A STYLISTIC ANALYSIS OF FIGURES OF SPEECH IN *LES MISERABLES* MOVIE

A THESIS

Presented as a Partial Fulfillment of the Requirements for the Attainment of *a Sarjana Sastra* Degree in English Language and Literature

By

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri dan sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan atau kutipan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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MOTTO

Man jadda wa jadda

(There is always a way for those who are willing to go extra mile)

Man sabhara zafira

(Luck comes to those who wait) Ahmad Fuadi

The roots of education are bitter but the fruit is sweet. (Aristotle)

Only in a silence that teaches us for not cheating on (Emha Ainun Najib)

DEDICATION

I dedicated this thesis especially to

my beloved father, Sutarjo

and

my beloved mother, Sri Astuti

My big family
All of my friends and
The person I'll spend my future with

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I am really grateful to Allah SWT, the Most Gracious and the Most Merciful. He is the first and the last one to count on. The one who is always on my side, listens to, and understands what I really need. There are times I forgot to thank Him and only saw the bitterness of my days, but I know He always forgives me and still helps me. My ability to finish this thesis is one of His mercies that I can't deny.

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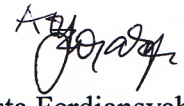
Yogyakarta, April 25th, 2014



Arista Ferdiansyah Puspita

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A STYLISTIC ANALYSIS OF FIGURES OF SPEECH IN *LES MISERABLES* MOVIE

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ABSTRACT

The way people speak is influenced by their own style. It is easier for the addressee to understand the addresser's idea if he or she is familiar with the addresser's language style. In stylistic approach, style can be seen in figurative language through figures of speech. Thus, the aims of this research are to describe the types of figures of speech and to find out the functions of figures of speech in *Les Miserables.*

This research employed descriptive qualitative approach. The data were in the form of utterances (words, phrases, clauses, and utterances) spoken by the characters in *Les Miserables* movie. The main instrument of the study was the researcher herself. The researcher employed some steps during the data collection: watching the movie, finding its script, making data sheet, and categorizing the data. In conducting the data analysis, the researcher passed some steps, identifying, classifying, and making interpretation. To gain the data trustworthiness, the researcher asked triangulators to check the data.

Using Perrine's classification of types of figures of speech, this results show that there are eleven types of figures of speech in *Les Miserables* Movie. They are simile (12 times), metaphor (20 times), personification (22 times), apostrophe (10 times), metonymy (once), synecdoche (7 times), symbol (22 times), paradox (8 times), hyperbole (13 times), irony (16 times), and litotes (10 times). The most often used types of figures of speech are personification and symbol. The character used personification often to depict a story as if this world can execute anything. Meanwhile, the use of symbol was used to represent idea in society. The functions of figures of speech found in the movie are to give imaginative pleasure (105 times), to give additional imagery (86 times), to add emotional intensity (77 times), and to concrete the meaning in a brief compass (60 times). Giving imaginative pleasure is the main function of the use of figures of speech in *Les Miserables* movie because most figurative language can create pleasure in readers' mind.

Keywords : stylistics, figures of speech, *Les Miserables*

CHAPTER I

INTRODUCTION

A. Background of the Research

People use language not only for communication but also for sharing ideas, information and knowledge. Without language as the means of communication, it would be difficult for them to deliver their messages or to express what they want. The way people speak is influenced by their own style. Each person has his or her own styles in expressing ideas. It is easier for the addressee to understand the addresser's idea if he or she is familiar with the addresser's language style.

Style refers to the selection of linguistic forms to convey social artistic effects. According to Chaika (1982:29), the messages are not normally conveyed in words. It shows how a speaker or writer says whatever it is that they say. Each style is used in literature to produce certain aesthetic effect. Verdonk (2002:4) defines style in language as a distinctive linguistic expression, meaning that style makes it possible for human beings to use language distinctively to express ideas. In addition, Crystal and Davy (1969) think that style refers to one's language habit. Style refers to the way a person uses a language which characterizes his or her uniqueness as human being. According to Keraf (1984:112), language style is a particular way to express an idea or concept through language use. This particular way is different from one person to another. In stylistic approach, style can be seen in tone of voice, different ways of pronouncing sounds, choice of words and grammar themselves (Chaika, 1982 :29)

Nowadays, watching movie is kind of people's favour because it is quite interesting and entertaining. People watch movie for a reason to entertain them. Moreover, in some movies, there are certain styles of language to express feelings and ideas. Besides the storyline in the movie, people feel pleased by hearing the language style spoken by actor or actress.

An interesting language style is presented in some movies, one of which is *Les Miserables* movie . This movie is very interesting to be discussed because the story is framed in a musical drama genre. It is a musical drama movie that combines music and song. It makes the movie seems different. Furthermore, when people watch this movie they are not only interested in the plot of the story but also are pleased with the songs sung by the characters. On the other hand, the style of language used in this movie is very attractive. In accordance with this research in style of the language, it is needed for the researcher to investigate what makes this movie different especially in understanding the style of language spoken by character.

In this movie, the characters tend to utter more distinctly because they speak musically than usual movies. When watching this movie, it seems like watching an opera since every single of scene, utterance and acting was sung by the character. Moreover, the story is communicated through the songs containing a humour, love, and anger. Those make the movie containing aesthetic effect.

Les Miserables tells about a convict, Jean Valjean who runs from the jail that is under the control of Inspector Javert. Meanwhile, the life of a working class girl, Fantine, with a child, is at a turning point as she turns to prostitution to pay money to

the evil innkeeper and his wife who look afters her child, Cosette. Valjean promises to take care of the child. One day, when Cossete is growing up, she is getting to a triangle love between Marius, who is a student of the rebellion, and Eponine, a girl of the streets. On the other hand, Eponine who falls in love with Marius saves his life from the shooting of gunfight in the middle of war of French revolution war at the time. Meanwhile, Javert, who is an inspector in that city, does not stop to chase Valjean as an ex-convict. However, at the end of the story, he commits suicide in Reine river because of his feeling guilty towards Valjean. The story in this movie is full of tragedy in which sacrifice, faithfulness, pain, struggle, rebellion, and enslavement were colouring theme in this movie.

Concerning on this research, the researcher wants to know more about figures of speech and their functions using stylistic approach. The researcher is motivated to observe the utterances of the characters because they use figures of speech that make the language very beautiful and have a deep meaning. Moreover, they tend to speak using poetic style in their utterances. Therefore, the researcher investigates figures of speech applied in this movie script using stylistic approach. The researcher analyzes the utterance of the main characters in this movie. Later, *Les Miserables* is taken because this movie contains aesthetic point if it is analyzed using stylistic approach.

B. Research Focus

There are some problems that can be identified as the problems of stylistic study; they are lexical categories, grammatical categories, figures of speech and cohesion and context (Leech and Short, 2007:75). The first is the lexical categories.

Generally, some writers use simple and or complex vocabularies. It also relates to the use of rare or specialized vocabulary and particular morphological categories. Lexical categories also deal with problem of noun, adjectives, verbs and adverbs.

The second is grammatical categories. They deal with sentence types including the use of declarative, question, command, exclamation or minor sentence such as sentence without verb. It also relates to sentence complexity including the simplicity and complexity of structure. Besides, it deals with clause types, clause structure, noun phrase, verb phrase, other phrase types, word clauses and general types of grammatical construction.

The third is figures of speech in which words are used to create an effect, often where they do not have their original or literal meaning. According to Perrine (1969:65), figures of speech are any ways of saying something other than the ordinary way. It cannot be taken literally. It can be analyzed phonological schemes, grammatical and lexical scheme (Leech & Short, 2007:77). A figure of speech analyzes the word in the terms of aesthetic point of view.

The fourth is context and cohesion. Under context, it can be considered the external relation of a text or part of a text by seeing it as a discourse presupposing a social relation between its participant (write-reader, character-other character, etc) and a sharing by participants of knowledge and assumptions.

This research is concerned with the analysis of figures of speech. Figures of speech applied in the script of *Les Miserables movie* become very interesting to discuss. The researcher finds some problems related to the figures of speech. Sometimes, the

reader generally does not understand the types and use of creative language. It is because there is various language expression produced for certain purpose. On the other hand, most of literary works used poetic language employs figures of speech to compare, to associate and to concrete in order to achieve some special meaning or effects. Therefore, it is necessary to figure out the functions how those elements affect the reader's mind.

There are many problems that can be analyzed based on the language style through stylistic approach in the script of *Les Miserables* movie and it is impossible for the researcher to investigate all of them. Therefore, she decides to make some limitation or boundaries to make it easier for her to collect the data and analyze the data findings. In conducting this research, this study focuses on the analysis of types and functions of figures of speech applied in this movie.

Thus, the researcher formulates the problem as follows.

1. What are the types of figures of speech applied in the script of *Les Miserables*?,
2. What are the functions of figures of speech applied in the script of *Les Miserables*?

C. Objectives of the Research

Based on the focus of the research, this research has two objectives, they are:

1. to describe the types of figures of speech in the movie script of *Les Miserables*, and
2. to find out the functions of figures of speech applied in the script of *Les Miserables*.

D. Significance of the Research

By conducting the research, the researcher expects that the results of this study can be beneficial in the following ways:

1. Theoretically, the research finding will enrich the research in linguistics field, especially in stylistics.

a. It is expected that this research will give a better comprehension toward the knowledge of language use in the literary texts especially in the use of figurative language.

b. It is expected that this research in the future can be one of the sources of references in studying and analyzing figures of speech.

2. Practically, the findings will be useful for the following parties :

a. Students of English Language and Literature study program

Students have an example of stylistic analysis of figures of speech that they do not learn in their study program and can be their source in conducting similar research.

b. Lecturers of English Language and Literature Study Program

The research findings can be used as the examples of analysis of figures of speech using stylistic approach. It will help lecturers as an informative input in teaching stylistic.

c. Other researchers

This research finding will be a motivation for the other researchers to conduct other researches concerning in stylistic analysis of figures of speech.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Description

1. Stylistics

According to Simpson (2004:2), stylistics is a method of a textual interpretation in which primacy of study is assigned to language . Here, language is important related to stylistic because the various forms, patterns, and levels that concern with linguistic features are an important key of the function of the text. Verdonk (2002: 3) explicitly affirms that stylistics is a linguistic description in a language style study or it simply can be defined as the linguistic study of style. In stylistic, it elaborates particular choice of words applied in a text.

Stylistics or the study of style has typically concerned with literary language (Leech & Short, 2007:31). Simpson (2002:2-3) also states that the preferred study in stylistic is literary text but many forms of discourse (advertising, journalism, popular music – even casual conversation) often display a high degree of stylistic scope.

This study of stylistics is originally invented by a French linguist named Charles Bally. According to Charles Bally (1972:25), stylistics itself concerns with how a language makes possible communication of thought which become the conventional pattern of language and source of personal experiences, emotions, feelings, attitudes, motives, perspectives, etc. Literary language is full of such expression. Charles Bally states further in the same books (1972:23) that stylistics studies the elements of a language organized from the point of view of their affective content, that is, the

expression of emotions by language as well as the effect of the language on the emotions.

Simpson, (2004:5-6) explicitly states that stylistics is a way to make a choice of words or dictions look attractive, beautiful and outstanding instead of common words that are used by writers or speakers to communicate their idea to the reader or listener. Then, people often use stylistics to explore words in a deeper level, such as how writers use figurative language. Moreover, stylistics can be the way to interpret and learn the text from linguistic perspective. Stylistics also attempts to elaborate standard language in explaining the particular choices made by individual or social group in their use of language. For example a sentence like, " *That puppy's knocking over those potplants!"* That sentence can be analyzed in the level of graphology, phonology, lexicology, and semantic analysis using stylistic approach. In terms of graphology, the final exclamation mark in the sentence suggests an emphatic style of vocal delivery. In terms of phonology, it can be seen through the word -initial /n/ sound at the start of "knocking" that it will serve to distinguish it from. In semantic analysis which is concerned in meaning, it suggests a truth value in the sentence which specifies conditions that may be regarded as true or false. The lexical item 'puppy' commits the speaker to the fact that an animal is responsible for the action carried out.

The goal of learning stylistics is to find out a relation between language and artistic function (Leech & Short, 2007:11). Therefore, in analyzing literary stylistics is typically concerned with explaining the relation between style, literary and aesthetic function.

People often use the term *styl*e in daily conversation. They use the term style to shape and design colour of house, dress, furniture, sculpture, and painting. In the same way, when talking about someone's manner of speaking and writing, it is influenced by their own style. Peter Verdonk (2002:3) explains that the concept of style refers to the way in which language is used in a given context, by a given person, for a given purpose and so on. In analyzing of style, all of them can create a distinctive manner of expression, through whatever medium. Thus, stylistics is the study of style that can be defined as the analysis of distinctive expression in language and description to its purposes and effect. Style appears in a distinctive way of using language for some purpose to some effect.

In identifying the distinctive and effective way in a language, style can be recognized through the form and structures over the words for instance, style in the headline of media. The size of the headline could have been smaller or bigger. In the same way the words, the patchy grammar, the sound effect, and the pun on another text are all matter of a choice among other possibilities in identifying style of the language. Another example of style can be seen in a certain English expression that belongs to the official style of weather forecasting (bright interval, scattered showers, etc) while other expression (lovely day, a bit chilly, etc). Those are style of everyday conversational remarks about the weather. Besides, according to Verdonk (2002:6), in making stylistic analysis, some linguistics elements such as sounds, word choices, grammar, meaning, or sentence structure are the things that are investigated in scope of stylistics.

Style is a way in which language is used (Leech &Short, 2007:12). They argue more that it refers to the way in which language is used in a given context, by given person, and for a given purpose. According to them (Leech & Short, 2007:13-30) in his book *Style in Fiction*, there are some views of style which is as monism, dualism and pluralism. In monism, they argue that style is like a body and soul (Leech & Short, 2007:13). For him it can not be separated by form and content because it is such a body and soul between form and meaning.

There are some views about style. In dualism, Leech states that style is as a manner rather than matter, of expression rather than content, and as a "way of writing" or a "mode of expression" originates from Aristotle's theory (Leech & Short,2007:12). Furthermore, in dualism, the concept of style is like a dress of thought. In way of writing as dress of thought tends to attract reader's attention more than meaning as seen in poetic lines. In manner of expression, reader can see in the way words put on the page might be different or differently arranged. Third, in pluralism, the reader can see style in terms of function characterized by Halliday's three major functions of ideational, interpersonal and textual choice. Those are the concepts of style according to some experts.

According to Leech and Short (2007:11), stylistics goes beyond meaning and content to examine how effects are created and achieved. In making stylistic analysis, people do not only focus on every form and structure in a text but also on how physiological effect appears in a text. Therefore, the concept of style involves the

researcher's basic assumption in which the choice is important that different choice will produce different style and thereby different effect.

Leech and Short (2007:11) also explain that the goal of literary stylistics is to explain the relation between languages as used in literary texts with artistic function. The essential purpose of stylistic is to explore language and creativity in language use (Simpson, 2004:3). Doing stylistics thereby enriches the way of thinking about language and understanding of literary text. Meanwhile, it is used to analyze language habit by identifying from the general mass and how those feature restricted to certain kinds of social context. Those features can be seen from particular choice of words, sequence of words, and the way of utterance. Then, it automatically explains why such features have been used to others. Moreover, it is to classify those features into categories based on a view of their function. Therefore, reader knows how such stylistic features are achieved through language.

Every analysis of style is an attempt to find the artistic principles underlying a writer's choice (Leech & Short, 2007:60). All writers have certain individual qualities. Therefore, they have certain technique in analyzing text, of the artistic effect, and the way linguistic details fit into this aspect. Then, it is useful to have a checklist of categories which may or may not be significant in a given text. Those categories enable a writer to collect data on a fairly systematic basis. According to Leech and Short (2007:61), in the stylistic categories are placed under four general headings. They are lexical categories, grammatical categories, figures of speech and cohesion and context.

a. Lexical Categories

In the analysis of lexical categories is often used to find out how choice of words involves various types of meaning. Lexical categories cover the lexical items of a text in a general sense (Leech & Short, 2007:61). It investigates the group types of words used in a text. There are many different lexical categories, but the most common sense is the noun, pronoun, verb, adjective, adverb, preposition, interjection, and conjunction.

Verb is the most frequent category used of other kinds of speech. It can be classified into categories, dynamic and static. Most of the verb are dynamic, and indicate movements, for instance go, lift, draw, etc. The static ones are used to refer physical position or posture such as stopped, stand, and hold. Analyzing verb is important for the researcher to investigate verb that carries an important part of the meaning. This analysis may explore whether the verbs are stative or dynamic, transitive intransitive, factive or non-factive (Leech & Short,2007: 61). Besides, it is necessary to observe verb which refers to movement, physical acts, speech acts, physiological states, perception.

Noun is a class of speech that designates the name of person, place, object, idea or quality (Stanley, 1985: 425). Noun is used to begin with capital letters. Noun is divided into two groups, concrete noun and abstract noun. Concrete noun is used more frequently than abstract noun. Most of concrete noun are pure concrete noun, such as feet, bodies, face, eyes, glass, etc. The entire concrete noun refers to object of vision. The description and narration are direct and concrete rather than being abstracted. Abstract nouns often refer to one’s perception or abstract concept. Abstract noun is

noun that denotes an abstract or intangible concept such as envy, fool, joy, etc. In investigating noun, it can be identified by its particular characteristic, for instance the usage of abstract or concrete noun. As for abstract nouns, their reference to perceptions, events, processes, moral qualities, or social qualities can be examined. On the other hand, one may also be considered is proper nouns or collective nouns that perform in a sentence.

Stanley (1985: 427) also states that an adjective modifies noun or pronoun by describing a particular attribute of it (a blue car), by qualifying it (a good car) or by specifying it (the second car, my car). Leech and Short (2007: 61) state further that in identifying adjectives, there are some issues that can be consideration to analyze them such as adjective. The frequency of adjective might be studied as well as their attributive type, which can be physical, psychological, visual, auditory, color, referential, emotive or evaluative. Those are can be classified as restrictive or non-restrictive and gradable or non-gradable

An adverb is usually defined as a word that gives more information about a verb, an adjective or another adverb. Adverb describes verbs, adjectives and adverb in terms of such qualities as time, frequency and manner. An interjection is a word added to a sentence to convey an emotion or sentiment such as surprise, disgust, joy, excitement or enthusiasm.

Thus in lexical categories, the researcher can find out how lexical items are applied in a text such as verb, noun, adjective, adverb, and are there of those lexical items that foregrounded. Besides, observing those lexical categories are useful to

investigate the creative or thoughtful process in creating and choosing words. It can be analyzed through the process of etymology, morphology, and semantic. In etymologically, it focuses on modification from existing words, borrowing, slang, etc. Meanwhile, in terms of morphology, the way words are constructed, can be analyzed through word making process, compounding, functional shift, clipping, blending, etc (Simpson, 2004: 5). On the semantic level, it concerns on the way author selecting meaning to create a particular way (Jeffries, 2008: 142). Thus, the reader can see the creativity applied in the language.

b. Grammatical Categories

In this discussion, grammatical category focuses on the sentence structure created by the writer through the ideas, messages, and feelings which can be expressed in sentences with various structures and vocabularies. In a sentence, words are connected and arranged in a linear or syntagmatic order. The arrangement or connection of words must be grammatical. Therefore, in a text, grammatical features are very important to produce a text that can be accepted by the readers, so the readers get the message or idea of the text. In delivering ideas, messages and feelings, every writer has wide varieties in using language including making sentence structure deviation. The sentence structure deviation can be inversion, reduction, elimination, etc. The researcher can identify sentence structure around poem or novel in the terms of what patterns emerges as the overall grammatical system of them (Simpson, 2004: 113). For example, the researcher can analyze in where the subject and verb is positioned and what the functions of them. The use of sentence structure can give effect in a literary

work whether it is for clarifying in a certain meaning or emphasizing it (Nurgiyantoro, 2005).

Then, in grammatical features, there are some categories that can be analyzed by readers such as sentences types, sentence complexity, clause types, clause structure, noun phrase, verb phrase, other phrase types and word classes (Leech &Short, 2007: 62). Furthermore, in the category of sentence type, the researcher can examine statements, question, commands, exclamation, or verb clause in accordance with the function of verb clause. In the case of sentence complexity, it can be analyzed in a viewpoint of the independent clauses or complexity of sentences, under consideration of coordination and subordination. In analyzing clause structure examines the thing which is significant about clause elements (e.g. frequency of objects, complements, adverbials verb of transitive or intransitive and any unusual orderings). Meanwhile, in the phrase types, the researcher may deal with the specific features of types such as, prepositional phrases, adverb phrases, and adjective phrases.

