetnces, phrases, and words which belong to the types of figures of speech.
4. The last, the researcher analysing the data by find the meaning of each sentences, phrases, or words which belong to the categories of figures of speech by put them into data sheet and finally concluded them.

[35] Lisa M. Given, The Sage Ensyclopedia of Qualitative Research Method, (California: Sage Publication Inc., 2008), p. 186-187.

CHAPTER IV

RESEARCH FINDINGS

A. Description of Data

The researcher uses a novel by Enid Blyton entitle The Famous Five: Five Go To Smuggler's Top as the object of the research. This book is one of the twenty one books of the Famous Five series which were written by the author on 1942-1963. The books was translated into many languages in the world included Indonesia. Five Go To Smuggler's Top was first published in Bahasa on May 1997 by PT Gramedia Pustaka Utama and followed the 16th, 17th, 18th on Juny 2010, July 2011, and April 2012. The researcher found the English text from http://www.gonwap.com/e-book-download-ff1.html at Thursday, August 15, 2019 at 10.00 am which consist of 71 pages. The researcher finds ten types of figures of speech, they are hyperbole, simile, anaphora, irony, pleonasm, parallelism, personification, metaphor, synecdoche, alliteration, and antonomasia and tabulates data by classifying them into ten tables below.

No.	Types of Figures of Speech	Chapter / Page
1.	Metaphor	7/20, 13/40
2.	Personification	2/5, 4/12, 4/13
3.	Pleonasm	3/8, 7/20, 9/29, 22/69
4.	Simile	1/3, 2/4, 2/5, 3/7, 4/12, 4/13, 5/14, 6/18, 7/22, 10/30

		12/37, 14/43, 14/44
5.	Hyperbole	2/4, 11/33, 21/67
6.	Irony	2/6, 8/24
7.	Synecdoche	8/23
8.	Parallelism	4/11, 12/37
9.	Alliteration	12/38
10.	Anaphora	6/17, 13/39

B. Analysis of Data

In this part, the researcher uses the underlined sentences or words in tables above to analyse the types of figures of speech and classifies them into the four types. The first is figures of comparison, the second is figures of contrast, then the third figures of association, and the last is figures of restating. Finally for the last analysis, the reseracher will explain each meaning of the sentences, phrases, or words that included in table above.

1. Figures of Comparison

a. Metaphor (Table 1)

Metaphor is similar to simile. It is talking about one thing in terms of another but it does not use like, as, than, similar to, or seems.

No.	Sentences	Chapter	Page
1.	She was a funny little mouse of a girl, shy, and timid.	7	20
2.	"She's not gone into that little study-room, has she?" Said Julian, suddenly. It would be just like George to try and get into the lion's den!	13	40

1) ***She was a funny little mouse of a girl, shy, and timid.***

Explanation:

The sentence *She was a funny little mouse of a girl, shy, and timid* is categorized as metaphor. The sentence is categorized as metaphor, because based on the definition of metaphor, it compares two things directly and does not use the comparison words such as, *like, as, seems, appears,* and etc. The usage of metaphor describes a first subject as being or equal to second object in some way where with few words, emotions, and associations from one context are associated with objects and entities in a different context. The author compares *She* as a person with *a funny little mouse* directly, so that it is categorized as metaphor.

She (a part of pronouns used as the subject of a verb and female person or animal mentioned earlier). It substitutes Marybelle, Sooty's sister. *A funny little mouse* (a part of animals) *of a girl, shy, and timid.* As well known 'she' and 'a funny little mouse of a girl, shy, and timid' is two things that absolutely different. Semantically, 'she' refers to a person while 'a funny little mouse' is an animal. By using 'a funny little mouse of a girl, shy, and timid' in the sentence, tries to create imagination of a funny little mouse to the readers mind and evokes the readers that it resembles how prude Marybelle is.

2) "*She's not gone into that little study-room, has she?" Said Julian, suddenly. It would be just like George to try and get into* ***the lion's den!***

Explanation:

'The lion's den!' is categorized as metaphor. This sentence is categorized as metaphor, because the author compares the lion's den with the study room directly. The lion's den as the second object describes the study room as the first subject.

The lion (a part of large powerful animals of the cat family), *den* (a part of buildings, a wild animal's hidden home). 'The lion's den!' refers to the phrase 'little study-room*'* before. These two things are really different. Semantically, 'The lion's den' is a place for the animal, while 'little study room' is a place for human. Through this phrase the author try to encourage the readers imagination about how horrible the lion's den is that resembles the study room, because George who is enter that study room will get the punishment by Sooty's spitfire stepfather when she is known by him in his room. He thinks that George only wants to playing at that room and disturbing everything that he is doing.

In the novel, Sooty's stepfather Mr. Lenoir, is a scientist who has a study room which content the secret plans, notes, or books and other important documents. When there is something

happen to that room, Mr. Lenoir can not continue his invention for human future. Therefore, he will be really angry if he finds that there is a child in his room that he thinks only wants to playful around. Whereas, George only wants to find the secret hole in that room which towards to the underground alley where Timmy gone.

b. Personification (Table 2)

Personification is imagery an inanimate object is given or assign human qualities.

No.	Sentences	Chapter	Page
1.	Anne thought it sounded as if it was in a horrible temper, out to do all the harm it could.	2	5
2.	The hill seemed to swim in the mists and to have no roots in the earth.	4	12
3.	"Here you are at last!" cried the boy, his dark eyes dancing.	4	13

1) *Anne thought it sounded **as if it was in a horrible temper**, out to do all the harm it could.*

Explanation:

'As if it was in a horrible temper', is categorized as personification. The sentence is categorized as personification because the author applying human qualities to inanimate objects. *A horrible temper* which commonly a human quality is applied to *the gale* as natural phenomena.