In the noun phrase, the researcher concerns with simplicity or complexity of the noun including premodification of adjectives, nouns, or post modification by prepositional phrases, or relative clauses. Whether in verb phrase can observe any significant departures from the use of the simple past tense, for instance notice the occurrences' and functions of the present tense, of the progressive aspects, of the perfective aspects, of modal auxiliaries. In the type of word classes may consider minor word classes (function word: preposition, conjunction, pronouns, determiners,

auxiliaries, etc) and the used of particular words of these types for particular effect (e.g. the definite or indefinite article, first person pronouns, demonstrative, negative word).

c. Figures of Speech

Leech and Short (2007:63) state that a figure of speech is a feature that are foregrounded by virtue of departing in some way from general norms of communication by means of the language code, for example, exploitation of regularities of formal patterning, or deviations from the linguistic code. In other words, it is the way of saying something other than the ordinary way. Meanwhile, Znamenskaya (2004: 97) in his book of *Stylistics of the English Language* states that a figures of speech is a stylistic device of whatever kind including of tropes, schemes and any other of syntactical expressive means.

A figure of speech analyzes the word in terms of aesthetic point of view on how to distinguish deviation which is meaningful and one which is deviation. It expresses an idea of thought or image with words which carry meanings beyond their literal ones. Like Perrine (1969: 65) says, figure of speech contains figurative language that can not be taken literally. The purpose of writer puts figures of speech in his work is for the sake of freshness and emphasizing, departs from the usual denotation of words (Chesterton, 2010: 523). Figures of speech give extra dimension to language by stimulating the imagination and evoking visual and sensual imagery

Leech (1969: 74-76) distinguishes two broad categories of figures of speech that are schemes and tropes. Tropes are figures of speech with an unexpected twist in the meaning. In other words, meaning in tropes is altered. Meanwhile, schemes are figures

of speech dealing with order, syntax, letter, sounds and the style forming features rather than meaning of the words (Znamenskaya, 2004:22). Schemes include rhetorical figures related to repetition (rhyme, assonance, etc.) while tropes cover figures that involve some kind of transfer denomination in form or meaning. Schemes can be analyzed through phonological schemes, grammatical and lexical scheme (Leech and Short: 2007:77). For identifying such feature, it can be seen as follows.

1) Schemes

Scheme is one of the devices to create a dramatic effect that was an elaborate rhythmical arrangement of eloquent speech that involved the obligatory use (Znamenskaya, 2004:22).

a) Grammatical and Lexical schemes

In this analysis, probably get people's attention in cases of formal or structural repetition (anaphora, parallelism, etc) or of minor-image patterns (chiasmus), and their rhetorical effect, which become antithesis, reinforcement, climax, anticlimax, etc (Leech and Short. 207: 63-64). Anaphora is an identity of a beginning or initial elements, for instance, ***If only*** *little Edward were twenty, old enough to marry well and fend for himself, instead often.* ***If only*** *it were not necessary to provide a dowry for his daughter.* ***If only*** *his own debts were less (Rutherfurd).* Parallelism itself is a structural repetition of a sentence though accompanied by lexical repetition, for instance, *" That government of* ***the people***, ***by the people***, *and* ***for the people*** *shall not perish from the earth.".* Meanwhile, chiasmus is kind of parallelism that is reversed or two parallel syntactical constructions contain a reversed order of their members.

E. g. : That he sings and he sings, and for ever sings he -
I love my Love and my Love loves me!
(Coleridge)

Antithesis is a anti-statement or active confrontation of notions used to show the contradictory nature of the subject described, for example, *It was the **best** of times, it was **the worst** of times; it was the age of wisdom, it was the age of **foolishness**, it was the epoch of belief, it was the era of **incredulity**, it was the season of **light,** it was the season of Darkness... **Hope**... **Despair*** (Dickens).

b) Phonological Schemes

According to Abrams (1981:63) the phonological schemes discusses the phonological pattern of rhyme, alliteration, and assonance, the interaction of meaning and phonological pattern of rhyme. In alliteration analyzes of repetition of the same consonant or sound group at the beginning of two or more words that are close to each other, for instance, *many more merry men* (Znamenskaya, 2004: 95). Meanwhile, assonance is recurrence of the stressed vowel. For example,

> " Tell this soul with sorrow laden, if within the distant Aiden; I shall clasp a sainted maiden, whom the angels name Lenore" (Poe).

Rhyme is another feature in phonological schemes that distinguish verse from prose and consists of the acoustic coincidence of stressed syllables at the end of verse lines. Here's an example to illustrate dactylic meter and rhyme given in Skrebnev's book (Znamenskaya, 2004: 36). Below is the example how rhyme is applied in a poem which shows similar sound at the end of the line.

Take her up **tenderly**,
Lift her with **care**,
Fashion'd so **slenderly**

Young and so **fair**.
(Hood)

The scopes of this category are on how these phonological features interact with the meaning and particular patterns, cluster of vowel and consonant.

2) Tropes

Tropes are dealing with conceptual transfer of meaning (Simpson, 2004: 41). Alike Simpson, Leech also states in his book *of A Linguistic Guide to English Poetry* that a trope may be identified as a formal or a semantic deviation (1969, 75). Leech and Short (2007: 63-64) argues that tropes are used to find out any presence of the obvious violation, or departure from the linguistic code, for instance neologism and as well as deviant lexical collocation such as semantic, syntactic, phonological, or graphlogical deviation will often be the clue to special interpretations associated with traditional poetic figures of speech such as metaphor, metonymy, synecdoche, paradox and irony. Neologism is an invention of new words created by poet (Simpson, 2004: 54) for example, " *It is most mad and* ***moonly****, It is most sane and* ***sunly"*** (Cummings, 1939). Those words of *moonly* and *sunly* do not exist in English lexicon. Thus, it can be categorized as neologism.

If such tropes occur, it is necessary to investigate the kind of special interpretation involved. Since, those features have a close connection, so it is needed to be considered.

Through figures of speech, the researcher can investigate word or text to achieve special meaning or effect. Thus, in this research, the researcher uses tropes analysis to

examine traditional poetic figures of speech such as metonymy, paradox, irony, personification, etc.

d. Cohesion and context

The ways in which sentences are connected called cohesion. Cohesion is a way of lining one part of a text to another, for instance the way in which sentence are connected. Cohesion is internal organization of a text. Meanwhile, a context considers the external relation of a text or part of a text, seeing it as a discourse presupposing a social relation between its participants (author and reader; character and character, etc) (Leech & Short, 2007:64).

1) Cohesion

There are some points that can be analyzed related to cohesion. Cohesion is the formal, linguistic means that texts have for showing that they have structure beyond that of the clause (Wright and Hope, 2005:127-128). Cohesive devices include pronouns (she, it, they, etc), repetition, ellipsis (missing things out), coordination, subordination. For example,

> *Because* it was raining, I picked up *my* coat *and* put *it* on. *I* went to the door *and after I* opened *it* __ went outside.

In the sentence above the word *because* can be described as subordinating conjunction that links two clauses by cause and effect. Meanwhile, the word *my* is the varied reference to first person (I, my). Then, the word *and* is coordinating conjunction that links two clauses. The word *it* is a pronoun replacement to connect previously mentioned noun phrase. The word *I* in the sentence above is a repetition of pronoun. The word *after* is subordinating conjunction that links two clauses by time of event.

There is ellipted pronoun in the sentence above that should be provided with the word *I* that links by shared reference to previously mentioned.

The other cohesive devices are ellipsis. Ellipsis is a cohesive device involving the absence of an item which the reader or listener is expected to provide in (Wright and Hope, 2005:132-133). The cohesive link is used to recover the missing item (as in pronominal reference). For example, *How was Spain? I didn't go__* (where to Spain is ellipted). Ellipsis can also be used to make coherent links when the item to be brought in comes from the reader's general knowledge or common sense, rather than the actual text. Ellipsis is a common in a speech for the sake of economy, but its use in writing is little bit inappropriate where it lies too little information and understanding that make the sentence incoherence.

Thus, the researcher assumes if a sentence contains cohesive devices, it will make the sentence more sensible. Besides, the relation between lexical item and lexical cohesion (repetition and sense relation) can be analyzed in this category (Leech, 2007:64).

2) Context

Meanwhile, some points related to context that can be analyzed are whether the writer address the reader directly or through the words or thoughts of some fictional character, as well as linguistic clues of the addresser-addressee relationship (e.g. first-person pronoun I, me, my, mine) may be inspected, what attitude the author implies towards his subject if a character's words or thoughts are represented, is this done by direct quotation (direct speech or by some other method (indirect speech, free indirect

speech). Any significant changes of style according to who is supposedly speaking or thinking the words are also crucial under the context.

2. Classification of Figures of Speech

According to Perrine, there are some types of figures of speech that can be classified into three categories which are figures of speech by comparison, figures of speech by association and figures of speech by contrast. They are metaphor, simile, personification, metonymy, apostrophe, synecdoche, symbol, allegory, paradox, hyperbole, litotes, and irony (1969: 65-133).

a. Figures of Speech by Comparison

It is kind of mode expression in which words are compared to other words in order to get emotional intensity. In this term, figures of speech are applied to something which is not literary applicable but still has the same sense. The figures of speech by comparison are presented as follows.

1) Metaphor

According to Gluksberg (2001:4), metaphor is a figure of speech in which a name or descriptive word or phrase is transferred to an object or action that different from literally applicable meaning. In other words, the researcher assumes that it is process of transference of or giving a thing name that belongs to something else. It is also considered as representative of some other abstract thing. Metaphor thus is deviant from the literal usage because a name is applied to an object to which is not literally belong. A metaphor creates connection in mind between the two entities and usually underscores some important similarities between them. According to Leech (1968: 151)

metaphor is associated with particular rule of transference. It can be seen in Machbeth's poem that is found in the book of *Sound and Sense (*Perrine, 1969:137),

> *Life's but walking shadow,*
> That struts and frets his hour upon the stage,
> And then is heard no more: it is a tale
> Told by an idiot, full of sound and furry
> Signifying nothing.

In the poem above, the writer tries to define a life. However, it is not literal definition for that term that can be found in dictionary. In the literal part of mind, it is obvious that life is not walking a shadow, a poor player or a tale told by idiot. Therefore, either one or other definition is to be taken in figurative sense with the metaphorical view that *life* may seem to be a more *shadow* of the inner reality captured through metaphor that the journey of his life never gets brightness. It means that his life is poor. Like Stern (2000:290) says, metaphor tends to *display* rather than *describe* its content. Then, Kovecses (2002:5) formulates a conceptual metaphor as a set of mapping where elements of source of the domain are mapped onto element of the target domain. It means that there is particular reference based on people mind as source of the domain to define metaphorical view as a target domain.

Meanwhile, Lakoff (1980:455) affirms that the essence of metaphor is understanding and experiencing one kind of a thing or experience in terms of another. It means that the reader should understand about the concept of metaphor. There is a way to define between metaphor and simile. Perrine (1969:65) states that metaphor is kind of analogy to compare words or something else without use conjunction of "like', "as", or "than". For example, when Shakespeare writes in "spring" that "merry larks are

ploughmen's clock," He is using metaphor for identifies larks with clocks. A particular instance of metaphor use can illustrate as when crime is referred to in terms of diseases,

> *"Crime in or city has become an epidemic that will soon infect our finest neighborhoods"*.

In the instance above, crime is considered as a representative instance of some other thing disease. The concept of disease is thus used as a metaphor for the concept crime. The reader can conceptualize crime as an instance of disease. The word *crime* can have properties of disease that it can be infectious, endemic, epidemic, and need it to cure it. There might even be crime virus

2) Simile

Simile is a comparison of two things which is indicated by conjunction *like, as, than* or verb such as *resemble* (Willis, 1969: 243). A simile usually compares two things that initially different and is shown to have significant resemblance. According to Glucksberg, simile is indirect comparison meanwhile metaphor is direct comparison (2001:29). It gives an explicit comparison between two essentially words. Wright and Hope (2005:22) also state that in simile seems to convey meaning indirect but it clear and specific. The distinction between metaphor and simile is that in simile the comparison is expressed by the use of some words or phrase such as *like, as, than, similar to,* or *resembles.* In metaphor the comparison is implied in which by figurative term is substituted or identified with the literal term (Perrine, 1969: 65). It can be seen in example of the sentences that taken from the book of Understanding Figurative Language at page of 29. The sentences are as follows, *cigarettes are time bombs* and *cigarettes are* ***like*** *time bombs*. The first sentence can be categorized as metaphor

because it uses direct comparison that compares cigarettes to bombs. Meanwhile, in the second sentence can be categorized as simile because it uses the connective *like* to compare cigarette to bombs. Both of statements give implied meaning that the worst effect of cigarettes can threaten the one who consumes it at any moment.

3) Personification

In personification, human qualities are given to non human entities (Kovecses, 2002:35). Personification is figure of speech in which a thing or an abstract term is endowed with human characteristic. Personification allows an author to dramatize the non-human world in human terms. It is a type of figures of speech which compares to human traits that are attributed to an animal, plants, object, and etc (Perrine, 1969:67). The same opinion is also stated by Znamenskaya that assumes personification is attributing human properties to lifeless object (2004:34). In other words, it can be said that personification is the language to express thing or nonhuman to be or have human trait such as qualities, feeling, action, or characteristic.

Personification differs in degree to which authors ask the reader to visualize the literal term in human form. Therefore, the reader can imagine the human quality and associate the quality with the non-human topic. An author usually uses personification to make great effect and bring the reader imagination to his or her mind. For example e, "*My computer **hates** me*". It means that the computer does not work so she or he can not doing his or her job. The other example that is taken from the book of *Metaphor by* Zoltan Kovecses can be seen as the following (2002: 39-40). For instance, "*His theory **explained** to me the behaviour of chickens raised in factories", "Life **has cheated** me"*.

In the first example can be seen that *theory* is not human but it is stated in which it is capable to explain something. The same idea can be seen in the second sentence. Commonly, the act of cheating is often done by a human. However, here, life, which is an abstract thing, has an ability to cheat like a human. The other example can be seen such as, "***Inflation is eating up*** *our profits" and* "***Cancer finally caught up*** *with him*". The words inflation and cancer above are not humans. However, they are given qualities of human beings such as *eating* and *catching up*. The other instance of personification in poetic language can be seen as follows

Time is A Pursuer
But at my back I always hear
Time's *winged* chariot hurrying near. (Marvel "To His Cy Mistress)

The process of metaphor is work above in which properties of time is understood as a properties of human being. Time is illustrated as a pursuer that can run as a human.

4) Apostrophe

Apostrophe is a direct address to someone or something. Apostrophe is a development of personification in which the writer address the object or concept that has to be personified. In poetry an apostrophe often addresses something not ordinarily spoken to. In an apostrophe, a speaker may address an inanimate object, a dead or absent person, an abstract thing or a spirit like Barbara Johnson (1988:185) utters that apostrophe is the way which the speaker throws voice, life, and human form into the addressee. The absent, dead, or inanimate entity addressed is thereby made present animate. When the speaker in James Joyce poem's entitled *"I hear an army "* found in the book of Perrine (1969:188)

My heart, have you no wisdom thus to despair?

My love, my love, my love, why have you left me alone?

He is apostrophizing his departed sweetheart many times by saying my heart, my love, my love, and my love again. It is addressed to his sweetheart eventhough she is not presence at the time. However, the writer expects she will hear his sound of his heart. Meanwhile in William Blake's poem (Perrine, 1969: 302) apostrophizes the tiger throughout his famous poem but does not personify it,

Tiger! Tiger! Burning bright
In the forest of the night,
What immortal hand or eye
Could frame thy fearfull symmetry?

In the poem above, the writer is apostrophing a tiger which is not present there. The tiger is in the forest but the writer expexts that the tiger hears his sounds. The other example of addressing a dead person, an animal, and an abstraction can be seen below.

Address to a dead person:
Milton! Thou shouldst be living at this hour
[Wordsworth, London:1802]

Address to an animal, bird, etc:
O cuckoo, shall I call the bird,
Or but a wandering voice?
[Wordsworth, To the Cuckoo]

Address to an abstraction:
Hence, loathed Melancholy
[Milton, L'Allegro]

In the poem above, a dead person, which refers to Milton, is supposed still life there. Here, the author addressed him as if he is life there. Meanwhile, O cuckoo is a type of bird that has a call which sounds like its name. Here, author thought that the bird can hear him.

Therefore, he addressed it. The word Melancholy is an abstract thing. However, here, author is supposed that the word can hear him. Thus, those categories can be defined as apostrophe.

Perrine (1969: 68) says that both of personification and apostrophe are having similarities but in the apostrophe does not require great imaginative power to describe it. Apostrophe is often used to provide a speaker which means to articulate thought aloud. For example: “where, O death is your victory?”. Death is an abstract thing. It can not be touched or even hold but the writer supposes the death can hear his voice. Here, death is an idea that comes from his though. Then, the writer tries to articulate his thought.

b. Figures of Speech by Association

It is kind of mode expression in which words are used out of literal meaning by association of one thing with another. There are four elements lead on association.

1) Metonymy

Metonymy is a process of transfer meaning within a single conceptual domain (Simpson, 2004: 43). The researcher argues that the process of transfer meaning in metonymy is involving the same field. The differences between metaphor and metonymy are in metaphor involving two conceptual domain meanwhile in metonymy is one (Glucksberg, 2001:7). Metonymy substitutes a term that is associated in one or another way with the intended referent. It can be characterized by substitution of a term naming an object closely associated with the word in mind. It can be seen in such expressions, place can refer to their occupants, as in ***The White House*** *issued a denial*

of Mr. Appleson's accusation ; an object can refer to its user, as in ***the glove*** *at shortstop made two errors in yesterdays's game*; people name can be used to refer their works, as in *I read* ***Jane Austen*** *every night before bedtime (Glucksberg, 2002:4-6).*

Glucksberg also states that the constraint of such referring expression seems to be primarily cultural and often depends on the relative distinctiveness of the association (2001:5-6). In culturally shared associations, specific contexts can enable to be metonymic reference, as when waiter in a restaurant says that ***the lobster*** *will be having white wine tonight,* the lobsters refer to a customer who had ordered lobster (Nunberg,1979); *I love* ***Sarah Lee*** means the cakes that are sold under that name.

Kovecses also states that metonymy is chiefly the use of a word in a place of another to refer to some entity where one word can be used for another if the meanings of the words are contiguously related. (2002:160). The main function of metonymy is to provide mental process through one conceptual entity to another. Besides, in this way, it is to emphasize context its used by the association rhetorical in the readers mind.

2) Synecdoche

Synecdoche is figures of speech in which a part represents the whole or the whole represent a part (Kovecses, 2002:152) .It can be identified with a rule which applies the term for the part to the whole. This figure represent by being next to, attached to, worn by, carried by, or part of what they present (Wolozky, 2001:169). It has closely related to metonymy which has characterized by replacing something refer to one of its parts or something that is part of. However the use of particular term for corresponding general term can be analyzed when proper noun is used as if it were a

common noun (Leech, 1968: 150). For example, " A whale ship was my Yale College and my Harvard" (H. Melville, Moby Dick, Chap. 24) and " *A fleet of 80 sail*" where the word sail stands in for sailing ship", "*England won by six wicket*" which England refers to country not entire citizen of England. The other example is coming from common proverb as follows:

> *Many hands* make light work
> *Two heads* are better than one.
>
> I'll go with you if you have *wheels*. (meaning a car)

In the example above wheels can be represented as a car because wheels are part that belongs to car. Meanwhile, many hands mean people that are expected to help them with their hands. Here, two heads mean person in which it is supposed that every single person has had.

3) Symbol

Perrine (1969:83) says that a symbol may be defined as something that means more than what it is. It merely means that symbol is what it is and something else that is represented by the words. A symbol could be a word, place, character, or object that means something beyond what it is on the literal level. An object, a setting or even a character can represent another or more general idea. Symbol emphasizes on the object or image in depiction of something. Symbol is also intended to represent something transcend and beyond expression (Wolosky, 2001:191). Symbol can represent a word or phrase which is familiar in society and has meaning.

However, symbols vary in the degree of identification and definition that authors give them. Willis (1969:231) affirms that symbol is the use of the name of an object to

represent. However, symbol and metaphor sometimes is difficult to distinguish. In general, a metaphor means something other than what it is and symbol means what it is and something more too (Perrine, 1969: 83). The meaning of symbol is general and in its meaning in which it is able to suggest a great variety of more specific meaning. Here, mental set of reader is important to transfer meaning of symbol. However, the adjustment of symbol is perfectly well interpreted as long as the reader already knows their assigned meaning. For instance when the word star is interpreted symbolically, it could be symbol for anything in life that has a unique meaning and value for individual. Symbol in common use such as *lamp* means *learning*; *star* means *constancy; flame* means *passion;* are assigned their underlying meaning by custom and familiarity. .