It refers to the gale (the part of natural phenomenas, very strong wind), *horrible temper* (part of emotions, short period of feeling very angry). In this sentence, the author assign the gale a human quality that is 'horrible temper'. As well known the gale can not have a temper like human. The author tries to create the reader's imagination about how strong wind blowing and it is more fiercely, shrieking, and howling like a human who really angry.

2) ***<u>The hill seemed to swim in the mists</u>*** *and to have no roots in the earth.*

Explanation:

'The hill seemed to swim in the mist', is categorized as personification. The sentence is categorized as personification, because the author gives the human quality to inanimate object. *The hil*l as inanimate object is given the human quality, that is *swim.*

The hill (part of places, an area of high land, not as high as a mountain), *seemed* (give the appearance of being or doing something), *swim* (part of sports, move through water using the arms and legs), *the mist* (ashes, cloud of very small drops of water in the air, making it difficult to see). In this sentence the author assigns the hill which an inanimate object with human quality, that is swim. As well known it is impossible that a hill can swim like human. Thus, these two things is absolutely incompatible. The author encourages the readers imagination about how the underside

of the hill is covered by the mist so that it is like does not have a root in the earth.

In the novel, The Smuggler's Top is placed in Castaway Hill which looming up in the mist. It covered with buildings which looked old and quaint. The children assumed that, the place is really queer.

3) *"Here you are at last!" cried the boy,* ***his dark eyes dancing.***

Explanation:

'His dark eyes dancing', is categorized as personification. *Eyes* (part of face, either of the two organs of sight), *dancing* (movements and steps in time to music). In this sentence the author assigns eyes a human quality, 'dancing'. It is impossible that eyes can dancing like a human. The auhor tries to encourage the readers' imagination about the dancing eyes that semantically cannot be happen. It is actually describe about how happy the owner of the eyes is.

In the novel, Sooty who the owner of the dark eyes really happy because the children that he waited for at last arrive to his house. At first he thought that the children were never coming to his house. Thus he is really exciting for the arrival of the children, because he will have many friends to play around in his lonely house.

c. Pleonasm (Table 3)

Pleonasm is simiar to tautology. It can be defined as the uses of words more than needed.

No.	Sentences	Chapter	Page
1.	Uncle Quentin put down the receiver, and went find his wife, looking jubilant and very pleased with himself.	3	8
2.	The first morning this had been really very exciting.	7	20
3.	It seemed like a tiny line of very small dots of light.	9	29
4.	It was really most exciting time, and now that the thrills were all over, the children rather felt important to be able to relate so much.	22	69

1) *Uncle Quentin put down the receiver, and went find his wife, looking* ***jubilant and very pleased*** *with himself.*

Explanation:

The words 'Jubilant and very pleased' is categorized as pleonasm. The sentence is categorized as pleonasm because based on the definition, pleonasm are used to differ somewhat from ordinary everyday speech and convey meanings in a more vivid and impressive manner. The author used the words *jubilant*, *very pleased* to create the impressive manner of the speech whereas the words have the same meaning.

Jubilant (very happy), *pleased* (happy or satisfied). Semantically 'jubilant and very pleased' are part of emotions and

they have the same meaning, that is really happy or similar to exciting. In this sentence the author uses words more than needed because she wants to create imagination of readers about how happy Uncle Quentin is.

In the novel, because of the accident by falling the big ash tree that crash the house, Uncle Quentin's wife, Aunt Fanny blames her husband because he does not want to cut the branches of the tree so that the accident happen. There is no place for children to sleep until the house renovated. Uncle Quentin promises that he will be responsible for this problem. Thus, he make a call for his friend, Mr. Lenoir, and asks him if he wants to receive the children to spend their holiday in his house. Finally Uncle Quentin get the good news that Mr. Lenoir allows the children to stay in his house during the holiday and it makes Uncle Quentin really happy and satisfied because he thinks he can solve the problems this time.

2) *The first morning this had been **really very exciting**.*

Explanation:

'Really very exciting', is categorized as pleonasm. *Really* (in reality; truly, used to emphasize an adjective or adverb), *very* (to a great degree, used to emphasize a superlative and a noun), *exciting* (great interest). Semantically the word 'really' and 'very' have the same meaning and function in the sentence. The author

uses words more than needed. Actually if the sentence only use one word between ‘really’ and ‘very’, the meaning is also the same. However the author wants to encourage the readers’ imagination to follow the allure of the story and to feel what the characters felt in the novel so that the readers will follow the flow of the story.

The sentence ‘The first morning this has been really very exciting’ is felt by the children and the dog Timmy. In that story, every morning they should do the attentive activity such as to replace Timmy from one room to another room over the underground alley, take the food from the kitchen for Timmy without known by the servant, and then give the good exercise every morning without unconsiously that Timmy is not the children’s dog, to the city. Eventhough the children should do the things carefully, they keep enjoying and exciting to spend the holiday in that house. Thus, the author wants to describe about how exciting the children every morning in the story through this sentence.

3) *It seemed like* ***a tiny line of very small dots*** *of light.*

Explanation:

‘A tiny line of very small dots’, is categorized as pleonasm. The word *tiny* (extremely small), *line* (the consecution of dots which is correlated each other), *small* (not large in size, number,

degree, amount, etc.), *dots* (small round mark). Based on the words ‘tiny’, ‘line’, ‘very small’, and ‘dots’ semantically have the same meaning and function in that sentence, that is, small thing. The author uses the words more than needed to encourage the readers’ mind that the light which is seemed by Julian is really small like a dot, so that the readers can imagine how small the light is.

In the novel, the light which is seemed by Julian comes from the middle of the sea. At first, Sooty saw the bright light like a signal from the tower of the Smuggler’s Top. For his suspicious, he woke Julian and Dick up and tell them about that. Then the three of them decamp to the tower and saw someone inside is giving a signal to the sea by the bright light. When the guy left, the children who are hidden before, enter the tower’s room and see the sea over the window, in far away of the middle of the sea there are small light which received the signal from the guy before. Thus, the author wants to describe the light is so small because it is far away in the middle of the sea and use tautology in that sentence.

4) *It was **really most exciting time**, and now that the thrills were all over, the children rather felt important to be able to relate so much.*

Explanation:

'Really most exciting time', through this phrase the researcher classified it into pleonasm. Based on the words *really* (in reality; truly), *most* (the largest of something) *time* (what is measured in minutes, hours, days, etc.), semantically both words 'really' and 'most' have the same meaning in the sentence. The author uses the words more than needed because she wants to express that in the end of the story, the children spend their holiday in the Smuggler's Top happily by the mystery happen are solved and one adventure more was passed.

d. Simile (Table 4)

Simile can be defined as a direct comparison that uses words like, as, seems, appears,etc.

No.	Sentences	Chapter	Page
1.	"He's awfully dark! Hair as black as soot, eyes like bits of coal, eyebrows that look as if they've been put in with charcoal."	1	3
2.	"He never does as he's told, he climbs like a monkey, and he can be awfully cheeky."	1	3
3.	All four children jumped out of bed like a shot.	2	4
4.	It was a loud and woeful groaning creaking like someone in great pain.	2	5
5.	It had cracked the roof of the house like an egg shell, and the room upstairs were in a terrible mess.	3	7
6.	Out of the slowly moving mists, rose, a tall, steep	4	12

	hill, whose rocky sides were as steep as cliffs.		
7.	"I always think we look like beauty and the beast."	4	13
8.	They were ina narrow stone passage, so narrow that two people could not possibly have passed one another unless both were as thin as rakes.	5	14
9.	She was there, though, sitting lost in an arm-chair, a tiny woman like a doll, with mouse coloured-hair and grey eyes.	6	18
10.	It slipped like an uncoiling snake, down and down, and reach the pit at the bottom.	7	22
11.	"I won't talk in front of Block if you don't want me to, but it's quite plain he's as deaf as a post!"	10	30
12.	He was wrapped up in the blanket like a caterpillar inside a cocoon.	12	37
13.	He's as strong as a horse.	14	43
14.	So when the twilight hung like a soft purple curtain over the house, George slid down the rope-ladder out of the window.	14	44

1) *"He's awfully dark!* ***Hair as black as soot, eyes like bits of coal, eyebrows that look as if they've been put in with charcoal."***

Explanation:

'Hair as black as soot, eyes like bits of coal, eyebrows that look as if they've been put in with charcoal', is categorized as simile. In this sentence, there are three phrases which use simile. the sentence is categorized as simile because based on the definition, simile is a figure in which a comparison stated

explicitly and it expresses by using some words or phrases such as *like, as, than, similar to, resembles,* or *seems*. In this sentence, the word *as, like,* and *look* pointed as simile.

The first is phrase, ‘Hair *as* black *as* soot’, the second is phrase ‘Eyes *like* bits of coal’, and the third is ‘eyebrows that *look as* if they’ve been put in with charcoal’. In phrase ‘Hair as black as soot’, the word *hair* (substance that looks like a mass of fine threads growing especially on the head), *black* (the part of colour), *soot* (black powder produced when wood, coal, etc. is burnt), in phrase ‘Eyes like bits of coal’, the word *eyes* (the organs of sight), *bits* (amount or part of something), *coal* (black mineral that is burnt as a fuel), in phrase ‘Eyebrows that look as if they’ve been put in with charcoal’, the word *eyebrows* (line of hair above each eye), *charcoal* (black substance of burnt wood, used as a fuel, for drawing, etc.). Based on the three phrases above the author compares two things which are semantically have different meaning. The author uses the allusion such as soot, coal, and charcoal to describe how black hair, eyes, and eyebrows of the characater so that the readers can imagine that, how black Sooty is.

In the novel, there is a character named Sooty, usually called. He is Julian and Dick’s friend and stepson of Uncle Quentin’s friend, Mr. Lenoir. In the story Sooty is not his real

name. His name is Pierre Lenoir. He called Sooty by his friend because he has hair, eyes, and eyebrows black like a soot and also his name Le-noir comes from French means black.

2) *"He never does as he's told, **he climbs like a monkey**, and he can be awfully cheeky."*

Explanation:

'He climbs like a monkey', this sentence is categorized as simile. The word *like* is pointed a simile. The word *he* (part of pronoun; male person or animal mentioned earlier) is refers to Sooty. *Climbs* (go up something, especially using your hands and feet), *monkey* (small long tailed tree-climbing animal). Semantically the word *he* (Sooty) and monkey is absolutely differen, because Sooty is a person while monkey is an animal. The author compares the two things to create the imagination of the readers about how great a monkey climbs the tree and make Sooty resembles it.