4) Allegory

Allegory is a narrative or description that has a second meaning beneath the surface one (Perrine, 1969: 91). It means that an allegory conveys its hidden message through symbolic figures, action, imagery, or events through narrative text. Meanwhile, Bradford (2005:27) states that allegory involves an extended parallel between a narrative and a subtext which represents the reality. Somehow, allegory has been defined as the extended of metaphor and symbol but it can be distinguishable from both of those senses. In allegory, it involves a system of related comparisons rather than one comparison drawn out. It also differs in symbolism that less emphasizes on the image and their hidden meaning. Meanings do not draw out from allegory as for symbol. It is a sort of narrative in which the character and action represent people and events. Everything in the narrative could be a symbol that relates the other symbol within the

story. The allegorical symbol can be read either literally or as a symbolic statement about a political, spiritual or psychological truth. Allegory tends to have a fixed meaning since their interpretation to reveal a moral truth. The most famous allegory are the story of *Gulliver's travel and Animal Farm*. The conflict between communism and the free world also can be revealed allegorically in a story. Another example of allegory is the works of Spenser about *The Faerie Queen* (1590-6) that tells about medieval fantasy with allegorical parallel in the real world of Elizabethan court.

c. Figures of Speech by Contrast

It is figures of speech which is using exaggeration in comparing a text. It is an expression in which words are used out of their literal meaning or out of the ordinary, to add emotional intensity by contrasting the word itself to opposite meaning.

1) Paradox

According to Perrine (1969:109), a paradox is an apparent contradiction that is nevertheless somehow true. It may be either situation or statement. The situation or statement may strike self-contradictory but that on reflection makes some sense. Perrine explains more that it is often achieved by play on words. Like Perrine, Wright and Hope (2005: 94) has suggested that proportion of paradox is obviously false or containing negativisation or self contradictory in the meaning. Meanwhile, Mac Arthur (1996: 348) says paradox is a term in rhetoric for a situation or statement that is self contradictory and even absurd, but may contain an insight into life. For example, "*He who loses his life for my sake will save it*"; " *The child is father of the man*"; "*The blind John Milton tells how one might be dreamed he could see his dead wife*". The first sentence is

impossible for the man who losses his life is capable to save someone else while it is hard for him to save his own life. The second sentence contains negation of the meaning in which it should be the man who becomes his father not his own child. From the last statement, it tells The blind John Milton could see which is the matter of fact a blind person can not see with their eyes. The sentence such a *It is always sunny after rainy day*. That sentence contains a contradiction because sometimes it is true after a rainy day but it can not always be sunny after rainy day.

2) Irony

Irony is a literary device in which a discrepancy of meaning is masked beneath the surface of the language (Perrine, 1969:115). Irony is presented when a writer says one thing but means something quite the opposite. Perrine states further that there are three major kinds of irony. they are verbal irony (in which the discrepancy is contained in words), dramatic irony (in which the discrepancy is not between what the speaker says and what people means but between is about to happen in character) and situational irony (in which discrepancy exist when actual circumstances and what one anticipates and what actually come to pass).

However the definition of irony is often confused with sarcasm and with satire or humor, but irony may be used without either sarcastic or satirical intent (Mac Arthur, 1996:532). Sarcasm is simply bitter or cutting speech, and intended to wound the feelings. Meanwhile satire is both cruel and kind and gives hurt in the interest of the patient or society. In satire, there is exposure of the vices or follies of individual, a group, an institution, an idea, a society, etc.

There are three types of irony. They are verbal, situational, and dramatic irony. In verbal irony is saying the opposite of what is said. Verbal irony appears in echoing a thought or utterance with implied opposite meaning or attitude (Wilson and Sperber, 2004:622). For example , In 2004, Halle Berry won an Oscar for acting, but in 2005 she pluckily attended an award ceremony to receive a Razzie (a golden raspberry) for worst actress, in a different film. Then, she said, *"Oh this is wonderful."* She also said, *"If you aren't able to be a god loser you're not able to be a good winner"* (Griffiths, 2006: 82). That sentence actually means terrible, antonym of the word wonderful, which is intended to humiliate herself.

Meanwhile in dramatic irony, it may be used not only to convey attitudes but also to enlighten character. It is not only expressing the idea uttered but also the nature of the person who utters them. Dramatic ironic happens when the audience or reader perceives something that a character in the literature does not know. The readers know more than the characters so that words and action have additional meaning. For example in *Romeo and Juliet* when the audience knows that Juliet has faked death, yet Romeo does not, so he wishes to join her. In irony of situation tells the opposite fact between the actual circumstance and what actually come to pass. For example in O'Henry's famous short story, The Gift of Magi, a poor young husband sells his most prized possession, a gold watch, in order to buy his wife a set of combs in a Christmas, and his wife sells her most valuable possession, her long brown hair, in order to buy a watch for her husband. This situation is called irony of situation. Irony is powerful devices to for

poet or writer to suggest meaning without stating or communicating more than writers said.

3) Hyperbole

Hyperbole or overstatement is simply exaggeration but exaggeration in the service of the truth (Perrine, 1969: 110). Perrine states further that hyperbole is a figure of speech in the effect to depict an object, idea, and other that may seem strained or exaggerated. It is an exaggerated form of statement and simply consists in representing things to be either greater or less. The use of hyperbole is to emphasize a point in a exaggerating way (Kovecses, 2002:22).

Like all figures of speech hyperbole may be used with variety of effects. It may be humorous or grave, fanciful or restrained, convincing and unconvincing. Somehow, it is used as a means of emphasizing the matter of fact. Hyperbole is used with the pressure to get intensive effect. According to Leech (1968: 168), hyperbole is frequently concerned with personal values and emotions that make subjective claims that somehow exaggerated. Sometimes author overstate the truth for showing enthusiasm like Hamlet's emotion when after leaping into the open grave of Ophelia:

> I love Ophelia, forty thousand brothers
> Could not, with all their quantity of love,
> Make up my sum.

Hyperbole is very often happened in daily life especially when people are falling in love. For example, "*I'll bring you a moon tonight*". It contains exaggeration meaning since it is impossible for a person to take a moon in an outer space. The other examples are "*The world ended the day my father's died"*, as a matter of fact, the world is not

end at the time when his father of the writer died; "*He was so tall, his head touched the clouds*", it is impossible for a man to reach the clouds in the sky but here the writer tries to compare the height of the man to the clouds as if his tall is the same as the clouds.

4) Litotes

Litotes or understatement is a sort of figure of speech that suggests saying less than one means (Perrine, 1969: 111). It means that people do not exaggerate things or say the things in ordinary way but tells them rather than truths. Litotes is defined as an ironical understatement in which affirmative is expressed by the negation of the opposite. In accordance with Perrine, Leech states that litotes is a particular kind of understatement in which the speaker uses a negative expression where a positive one would have been more forceful and direct (1981:169).

For instance, upon sitting down to a loaded dinner plate, one says, "This looks like a good bite". He is actually stating less than the truth. It means that those are "not bad" means "very good". The other example is taken from Dicken's word (Znamenskaya, 2004:29), *Mr. Bardell was no deceiver.* That writer tries to make the sentence more delicate eventough he is a deceiver.

d. Functions of Figures of Speech

Perrine argues that figure of speech is any way of saying something other than ordinary way (1969: 65). It means that the purpose of figures of speech is to make a sentence or utterance more colourful and vivid. Perrine states further that figures of speech are another way of adding extra dimension to language. According to Perrine

(1969: 71), figures of speech are used to give imaginative pleasure, to give additional imagery, to add emotional intensity, and to concrete the meaning in the brief compass. The same opinion is also uttered by Stanley (2007: 8) that mentions the effects of figures of speech are to add force, to add more vivid imagery, to add stronger feeling, and to give additional detail that makes a sentence beautifully and unmistakably.

1. To give imaginative pleasure

Figures of speech in a text can create imaginative pleasure. It indicates that the function is able to give imagination to the reader through the text. Imagination can be obtained in one sense to another as wells as ability of the reader to portray their mind. Then, the mind takes delight in transferring imagination.

When the author makes a story into wordplay, he or she brings the readers into their imagination for example in staring into a fire and seeing castles, or in looking into the clouds and shaping them into animals, or seeing a man into the moon. Somehow, people give a name to the plants and flowers after imagining resemblances: jack-in-the pulpit, babies's-breath, Queen Anne's lace. It affords the reader to build their own imagination from the portrayal in a story. It makes the reader pleased after obtaining the imagination through the text.

Then, figures of speech are satisfying in reader's mind providing with source of pleasure in the imagination. Therefore, figures of speech are significant in giving source of pleasure in the form of imagination. For example this kind of expressions, *The ground is thirsty*; *The ground is dry* (Stanley, 2007:8). The first sentence contains a figures of speech that can be detected by the use of the word *thirsty* to describe *the*

ground. Since it is impossible for the ground to feel thirsty, the reader tries to fancy as well as when she or he thirsty to the ground. He imagines that the ground needs water. In other words, the reader gets the messages that the ground is dry. The, it compares to second sentence telling directly that *the ground is dry*. It does not stimulate reader's imagination when he or she reads that sentence. At the same time, it does not evoke a pleasure while it is read.

2. To bring additional imagery

Figures of speech are the way of bringing additional imagery, making the abstract concrete, and making a text or poetry more affective. They can transform idea or imagination of the reader or speaker become wider. It enhances a decorative meaning and perception than literal meaning in order to add extra appeal to any writing which writer used.

Imagery can be defined as the figurative description in poetical form. According to Katz, Albert N (1998: 184), imagery has the function to conceptualize and visualize the properties of the abstract one into figurative description. It influences the mental of the reader to conceptualize how such description is. Thus, it stimulates reader's mind to create such imagination to get the experienced through the text. Meanwhile, Wolosky (2001: 32) also states that the intention of imagery is meant to show the way comparison can be thought through the text. Thus, figures of speech suggest to bring additional imagery through text.

For example, when Robert Browning compares the crisping waves to "fiery ringlets",

Meeting At Night

The gray sea and the long black land;
And the yellow half moon large and low;
And the startled little waves the leap
In fiery ringlet from their sleep
As I gain the cove with pushing prow. (1812-1889)

That is a poem about love but he does not even use the word love to communicate. In this poem, the writer tries to communicate his experience when he is falling in love. The gray sea, the long black land, the yellow half moon and the startled little wave are an imagery that he tells about the situation when he meets his sweetheart. The nuance of the circumstance conveys a joyful condition in which at the same time, it is a portrayal of his feeling while he is falling in love. The presence of figures of speech is not only to appeal the reader sense of sight but also to convey motion color in the poem.

3. To add emotional intensity

Figures of speech are the way of adding emotional intensity to informative statements and of conveying thought with information (Perrine, 1969:71-71). Figure of speech is often used to express abstract thing that creates emotional sense. It helps in expressing words used in extraordinary way in order to add beauty and emotional intensity. For example when some people say “my feet are killing me”, that meaning is as much as emotional as informative. The reader can imagine how hurt the feeling of being killed. Moreover, he is killed by his own legs. However, it is not literally kill but it is an imagery of his painful in his feet . Meanwhile, emotional intensity also appears

when Wilfred Owen compares a soldier caught in a gas attack to a man drowning under the sea,

> Dulce et Decorum Est
> Gas! GAS! Quick, boys! –an ectasy of tumbling
> Fitting the clumsy helmets just in time,
> but someone still was yelling out and stumbling as under a green sea, I saw him drowning. (1893-1918)

The poet conveys a feeling of despair and suffocation as well as visual image when someone keeps yelling out the boy but he lets himself drowning. The reader can feel the experience of the boy through the word by the author into verse.

Figures of speech are not only drawing a literal visual comparison but also bring a feeling of misery through the mind. Figures of speech attach the abstract concept which contains emotional meaning in conveying attitudes into verse or poem.

4. To concrete meaning in brief compass

Figure of speech is a way of saying much in brief compass (Perrine, 1969:72). The researcher argues that it is a device to state sentence or utterance that can not to be communicated in literal meaning. Thus, through figure of speech, the writer can articulate his or her thought without explaining in detail. In this way, the writer does not require a dozen of words to explain something. The writer asks the reader's mind to fancy the intended meaning through the text in a brief compass. The words may be containing a multi-dimensional in a text. Then, the writer can illustrate the words into colourful meaning in brief compass.

A particular instance can be seen when Shakespeare compares a life to a candle as Shakespeare does in the passage from Machbeth's poem (Perrine: 1969: 137). He

says, *"Life is a like a candle in that it begins and ends in darkness; in that while it burn; it gives of light and energy; is active and colorful, in that it gradually consumes itself, get shorter and shorter, in that it can be snuffed, out at any moment, in that it is brief at best, burns only for a short duration"*. In other words, he states life as a brief candle that suggests a certain rule about life. Possibly imagination of the reader can suggest other similarities. However, at any rate, Machbeth's compact metaphorical description of life as a "brief candle" suggest certain truth about life that requires a dozen of words to state in literal meaning.

e. *Les Miserables* Movie

The script of *Les Miserables* was written by William Nicholson, Alain Boubil, Claude, and Herbert Kretzmer on March 13, 2012. This movie is released as a musical drama film by Universal Pictures on December 25, 2012. It is stared by Hugh Jackman (Valjean), Anne Hathaway (Fantine), Russell Crowe (Javert), Amanda Seyfried (Cossete) and Eddie Redmayne (Marius).

Meanwhile, it was directed by Tom Hooper and produced by Cameron Mackintsoh. The film itself has setting in French at the period of French revolution in 1815. This movie is adapted by the masterpiece novel of Victor Hugo. Victor Hugo is one of the most famous Romantic Writers. This film is widely considered one of the best films of the year. It took eight Academy Awards nominations in 2012 and won three Golden Globe awards as the best picture. This story is 2012 British musical drama produced by Working Title Films and distributed by Universal Pictures. *Les Miserabless* is a film about truth, devotion, commitment and the power of faith.

The main character, Jean Valjean (Hugh Jackman), an ex-convict becomes mayor of a town in France. He is a slave in which at the night, he stole silver from the Bishop of Digne. The bishop who welcomes him treats him as an honor guest. Unfortunately, he is caught by the authorities, Javert (Russel Crowe) but the Bishop informs them that the silver was given as a gift. Then Bishop gives him more and securing Valjean's release. The authorities release Valjean and make him promise to become an honest man. At the time, Valjean swears he would bring the escaped convict to justice. Again and again, Valjean puts the risk in his own life to help the convict from the oppression.

Eight years later, Valjean has become a factory owner and mayor of Montreuil-sur-Mer. One day, he found a convict, Fantine, which is arrested by Javert to be imprisoning.

However, she is saved by Valjean. Fantine asks Valejean to make a promise for caring her daughter, Cossete. Fantine dies from the shock. On the other hand, Javert reports Valjean's deed in court because of saving a convict. After escaping from Javert, Valjean finds Cosette and pays the Thénardiers to allow him to take her, and promises to be like a father to her. Thénardiers turns out to be a family who abuse Cossete roughly while ruining their own daughter, Eponine (Samantha Barks). Valjean and Cossete move to Paris.

In Paris, Cossete meets Marius Pontmercy (Eddie Redmayne) and they are falling in love at the first sight. Marius is finally able to make contact with Cosette, and both of them declare their love for each other. Valjean, however, soon breaks their

happiness. He is worried that he will lose Cosette and intimidated by political unrest in the city, Valjean announces that he and Cosette are moving to England.

However, Valjean prevents Cosette and Marius from every meeting. Again, Javert keeps looking for Valjean until every single corner in Paris but Valjean always successfully escapes from his hiding place.

When Marius returns to Cosette, she and Valjean have disappeared. In the broken hearted, Marius decides to join his radical student friends, who have started a political uprising. Enjolras organizes a group of idealistic students to sound their movement of French Revolution. Meanwhile, Marius asks Eponine (Samantha Barks) to get information about Cossete. Eventhough Eponine is also falling in love with him but she will do everything he wants. When the day comes, Marius is armed with two pistols and heads for barricade.

In the middle of aggression, Eponine sacrifices herself to save Marius from the shotgun in the field. As the army storms the barricade, Valjean grabs the wounded Marius and escape from the aggression. When Valjean emerges hours later, Javert immediately arrests him. Valjean pleads with Javert to let him take the dying Marius to home.

Javert threatens to shoot Valjean if he refuses to surrender, but Valjean ignores him and keeps protecting Marius from war. When Javert nearly fires by the opponent, Valjean comes to save him. Like a miracle, Javert is suddenly granting his appeal. Javert feels guilty in what he had done to Valjean. He feels tormented and regrets of his treats to Valjean.

He is torn between his duty to his profession and the debt he owes Valjean for ever saving his life. Ultimately, Javert lets Valjean go. He commits suicide to throw himself into the Seine River, where he drowns. Eventually, Marius gets married with his lovely, Cossete. He realizes tat the one who saves him is Valjean. Marius and Cosette rush to Valjean's side just in time for a final reconciliation. Happy to be reunited with his adopted daughter, Valjean dies in peace.

B. Previous Research

In order to obtain authenticity, the researcher found three previous research findings which have similar correlation to the topic discussion. The similar analysis has ever been done by Sarah (2004) in her research entitled *An Analysis of Figures of Speech in Shakespeare's work: Romeo and Juliet* from Yogyakarta State University. In her research she explained style of language by using figurative language. Her objective is to find out the types, meanings and the functions of figures of speech in her thesis.

On the other hand, the same version also had ever been done by Serti Natio Sihombing (2009) from University of North Sumatra with her research entitled " *Figures of Speech in Robert Frost's Selected Poems"*. In her thesis, she states that the objective of the research is to find out how figures of speech describes in Robert Frost's Poem, then is to find out what kinds of figures of speech are dominant in Robert Frost Poem and the last one is to find out answer from question, " Is figures of speech gives beauty, force and clarity in Robert Frost Poem ?".

The third research is *Figures of Speech: Figurative Expression and the Management of Topic in Conversation* by Paul Drew from University of Huddersfield.

This study explores how such figures of speech applied in conversation. Paul's concentrates on denotative or connotative meaning in figures of speech in the conversation. Meanwhile, the researcher only focuses on types and the functions in figures of speech. It has the same theme of figures of speech. However, the researcher's objective is clearly different with Paul's study.

Unlike Sarah's or Sihombing's, the researcher's has different objects from the previous research. The differences of the research lie on the focus and the object of the study. In Sarah's study, she focuses on types, meanings and function. However, in this research, the researcher focuses on the types and the function. The researcher does not attach analysis meaning in her research because in the same way when analyzing types and function the researcher implicitly explains the meaning of such figure of speech applied in the sentence or utterance. On the other hand, the researcher also uses recent theory to answer the objectives of the research. Meanwhile, in Sihombing's study, the focus of the study is to describe why such figures applied in that poem, to find the dominant figures of speech in that poem, also to find the effect of beauty, force, and clarity. Thus, the focus of this research is indeed different from the researchers'.

C. Conceptual Framework

The researcher analyzes figures of speech in the script of *Les Miserables* movie using stylistic approach. Stylistic study is used to analyze the relationship between language and literature. One of the studies in stylistic is figures of speech. In this research, the researcher focuses on types and functions of figures of speech.

The researcher explains and analyzes the data based on theory from Perrine (1969) as the reference to answer the objective in this research. However, the researcher also attached recent theory to support the idea. The theories belong to Leech (2007), Griffths (2006), Glucksberg (2001), Kovecses (2002), Bradford (2005), Wright and Hope (2005), Znamenskaya (2004), Simpson (2004) and Stanley (2007).

The classification of figures of speech consists of metaphor, simile, personification, apostrophe, metonymy, synecdoche, paradox, irony, and hyperbole. Perrine states that the function of figures of speech is to give imaginative pleasure, to give additional imagery, to add emotional intensity and to concrete the meaning in brief compass. Moreover, the researcher applied stylistic theories to explore or to know the meaning of figures of speech.

Moreover, this research applies analytical construct. The analytical construct is presented as the diagram below.