In the story, Sooty was describe as a child who is quite mad. He never does as he's told, and he can be awfully cheeky. At first Uncle Quentin wants to invite him with his stepfather, Mr. Lenoir, but after he heard from Dick about that he feels sorry and wants to prevent him coming with his stepfather. However Sooty is not a mean boy. The children like him, because he is a kind boy, funny, and helpful. He only wants to entertain his friends by his jokes.

3) *All four children jumped out of bed* ***<u>like a shot</u>****.*

Explanation:

‘Like a shot’, is classified as simile. The word ‘like’ pointed simile. In this sentence, the author compares two things which semantically has differen meaning, they are *all four children* and *a shot.* The word *children* (young human being, son or daughter of any age), while the word *shot* (person who shoot a gun). It is impossible that the children who are lying in bed shoot a gun. The author uses the word *a shot* to create the readers’ imagination about how surprise the children because of the yelling’s of Uncle Quentin to ask them to close the door.

In the novel, because of the gale the bathroom door was open with a loud bang. George and Anne was too drowsy to shut it again. They hope Julian and Dick will do it from the bedroom beside. Incidentally, the boys also hope the girls will do it and at last there is nobody get out of bed to see the banging door. Finally Uncle Quentin who disturbed by the noise feels annoying and yelling to the children. They feel rather frighten to Uncle Quentin because he always spitfire if there is something or someone disturbed his work so that the children feel really surprise at his yelling. Thus, the children rush to the bathroom door, shut it and back to the bed room quickly.

4) *It was a loud and woeful groaning creaking* ***like someone in great pain.***

Explanation:

The phrase, ‘someone in great pain’, is classified as simile. The word *like* pointed simile. In the sentence, the author compares two things which semantically has differen meaning. *It was a loud and woeful groaning creaking like someone in great pain.* The word ‘it’ is refers to the ash tree beside the house. *Tree* (part of tall plant with a wooden trunk and branches), *woeful* (part of emotions, very bad or serious, very sad), *groaning* (part of sounds, make a long deep sound of pain or distress), *creaking* (part of sounds, make a sound like a door that needs oil), *pain* (part of emotions, feeling of suffering that you have in your body when you are hurt or ill). It is impossible that a tree can feel a great pain, sounding woeful, and groaning like a human. The author tries to create imagination of the readers about how the impact of an old big tree attack by the great gale.

By the great gale attack the Kirrin Island, the big ash tree beside the Kirrin cottage make a strange noise. It was gradually bending over. When Julian ran to the window, he saw the big ash tree almost falling and he warns Aunt Fanny, Uncle Quentin, and the other children to fled downstairs. Thus, after they were in the downstairs, the great ash tree hauled up its roots and fell heavily

on to Kirrin Cottage. There was a terrible crash, and the sound of tiles slipping to the ground everywhere.

5) *It had cracked the roof of the house **like an egg shell**, and the room upstairs were in a terrible mess.*

Explanation:

'like an egg shell', this phrase is categorized as simile and the word *like* pointed the simile. In this sentence, the author compares two things which is semantically has differen meaning. The word 'it' refers to the great ash tree that falling and crash the house. *It had cracked the roof of the house like an egg shell, and the room upstairs were in a terrible mess. Roof* (part of the house, top covering of a building, car, etc.), egg (part of food, round object with a hard shell), shell (hard outer covering of eggs, nuts and some animals). In this sentence the author encourages the readers' imagination about the damage caused by the falling of the ash tree that crash the roof of the house by assign it with an egg shell. Thus the reader can imagine about how great the damage is.

6) *Out of the slowly moving mists, rose, a tall, steep hill, whose rocky sides were **as steep as cliffs.***

Explanation:

'as steep as cliffs' is a simile pointed by *as*. *Steep* (rising or falling sharply), *cliffs* (steep rock face, especially by the sea), rocky (of rock; full of rocks) about. In this sentence, the author

tries to describe about the rocky side of the Castway Hill is really horrible. Thus the author encourages the readers' imagination about how steep the rocky side is by assign it with the cliffs.

7) *"I always think* ***we look like beauty and the beast.****"*

Explanation:

'we look like beauty and the beast', is classified as simile pointed by word *like. We* (pronoun, used as the subject of a verb), *beauty* (quality or state of being beautiful), *beast* (large or dangerous animal, cruel person). The word 'we' is refers to Sooty and his sister Marybelle. In this sentence, the author compares himself with his sister by beauty and beast. Beauty and the beast are the characters from the fable which impossible resembles human being, because it is not a reality. The author uses this imagery to create the imagination of the readers about how beautiful Marybelle is and how bad Sooty is.

In the novel, when the children arrive at the Smuggler's Top, they are welcomed by Sooty and his sister Marybelle. They looked really differen eventhough they are a sibling. Sooty is certainly very dark with black hair, eyes, eyebrow, and a brown face. In contrast to him, the girl beside him looked pale and delicate. She has golden hair, blue eyes, and eyebrows are so faint they could hardly be seen. Marybelle is a stepsister of Sooty. They have the same mother and different father. However Marybelles's

father is also part of the Lenoir's family, but he is the only one who differen with the other Lenoir who are black like Sooty.

8) *They were in a narrow stone passage, so narrow that two people could not possibly have passed one another unless both were* ***as thin as a rakes.***

Explanation:

The phrase 'as thin as a rakes' is classified as simile pointed by word *as.* The word *thin* (having a small distance between opposite sides or surfaces), *rakes* (garden tool with a handle and a row of metal points ot the end). These two words is semantcally differen and incompatible. The author uses the phrase *as thin as a rakes* to describe about how narrow the stone passage is so that the readers can imagine that the place is really narrow that two people could not possibly has passed one another.

In the story, when the children arrive at the Smuggler's Top and they meet Sooty and Marybelle, Sooty said that his stepfather does not like to see a dog inside the house whereas at that time George brings Timmy with her. Thus, they smuggling Timmy through a secret passage. This passage is inside the study room of Mr. Lenoir. The narrow passage ran straight and came to some stone steps. The end of the passage is placed in a big cupboard in Sooty's bedroom. Thus, at last they success to bring Timmy enter the house without known by Mr. Lenoir.

9) *She was there, though, sitting lost in an arm-chair,* ***a tiny woman like a doll,*** *with mouse coloured-hair and grey eyes.*

Explanation:

'a tiny woman like a doll', is categorized as simile pointed by word *like*. In this sentence, the author compares two things which semantically have different meaning they are *a tiny woman* and *a doll*. The word *woman* (adult female human being), while the word *doll* (child's toy in the shape of a person, especially a baby or a child). It is impossible that human as same as a doll. In this sentence the author resembles Mrs. Lenoir as a doll because she is a small woman. Thus, the author tries to create the readers' imagination by imagine how small Mrs. Lenoir is.

In the novel, when the children called by Mr. And Mrs. Lenoir to introduce theirself, they look a man sat in a big oak chair, a neat, clever-looking man, with hair brushed upwards, and eyes as blue as Marybelle's. He smiled all the time, but with his mouth, not his eyes. In contrast, they had not even noticed Sooty's mother. She was there, though, sitting lost in an arm-chair, with mouse-coloured hair and grey eyes. Thus, the author describes how small Mrs. Lenoir is by that sentence.

10) ***It slipped like an uncoiling snake,*** *down and down, and reach the pit at the bottom.*

Explanation:

‘It slipped like an uncoiling snake’, is classified as simile pointed by word *like*. *It* (animal or thing mentioned earlier), *slipped* (slide accidentally and almost fall), *coil* (series of circles formed by winding up a length of rope, wire, etc.), *snake* (reptile with a very long thin body and no legs). ‘It’ is refers to the rope-ladder which used by the children as a tool to go down to the hole. In this sentences the author resembles the *rope-ladder* with an *uncoiling snake*. These two things is absolutely has different meaning semantically because *a rope-ladder* is a good, while *snake* is an animal. However the author uses this phrase to encourage the readers’ mind about how the rope-ladder sticked out down the hole.

In the novel, at first the children are confused about how to take Timmy for exercise every morning without knowing by Mr. Lenoir. The children decided to find another way to bring Timmy to the city. The new secret way is in Marybelle’s room, precisely in the floor. They all rushed out of Sooty’s room into Marybelle’s. Then they begin to move the furniture in the room to the sides, near the walls, got to get the heavy carpet up and there is a trap-door below with a ring-handle to pull it up. Finally after they open the door, they see the dark hole down that lead to the city. Thus, for go down the hole, the children use the rope-ladder from the cupboard.

11) *“I won’t talk in front of Block if you don’t want me to, but it’s quite plain* ***he’s as deaf as a post!”***

Explanation:

The phrase ‘he’s as deaf as a post’ is categorized as simile pointed by word *as*. The word *deaf* (unable to hear) and the word *post* (upright piece of wood, metal, etc. supporting or marking something) is semantically have different meaning. *He* in the sentence refers to Block, Mr. Lenoir’s servant. He is told as a deaf guy in that novel. The *deaf* is usually for human being while *post* is a thing. The author uses this phrase to show the readers about how deaf Block is by resembles it with a post which can not hear anyting.

In the novel, when the children breakfast alone, they discusses the night’s adventure. At that time Block come to see if they had finished at the moment, but Anne does not notice him. Then she asks the others about what Mr. Barling smuggled. At that time she get a hard kick on her ankle. Sooty did it. He is afraid that Block can read the gesture of Anne’s lips. However Anne feels pain and surprise said that Block is a deaf, he can not anything that they are talking about.

12) *He was wrapped up in the blanket* ***like a caterpillar inside a cocoon.***

Explanation:

In the sentence, there are a phrase ‘like a caterpillar inside a cocoon’. It is categorized as simile pointed by word *like*. The author compares the word *he* and *caterpillar inside a cocoon*. *Wrapped* (cover something completely in material), *blanket* (piece of thick cloth used as a warm covering on a bed), *caterpillar* (small creature like a worm with legs which develops into a butterfly or moth), *cocoon* (silky covering made by an insect larva to protect itself while it is a chrysalis). In this sentence, *he* refers to Block in the story. The author compares the two things semantically have different meaning, between *he* and *caterpillar inside a cocoon.* As well known *he* is pronoun for a human, while *caterpillar* is an animal, so that it is impossible that a human resembles an animal. Through this phrase, the author wants to creat the readers’ imagination about how Block wrapped by the curtain.

In the novel, the children do not like Block that has flat face. He knows that Timmy is the children’s dog when they meet in the city for exercising that morning and he threats to kill Timmy. Thus, the children plan to give Block a nasty shock. One day Sooty look a couple of shoes behind the curtain and he knows that it is Block’s shoes who is spying the children. Sooty flung himself on the hidden Block with all his might and shout him as a robber. The curtain pole descended on him and knocked him

sideaway. Even Timmy also take bite on Block's leg. The children really happy can reciprocate Block's for everything he did to them.