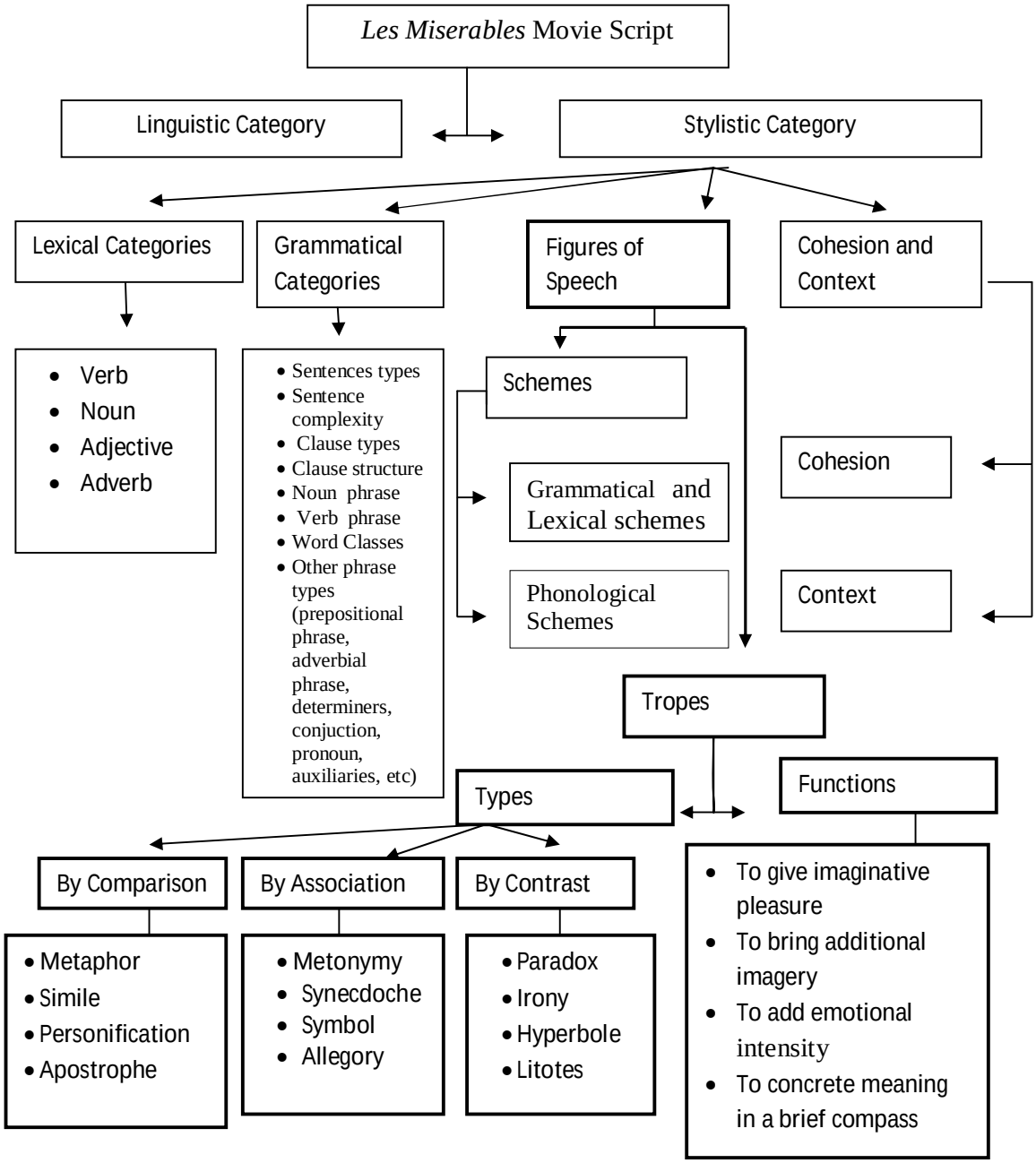

Figure 1 . Analytical Construct

CHAPTER III

RESEARCH METHOD

A. Types of the Research

This study uses descriptive qualitative research since it emphasizes on describing the phenomena of the use of language in its context by interpreting the data. This research mainly used qualitative analysis approach. According to Vanderstoop and Johnstone (2009:166), a qualitative perspective assumes that knowledge is constructed through communication and interpretation. They define qualitative research as a research that produces narrative or textual description of the phenomena under the study. Therefore, the purpose of qualitative research is more descriptive. Description is more necessary for understanding because it is constructed the process of interpretation. In this research, the phenomena described are language styles in terms of figures of speech.

B. Form, Context, and Source of the Data

The object of this research is a movie entitled *Les Miserables*. The main data of this research is the spoken language by the main character in this movie. The data are in the form of number, words, phrases, clauses and utterances spoken by the characters in *Les Miserables* movie. Since the data are in the form of utterances, the context of the data from this study was the dialogue. This study shows the types and functions of figures of speech that contains in the dialogue of this movie. The primary source of the data is the utterance's script of the main characters in *Les Miserables movie* which was retrieved from website

http://www.universalpicturesawards.com/assets/lesmis/pdf/lesmiserables_screenplay.pdf and *Les Miserables* movie itself.

C. Research Instrument

Since the method emphasized in this study is qualitative, typically, the main instrument for qualitative research is the researcher herself. Croker (in Heigham and Croker, 2009:11) argues that there are at least two reasons why qualitative study uses its researcher as the main instrument: (1) because the researcher herself directly collects the data by observing or interviewing the participants, and (2) because other research instruments such as observation field notes and interview snippets have to be interpreted by the researcher. As the first instrument, the researcher has the key role of planning, collecting, analyzing and interpreting the data and finally making conclusion.

D. Technique of Data Collection

The researcher employed some steps during the data collecting: watching the movie, finding its script, making data sheet, and categorizing. According to Sudaryanto (1993:133), there are two techniques used to find the data that will be analyzed. They are technique *simak* and *catat*. In detail, the procedures are stated as follows:

1. In this research, firstly, the researcher watched the movie to see the types of figures of speech.
2. Secondly, the researcher downloaded the movie script on the internet and read it comprehensively.
3. Thirdly, the researcher noted the data into data sheet followed by data classification and analysis.

4. Fourthly, made the data into two parts. The first sheet was to analyze the types of figures of speech lied in the movie. And the second was the functions of figures of speech utterance by the character.
5. Fifthly, identified the words, phrases, clauses and utterance with a support of the dialogue transcript which were accordance with the objectives of the study.
6. Finally, the researcher categorized which part of the transcript that can become the data and then put them into the data sheets.

The data sheets are as follows.

Table 1. Data sheet of Types and Functions of Figures of Speech in *Les Miserabless* Movie

Code	Data	Figures of speech											Functions of Figures of Speech				Explanation
		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
FS B/ Sym/4/001	Now prisoner **24061**								√								√	24061 refer to Jean Valjean in which it represents his name tag when he was a convict. It is symbol of his name. Function: 4: It clearly explains that 24061 refers to the name of the convict.

Note:

Sim =	Simile	Met =	Metonymy	Par =	Paradox	F =	Figures
Me =	Metaphor	Syn =	Synecdoche	Hyp =	Hyperbola	S =	Speech
Per =	Personification	Alg =	Allegory	Iro =	Irony	A =	Addressed by Jean Valjean
Aps =	Apostrophe	Sym =	Symbol	Lit =	Litotes	B=	Addresed by Javert
1 =	To give imaginative pleasure			3 =	To add emotional meaning	001	Number of Datum
2 =	To bring additional imagery			4 =	To concrete meaning in brief compass		

E. Technique of Data Analysis

Wiersma (1995:216) states that data analysis in qualitative research is a process of successive approximation toward an accurate description and interpretation of phenomenon. The method to analyze the collected data used an inductive analyzes which characteristically represent qualitative method. It was a process of reasoning that follows a reverse path-observation precedes theory, hypothesis, and interpretation. Qualitative methods employed observations and interpretation in the analysis of some of type figures of speech. In conducting the data analysis, the researcher passed some steps. The steps of the data analysis were as the following.

1. The researcher read and reread the transcription carefully and comprehensively.
2. Then, the researcher identified the conversation to select the data.
3. After that, the researcher classified the data into table provided.
4. Then, codified and tagged the data into the data table for the certain categories.
5. Next, made a interpretation based on the finding from data sheet.
6. The last one, drew conclussion based on the data analysis.

F. Trustworthines

Triangulation is cross-checking for the existence of certain phenomena and the veracity of individual accounts by gathering the data from a number of informants and sources, subsequently comparing and contrasting one account with another in order to produce a study as full and balanced as possible (Bell: 1999). This research conducted trustworthiness to establish the validity, truthfulness of the data, credibility, and the

consistency of data used. To achieve the validity there are four criteria used, credibility, transferability, dependability, and conformability (Moleong, 2001: 173-175).

Credibility was used to ensure the correctness of the data. The degree of credibility could be achieved by triangulation. Moleong (2001:128) says that triangulation is a technique to check data trustworthtines by using something outside the data to verify the data or to compare it. This research conducted triangulation through method, theory, and researcher triangulation. The triangulation theory was done by employing significantly theories related to the research. The last, the researcher's triangulation was attained by comparing and analyzing the data taken from this film script to the finding, discussion and analyzing description of the research. Besides, transferability deals with sufficient information that determines whether the data finding are appropriate or not to be applied if the situation change. Transferability does not determine by the writer but the readers.

The second was the degree of dependability. It concerned with reliability or consistency of the research data. In order to gain the degree of dependability, the researcher used an inquiry audit in which the researcher examined both process of the research. The third was the degree of conformability. Conformability has a function to measure how far the findings and interpretation of the data are actually based on the data. The researcher met the conformability by demonstrating neutrality of the researcher interpretation. It means that the researcher tried to be non judgemental and attempted to report what was found objectivity. To be more reliable, the data findings were checked by students of English Language and Literature study program whose

concentration package is linguistics. They are Alfian Darmawan and Andria Yusuf Arifanto. On the other hand, the researcher also asked some prominent lecturers as reviewers to confirm the data collected. The researcher asked lecturers of English Language and Literature in UNY, Titik Sudartinah, S.S., M.A. and Rachmat Nurcahyo, S.S., M.A, as the resercher's first and second supervisors who are competent and expert in this study. They facilitate the researcher to understand the kinds of figures of speech and how figures of speech were applied in this study. In this case, the lecturers were suitable for the researcher to criticize the process of the collected data analysis and to hold discussion to emphasize the collected data to be valid.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussions of the research. As mentioned in previous chapter, the aims of this research are to describe the types of figures of speech and to find out the functions of figures of speech applied in the movie script of *Les Miserables*. This chapter focuses on the discussion of two points: the first is to present the data findings in terms of the frequency and percentage, and the second is to discuss the types and the functions of figures of speech applied in the movie script of *Les Miserables.*

A. Findings

1. The Types of Figures of Speech in the Script of *Les Miserables* Movie

There are twelve types of figures of speech. They are metaphor, simile, personification, metonymy, apostrophe, synecdoche, symbol, allegory, paradox, hyperbole, litotes, and irony. Those types can be classified into three categories namely figures of speech by comparison, by association, by contrast. Since there are many characters involved in the movie, the researcher only focuses on two main character, they are Jean Valjean and Javert. The reason why the researcher chooses those characters is because those characters are dominant in the story and they represent style of language in the story.

The data frequency below is the types of figures of speech applied in the Script of *Les Miserables.*

Table 2. Frequency of the types of figures of speech in *Les Miserable* movie

Category	Types of Figures of Speech	Frequency		Occurrence	Percentage
		Jean Valjean	Javert		
By Comparison	Simile	8	4	12	8.50
	Metaphor	13	7	20	14. 20
	Personification	14	8	22	15.60
	Apostrophe	8	2	10	7.09
By Association	Metonymy	1	-	1	0.71
	Synecdoche	3	4	7	4.97
	Allegory	0	0	0	0
	Symbol	10	12	22	15.60
By Contrast	Paradox	5	3	8	5.68
	Hyperbole	12	1	13	9.21
	Irony	11	5	16	11.35
	Litotes	7	3	10	7.09
Total		**92**	**49**	**141**	**100 %**

The researcher found many figures of speech in the script of *Les Miserables* movie. From the data above the researcher found a total 141 data that consist of 92 figures of speech applied by Jean Valjean and 49 figures of speech applied by Javert. As seen in the table above, there are eleven figures of speech found in the movie script of *Les Miserables*. They are simile, metaphor, personification, apostrophe, metonymy, synecdoche, symbol, paradox, hyperbole, irony, and litotes. The data frequency above shows that both symbol and personification are the highest percentage of occurrence which is 15.60% that consist of 22 data. Meanwhile, metonymy is the smallest percentage of occurrence that is 0.7% or there is one word included.

Allegory is not found movie in the script of *Les Miserables* since most of allegory can be found in a story book or literary device. Allegory conveys its hidden message through symbolic figures, action, imagery, or events through narrative text. Since the dialogue in the movie is in the form of utterance, thus, it is impossible there to find allegory in the movie script of *Les Miserables.*

The table above shows Jean Valjean using personification and symbol many times. Mostly, Javert and Jean Valjean use personification in the utterances to compare abstract thing or non-living object to the things occurred in their life. Javert uses personification to depict a story as if this world can execute anything towards Valjean. Meanwhile, Javert and Jean Valjean often use symbol in their utterance to make him easier telling their life's condition by portraying of a visual image. Metaphor is used by Jean Valjean many times in the movie of *Les Miserables*. Jean Valjean tries picturing the horrible and joyful condition with other resemblance that has the same sense. Irony is occurred around 11, 35% in the frequency of sixteen data. It is mostly expressed by Jean Valjean to say the opposite of what he really means since his life is full of irony and tragedy. Apostrophe and Litotes are in the same level of frequency which total is ten data. Valjean tends to use apostrophe many times because it is the way to express his care to the daughter. The last rank of the frequency of types of figures of speech is metonymy that is only occurred one. It is used to name a certain object with the other term that the reader or viewer have known.

Thus, Jean Valjean and Javert applied many times of figures of speech in order to attract the viewer's attention through style of the language that they is used. The different use of types of figures of speech indicates that each of them has the functions to give a certain effect.

2. The Functions of Figures of Speech in the Script of *Les Miserables* Movie

The second part of the findings is the functions of figures of speech found in the script movie of *Les Miserables.* The effect of figures of speech is to give imaginative pleasure, to give additional imagery, to add emotional intensity, and to concrete the meaning in the brief compass. In the movie script of Les Miserables, the researcher found that one type of figures of speech has more than one function. Below is the quantification of the functions of figures of speech applied in the movie script of *Les Miserables* movie.

Table 3. Frequency of the Functions of the figures of speech in *Les Miserable* movie

No	Functions of figures of speech	Frequency of Functions of Figures of Speech											Total of Frequency	Percentage
		Sim	Me	Per	Aps	Met	Syn	Sym	Par	Hyp	Iro	Lit		
1	To give imaginative pleasure	10	16	16	11	1	3	12	8	11	14	3	105	32.01
2	To give additional imagery	8	19	17	2	1	1	19	6	4	8	1	86	26.22
3	To add emotional intensity	5	13	8	4	-	2	3	6	11	19	6	77	23.48
4	To concrete the meaning in the brief compass	5	14	5	1	-	4	19	3	1	8	-	60	18.29
Total													328	100

In the table above, it shows that giving imaginative pleasure is at the highest level of percentage in the movie script of *Les Miserables*. It indicates that most functions of figures of speech in this movie can affect reader's mind to create a pleasure in building their imagination. Based on the table above, metaphor, personification and irony are the most of figures of speech that contributes an imaginative pleasure. It is because the nature of metaphor and personification is to illustrate the explanation in other terms. Thus, it can give the readers or viewers a pleasure through imagination. Meanwhile, in irony, the readers will satisfy through the tone and contradiction meaning applied in the utterance.

At the second level of frequency is to give additional imagery with a total of frequency is 86 or 26.22%. The presence of figures of speech in the movie script can create a mental picture in readers' mind. The figures of speech such as metaphor, personification and symbol have a role to create imagery in readers' mind because those figures create depiction through comparison and illustration in an utterance. Thus, the readers will get imagery in their minds of how the mental picture is portrayed.

Then, in the third level of frequency is to add emotional intensity with a total of 77 data or 23.48 %. Figures of speech can influence reader's emotional intensity by changing literal sense to another in which it can add beauty in the utterances. It is like the utterance has a soul which brings emotional feeling in readers' mind. It could nail readers' feeling into the story. Among figures of speech applied in the *Les Miserables* movie, metaphor, hyperbole and irony have the most effect to add emotional intensity in readers' feeling. The

poetical language used in metaphor could cuddle readers' feeling. Meanwhile, the effect of dramatizing situation in hyperbole could enhance the readers' feeling into the story. Since the witty, satirical, sarcasm, happy, and empathy tone often applied in the irony statement, it could create mood or feeling of the readers.

The lowest level of frequency in functions of figures of speech is to concrete meaning in brief compass that contributes around 60 data or 18.29%. In the movie script of *Les Miserables*, metaphor and symbol are mostly figures of speech that have the function to concrete meaning in brief compass among others. It is because the illustration created is simply concrete and deep. Concreting meaning in brief compass makes their utterances sounds more interesting and artistic.

B. Discussion

1. Types of Figures of Speech

The first discussion is about the types of figures of speech in the script of *Les Miserables* movie. There are many types of figures of speech applied in the script of *Les Miserables* movie. In general, writer uses figures of speech in their works to highlight particular effect in conveying the message. There are twelve types of figures of speech. are figures of speech by comparison, figures of speech by association and figures of speech by contrast. The discussion of each type is as follows.

a. By Comparison

1) Simile

Simile is comparison of two things which can be known by conjunction such as *like, as, than* or verb such as resemble. A simile usually compares two things that initially different and is shown to have significant resemblance. In general, simile gives more explicit comparison than metaphor. The distinction between metaphor and simile is that in simile the comparison is expressed by the use of some words or conjunction such as *like, as, than, similar, to or resembles.* In metaphor, the comparison is implied by figurative term for identifying the literal term. In *Les Miserables* movie, simile is in the fifth level of frequency which is mostly uttered by Valjean. It is the way Valjean compares anything related to his life. The first example of simile is found in the utterance when Valjean praying to God in the church.

> I feel my shame inside me **like a knife**.
> (FSA/ Sim/ 1-2-3/ 023)

That utterance can be categorized as simile because it explains comparison by using connector “like”. Valjean explains about his disgrace that makes him feel ashamed. This story tells that Valjean has stolen a slice of bread for his niece. Unfortunately, it is seen by Javert that makes him always be hunted to jail for. This situation makes him fell ashamed then he states that his shame can kill him as if he stables the knife into his body. The writer uses simile to make a depth understanding through a comparison in order to emphasize meaning to the reader. The next datum of simile can be seen as follows.

I was born with **the scum like you.**
(FS B/ Sim/ 1-2-3/ 060)

The utterance above is uttered by Javert when both he and Valjean are duelling while singing a song in the middle of their fight. He insults Valjean by saying he is like a scum. Literally, scum means a layer of dirt on the surface of liquid rubbish. It means that Javert is coming from the lowest group of society. Valjean sees himself as rubbish in which it is the same with him that is coming from convicts. It is called simile because Javert makes comparison by using conjunction *like*. The next example is one of simile which using conjunction *as*.

And if they fall **as Lucifier fell** – the flame.
(FS B/ 1-3-4/ 084)

In the datum above, the utterance occurs when Javert looks down in the river at the night in which the atmosphere around is cold and dark. Then, he makes a prayer to God in his silence. He hopes that God sends him an angel someday to clean his sin up. However, he realizes that he walks in the dark path. They, in the utterance, is supposed to his foes that annoy his peace of life. He thought that he is the same as his foes that also bothers the life of Valjean. Lucifier is an enemy of God. Lucifier is referred to the fallen angel who forced out of heaven because of his sin. Javert compares himself that walks in the wrong track to Lucifer which is expelled out of heaven since it is in the dark path. Then, they will go to the flame which means hell. It seems across in his mind that probably he will be in the hell.

This figure is categorized as a simile because it uses the connective *as* which the function is to compare two dissimilar things which is between those are in the wrong track and Lucifer.

2) Metaphor

Based on the data, metaphor are quite often occurred in the utterances. It is in the second level of frequency which reaches 14. 20% or consist of twenty data. Metaphor is the expression of understanding of one concept in certain terms to another. Based on people mind, there is particular reference to define metaphorical view. In other words, it is kind of analogy to compare words or something else without the use of conjunction of “like’, “as”, or “than”. It is an expression of word or phrase that indicates the similarities of one entity to another entity.

Metaphor is used by Jean Valjean many times in the movie of *Les Miserables*. By using this type, the speaker attempts to compare something to another with implicit meaning. It expresses a thousand meaning that could encourage the reader to draw a comparison between two seemingly unrelated things to find similarities between them. Jean Valjean tries picturing the horrible and joyful condition with other resemblance that has the same sense.This expression is used to give effect through utterances by playing reader’s imagination within the comparison. The writer used metaphor in his literary works in order to catch the attention of the reader. One of the examples is shown below.

> **My life was a war** that could never be won.
> (FS A/ Me/ 1-2-34/ 017)

That conversation is uttered by Jean Valjean. It happens when Jean Valjean kneeling in the church to reveal his gloomy life to God. He feels that his life seems full of struggle to be deal with. Here, Valjean compares that his life is like a war. The atmosphere of war can be described such as fear, panic, sad, deaths, hunger, killing each other for food, etc. There is nothing good in war. Probably, it is the same condition occurred to Jean Valjean. However, here, it is not a kind of war among nations or against colonizer but the war which fights to his destiny that is hard to be beaten. The nuance such in a war also covers in his mind. Therefore, he compares his life to war that could never be won. The next example could be seen below.

I stare into the void **to the whirlpool of my sin.**
(FS A/ Me/ 1-2-3/ 028)

That utterance is stated by Valjean who talked to himself when he is staring up to the sky high in the doorway of altar. Here, *the whirlpool of my sin* is an image of his sin spinning like a current of water. In that utterance, Valjean feels sorry to God in which he supposes that God will not forgive his very sin at the past. Thus, he compares his sin which is rolled up in the circle of sin to current whirlpool of water. The next example can be seen in the datum below.

In the nest of whores and vipers let one speak who saw it all.
(FS B/ Me/ 1-2-3/ 037)

This situation occurs when Javert points towards a group of prostituteds when asking about the presence of Fantine at that time. At the mean time, Javert tries to chase

Fantine since she had made mistakes to run away of the factory for looking for her child. Here, Javert uses the word nest that commonly is used to point a home for birds. The characteristic of the nest itself is the habitat of the same species to live in and gather with. It can be assumed that it is the place for the whores and prostitutes to work for and to interact with. Vipers here are not literally a poisonous snake but it represents those of whores who have the same nature of viper which is dangerous.