13) ***He's as strong as a horse*.**

Explanation:

'He's as strong as a horse', is classified as simile pointed by word *as*. The author compares two things which semantically have different meaning. They are *he* and *a horse*. *He* refers to Block in the story. *Strong* (having great power), *horse* (large four legged animal that people ride on or use for pulling carts, etc.). The author describes Block is strong like a horse, it means that the author wants to encourages the readers' imagination about how strong the horse is that resembles Block. However it is impossible that a human can be as strong as a horse. The author only wants to express that Block is really strong.

In the story, when George catched by Mr. Lenoir inside his study room, he asks Block as his servant to confin George in her room. At that time George yelled loudly to ask a help from Julian and Dick. However after Julian tries to hold Block's hand, he pushed into wall roughly. Thus, Julian feels pain in his hand and he is rather frighten to Block, because he feels that Block is very strong to prevent him to help George.

14) *So when* ***<u>the twilight hung like a soft purple curtain</u>*** *over the house, George slid down the rope-ladder out of the window.*

Explanation:

'the twilight hung like a soft purple curtain' is categorized as simile pointed by word *like.* The author compares *twilight* and a *soft purple curtain* which are semantically have different meaning. *Twilight* (faint light just after sunset), *soft* (not hard or stiff), *purple* (having the colour of red and blue mixed together), *curtain* (piece of cloth, hung up to cover a window, divide a room,etc.). Based on this phrase the author wants to creat the imagination of the readers about the sunset that is shining over the house is really beautiful and it shows that the evening will come soon. Therefore the author uses the phrase to describe how beautiful sunset is and how the evening will come is.

In the novel, George who is being punished in her room wants to go to get Timmy. She slid down the roped-ladder out the window and go down by it. She passed the window of the kitchen quickly and landed squerly on the old wall. Then she begin to walk along the broad top of the old wall and passes several house until she meets Sooty who was waited for her and back to the house together quietly.

2. Figures of Contrast

a. Hyperbole (Table 5)

Hyperbole can be defined as an exaggaration statement to make a strong impression, but not intended to be taken literally.

No.	Sentences	Chapter	Page
1.	Very soon uncle Quentin's voice roared up the stairs, louder than the gale.	2	4
2.	The white tip-nose usually meant a storm of temper!	11	33
3.	"I think he is the best dog in the world, George."	21	67

1) *Very soon uncle Quentin's voice roared up the stairs,* ***louder than the gale.***

Explanation:

The phrase 'louder than the gale' in the sentence is categorized as hyperbole, because the statement is an exaggeration. The funcion of hyperbole is to create a strong emotional response or to emphasize the truth of a statement. In the sentence, the author describes the Uncle Quentin's voice roared up louder than the gale. However the human voice can not defeat the sound of the gale.

Roared (deep loud sound made by lion), *loud* (making a lot of noise), *gale* (very strong wind), this three words show the readers about an exeggaration effect in that sentence. The author uses this phrase to creat the imagination of the readers about how

loud Uncle Quentin's voice is. As well known, it is impossible that the human's voice can defeat the sound of strong wind. The author only wants to describe how loud human's voice is, even assign it louder than a gale.

In the story, when Kirrin Island attack by the gale, the Kirrin Cottage also hitted by that strong wind. At that time, a loud bang surprises the children, Aunt Fanny and Uncle Quentin. The noise comes from the bathroom door in the second floor. However the children who sleeping in that floor are too lazy to shut the door back. Thus, the door always make a loud noise and it makes Uncle Quentin very angry, because he can not consentrate to his work. Finally he begins to shout the children to shut the bathroom door quickly. The children who are afraid if Uncle Quentin angry, rush to shut the door immediately and back to their room as fast as possible.

2) *The white tip-nose usually meant* ***a storm of temper!***

Explanation:

'a storm of temper' is classified as hyperbole. It can be see from the words *a storm* (period of very strong winds, rain, etc.), *temper* (fact of becoming angry very easily). The author compares two things semantically incompatibe. It is imppossible that a human's temper like a very strong wind. In this sentence, the autor wants to show the readers that a storm of temper is when someone

becoming very angry of something. Thus, the author tries to encourage the reader's mind about how angry he is by assign it with a storm.

In the novel, Mr. Lenoir who are known as a queer by the children always furies if something happen is not as he wanted. When he begins to angry, his tip-nose always turns to white. They do not know how can it be. However it becomes a sign that, when the tip-nose of Mr. Lenoir turns white, at that time he will be very angry and the children must get ready to accept every kinds of consequencies.

3) *"I think he is **the best dog in the world**, George."*

Explanation:

'the best dog in the world', is an exaggertion statement and classified to hyperbole based on the words, *the best* (the most exellent type or quality), *dog* (common animal kept by people for hunting), *world* (the earth, its countries and people). As well known there are so many dogs in the world, so that it is impossible that George's dog is the best dog in the world. In this sentence, the author wants to describe that Timmy is a clever dog. Thus the reader can imagine about how clever Timmy is.

In the novel, Timmy is a dog owned by George, but he also closes to other children who close to George. Timmy always follows the children's adventures include in the Smuggler's Top.

When Sooty and Uncle Quentin was kidnapped by Mr. Barling, he comes to safe them by attack the criminals. Even when George and other children in dangerous situation, by the strong instinct he success to safe them from the criminals. He is a clever dog which can guide people to the safe way and he never forget the way that he ever passed so that they will not being lost if there is Timmy with them. Therefore George really proud of him and call him the best dog in the world as her expected.

b. Irony (Table 6)

Irony can be defined as expressing something that has contrary with real situation.