The last example of metaphor is depicted in the utterances when Javert is looked down in the dark water of the night river. In this situation, Javert has planned to commit suicide where he is sick about his deed that he realizes that he always behaves such a villain.

> **My heart is stone** and still it trembles.
> FS B /Me- Per / 1-2-3-4/ 123)

He compares his heart to a stone in which the characteristic of stone itself is hard solid materials that can not be altered become a soft one. It indicates that his heart does not have a mildness nature. It brings reader's imagination that the concept of heart stone is heartless person who behaves cruel and gives no mercy to other people. It is appropriate to compare the character of Javert which is unfriendly an unkind character. However, he also mentions to himself that *still it trembles.* It can be assumed that his heart stone still can be crushed since he is realized his own violence toward those convicts before he ended his life in the Seine.

3) Personification

Another figure of speech which is applied by the character in the movie script is personification. Personification is a type of figures of speech which compares to human characteristic that are attributed to an animal, plants, object, and etc. The non human object is portrayed as they seem to have an ability to act like a human being.

The function of this figure is not merely to add decorative device but it serves to give deeper meaning to literary text through comparison from human characteristic. It is easy to understand for the reader or viewer to relate something with human aspects. Since, it is easier for the reader to get better understanding related to human traits. The speaker tends to use personification in this movie in order to make the utterances in this story more dramatic and interesting. Besides, it is a musical drama movie thus it is appropriate for the author to make poetical word in this movie script. In addition, it also influences mood or feeling of the viewer who watched this movie. Mostly, Javert and Jean Valjean use personification in the utterances to compare abstract thing or non-living object to the things occurred in their life. Javert uses personification to depict a story as if this world can execute anything towards Valjean. Meanwhile, Valjean uses personification to say that the whole of inanimate object in the world understand his misery life. The datum below shows example of personification found in the script of *Les Miserables* movie that is uttered by Valjean.

And now lets see **what this world will do for me**.

(FS A/ Per / 1-2-3/ 008)

Jean Valjean depicts human characteristic performing to him. In the utterance above, this world is assumed as a human that can execute and give something to him. The utterance occurs when Jean Valjean is talked to himself in his way to the top of the hill. In his walk, Valjean prays to God that he will give his best reward on all his hard work through this world. He hopes that this world will do a good thing for him in a good way. Therefore, it can be categorized as personification because the world is supposed to human that can do something for him. Next, the datum below will show another analysis of personification.

The destination is compulsory. **That is where the Law sends me.**
(FS A/ Per/ 1-2/010)

That datum can be categorized as personification because this utterance endows an abstract thing as if it is a human being. The writer embodies the law with human nature in which they can send a thing. If it is analyzed in logical sense, it is impossible for the Law which is an abstract thing that can not move to send a human. The law here means a sentence that can cause him imprisoned. Thus, it is the reason that makes him go to the jail. Valjean makes a comparison by stating as if this law, which is an abstract thing, that could send him in jail. Therefore, this utterance can be described as personification. This utterance occurs when Jean Valjean is imprisoned by Javert when he is stealing a slice of bread which is surprised by Javert. The next datum of personification can be seen below.

This world that always hated me!
(FS A/ Per/ 1-2-3/ 021)

The utterance above, it is personification because it brings the attribute of human traits which is hate. This universe is not a living soul that has a feeling to love or to hate. They can not even breath and how come they have ability to hate. It is impossible for the world to hate a man in which world does not have a feeling. It is merely depicting human attribute in an inanimate object to make a style in language sound creative. In this situation, it happens when it is uttered by Valjean. He thought that he always got troubles in this world. Thus, he makes a conclusion that this world always hated him. As a matter of fact, it is kind of complaining to God because he is curious why he always give him obstacles in his life. The next datum below is uttered by Valjean.

If God had granted me a son. **The summers die one by one.**
(FS A/ Per/ 1-2-3-4/ 115)

This situation happens in the middle of war, when Valjean saves Marrius'life. He talks to himself and expects that God would grant a son like a Marius. It is one of the instances of personification found in the script of *Les Miserables* because Valjean assumes the summer is like a human that could die though it is not a living thing. Valjean compares a quality of a human to summer which is human can die but summer itself is not even alive. The writer uses the word summers in this utterance because summers refers to something delightful where all of people will be happy to welcome it. However, by the presence of the son granted by God to Valjean making the summer is not pleasant anymore because there is the

son to replace the summer. It means that there is already something that makes the world happy, includes Valjean by the presence of the son. Those are making the summer as if die in jealousy one by one. Thus, Valjean states by saying, “If God had granted me a son. The summers die one by one”.

4) Apostrophe

Apostrophe is a direct address to someone or something. It is a figure of speech in which some absent or nonexistent person or even a thing is addressed as if present and capable of understanding. Apostrophe is at the sixth level of frequency which occurs 7.09% or consist of ten out of 141 data. The purpose of a writer using an apostrophe is to address an imaginary character in his utterances. In addition, it is for emphasizing feeling or emotion of the speaker to the viewer in addressing something. Valjean tends to use apostrophe many times because it is the way to express his care to the daughter. On the contrary, the character of Javert which is rough, hard and rude does not have a good manner to show his care to anyone. Thus, he does not use apostrophe much in his utterance. The first example is shown in the datum below.

> **Sweet Jesus** what I’ve done.
> (FSA / Aps/ 1-3/ 011)

The utterance above is categorized as apostrophe because Valjean is addressing Jesus as if Jesus presents at the time. This conversation occurs when Valjean is praying at the church. He calls out name of God by stating a Sweet Jesus that means a worship to him

with nice tone. He hopes Jesus will hear his wish to solve the problem that he had done. The next example of apostrophe can be seen below.

> **The sword.!!** stars in your multitudes.
> (FS B/ Aps / 1/ 085)

Here, Javert is addressing an object, sword, which he wishes that the sword will hear him. This utterance is uttered by Javert when he makes his prayer to God in the dark night while staring to the sky. At the time, Javert address to his sword since it is used as his weapon that accompanies him during his duty as a chief. He hopes the sword can help him battles against Valjean. Then, he mentions the sword as if the sword knows what he wants. The other example of apostrophe is shown below.

> **Dearest cossete** you entered my Soul.
> (FS A/ Aps/ 1/ 103)

From the utterance above, Valjean is calling his departed sweetheart daughter, Cossete. He summons his daughter by adding the word dearest before his name to emphasize his love to Cossete. Every single person has a way how to call person to show his love especially for parents to their child. Here, Valjean shows his caring and warm to Cossete by saying dearest Cossete. The last example of aposthrophe can be seen below.

> **So dark! So dark!** And deep.
> (FS A/ Aps/ 1-4/ 092)

That utterance is uttered by Valjean when he is alone in the middle of the night that thinks of his daughter and his plan to escape from Paris. Then, he addresses toward the situation in the night that is so dark and deep. The appropriate atmosphere to describe the

night is quiet in the corner of the room with no light and no little sound. By saying of," So dark! So dark! And deep", it puts Valjean in the nuance of bewilderment in facing of his life.

b. By Association

1) Metonymy

In the script of *Les Miserables* movie, the researcher only found one datum of metonymy that uttered by Valjean. Metonymy is a figure of speech which is characterized by substitution of a term naming an object that closely associated with the word in mind of the word itself. Metonymy is the last rank of the types of figures of speech that is occurred only one. It is used to name a certain object with the other term that the reader or viewer have known.

The use of metonymy is to represent another thing that has a close association with the represented thing. Metonymy is quite close to metaphor but with the more specific uses. In general, metonymy is used to represent a name while metaphor can indicate any representation. The function of this figure is to draw attention of the reader to perceive a concept by making a creative idea. It simply can impress the reader's mind. The characters tend to use metonymy in the utterance in order to make aesthetic effect in their utterances. Besides, the characters want to deliver meaning in a different way by portraying unusual and vivid things in the utterance.

The datum of metonymy found in the script of *Les Miserables* movie can be seen below.

For **nineteen winters** served his time.
(FS A/ Met/1- 2/ 133)

From the utterance above, Valjean states to Marius concerning to his confession that has ever been done as a thief to steal a slice of bread to save his sister's son and makes him becomes a convict. Here, *for nineteen winters served his time* is to point out a period of punishment that is run by Valjean into prison. The author used the word nineteen winters indicates that it refers to nineteen years since it has a close connection to viewer mind. Therefore, it can be categorized as a metonymy.

2) Synecdoche

Synecdoche is a figure of speech in which a part of something represents the whole or it may use a whole to represent a part. It may represent larger groups to refer to smaller groups or vice versa. Besides, it may also call a thing by the name of the material. Synecdoche is often confused with another literary device called metonymy. Both may resemble each other to some extent but are not the same. Synecdoche refers to a whole of a thing by the name of any one of its parts. However, in metonymy, the word used to describe another thing is closely linked to that particular thing, but is not necessarily a part of it.

Synecdoche is in the eight level of frequency with a total seven data or 4.97%.In this movie script, synecdoche has the function to make a figurative language more brevity.

Besides, it will add a distinct colour to word which will makes them become colourful. As the first example, synecdoche is found in the utterance of Valjean.

> **One word from him and I'd be back**.
> Beneath the lash, upon the rack.
> Instead of he offers me my freedom.
> (FS A/ Syn/ 4/022)

In the utterance above occurs when Valjean in the church of doing his prayer to God. In the middle of the conversation to God, he remembers something about Bishop who has saved his life. It is addressed to the bishop who will release him. *One word from him*, it is not exactly one word coming out his mouth. One word is a representation of the bishop's statement. For Valjean, instead of accepting the freedom from the bishop, he tends to choose to be upon the rack while beneath the lash. Actually, in this situation Valjean deals with his high ego which feels that he is misjudged by the bishop who giving him a freedom as a free man. For many years lived as a convict that always been underestimated by others makes Jean Valjean suspiciously accepting help of anyone though in fact offering his kindness.

> I've been as hard
> **On every rogue** I have known.
> (FS B/ Syn/ 4/ 040)

It occurs in the conversation between Javert and Valjean. This utterance is expressed by Javert when he walks to Valjean's office and stands before him. Javert declares to Valjean that he has ever taken him as a convict that right now turns to be a gentleman person. In his voice, he states that he had disgrace since he was careless to set

free a man like Valjean. He wonders to himself how come he missed that man though he had passed as hard as rogue that he had known. Here, *on every rogue I have known* is a synecdoche because it represents the villain lived there even tough he does not count one by one of those rogues. From Javer's statement, it can be assumed that Javert had known well most of the rogue there. In this figure, it is not necessary to explain in detail the condition experienced by the speaker. By using such figure, it is quite enough to tell something in a brief compass.

> There is **no place for you to hide**.
> (FS B/ Syn/ 3/ 062)

It can be categorized as a synecdoche because the whole of something represents a part. Here, *there is no place* represent the whole which means there is no place on earth for Valjean to hide. That conversation is not actually means that there is no place for Valjean to hide but it means that he can not escape from Javert. It is like every single place on surface of earth has been mastered by Javert so it is hard for Valjean to hide. Valjean always manages hard to avoid Javert since he has recognized him as ex-convict. For Javert, a convict is never turning to be as a free man that it is such a curse of being a convict. Whenever and wherever Valjean is trying to hide, he is always chased by Javert. Then, Javert says that kind of statement.

3) Symbol

Symbol and personification are in the highest level of frequency of types of figures of speech in *Les Miserables* movie. The concept of symbol can be defined as something

more than what it is attached on the something itself. It expresses particular ideas or objects. A symbol could be a word, place, character, or object that means something beyond what it is on the literal level. A symbol is similar to metaphor but symbol is used more consistently and widely than metaphor. In metaphor, the meaning is implied which is needed a statement to get the meaning. However, in symbol, it does not need a statement to get understanding of the meaning itself. Just by seeing or reading the symbol, the reader can interpret what is the meaning of symbol itself. By context, the meaning of symbol is general and more too. It suggests a great variety of more specific meaning. The mental set of reader is important to transfer meaning of symbol. Javert and Jean Valjean often use symbol in their utterance to make him easier telling their life's condition by portraying of a visual image. The instances of symbol are discussed below.

> Now prisoner **24061**
> (FS B/ Sym/4/ 001)

That statement is uttered by Javert when he counts the chained men into lines to return them in prison. Then, he approaches Valjean by mentioning 24061. 24061 refers to Jean Valjean in which it represents his name tag. Every convict has a name that is tied up in their neck inscribed with the numbers which represents their name. This figure can be categorized as a symbol because that number can represent something in which in this context signifies the name of those convicts. The use of symbol is also shown by the datum below.

> It means you get your **yellow ticket of leave**
> (FS B/ Sym/ 2-4/002)

That utterance is spoken by Javert when he points out Valjean to come close on Javert and hands him a yellow ticket of leave. When Valjean asks to Javert regarding this ticket, he thought that this is a ticket of freedom. Then Javert firmly declines that this ticket warns him as a dangerous convict since he stole a loaf of bread. From Javert's explanation, it can be assumed that the ticket is a symbol of a danger man. Because of Valjean has ever stolen a loaf of bread, Javert labels him with yellow ticket of leave which means he is the man that needs to be kept an eye upon Javert. Therefore, that statement can be categorized as symbol because the yellow ticket symbolizing of a danger man.

Then, another example is shown the use of symbol when Javert adores to the men in the factory. In this situation, Javert praises to the worker of the factory because of their hard work could make that city getting better in terms of any range.

You're manufacturing gems
(FS B/ Sym/ 1-2-4/0 32)

Then, Javert undoubtedly tells them as manufacturing gems. Manufacturing gems mean they are producing a worth stuff in a large number. Here, gems mean something which has a precious value and pleasing one. In accordance with this situation, manufacturing gems refer to symbol of pride. Gems are the main material in producing jewellery. Javert thought that the factory is such jewellery for him because it can raise his pride. The more glory of the factory the more he gets the pride. Javert is proud of the factory. The factory is supposed to his jewellery. Then he states to the workers as the manufacturing gems which

means as money maker for him. Thus, this statement can be categorized as symbols because of those workers are such a money maker for him. The other example of symbol can be seen as follows.

> **This swarm of worms and maggots** could have picked you to the bone
> (FS B/ Sym/ 1-2-4/ 081)

That utterance is uttered by Javert to Thenaider telling about the group of labor. Javert says that if all of the labour unites to against them, the capitalist, which come from high class society, they can defeat them. Normally, high society class has a custom to oppress the one from working class. Here, Javert portrays swarm of worms and maggots as a symbol of a group of labour that is supposed to be the lowest class of the society. The definition of swarm itself is a number of small organisms that make a colony to move together. Meanwhile worm can be represented as a very unrespectable bad person. Here, maggot itself is a larva of worm that brings a decaying smell. It is an image of them who is coming from slum area.

The swarms of worms and maggots are a depiction of those labour groups that lived in slum area that always be looked down. It can be categorized as a symbol because swarms of worms and maggots are representation of labour class that always be disregarded by high class community or capitalist group. In this condition, it can be seen that there is a cultural communism existing at the time in which the working class or labour class is merely suppressed by the capitalist for the sake of their prosperity without considering the working class. However, in Javert's statement above, *could have picked you to the bone*, it indicates

that those of working class if they join together to confront the capitalist they will be able to defeat them. This is the reason that Javert worried about. The last example of symbol can be seen below.

If I should fall in the battle to come. Let this **be my goodbye**.
(FS A/ Sym/ 1-2-3/106)

In that utterance, it occurs when Valjean is thinking of his daughter, Cossete. He imagines as if he will die in the battle then he worries about who will take care of Cossete. Be my goodbye, here, means the ending of the journey of his life. It is symbol of leave-taking from Valjean if he had passed away later.

c. By Comparison

1. Paradox

The seventh level of frequency is reached by paradox with a total occurrence 8 data or 5,68%. Paradox is an apparent contradiction that is nevertheless somehow true. Paradox is statement or situation that appears to be self contradictory. The proportion of paradox is obviously false or containing negativisation. The purpose of paradox in literature is to make a witty statement in order to amuse the reader. The use of paradox in the movie of *Les Miserables* is to express contradictory situation that seems to be true because Valjean wants to escape from the reality that he is dealing with. Thus, the statement in a sentence or utterance does not sound monotone. The example of paradox found in the script of *Les Miserables* movie as the following.

And **I speak here with her voice.**
(FS A/ Par/ 1-2/ 067)

The utterance above happens when Valjean explains the reason why he takes Cossete away from this home because of Fantine's mandate for looking after Cossete. It is impossible for a man speaking with voice of someone else. It gives implied meaning that he conveys messages from her. In this context, Valjean states that he speaks with her voice. It does not make sense for a human speaking with mouth of someone else. That statement sounds impossible because it is hard to be understood logically. Thus, this statement can be classified as paradox because it contains a contradiction fact. The next example of paradox can be seen below.

Suddenly **I see** what **I could not see**.
(FS A/ Par/ 1-3/ 078)

The utterance above happens when Valjean is in his way to escape from Paris with Cossete. In his mind, he says such a statement. He states that *suddenly I see what I could not see*. It shows that in fact he can see. However, he states a contradictory fact that he could not see. *Suddenly, I see what I could not see*, here, means that Valjean suddenly realizes being a free man does not guarantee that he will be free from the pursuing of police. It is the reason why he could not see the truth which he is dealt with. This statement contains contradictory fact which can be classified as paradox.

Then, the last example of the use of paradox is shown below. The utterance below is stated by Valjean when he feels frustrated about all the problems that he got.

I'll escape now from that world. From the world of Jean Valjean.
(FS A/ Par/ 1-2/ 029)

He does not even get a peace to enjoy his life. He is always haunted by his shadows as the ex-convict that is always chased by Javert. Actually, he is sick of is life. He wants to escape his name tag as the ex-convict. Thus, he says that he wants to escape from his world. At glance, it does not make sense for a person to run away from his won soul. This situation sounds impossible. It seems like that he wants to be born as somebody else not as himself. However, this statement is true but in general it logically can not be true at the same time. Thus, this utterance can be defined as paradox because it apparently contains contradict meaning but it might be true.

2. Hyperbole

A hyperbole is one of types in figures of speech which show an extreme exaggeration used to make a point. It is a literary device where the author uses specific words and phrases of a statement in order to produce noticeable effect. Like all figures of speech hyperbole may be used with variety of effects. It may be humorous or grave, fanciful or restrained, convincing and unconvincing. The use of hyperbole is to emphasize a point in exaggerating way. Besides, the purpose of hyperbole is to give effect of dramatizing so it seemingly stands out in the sentence or utterance. Thus, it can be used as a way to attract reader's attention. The use of hyperbole found in the script of *Les Miserables* movie is adequate often at the range around 9.21% or consist of thirteen data. Based n the data, hyperbole is mostly uttered by Jean Valjean because it is the way to emphasize the

situation experienced by him that expects the readers will understand it. In addition, it is the way to convey his life that is quite gloomy for him exaggeratedly. However, Javert uses hyperbole to declare his superiority toward Valjean as if he is the one who has the authority. The first example of hyperbole is presented below.

> My sister's child **was close to death and we're starving**.
> (FS A/ Hyp/ 1-3/ 005)

The utterance is said when Valjean is explaining his reason to Javert after stealing a loaf of bread. Valjean would like to say that his sister's child is starving then he manages to look for bread. In this context, he exaggerates depicting a condition where his sister's child is really hungry that makes her nearly die. Therefore, he states that his sister's child was close to death. In dramatizing a situation, hyperbole could make the readers feel the sensation or situation as if they were presence there at that time. In addition, the use of hyperbole can add emotional intensity toward the reader or viewer in a story or movie.

Second example of the use of Hyperbole is shown below in which the datum shows the self -confidence of Jean Valjean.

> I am **stronger man by Far**.
> (FSA / Hyp/ 1/ 057)

The utterance above can be categorized as hyperbole because the speaker, Jean Valjean, overstates as if he is the strongest man has ever existed. This utterance happens when Valjean gives a warning to Javert because he seems like threatening Valjean. In this case, Valjean tries to raise his self esteem in order to not be looked down by Javert. Since

Javert consistently fights against Valjean intended to imprison him. This utterance implicitly explains that Valjean has a adequate strength to fight against Javert. Thus, this utterance contains exaggeration meaning that can be described as hyperbole.

The other example of hyperbole is also found in the script of *Les Miserables* as the following.

> I am the **master of hundreds of workers**.
> (FS A/ Hyp/ 1-3-4/ 046)

In the utterance above is uttered by Valjean when he goes out onto the balcony that looks down on the empty factory. He utters as if the worker in the factory staring to him. He states exaggeratedly that he is the master of hundreds of worker as if nobody who can compete to him as well. In other words, he is only the one who is a capable worker than the others who has a brave enough to fight for freedom. Indeed, in this case, Jean Valjean is the one who sacrifices himself to protect convicts until he is chased as fugitive by Javert. The other example of hyperbole is also presented below.