No.	Sentences	Chapter	Page
1.	"Good think I yelled my head off to warn them, then", said Julian cheerfully seeing how white Anne had gone.	2	6
2.	"Such a good, generous fellow, your father, Pierre!" The children stared at Mr. Barling, thinking that it was queer of him to say nice things in such a nasty voice.	8	24

1) ***"Good think I yelled my head off to warn them, then", said Julian cheerfully seeing how white Anne had gone.***

Explanation:

"Good think I yelled my head off to warn them, then", said Julian cheerfully seeing how white Anne had gone, this sentence is

categorized as irony. It is because based on the definition irony is a word or expression used ironically takes on a meaning which sharply contrast with or even in effect contradicts its ordinary meaning. The sentence above is thought by Julian as the advantage of the accident, because if he does not do that, may be they will died in the bedroom. Therefore, he uses this sentence to help Anne feeling better.

Based on the word *cheerfully* (giving a feeling of happiness), and *white* (a pale-skinned race of people), it shows to the readers that, it is not deserve to feel cheerful when there is something horrible happen. Through this sentence, the author wants to describe about how Julian said something in order to make her sister, Anne feeling better after that horrible thing happend, eventhough in fact Julian also terrifies.

Based on the story, because of the gale, the big ash tree beside the Kirrin Cottage falling and it crashes the roof of the house precisely the second floor get many damage. Before the tree falling, Julian hears the strange voice from the tree. Immediately he runs to the window and see that tree is almost falling. Therefore, he yells to the people in the house to go out of the bedroom and go towards down stairs, so that they can safe their life.

2) ***"Such a good, generous fellow, your father, Pierre!" The children stared at Mr. Barling, thinking that it was queer of him to say nice things in such a nasty voice.***

Explanation:

"Such a good, generous fellow, your father, Pierre!" The children stared at Mr. Barling, thinking that it was queer of him to say nice things in such a nasty voice. This sentence is classified as irony. Based on some words, such as *good* (of a high quality, kind person), *generous* (giving freely), *queer* (strange or unusual), *nice* (pleasant, enjoyable or attractive), *nasty* (very bad or unpleasant), it is clear that Mr. Barling does not like Sooty's father. In contrast he says the good thing about him. Trough this sentence, the author wants to create the imagination of the readers about how Mr. Barling assumes Mr. Lenoir in reality.

In the story, Mr. Barling does not like Mr. Lenoir. Mr. Barling who is famous as the smuggler uses the sea and the bogs around the hill as his transportation to smuggling the goods had stolen by boats. He did that crime with his guys and the police never able to catch them, because there are no evidences to prove his crimes. In contrary, Mr. Lenoir who is a scientist, thinks that the bogs are really dangerous for people who want passed that area, because it is covered by the mists and the people can fall to the bogs easily. Therefore Mr. Lenoir and Uncle Quentin arrange a

planning to drying the bogs. Thus Mr. Barling who knows about that planning wants to prevent it, because if the planning runs well, he will not be able to do his work to smuggling, so he says that thing, because he thinks that Mr. Lenoir do the good work for people around, but it is not for him.

3. Figure of Association

a. Synecdoche (Table 7)

Synecdoche can be defined as an imagery of a part represents the whole or a part is used to designate the whole.

No.	Sentences	Chapter	Page
1.	The town was very old.	8	23

1) ***The town was very old.***

Explanation:

The sentence 'The town was very old', is categorized as synecdoce. Based on the word *the town* (place with many buildings and houses, larger than a village), and *old* (having lived for a long time), the author tries to encourage the readers mind about how the look of the old town. Town in that sentence as repesentative of many buildings there. For example there are some of the houses seemed almost tumbled-down, but there were people living there, the shop where quaint with the long narrow windows,

and over-hanging eaves and so on, so that the author describes it like an old town.

b. Parallelism (Table 8)

Parallelism can be defined as the language style which uses the parallel form of grammatical structure in the sentence.

No.	Sentences	Chapter	Page
1.	Mists were wreathing and swirling over the salty marshes. It was a weird place, cold and damp.	4	11
2.	They were having a fine game with Block, who was yelling, and wriggling, and struggling for all he was worth.	12	37

1) *Mists were **wreathing** and **swirling** over the salty marshes. It was a **weird** place, **cold** and **damp**.*

Explanation:

The two sentence above are categorized as parallelism. It is pointed by some words, in the first sentence, they are, *wreathing* (cover or surrounding something), and *swirling* (move or flow with twists and turns), while in the second sentence, *weird* (unusual or different; not normal), *cold* (low temperature), and *damp* (slightly wet). In the first sentence, the author describes *mists* were wreathing and swirling. 'Wreathing' and 'swirling' are parallel words because they are classified as verbs 'wreath' and 'swirl'. In this sentence, the author uses verb-ing to creat a parallel

sentence. Meanwhile, in the second sentence, the author also describes the mists uses three adjectives, they are weird, cold, and damp. A parallel sentence need to be noticed based on the grammatical structure. For example, when the author wants to describe or explain something, she needs to use the same classes of words as the characters of the things that she is described or explained.

2) *They were having a fine game with Block, who was **yelling**, and **wriggling**, and **struggling** for all he was worth.*

Explanation:

This sentence also categorized as parallelism. By the explanation above, there are three words which pointed this sentence is parallelism, they are *yelling* (shout loudly), *wriggling* (move with quick short twists and turns), and *struggling* (try hard to do something or move somewhere when it is difficult). 'yelling', 'wriggling', and 'struggling' are the same classes of words. They are verbs 'yell', 'wriggle', and 'struggle' which added by *–ing* form. Therefore, the authors wants to create imagination of the readers about how poor Block is because the children really having a fine game with him.

4. Figures of Restating

a. Alliteration (Table 9)

Alliteration can be defined as the repetitin of consonant sound in the first letter in a sentence.

No.	Sentences	Chapter	Page
1.	"Dark, dire, dreadful threats!"	12	38

1) *"**D**ark, **d**ire, **d**readful threats!"*

Explanation:

"Dark, dire, dreadful threats!", is classified as alliteration. It can be seen from the three words, *dark* (hopeless; sad), *dire* (terrible), and *dreadful* (very bad). While the word *threats* (statement of an intention to punish or harm somebody) is shown that the characters in that story in a bad situation. In that sentence, the author uses the style of alliteration with the repetition of the same sound of consonant letter *d* to show how dislike the character is.

In the novel, after the children gives Block a naughty shock, he is really angry, but he keep come into schoolroom with breakfast for the children. His face is blank as usual, but then he gave Sooty an evil look. He threats that there will be something happen to Sooty and he will kills the dog as well. However Sooty

does not want to let Block threats him. He replays Block with the threat words too, eventhough they think that Block is a deaf.

b. Anaphora (Table 10)

Anaphora can be defined as the repetition of sounds, words, or syntax structure in a sentence.

No.	Sentences	Chapter	Page
1.	"She's a darling, but she doesnt like living here; she doesn't like this house, and she's terrified of my step father. She would not say so herself, of course, but I know she is."	6	17
2.	"She didn't seem to be anywhere! She wasn't in the passage that led to Sooty's old room, she couldn't be in that room because it was still locked, and she wasn't in Merrybelle's room."	13	39

1) *"**She**'s a darling, but **she** doesnt like living here; **she** doesn't like this house, and **she**'s terrified of my step father. **She** would not say so herself, of course, but I know **she** is."*
2) *"**She** didn't seem to be anywhere! **She** wasn't in the passage that led to Sooty's old room, **she** couldn't be in that room because it was still locked, and **she** wasn't in Merrybelle's room."*

Explanation:

There are two sentences which categorized as anaphora. In these two sentences, the author repeats the word 'she' to emphasize that the character is being talked. In the first sentence,

the word ‘she’ is repeated six times. ‘She’ in this sentence refers to Sooty’s mother who is small and timid. Sooty describes her mother feelings about the house and her terrifies to his stepfather, but she does not tell him the truth. Sooty only knows that her mother feels it because it is described by her face. Meanwhile, in the second sentence, the word ‘she’ is repeated four times. ‘She’ in this sentence refers to George who is loosing. At that time, George says to other children to go somewhere for a while, but after 10 minutes, she does not go back to them, so that Anne and other children are worry to her. George in that time is locked in Mr. Lenoir’s study room to find the secret door towards the tunnels that bring her to Timmy, but Mr. Lenoir keep continue his working, so that George can not move anywhere and back to the children again.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The Famous Five is one of the other famous novel in series by a British author Enid Blyton. The researcher choose one of the series entitle Five Go To Smuggler's Top. The story is about four children, Julian, Dick, Anne, and George and a dog named Timmy. In the story, the children and the dog should spend their holiday in the Castaway Hill where the Smuggler's Top exists because of the accident by the great gale in the Kirrin Cottage. Smuggler's Top is a name of a house owned by Uncle Quentin's friend, Mr. Lenoir. In case, Mr. Lenoir has a stepson named Pierre Lenoire who is Julian and Dick's friend and usually they call him Sooty, because he has dark hair, eyes, and eyebrows. His skin is also brown. Furthermore when the children arrives in the Smuggler's Top, there are mysterious things happen. For example the underground alley, the signal light from the tower of Smuggler's Top, the kidnapping of Uncle Quentin and Sooty, and so on. Therefore, the children who always involves in to the adventures try to solve the problem happen.

The researcher analyse the passage of novel which contain figures of speech in that story. The analysis are including the detection about figures of speech which employed in the story then determination of kind of them, and the explanation meaning of each sentences. In this thesis, the researcher classifed figures of speech into four categories: figures of comparison, figures of contrast,

figures of association, and figures of restating. The researcher discuss ten types of figures of speech in the novel, they are metaphor, personification, tautology, simile, hyperbole, irony, synecdoche, parallelism, alliteration, and anaphora.

Based on the analysis of 34 sentences in The Famous Five: Five Go To Smuggler's Top novel by Enid Blyton, the researcher found 2 metaphor forms, 3 personification forms, 4 pleonasm forms, 14 simile forms, 3 hyperbole forms, 2 irony forms, 1 synecdoche form, 2 parallelism forms, 1 alliteration form, and 2 anaphora forms. Mostly, the simile forms used by the author in her novel. Figures of speech not only helps the author delivers the expressions and thoughts to the readers but also to used by the readers to imagine the flow of the story, so that the readers will understand the content of the novel well. At last, the conclusion is supported by the result that using figures of speech is showing the creation of interesting image, giving language construction, and style.

B. Suggestion

Based on the analysis before, the researcher is going to suggest the readers have to know the branches of linguistics, especially the study of stylistic. Usually, the readers only read a novel as a tool to entertain and understand the content of the story through the meaning aspects. The readers, however do not realize about another side, there are interesting ways in reading literary works.

One way is by knowing about the variation of language use by the author, stylistics. Stylistics is close to literary critisim and practical crisim. It has four categories which one of them is figures of speech. As well known figures of

speech is the way to saying something other than literal way. Thus, for further purposes, when we want to try to write a literary work, it can be more interesting by using figures of speech.

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