> How was I to know that **so much love was held inside me**?
> (FS A/ Hyp/ 1-3/074)

In that conversation, it occurs when Valjean is in a cab in his way to the home with Cosette. He is curious about when he begins loving that child even though she is not his own daughter. However, the feeling of love fills in his heart so deep. Then, he exaggerates by saying that so much love is living inside of him. In this utterance, it is said as if Valjean has so much love which means he will do everything to his daughter. Therefore, it can be

categorized as a hyperbole because Valjean exaggeratedly tells as if he has so much love inside of him.

The use of hyperbole is also found in the datum below which is uttered by Javert when he insults to Valjean that at the time Javert is sick of hearing Valjean's statement as if he is a savior of that convicts.

> **The man of mercy comes again and talks of Justice**
> (FS B/ Hyp/ 1-3/ 116)

At the same time, Valjean pleads Javert to set one of the convicts free since he still needs his family's care. Javert declares that he will not give the convict a mercy. Then, he overstates addressing Valjean by saying that he is the man of mercy who is coming again whereas Valjean is his foe.It is the way Javert insulting Valjean by overstating his expression so it sound satirical to him. The use of hyperbole here is effective to emphasize statement in order to create an emotional intensity to the hearer. The last example of hyperbole can be seen as follows.

> They **almost certainly will die, she'll be alone.** And **she will need me all the more**.
> (FS A/ Hyp/ 3/ 108).

In that utterance, Valjean overstates the condition of his daughter how she will suffers if he leaves her later. In Valjean's statement, it is mentioned that she will die, alone, and all she need is him. In fact, if Valjean had gone, she would have been taken care bythe nuns where she studied before. It can be inferred from the statement above that Jean Valjean is afraid of missing his lovely daughter so that he imagines the horrible condition about his

daughter if he died sooner or later. This statement can be categorized as a hyperbole because Valjean exaggerates his fear of losing the sweetheart daughter.

3. Irony

Irony is in the third level of frequency which reaches 11.35% with a total sixteen data. Irony is a literary device in figures of speech in which the expression shows the opposite of the literal meaning. Irony is often used by writer or author to make the reader engaged in a text. Irony is presented when a writer says one thing but means something quite the opposite. Through the use of irony makes the reader exploring and pondering the meaning hinted by the writer. It is to make the reader interested in reading by giving play on words in a literary text.

Irony can be used as a method in evoking humour, wit, satire, and sarcasm tone in words. Irony is intended to provoke the reader in building their critical thinking and analyzing situation. By comparing and contrasting reality, the reader is able to achieve better understanding in author's intention. In irony, the meaning intended by the author is merely the opposite of what is being said. In the script of Les Miserable movie, the researcher found sixteen occurrences of irony applied by the main character of Jean Valjean and Javert. It is mostly expressed by Jean Valjean to say the opposite of what he really means since his life is full of irony and tragedy. The use of irony could enhance the readers into the story. Through the use of irony, the readers or audiences are expected to know more about the scene or the plot of the story.

The first example is coming from Jean Valjean in which he seems doubt his own soul whether he has it or not.

> He told me that **I have a soul? How does he know**?
> (FS A/ Iro/ 1-3/ 024)

In that utterance, it happens when Valjean stands behind the alley in the church about which he complains to God of his obstacle that bears on this case. When the circumstance taking place, there is nobody around which means that the utterance is addressed to nobody. However, this statement is intended to the priest who always thinks of him as a kind person. In this part, it is ironical when people around consider him as the man coming from the trash but the priest thinks of him as the man coming from heaven, he belongs to God. The priest can see the kindness of Valjean, so he decides to take care of him as his child. Therefore, Valjean wonders how come the holy man like the priest tells him that he has a soul. Soul, here, means heart. Valjean, here, is supposed to has a good heart. Then, he wonders how the priest knows that. It can be categorized as a verbal irony because the speaker conveys ironical meaning. In fact, every living thing has a soul but Vajean is still questioning the existing of his soul and of his heart. There is contradiction meaning of what is said and what the truth is in which he doubts that he has a soul.

The second example of irony is presented below. In that utterance, is said by Valjean when he is staring at the yellow passport and raising it high in the altar of the church.

I am **reaching** but I **fall**.
(FS A/ Iro/ 1-3-4/ 026)

He stares the yellow passports regretfully in which at the time he will end his sentence as a convict, on the contrary, he gets the yellow ticket about which he gets extra punishment as a dangerous convict. It is situational irony in which he has already tried hard to reach the end but eventually he breaks the end. It seems like someone who climbs up to the peak but then he falls when he will reach the peak. It can be categorized as an irony because of the situation that he expects is contrary to the reality that he is dealt with. The next example of irony in the *Les Miserables* movie is shown below.

She needs **a doctor not a jail**.
(FS A/ Iro/ 1-3-4/ 039)

The utterance above is uttered by Valjean to Javert when he tries to save Fantine who is close to death. He affirms to Javert in order to let her free. However, Javert is getting to pressure Fantine by jailing him into prison. It creates anger to Valjean that makes him snapping at Javert. He says to Javert for bringing her a doctor not a jail because at the time Fantine is sick. It is irony when she really needs a doctor instead of Jail. Moreover, in that condition, Fantine pleads to Javert in order to do not jailing her. However, there makes Javert getting in passion to torture Fantine by imprisoning him. Then, Valjean complains to Javert by snapping at him. The utterance above contains ironical meaning. It can be categorized as a situational irony since what he actually needed is a doctor not a jail since there is a contradiction between what he expected and what he got.

Below is the example of irony in which Javert is astonishing of Valjean that comes from heaven or hell.

> The world I have known is lost in the shadow.
> **Is he from heaven or from hell?**
> And does he know that granting my life today
> This man has killed me even so?
> (FS B/ Iro/ 3-4/ 126)

The utterance above is uttered by Javert when he is trying to commit suicide while looking down at the dark water of the night Seine River. Here, the statement *is he from heaven or from hell* is supposed as Valjean that grants him a life when he is nearly to get rid off him. Javert considers Valjean as a man from heaven or hell. He thought him as man from heaven when Valjean succesfully defeats him in the battle and then he sets him free. Valjean does not intend to kill him eventhough he has planned to kill him first. However, before this incident happened, Javert always thinks of him as his foe, which makes him the man from hell. In the statement above, there are contradiction words between heaven and hell. Those of words contains opposite meaning which heaven itself is a place or situation that gives a great pleasure which is the place for them who have heart like an angel. Meanwhile, hell is an extremely unpleasant place which is a place for an evil. Here, it is irony when Javert compares to two things which have a totally different meaning where it is intended to Valjean. From the statement above, it can be assumed that Javert thought of Valjean as a good or a bad man by using a comparison that has a contrary meaning to make a sarcastic statement towards Valjean. The last example of irony is presented below.

How **right** you should kill with **knife**.
(FS B/ Hyp/3 /110)

In every single situation, killing a person is always wrong. It is even not allowed for every religion on earth. However, the speaker here, Javert is agreeing that the wrong thing is true as if he is taken it for granted to Valjean for killing him. It is irony when Javert is really excited to execute Valjean. On the contrary, he asks Valjean to execute him with the knife. Therefore, it can be categorized as irony because Javert asks Valjean to kill him whereas he is the one who wants to kill him first. This statement evokes satire tone in which Javert seems to challenge Valjean whether he is quite brave or not.

4. Litotes

Litotes or understatement is a sort of figure of speech that suggests affirmative expression by negating its opposite. It means that the speaker or writer uses a negative of a word to mean the opposite. The speaker uses a negative expression where a positive one would have been more forceful and direct. Valjean mostly uses litotes than Javert in their utterances. The use of litotes is to express modesty by negating intended meaning with respect tone to the other speaker. It indicates that Valjean is the character who is easy to give respect to other people. In the script of *Les Miserables,* the researcher found some occurrence around ten data or 7.09 % of the total data. The first instance of litotes is presented below.

Forgive me, Sir. **I would not dare**.
(FS B/ Lit/3/ 036)

Above is a statement delivered by Javert to Valjean when they meet each other in the factory. In this circumstance, Javert has just a while recognized Valjean being a Monsieur Le Mayor as a new gentleman in that city without knowing that he is the ex-convict which had ever jailed by him. In this condition, Javert shows respect to Valjean as Monsieur Le Mayor who has higher position than him. Javert uses negative statement to state the point that he is not brave enough to answer Valjean's question.

The second example of litotes is also shown below in which the datum shows that the speaker, Valjean seems convince the convict that is willing to be imprisoned.

> And that's **he's sure to be returned to serve his sentence**.
> (FS A/ Lit/ 1-3/042)

The utterance above happens when Javert and Valjean are debating of being a convict should be in the prison. No one willingly wants to go back in prison as a prisoner. Sentence can be considered as a cruel punishment. However, in the statement above shows that the convict feels happy rather than worries to face the sentence. He states implicitly that he desires to serve his sentence. In this context, there is affirmative statement of the convict in which he positively agrees to accept the sentence. The other use of litotes is presented below.

> **Give me no thanks,** Monsieur.
> (FS A/ Lit/ 1-3/109)

In the statement above, Valjean respectfully states to Marius to not saying thanks to him. The purpose is to soften the expression for the sake of respecting Marius as his mate in

the battle. People are usually pleased when somebody gives him gratitude. However, in this context, Valjean refuses to be thanked by Marius. Therefore, it can be categorized as litotes because there is an understatement which is spoken by Valjean. It said by negating the statement that indicates a positive meaning.

2. Functions of Figures of Speech

The purpose of figures of speech is to make the sentence or utterance more colourful and vivid. According to Perrine (1969: 71), figures of speech are used to give imaginative pleasure, to give additional imagery, to add emotional intensity, and to concrete the meaning in the brief compass.

Then, after analyzing the types of figures of speech, the researcher found four those functions of figures of speech applied in the movie script of *Les Miserable.* In the data, the researcher found that one datum belongs to more than one function. The most frequent function of figures of speech appeared in the *Les Miserables* movie is to give imaginative pleasure around 40%. Meanwhile, the most rarely functions occurred in the functions of figures of speech is to concrete meaning in brief compass. The the further discussion about the functions of figures of speech is presented below.

1. To give imaginative pleasure

One of the functions in figures of speech is to give imaginative pleasure. Imagination can be obtained through the ability of the reader to portray imagination in their mind. The

mind takes delight in transferring imagination. Thus, it can give pleasure for the readers in the form of imagination. It satisfies reader's mind with source of pleasure in imagination. Meanwhile, the readers also get a pleasure in terms of poetical language, diction, and tone in the utterance.

The part of the utterance below shows the effect of figure of speech to give imaginative pleasure.

> **Love** is **the garden of the young.**
> (FS A/Me/ 1-2-3-4/ 129)

Marius is the man who falls in love to Cossete. He is willing to find Cossete eventough it endangers his life because there is a political uprising among the people who pursue a revolution in their country. In the middle of aggression, Marius is wounded for the battle. However, he has saved by an old man and Marius tells him that he wants to life in order to find his true love, Cossete. By hearing the name of the girl, the old man is amazed that the girl is his daughter. That is the reason Valjean states the kind of the statement. He is surprised seeing the power of love between both of them in which Cossete also puts her heart to the man.

Love is portrayed as something that can give a pleasant. Love is being represented as a beautiful product. It is the garden in which can give a good ambience. Unconsciously, the readers will imagine when they are in the garden, that full of flower, they can get a peace, feeling better and healing depression and blue. That is the same with love. The readers will memorize the feeling of how they are falling love in love with somebody. It

seems like when they breathe in the fragrance of flower in the garden that is experienced by young people who fall in love. The statement could simply drive imagination about how joyful love is. It delights them through the imagination.

Another example of the functions of figures of speech is shown by the below datum.

My heart is stone and still it **trembles.**
(FS B/Me/ 1-2-4/ 124a)

That utterance is conveyed by Javert when he talks to himself in his way walking on the bridge above Reine River. Javert regrets his mistakes at the past. He compares the hard stone to his heart. His heart that full of arrogance can not be altered to become a heart that full of mercy. Therefore, he assumes that his heart is a stone. Meanwhile, he also supposes that his stone heart still trembles. It means that there is still awareness of him regarding to his mistakes at the past time. He realizes that his deed is wrong. Thus, he states that his heart trembles. At the same time, Javert wants to commits suicide in the Seine River after realizing all of his wrong deed. Therefore, he mourns his gloomy life while walking on the bride in which it is the best place for him to commit suicide.

Javert states a comparison stone to heart for illustrating situation without explaining the meaning directly. It gives a pleasure for the readers in which they can imagine how a heart could be such a hard stone. In addition, the way speaker conveying the message is not usual in daily talk. Commonly, in delivering such a statement, people just say that my heart is hard. However, the speaker conveys the message by comparison that the stone is like his

heart. Thus, it contributes pleasure for readers in which that statement is hardly found in daily conversation.

> **For nineteen winters** served his time.
> (FSA/ Me/ 1-2/133)

This statement is delivered by Valjean when he tries to clarify his worse experience as a convict to Marius. He makes such a confession in which he successfully breaks a parole and gets a freedom as a free man. Valjean tells that he had dealt with the sentence during nineteen winters. In that statement, Valjean replace the terms of nineteen years to nineteen winters. Winters here mean a season that takes place in a period of time in a year. Thus, the meaning of nineteen years is the same with nineteen winters. Valjean, here, uses nineteen winters to convey a period of time that he has passed by. In this case, nineteen winters gives new nuance viewers' ears. Commonly, people use the word years to define period of punishment given by court. However, he uses certain terms to replace common words of years. Therefore, this utterance can be categorized to give imaginative pleasure for reader or hearer. Besides, this statement could simply attract reader attention by building their imagination through the diction provided. The reader then will visualize the condition of nineteen winters itself. Valjean suffers of cold weather for a long time.

2. To bring additional imagery

Figure of speech has the function to give additional imagery intended to make the reader get the message by the visual term. The writer tries to visualize the idea to become the concrete one. Imagery has the function to conceptualize and visualize the properties of

the abstract one into figurative description It enhances the reader to transform their idea into imagination. Since, it influences the mental of the reader to conceptualize how such description is. Thus, imagination of the reader or speaker becomes wider.

The first example of giving additional imagery is depicted in the utterance below when Javert talks to himself in the roof top.

> And if they fall **as Lucifier fell**. You fall. In a flame.
> (FS B/ Sim/ 1-2-3-4/ 084)

That statement is stated by Javert when he walks onto the roof of monumental stone eagle. He talks to himself while singing that conveys the problem happened in his life. He states his disappointment to God regarding his past sin. He supposes his foes falling from the sky as a Lucifier. Lucifier, here, is imagery of satan or evil. It is associated with Javert's foe which is described as a satan in his life. He expects that his foes are in hell later.

The function of figures of speech in bringing additional imagery can be seen through the statement above. Visual imagery is vividly appeared in the statement. Reader could simply imagine through the visualization of how such a Lucifier falling. It seems that the reader looks the incident of the falling Lucifier. Therefore, that utterance has an effect of bringing additional imagery to the reader in the function of figures of speech.

The other example of bringing additional imagery applied in the datum below. The utterance is uttered by Valjean when he complains about his life to God why his life is getting frightened just because of stealing a slice of bread which puts him as a dangerous convict.

But nothings remains **but the cry of my hate**
(FS A/ Per/ 1-2-3/014)

That utterance above *Nothings remains but the cry of my hate* means that there is nothing he can do but crying. Hearing this utterance simply stimulates the viewer in emphasizing of his or her auditory imagery. Since this utterance tells about the cry of my hate, the viewer tries to illustrate of how sound of crying of the hate appears. The presence of auditory sense emerged in this utterance emerges through imagination of the reader in how such crying appears. Implicitly, the viewer tries to make his sense of sound more sensitive. Therefore, this utterance can be categorised as a bringing additional imagery in relation to the function of figures of speech.

The last example of bringing additional imagery is found in the utterance when Valjean thinks about himself. It puts the reader trying to make his or her sensory of sight more responsive.

These are **shadows of the past**.
(FS A/ Me / 1-2/ 97)

It is useful for them to make a perception coming of their mind. When somebody says *shadows of the past*, the first thing across to his or her mind is the incidents happened at the past. It attracts the reader to imagine what kind of incidents coming in Valjean's life. A visual term of the viewer immediately puts the position in their mind to build their imagination. They will get a mental picture of how shadow of the past is. Thus, the viewer is such experienced the incidents of the character as well. The role of imagery here has

important role to make the viewer felt the situation happened that is told by the character in this movie.

3. To add emotional intensity

Figure of speech is often used to express abstract thing that creates emotional sense. It helps in expressing words used in extraordinary way in order to add beauty and emotional intensity. Thus, the reader could feel the similar experience and sensation like the character's feel.

The first example of adding emotional intensity in figures of speech applied in the *Les Miserables* movie is presented below.

> I am **reaching but I fall**.
> (FS A/ Iro/ 1-3-4/ 026)

That utterance is stated by Valjean after obtaining the yellow ticket of leave. Valjean just stares at the ticket high as if to the altar. Valjean is shocked knowing that he will be imprisoning again. It is irony when he is close to the end of his sentence but he has to back into jail to run his sentence again. Valjean's feeling at the time probably is full of disappointment and desperate. Thus, he just stares into the void. The same feeling is also experienced by the viewer when hears the statement. The way the character stating such of utterance is indeed to make the viewer experiencing the same feeling with the character in the movie. Somehow, the viewer's feeling is beyond of the character in the movie itself. Through figures of speech in an utterance, the viewer could feel the experienced of the

character in the movie. The next example is depicted in the utterance when Valjean gives a witty tone to Javert.

> **Your face is not a face**
> (FS A/ Par / 1-2-3-4/ 033)

The utterance above is stated by Valjean when he is suspiciously asked by Javert regarding his similarity as an ex-convict that he is known in advance. Javert implicitly supposes Valjean that he is the ex-convict who steals a loaf of bread nineteen years ago. Then, Valjean replies him with such a statement. It seems like insulting words to Javert that dares to accuse him. People normally will lost their temper if somebody addresses them with such statement. The statement above simply evokes the viewer's emotion because of the satire tone contained in the utterance. The utterance reflects the process of thought and the thought process reflects the character's emotional state. Therefore, figures of speech applied in the utterance above could simply influence the viewer's feeling.

The last example of adding emotional intensity is portrayed below when Valjean addresses to Cossete by articulating in his mind about his deep love as a father.

> You have warmed my heart **like the sun**
> (FS A/ Sim/ 1-2-3-4/ 076)

The utterance above is stated by Valjean in his own way to escape from Paris with Coseete However, he articulates those words into his mind. From deep inside his heart, he is worried about Cossete because her adoptive mother always haunts her. Besides, the presence of Javert who always tries to get rid of him making him more anxious about the

safety of his daughter. Valjean mourns that Cossete has warmed his heart like the sun. There is plenty of love and care given to Cossete. She has been treated as his biological daughter eventhough she is not. That is the reason that makes Valjean strong enough to deal with all those problems.

By hearing the statement from Valjean above, the viewer immediately imagine how warm she is until she is compared to the sun. It means that Cossete is so mean for him. The mood appeared in the utterance could touch the viewer's feeling by hearing that statement. The figures of speech contained in that utterance are able to bring emotion for the viewer such as feeling of comfort, secure, peace and joyful embedded in the statement itself. The viewer seems have the same feeling experienced by the character when Valjean states that statement.

4. To concrete meaning in a brief compass

The last function of figures of speech is concreting the meaning in a brief compass. Through this way, the writer does not require a dozen of words to describe something. Since the text could be multidimensional, the writer merely tries to make it in brief compass. Thus, the writer can illustrate the meaning colourfully.

The first example of concreting the meaning in brief compass is found in the utterance below.

Take shelter **from the storm**
(FS A/ Sym / 1-2-4/ 053)

The datum above is uttered by Valjean that is addressed to Fantine to take a rest for a while after being oppressed by people around. The storm here is a symbol of the problem that she has been dealing with. The statement of *take shelter from the storm* gives implicit meaning that Fantine is asked to find a place in which she could protect herself from the danger. Storm, here, represents the danger coming from people around who has a hatred toward Fantine. From the utterance above, the viewer sees how the character makes the statement more compact rather than explaining much even though it has the same meaning. It is done by the character in order to get a beauty in creating words.

The other example of concreting meaning in brief compass is also portrayed below.

This is a **factory**, **not a circus**.
(FS A/ Iro / 1-2-4/ 030)

The utterance above is uttered by Valjean when it is addressed to the all women in the factory. It is happened when Fantine accept a letter from Fauchelevent, adoptive mother of Cossete. Then, one of factory woman snatches the letter away from Fantine. However, when Fantine attempts to reach it, she throws it to the other factory workers. Afterwards, a well-dressed prosperous man comes as a saviour to safe a poor woman, Fantine. He immediately interrupts their activity in the middle of the mockery toward Fantine. Subsequently, he warns them who had teased to Fantine. He says that the factory is not like a circus where everyone can play around. It gives implied meaning that the workers should not make a silly show by mocking Fantine as the object of bullying to entertain them in the place of work. Therefore, Valjean mentions circus in that statement which means a group of

entertainers, clowns, and sometimes animal to amuse audience. Valjean assumes that the factory is not the right place for having fun after all. Moreover, it is performed by making their friend as the object to be played. In this utterance, Valjean gives a warning for them in a witty tone. He is not necessary saying much to make all of them stop it. It merely makes such a brief compass statement that could make them end their play. Therefore, this utterance can be classified to have the function to concrete meaning in brief compass.

The last example of concreting meaning in brief compass is portrayed when Javert shows his pride in font of the worker of factory.

> You're **manufacture gems**.
> (FS B/ Sym/ 1-2-4/ 032)

The utterance above is stated by Javert when he adores the men in the factory because of their good works. He states to the workers as a manufacture gems which can make the factory getting prosperous. Gem itself is sort of precious jewellery. Javert supposes that the factory is the wealth that makes him getting rich and prosperous. People around will give respect and consider him as an important person like the importance of gems at the time because it could raise their pride. Therefore, Javert utters aloud to the worker in the factory as a manufacture gems because of that reasons. From the utterance above, Javert does not necessary mentioning all those reasons to the worker to raise their spirit. That brief compass statements simply express his pride toward the factory. Therefore, that statement can be classified as function in figures of speech to concrete meaning in brief compass.

From the types of figures of speech above can be noticed that Valjean used personification frequently because it is the way for him to blame anything even inanimate object in the world. Then, he supposed those kind of things will understand him. Considering, he is alone to face the world that what he can do is just supposed all the things in the world as his friend. He assumes that those kinds of things are his friends. Therefore, it is very easy to him to describe the things having human trait. Meanwhile, symbol is mostly used by Javet to signify the thing that has the same characteristic with another entity. He tends to communicate in a deeper meaning by symbolizing an object. It helps the readers to connect the story to his ideas.

In the functions of figures of speech, giving imaginative pleasure is most frequently occurred in the utterance. Metaphor, personification and symbol are giving the most contribution in providing imaginative pleasure to the readers because those figures of speech are able to create an idea of depiction in readers' mind. Meanwhile, in adding emotional intensity, irony has the main role to produce a certain emotion in readers' feeling. It is because in irony, most of situation happened is opposite to the expectation. It is the reason that could influence readers' emotional intensity.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This section is the last part of this research. This chapter consists of conclusions and suggestions. The first section is conclusions that conclude the finding and discussion relation to the formulation of the problem and objectives of the research. Meanwhile, the second section is suggestions that bring the ideas or the opinion toward the other parties related to this study in order to develop as one of the linguistics study.

A. Conclusions

Based on the findings and discussion in Chapter IV, there are some conclusions that can be drawn. The conclusions are related to the objectives of the study: the types of figures of speech and the functions of figures of speech applied in *Les Miserables* movie. The conclusions are as follow.

1. There are eleven types of figures of speech applied in *Les Miserables* movie. They are simile (12 data), metaphor (20 data), personification (22 data), apostrophe (10 data), metonymy (1 data), synecdoche (7 data), symbol (22 data), paradox (8 data), hyperbole (13 data), irony (16 data), and litotes (10 data). The researcher found a total 141 data that consist of 92 figures of speech applied by Jean Valjean and 49 figures of speech applied by Javert. The data frequency above shows that both symbol and personification have the highest percentage of occurrence, which is 15.60%, consisting of 22 data. Meanwhile,

metonymy has the smallest percentage of occurrence that is 0.7% consisting only of one word. Irony occurred around 11. 35% (sixteen data).

Both Valjean and Javert applied figures of speech many times. Valjean applied personification in his utterance often because when he is desperate, he often blames anything in the world even an abstract thing and hopes that those abstract things will understand him. Meanwhile, Javert used symbol in his utterance frequently because it is his way to portray ideas that are familiar in the society at the time. He used to make certain terms to symbolise the idea or the things that represent aspects of social culture at the time. However, Javert used hyperbole rarely because he is not as expressive as Valjean in delivering the messages. It is influenced by the character of Javert who is tough, rude, and rough, so he directly says things to the point without exaggerating his intended meaning.

Metaphor is used by Jean Valjean many times in the movie of *Les Miserables*. He tries picturing the horrible and joyful condition with other resemblance that has the same sense. Meanwhile, Valjean also tends to use apostrophe many times because it is the way to express his care to the daughter. On the contrary, the character of Javert is rarely used apostrophe because of his character which is rough, hard and rude. Thus, he does not have a good manner to show his care to anyone. Therefore, he does not use apostrophe much in his utterance. Both Valjean and Javert use metonymy in the utterance in order to make aesthetic effect in their utterances. Besides, they want to deliver meaning in a different way by portraying unusual and vivid things in the utterance.

The use of paradox in the movie of *Les Miserables* is to express contradictory situation that seems to be true because Valjean wants to escape from the reality that he is dealing with. In the use of hyperbole, Javert often uses hyperbole to declare his superiority toward Valjean as if he is the one who has the authority. Meanwhile, irony is mostly expressed by Jean Valjean to say the opposite of what he really means since his life is full of irony and tragedy. The use of litotes is to express modesty by negating intended meaning with respect tone to the other speaker. Most of litotes is used by Valjean. It indicates that Valjean is the character who is easy to give respect to other people.

2. The second conclusion is about the functions of figures of speech applied in *Les Miserables* movie. It is revealed in the research that each type of figures of speech has more than one function. They are to give imaginative pleasure, to bring additional imagery, to add emotional intensity, and to concrete meaning in brief compass. Giving imaginative pleasure is the most frequent process (105 data) because commonly figurative language can create pleasure for the reader or hearer through the imagination or the poetic language existed in the utterance. Metaphor, personification, irony, and hyperbole are the most frequent figures of speech to give imaginative pleasure for the readers. Meanwhile, giving additional imagery is the second functions (86 data) applied in *Les Miserables* movie. The figures of speech such as metaphor, personification and symbol are most frequent to create imagery in the readers' mind because those figures create depiction through comparison and illustration in an utterance.

Adding emotional intensity is the third functions (77 data) applied in *Les Miserables* movie. Among figures of speech applied in the *Les Miserables* movie, metaphor, hyperbole and irony have the most influential to add emotional intensity in readers' feeling. The poetic language used in metaphor could cuddle readers' feeling. Meanwhile, the effect of dramatising situation in hyperbole could enhance the readers' feeling into the story. Since the witty, satirical, sarcasm, happy, and empathy tone often applied in the irony statement, it could create mood or feeling of the readers. Concreting meaning in brief compass is the last of the used functions of figures of speech (60 data) applied in *Les Miserables* movie because not the whole types of figures of speech have the function to concrete meaning. Some of them which are most often to concrete meaning in brief compass is symbol and metaphor. It is because the illustration created is simply concrete and deep.

B. Suggestions

Based on the conclusions of the research, there are some points that can be suggested for some parties below.

1. The Linguistics Students

It is suggested that the students conduct different studies related to stylistics especially about figures of speech. One of which may be dealing with elements of schemes and analysis in terms of semantic field.

2. The Other Researchers

The object of stylistics study is not only movie. It is suggested that the researchers develop this analysis with different objects such as poem, novel, and other literary works.

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APPENDIX

Data Sheet of Types and Functions of Figures of Speech in the Script of *Les Miserables* Movie

Note: FS B/ Sym/ 4/001/: Figures of speech addressed by Javert/ Types/ Functions/ Number of Datum
Abbreviations:

Sim : Simile
Me : Metaphor
Per : Personification
Aps : Apostrophe
Met : Metonymy
Syn : Synecdoche
Alg : Allegory
Sym : Symbol

Par : Paradox
Hyp: Hyperbole
Iro : Irony
Lit : Litotes

1: To give imaginative pleasure
2: To bring additional imagery
3: To add emotional intensity
4: To concrete meaning in a brief compass

FS:Figures of Speech
A : Addressed by Jean Valjean
B : Addressed by Javert

Code	Data	Types Figures of speech												Functions of Figures of Speech				Explanation
		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
FS B/ Sym/4/001	Now prisoner **24061**								√								√	24061 refers to Jean Valjean in which it represents his name tag when he was a convict. It is a symbol because the identity belongs to Jean Valjean. Function: 4: It clearly explains that 24061 refers to the name of the convict.
FS B/Sym/2-4/002	It means you get your **yellow ticket –of-leave**.								√						√		√	It is expressed by Javert when he hands a folded yellow paper to Valjean. *Yellow ticket of leave* is a sign of additional punishment to him. It could happen because he made a big mistake.

Code	Data	Types Figures of speech												Functions of Figures of Speech				Explanation
		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
																		Functions: 2: imagery can be obtained by the readers through visualization of *Yellow ticket of leave* by imagining how *Yellow ticket of leave* looks like. 4: the term of *Yellow ticket of leave* has a deep meaning to be explained.
FS B /Me/ 2-3/003	**This badge of shame** you'll show it everywhere. **It warns you're a dangerous man.**		√												√	√		"*Badge of shame*" shows mistakes which are made by Jean Valjean. It can make him ashamed and indicates that he gets a bad image. Then, Javert assumes that he is a dangerous man. Functions: 2: the readers get an imagery through the terms of *Badge of shame*. Visual sense of the readers, here, has a role to shape an illustration of *Badge of shame* itself. 3: *It warns you're a dangerous man* is an expression that can evoke readers' emotion because this expression seems to contain a satirical tone.
FS A/ Lit/3/ 004	I stole **a loaf of bread.**												√			√		Valjean wants to say that he just steals a bit of bread. Function: 3: this expression can influence reader's feeling because the speaker, Jean Valjean, states the expression sadly. It clearly declares that actually he just steals a bit of bread.
FS A/ Hyp/1-3/ 005	My sister's child was **close to death and we're starving.**										√			√		√		Valjean assumes that his sister's child is starving,. Then, he manages to look for bread. In this context, he exaggerates in depicting the condition where his sister's child is very hungry and almost die

Code	Data	Types Figures of speech												Functions of Figures of Speech				Explanation
		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
																		Functions: 1: the speaker states the expression differently than any other. Valjean merely wants to say that his sister's child is extremely hungry. However, he gives a nuance as if she is close to death. It can satisfy readers' ears through the beautiful expression. 3: The emotions of the readers appear when the speaker states the kind of statement. It is as if the readers get the same experience of the speaker. It is because the readers imagine how terrible being starving is.
FS A/ Me/2/006	I know the meaning of those **nineteen years.**		√												√			*Nineteen years* are the meaning of a punishment where he has to go through along in the prison. Function: 2: the readers get the idea of nineteen years itself through imagining how nineteen years itself are. The sense of sight of the readers has a role to define the form of nineteen years. It is useful to help the readers experience in.
FS A/ Me /1- 2/ 007	I know the meaning of those nineteen years. **A slave of the law.**		√											√	√			*A slave of the law* indicates a slave as an inferior that always loses at the court because of a superiority of the high class society that usually takes over a slave's right. Functions: 1: *A slave of the law* is another expression of the slave. Although, it has the same meaning but the speaker utters differently. Thus, it can give imaginative pleasure to the readers. 2: sense of the sight of the readers, here, has a role to capture what kind of *A slave of the law* is. Then, the readers get the image of how *A slave of the law* itself is.

Code	Data	Types Figures of speech												Functions of Figures of Speech				Explanation
		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
FS A/ Per/1-2-3/ 008	And now lets see **what this new world will do for me.**			√										√	√	√		Jean Valjean assumes that the new world will do for him. He compares the world to human being as if the world could perform something for him. Functions: 1: *what this new world will do for me* is not a common expression in daily conversation. It gives a new atmosphere in readers's ears. In addition, the readers can imagine freely how such expression is. Because imagination of every single person is unique. Thus, the readers get the imaginative pleasure both of imagination and hearing. 2: that expression makes the readers imagine how the expression performs. Then, the readers get the mental picture of that expression. 3: The expression contains a message that someday this world will do for him. It makes the readers sympathizing the speaker as if they wish that the world will give something to him. It can influence the readers' feeling.
FS A / Lit/3/009	Jailer, would you let me stay here for tonight?												√			√		Valjean pledges to the jailer for giving him permission to spend one night eventhough it is in the prison. Function: 3: in the statement, Valjean begs terribly to stay a night eventhough it is in the prison. It appeals readers' clemency to the speaker as if they did not want the thing happened.
FS A / Per/1-2/010	The destination is compulsory. **That is where the Law sends me.**			√										√	√			Literally, *law* has no power to send a human. It is impossible for the Law to send a human because law is not a living thing. Law, here, means a sentence that makes Valjean go to the jail.

Code	Data	Types Figures of speech												Functions of Figures of Speech				Explanation
		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
																		Functions: 1: the expression sounds rare in daily utterance. Thus, it can make readers satisfied by hearing such expression. 2: the expression simply gives a visualisation to the readers in which it can be obtained through the imagination of the readers about how figure *the law* is. The readers will imagine the law that can send him. Then, the readers will get a set of image about the law.
FS A / Aps/1-3/011	**Sweet Jesus**, what I've done?				√									√		√		Valjean addresses to Jesus as if Jesus is presence there. Functions: 1: the expression sounds sweet as a form of adoration to God. 2: that sweet tone in the expression could evoke readers' feeling in which it can touch their heart.
FS A/ Me/1- 2-3-4/ 012	Become a thief in the night. **Become a dog on the run.**		√											√	√	√	√	Valjean compares dog to himself as a thief. He is chased by chief because he steals a loaf of bread. Functions: 1: those comparisons between thief and dog could simply attract readers' attention. There is wordplay in that expression in which is occurred two repetitive words namely *become a thief and become a dog.* Then, it can provide pleasure for the readers' hearing. 2:By those comparisons, the readers will imagine how a thief and a dog are is compared to the speaker. Then, the readers will get a set of imagery of those comparisons. 3: Emotion of the readers will appear when they heard a man which is compared to a dog. They may think that there is no humanity on it.

Code	Data	Types Figures of speech												Functions of Figures of Speech				Explanation
		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
																		4: those comparisons simply explain that becoming a thief is similar to a dog. The writer is not required to explain more about the worst thing of becoming a thief. The illustration simply defines how bad of being a thief is.
FS A / Syn/1- 4/ 013	And I have fallen so far. **And is the hour so late**						√							√			√	It is not literally an hour, two hours, or even eight hours. It implies a couple of hours which represents a time. Functions: 1: there is a wordplay in that expression which shows repetition of *and*. It gives artistic effect in the statement. Thus, it can give pleasure to the readers. 4: that statement simply denotes that the time has been late as stated in the statement.
FS A / Per / 1-3/ 014	But nothings remains **but the cry of my hate?**			√										√		√		In this statement, the speaker assumes that the hate, which is an abstract thing, is supposed as human that has feeling. Meanwhile, the hate itself is a sort of emotional feeling. Thus, it is impossible for a *feeling* to feel something because it is an inanimate object. The speaker, Valjean, tries to show a crying that comes from deep inside of the heart because of his hatred to face the life. Functions: 1: the expression of *cry of my hate* provides a pleasure to the readers by imagining how the expression comes. 3: the expression could influence the readers' feeling because the tone in that statement contains a distress tone.
FS A / Hyp/ 1-3/	**The cries in the dark that**										√			√		√		Valjean exaggeratedly portrays a condition in which the speaker cries and feels lonely.

Code	Data	Types Figures of speech												Functions of Figures of Speech				Explanation
		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
015	**nobody hears.**																	Functions: 1: the cries in the dark, here, sound unusual in the daily conversation because it is a language in a poem. Thus, it can give source of pleasure to the speakers when they hear it. 3: the effect of hyperbole, here, has an important role in giving the effect of dramatizing the situation. Thus, the emotion of the readers can be affected.
FS A/ Hyp/ 1-2-3/016	If there's another way to go**. I missed it twenty long years ago**										√			√	√	√		Actually, Valjean implicitly says that he planned to escape from the prison long time ago. However, he says that he had missed the plan twenty long years ago. Functions: 1: figurative expression is clearly depicted in that statement. It can be seen through the rhyme in the end of the utterance which has the sounds of "o". Besides, the expression of *I missed it twenty long years ago* sounds al. So, the statement provides a source of pleasure to the readers. 2: by reading the statement, the readers will imagine how he is longing over twenty long years ago. Then, they get imagery of twenty long years ago through process of depiction in their imagination. 3: the effect of hyperbole, here, can influence the readers' mind as if they felt in that condition.
FS A / Me/ 1-2-3-4/ 017	**My life was a war** that could never be won.		√											√	√	√	√	Valjean compares his life to a war which is full of struggle to be dealt with. Therefore, it gives implied comparison that it is hard to fight against life. Functions:

Code	Data	Types Figures of speech												Functions of Figures of Speech				Explanation
		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
																		1: the comparison in that utterance could attract readers' attention because that expression is not usual found in daily conversation. It delights readers' mind. In addition, it is also pleased readers' hearing. Thus, it can be categorised to give imaginative pleasure. 2: Sense of sight of the readers, here, has a role in picturing of how life is. Then, the readers will get a set of image about the life experienced by Jean Valjean. 3: the statement could affect readers' feeling in which they will imagine as if they got the same experienced. 4: the writer tries to say that the life is simply like a war. Through that comparison, the readers are expected to understand the life that he got without explaining the horrible condition of it.
FS A/ Lit/ 3/ 018	Just for **stealing a mouthful of bread.**												√			√		Valjean understates that he just steals a bit of bread to survive. Function: 3: *just for stealing a mouthful of bread* gives a sympathetic tone to the readers. Then, it could add emotional intensity to the reader.
FS A / Par/ 1-2-3/019	Yet why did I allow this **man to touch my soul** and teach me love?									√				√	√	√		It is impossible for the man to touch or even hold the soul which is not physical things. Therefore, it can be categorized as a paradox because it is impossible but somehow it is true. Functions: 1: the expression of *this man to touch my soul* sound al if it is uttered in daily conversation. The readers who hear it will be delighted through the kind of expression. Meanwhile, the readers will get a pleasure by imagining how a man has an

Code	Data	Types Figures of speech												Functions of Figures of Speech				Explanation
		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
																		ability to touch a soul. 2: sense of sight and touch of the readers has important role to imagine how the man touchs the soul. Then, the readers will get imagery through the utterance as if they experienced it. 3: this statement could evoke feeling of empathy by hearing that statement. Feeling pity and empathy could add emotional intensity in the utterance.
FS A / Sim/ 2-4/ 020	**He treated me like any other**.	√													√		√	There is a direct comparison to Valjean and any other. By using conjunction *like*, it indicates that it is simile. Functions: 2: that statement makes the readers imagining what kind of comparison between the speaker and any other is. Then, the readers will get imagery in their mind through the description of that statement. 4: it denotes that the comparison is simply like what the speaker's says.
FS A/ Per/ 2-3/ 021	**This world** that always **hated me**!			√											√	√		World does not have a feeling. The speaker personifies that the world can hate people in order to convince the viewers about world's hatred. The speaker assumes that the world is like a human that has a feeling thus it can hate him. Functions: 2: the readers will capture an imagination of their mind when they get a view of the world that could hate a person. Imagery can be obtained through their imagination. 3: that statement seems to express an emotion of the speaker. Then, it also could affect the speakers who read it.
FS A/	**One word from**						√										√	It is not exactly one word coming out from his

Code	Data	Types Figures of speech												Functions of Figures of Speech				Explanation
		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
Syn/ 4/022	**him** and I'd be back.																	mouth. One word has represented his saying. 4: the message implied in the statement is simply compact as the statement.
FS A/ Sim/ 1-2-3/023	I feel **my shame** inside me **like a knife.**	√												√	√	√		Valjean uses an analogy that his shame is like a knife. Someday, it could be a weapon to kill him. Functions: 1: the comparison is used by the speaker containing a delightful meaning that is rarely found in daily talk. Thus, it can give a pleasure for the readers by hearing it. 2: the statement affords the readers to imagine how the shame looks like a knife. Then, they get an idea about how the shame comes. 3: unconsciously, the statement brings readers' emotion to feel the pain as the speaker's experienced.
FS A/ Iro/ 1-3/ 024	**He told me that I have a soul**. How does he know?											√		√		√		It is verbal irony. It is a fact in which every living thing has a soul. However, he is still questioning the existence of his soul. Functions: 1: the statement sounds ridiculous. It can be denied that every single person has a soul. However, the speaker is questioning the truth of it. Therefore, it can give sense of a pleasure for the readers who read it. 3: the statement drives the readers' feeling to stir in that condition.
FS A/ Per/ 2/ 025	**What spirit comes to move my life**			√											√			The speaker thought that spirit is an animate object which can move like a human. Function: The readers are expected to get a depiction of what such a spirit comes to life. It affords readers' imagination to get catch the imagery.
FS A /	I am **reaching**,											√		√		√	√	It is a situational irony in which he has afforded to

Code	Data	Types Figures of speech												Functions of Figures of Speech				Explanation
		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
Iro/ 1-3-4/ 026	**but I fall**																	reach the top but then he falls on the ground. Functions: 1: there is a play on words in that statement which shows a contradiction. Indeed, it gives effect of amusement to the readers. 3: the tone contained in the statement is ironical. Therefore, it can affect readers' emotion at the time. 4: the meaning implied in the statement is clearly understood by the readers without forced the speaker tells what his meaning is.
FS A/ Per /1-2-3/027	And the **night is closing in**			√										√	√	√		The speaker clarifies that the night has an ability to move like a human trait. Functions: 1: the words used in the utterance are outstanding when it is used in daily talk. It seems like a hearing a poem delivered by a poet. Thus, it can give a imaginative pleasure in readers' hearing. 2: the illustration used in the statement brings imagery for the readers regarding how the night comes. 3: the atmosphere of solitude and lonely clearly depicts in that statement. Therefore, it can influence readers' feeling as if they experienced the story.
FS A/ Me/ 1-2-3/ 028	I stare into the void. **To the whirlpool of my sin.**		√											√	√	√		The meaning of whirlpool itself is a current of water which can pull object into the centre. The speaker, Valjean, compares his sin to roll of whirlpool that is getting bigger day by day. Functions: 1: the statement sounds al in which *the whirlpool of my sin* stirs an imagination for readers about how the ion of the whirlpool of the sin. 2: the readers will get imagery through the

Code	Data	Types Figures of speech												Functions of Figures of Speech				Explanation
		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
																		imagination that they build in their mind about how the whirlpool of sin looks like. 3: that statement indirectly brings an emotional intensity for the readers who read. It is because of the depiction of sin which is portrayed that make the speaker feels guilty. The readers can imagine how their feeling stirs in the story.
FS A/Par/ 1-2/029	**I'll escape now from that world**.									√				√	√			It is impossible for the living things to run away or escape from the world where they live in. Function: 1: the utterance contains a figurative language in which it is stated rarely in colloquialism. Therefore, it is pleased readers mind. 2: the readers will get a visualization of how the world is. By imagining that utterance, it makes the readers as if they saw the drama that has been took place.
FS A/Iro/ 1-2-4/ 030	This is a **factory**, **not a circus**.											√		√	√		√	It is a situational irony when the speaker insists to the other character that the factory is not a circus. It is not the place for fun. Functions: 1: the contradiction used in the utterance makes this utterance sounds witty. Therefore, it gives readers' satisfaction who read it. 2: the readers will get a depiction in the comparison of factory and circus. It involves their sense of sight to get an imagery regarding the depiction of factory and circus. Therefore, it can bring imagery for the readers. 4: the speaker, Valjean, actually wants to say much to Javert about his intended meaning. However, by stating that statement, it has been signified that Valjean is dislike about how Javert treats Fantine.

Code	Data	Types Figures of speech												Functions of Figures of Speech				Explanation
		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
FS B / Iro/ 1-2-3/ 031	**With justice in our hands No man's beyond our reach.**											√		√	√	√		It is ironical when law is supposed to the source of justice. Thus, there are no people who can break the law. Unfortunately, the law is made by irresponsible people such Javert. Then, most of people expect that they will get a real justice. On the contrary, the law makes their life getting miserable. Functions: 1: the tone contained in that statement is different with other colloquial language. It can pleased the readers when read it. 2: the readers will get imagery through building imagination in their mind about how the justice and man are. 3: the ironical tone which is contrary with the reality makes the reader disappointed with they expected. Thus, it can influence emotional intensity of the readers.
FS B/ Sym/ 1-2-4/032	You're **manufacture gems**.								√					√	√		√	Javert adores to the men in the factory because of their good works. He symbolizes as a manufacture gems which can make the factory prosperous. Manufacture gems is a symbol of pride. 1: the manufacture gems in the utterance provide an imagination to the readers. Thus, it gives satisfaction to the readers through the imagination. 2: the form of manufacture gems itself is obtained by readers' imagination. Then, they will get how imagery of manufacture gems is. 4: illustration of manufacture gems is implementation of Javert's pride to the factory. He wants to say much to the workers about his pride. However, Javert says a brief statement that has been represented his meaning.

Code	Data	Types Figures of speech												Functions of Figures of Speech				Explanation
		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
FS A / Par/ 1-2-3-4/ 033	You're **face is not a face.**									√				√	√	√	√	It is an Paradox in which the speaker says that humans have a double face. Sometimes, it is angel or devil. Here, Valjean insults Javert with a sharp glance uttering that his face is not like his face. It means that he is like a devil that does not have empathy like a human. Thus, it implies meaning that Javert has evil deeds. Functions: 1: the statement contains a ridiculous tone. It affords readers to fill the atmosphere in the utterance. Then, it can give pleasure for the readers by providing an attractive utterance. 2: the readers will capture an imagination in their mind about how the utterance comes. Then, they will get a set of image how the expression is occurred. 3: the tone highlighted in the utterance is cynical. It drives readers' feeling as if they were insulted by the speaker. 4: The speaker actually wants to say much in giving warning to Javert. However, that statement which is said in brief compass, it has affirmed his anger without necessary declaring much.
FS B/ Sim/ 2/ 034	A man your age to be **as strong as you are!**	√													√			It is simile that compares the strength of the man to him. 2: the statement makes the readers picture how such the man is. Then, they will get imagery through the illustration.
FS B/ Per/ 1-2/ 035	**A memory stirs**, you make me think of a man.			√										√	√			The speaker, Javert, visualizes that the memory is able to stir like an ability of human being. In other words, the memory of the man could emerge little by little. Functions: 1: al sound comes to the readers' mind when they hear that utterance. Thus, it can give pleasure in

Code	Data	Types Figures of speech												Functions of Figures of Speech				Explanation
		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
																		their mind and hearing. 2: the vision of how memory stirred makes imagery in readers' mind.
FS B / Lit/ 3/036	Forgive me, sir. **I would not dare.**												√			√		In this utterance, Javert states respectfully to Valjeaan that he is not brave enough to fight against him. In fact, Javert supposes to Valjean as his foe. Functions: 3: the effect of understatement that comes in the utterance makes the readers puts empathy to him. Therefore, it gives emotional intensity for the speakers through the utterance.
FS B/ Me/ 1-2-3-4/ 037	**In the nest of whores and vipers** let one speak who saw it all.		√											√	√	√	√	The speaker uses the word *nest* that commonly is used to point a home of bird to lay their eggs. However, Javert compares the place of group of whores to a nest of bird. He also associates that vipers are similar to the whores which are probably have the same characteristic. Functions: 1: the analogy used in the statement could attract readers' attention because it is rarely used in colloquial utterance. 2: the statement brings imagery to the readers through the imagination that they build in his mind about how whores and nest look like. 3: the tone comes to that utterance is witty. Therefore, it can affect readers' emotion. 4: by stating that analogy, it has been represented the character of those prostitutes without saying much explanation.
FS B / Par/ 1-3-4/ 038	**Save your breath and save your tears.**									√				√		√	√	Humans, in nature ways, have to breathe oxygen to live. However, a contradiction fact appears in this part of quotation. The speaker says that people should save their breath. It is a paradox because when people hold their breath, they will

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		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
																		die. The speaker also says that they have to hold their tears. It means that they have to hide their sadness. Functions: 1: there is wordplay of repetition in the utterance that makes it sound interesting to hear. 3: the emotion appears in the utterance is sympathy to the speaker. The utterance has been touched heart of the speakers. So, it makes them as if they were agreeing about the speaker's say. 4: that brief statement actually contains a deep meaning. However, the speaker is simply concreting the meaning to say much.
FS A/ Iro/1-3- 4/ 039	She **needs a doctor, not a jail**.											√		√		√	√	It is a situational irony. Valjean really needs a doctor to heal Fantine. However, she gets into jail. Thus, there is a contradiction fact between reality and expectation. Functions: 1: the contradiction fact occurred in the statement sounds ridiculous. Therefore, it affects readers' feeling. 3: the ridiculous sound in the utterance affects readers' emotion. 4: the meaning implied in the statement is much rather than the utterance.
FS B / Syn/ 4/040	**On every rogue** I have known.						√										√	That statement is uttered by Javert to Jean Valjean when he successfully caught convicts. That expression suggests that Javert knows well rogue who lived in that place. Eventhough, he does not count one by one rogue lived there, but his statement represents that he knows most of the rogue there. Functions: 4: the statement stated in brief compass contains a meaning which is the same with the speaker said.

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		Sim	**Me**	**Per**	**Aps**	**Met**	**Syn**	**Alg**	**Sym**	**Par**	**Hyp**	**Iro**	**Lit**	**1**	**2**	**3**	**4**	
FS B/ Sym/ 4/ 041	I'll **bear the blame.**								√						√		√	*Bear the blame*, here, is a symbol of mistakes which make them feel guilty. Functions: 2: the readers will visualize the depiction of how to bear the blame is. Then, they get an imagery of that illustration. 4: illustration of *bear the blame* gives a long explanation. However, the briefly explanation has represented the deep meaning of the speaker.
FS A/ Lit/ 1-3/042	**And that he's sure to be returned to serve his sentence.**												√	√		√		Sentence can be considered as a cruel punishment. However, the speaker seems happy rather than worry to deal with sentence. Functions: 1: the al language used in the utterance could give the readers pleasure. That expression is rarely uttered in daily conversation. 3: the expression of *to be returned to serve his sentence* is uttered modestly. It appears feeling of empathy to the speaker.
FS A/ Lit/ 3-4/ 043	**It's minor sin at most**												√			√		Sin is a wrong thing. However, the speaker denies the truth that a sin is not a big deal. Function: 3: the utterance is said sounds fearfully. It attracts feeling of empathy to the readers.
FS A/ Iro/1- 3-4/044	Why should I **right this wrong?**											√		√		√	√	It is situational irony which shows a contradiction. The speaker, Valjean has to do something which he does not want. Functions: 1: there is wordplay of contradiction in the statement. It could satisfy readers' mind and the sense of sounds through the utterance. 3: the emotion appears in the utterance when the speaker compares the contradiction between right and wrong. It drags the readers to feel the same feeling like the character in the story.

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		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
																		4: the intended meaning delivered by the speaker is much than he states. However, in that brief statement could represent the meaning that he wants to say.
FS A/ Iro/ 1-3-4/045	**If I speak I am condemned. If I stay silent, I am damned**!											√				√		It is situational irony when the speaker has no choice to take. Both of the options are not the things that Valjean wants. Function: 3: when the readers read it, they will uneasy as the speaker feels. Therefore, the utterance could bring emotional intensity to the readers.
FS A/ Hyp/ 1-3-4/ 046	I am the **master of hundreds of workers.**										√			√		√		Valjean exaggerates to say that he is more capable as a worker than the workers in the factory. Functions: 1: the analogy occurred in the statement brings a pleasure for the readers because the effect of hyperbole makes the utterance sound dramatic. 3: the effect of hyperbole makes the atmosphere sound dramatic. The readers will think too much when they read it. Thus, it can influence readers' mood.
FS A/ Per/ 1-2-3/ 047	This innocent who **bears my face.**			√										√	√	√		The word innocent commonly refers to a character or personality of a person. It is abstract thing which cannot be seen. However, the speaker supposes that the innocent is a person which can do something as a human being. Functions: 1: the expression used in the utterance attracts readers' attention. It gives them pleasure through imagination implied in that expression. *The innocent who bears my face*, the readers will think how the innocent could bear the face. Through this utterance, the readers will get a new atmosphere in their mind. 2: the readers will imagine that illustration to get

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																		the imagery of the description in the utterance. 3: al language applied in the utterance could evoke readers' feeling as if they heard a ballad.
FS A/ Me/1-2-4/ 048	Pretend **I'm not the man I was before.**		√											√	√		√	It gives an implicit meaning that the speaker has changed by comparing him to his present time. Functions: 1: negation of statement in the utterance sounds delightful in the readers' ears. Readers rarely find that expression in daily talk. Therefore, it can give pleasure to the readers. 2: the illustration about the man is visualized in readers' mind. Therefore, they can get imagery through that utterance. 4: the meaning of analogy of metaphor in the utterance is clearly seen through the statement. Actually, the speaker wants to say that he has changed with his past time. However, by saying that brief statement, it has been expressed what he wants to say.
FS A/ Hyp/ 1-3/ 049	**My soul belongs to God**, I know.										√			√		√		Every living soul belongs to God. However, the speaker tries to exaggerate those God posses everything including him. Then he emphasizes the statement by saying *I know.* Functions: 1: the expression in the statement is sounded nice. It is dramatizing the situation. However, readers are pleased to hear such a expression. 3: the effect of hyperbole in the utterance is used to evoke strong feeling of the readers as if they were washed in the story.
FS A/ Iro/ 1-3/ 050	He **gave me hope** when **hope was gone!**											√		√		√		It is situational irony where there is a contradiction of the reality. Valjean gets hope when hope was actually gone. Functions: 1: repetition of *hope* in the utterance provides a

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		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
																		wordplay that makes the utterance giving a pleasure to the readers. It can be form of imagination and tone. 3: the tone of irony is always making an utterance sounds witty. As a result, it can affect readers' feeling.
FS A/ Me/ 2-3-4/ 051	**That man bears no more guilt than you** !		√												√	√	√	It compares Javert to that man (convict). Javert is the man who does not have feeling of sympathy, mercy or even compassion on him. It is a hundred percent contrast to the nature of convict who has no guilt instead of Javert. Functions: 2: it drives the readers' mind to imagine such the man that bears no more guilt. Then, they will get imagery regarding that illustration. 3: the utterance brings the readers feeling that is stirred in the story. 4: that brief explanation in the utterance has been expressed the meaning of the speaker. If it is explained, it will require much word to say.
FS A / Sym / 2/ 052	Who am I? **24061**								√						√			24061 refers to Jean Valjean. It is his name tag when he was convict. 2: 24061 comes to readers' mind to imagine how symbol is portrayed. Then, they will get a mental picture about the 24061.
FS A/ Sym/ 1-2-4/ 053	Take shelter **from the storm**								√					√	√		√	The storm is a symbol of obstacle which is faced by her. It is uttered by Valjean when he asks Fantine to take a rest for a while because her face is pale after scolding from people around who hate Fantine. Functions: 1: the utterance sounds beautifu in readers' hearing because, commonly, people tend to say to the point without creating a creative saying first. In addition, it provides a pleasure for the readers

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		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
																		by imagining that expression. 2: the readers will visualize that expression in their mind. So, it is shaped the visualization of shelter from the storm is. 4: the meaning implied in the utterance is deep when it is explained. However, by stating that utterance, it has represented the intended meaning of the speakers.
FS A/ Sim/ 1-2-3/ 054	Before you chain me up **like a slave again.**	√												√	√	√		There is a conjunction "like". The statement compares the slave to him. It is supposed to a slave whom their feet always be chained up. Functions: 1: the analogy used in the utterance sounds beautiful in readers' hearing. In addition, the use of that analogy is hardly found in colloquial language. Meanwhile, it suggests an imagination to the readers about a slave who is chained up. 2: illustration of the slave drags forces the readers to imagine how slave looks like. Then, they will get a mental picture in their mind about that figures. 3: the condition of the chained up slave makes the readers imagine about how worst of being them. Then, it stirs readers' empathy to the speaker. Therefore, it can create their emotion.
FS A / Lit/ 1-2-3/ 055	**In mercy's name** I'll return, I pledge my word.												√	√	√	√		It shows a contradiction of reality. The speaker, Valjean, tries to praise Javert's name. However, the truth is different. Functions: 1: the tone of how the speakers pledge sound beautiful in the readers' hearing. Meanwhile, it stirs their imagination to provide them with pleasure. 2: the mental picture of that illustration is

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		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
																		obtained through their imagination. It needs their sensibility to get imagery of that. 3: the way the speaker begging attracts readers' empathy as if they were blended in that atmosphere.
FS B/ Sim/ 1-3-4/ 056	**Men like you can never change- a man such as you.**	√												√		√	√	Men, here, is convicts. The speaker, Javert, emphasizes statement that the position of the man, Valjean, can not be denied as an ex-convict. The, he compares Valjean to convict out there that always be underestimated by other people. Functions: 1: the analogy used in the utterance sounds witty. So, it can give them a pleasure. 3: the witty tone in the utterance could irritate readers' feeling as if they were participated in the story. 4: it is required many words to say the intended meaning by the speaker. However, the brief compass statement has been concreted meaning of the speaker.
FS A / Hyp/ 1-2/ 057	I'm **a stronger man by far**!										√			√	√			The speaker, Valjean, says exaggeratedly that he is stronger than the others. Functions: 1: effect of hyperbole in the utterance could please readers' mind because commonly people are excited to hear a dramatising thing. Meanwhile, it can pleased them by imagination occurred in the utterance. 2: the readers will get a set of images regarding the illustration about how such a stronger man by far is portrayed.
FS A/ Sym/ 2-4/ 058	**My race** is not yet run.								√						√		√	Race, here, is not literally a competition but it is the journey of life. Functions: 2: the depiction of race itself is portrayed in the

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		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
																		mental picture of the readers. Through the utterance, the readers will get a set of image of the race itself. 4: the meaning of race itself is required a deep explanation. However, the speaker does not necessary to say much to explain his intended meaning. The brief compass statement is already represented the meaning.
FS B / Syn/ 1-3/ 059	**Every man is born in a sin.**						√							√		√		Every man, here, is represented as human that is born in the world with a sin. Functions: 1: the utterance used in the statement sounds beautiful because it is like a al language. As a result, it could satisfy them. 3: the effect of al language in the statement could evoke readers' feeling. They seems to enjoy to listen that statement.
FS B/ Sim/ 1-2-3/ 060	I was born with **the scum like you.**	√												√	√	√		Javert compares himself to rubbish in which the nature of rubbish is the same with Valjean. Functions: 1: the analogy applied in the utterance could bring readers' imagination to imagine such the man which is born in the scum. It enriches readers' imagination. Thus, it gives them a pleasure. 2: the readers will visualize the man who is born in scum. Then, it can give a depiction of that illustration. 3: the readers' emotion will arise if they heard such a statement. Moreover, the speaker is addressed it with the word *you.* It seems like that statement is directly addressed to them.
FS B / Sym/ 2-4/ 061	I am from **the gutter too.**								√						√		√	The gutter, here, means the lowest level of social life. Functions: 2: the illustration affords readers' imagination to

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		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
																		get a mental picture of such the man from the gutter is. 4: the meaning of gutter is the lowest level of social life. However, the speaker is not necessary to say much to explain the intended meaning. By saying the analogy has expressed his meaning.
FS B/ Syn/ 3/ 062	There is **no place for you to hide**						√									√		It is not literally there is no place for Valjean to hide but it means that he can not escape from Javert. Function: The tone that comes to readers' feeling is sympathy to the man which is addressed to the speaker. The speaker seems to threaten the man in the story. Then, it affects readers' emotion when they hear it.
FS A / Sym/ 2-4/ 063	And I will raise her **to the light**								√						√		√	Light, here, means a journey to better life and victory. Functions: 2: the illustration of *light* brings the readers to imagine how such figure is. Then, they will get imagery through illustration in their mind. 4: the meaning of the light is portrayed through the characteristic of light itself. The speaker does not necessary to explain more about the light itself.
FS A/ Hyp/ 3/ 064	I found her **trembling in the shadows.**										√					√		The utterance shows how deep of being trembling in the night is. Cossete feels the cold night that makes her trembling. Then, the speaker, Valjean, overstates the condition of her. Function: 3: atmosphere depicted in the utterance is sorrow and lonely in solitary moment. It appears readers' empathy as if they were participated in the story.
FS A/ Iro/ 1-2-3/	For **I was blind to one in need,** I											√		√	√	√		It is an ironical statement. Valjean is not truly blind. However, he curses himself as if were a

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		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
065	**did not see what stood before me.**																	blind man because he could not see the truth fact behind the reality Functions: 1: the statement could bring readers' imagination. Then, they will get a pleasure through the imagination. In addition, language that is used in the statement is beautiful. 2: the mental picture of the illustration in the utterance is easily obtained by readers' imagination. They will get how imagery comes. 3: the tone existed in the utterance is ironical. Thus, readers' feeling easily stir in the situation.
FS A/ Me / 1-2-3-4/ 066	Now**, your mother is with God.**		√											√	√	√	√	The speaker, Valjean, states that Cossete has passed away. Then it is depicted through statement that means she is in heaven with God. Functions: 1: the al language that is used in the utterance could satisfy a new nuance in readers' mind. 2: the depiction of how mother with God is portrayed in readers' mind. They get a mental image of how illustration looks like. 3: the feeling of empathy emerges in readers' feeling when they hear that her mother has passed away. 4: that statement is simply defined that her mother was gone.
FS A/ Par/ 1-2/ 067	And **I speak** here **with her voice.**									√				√	√			That statement contains a contradiction meaning in which it is impossible for man speaking with voice of someone else. However, it means that the speaker conveys messages of her. Functions: 1: the al language that is occurred in the utterance attracts readers' attention. It can give a satisfaction providing them with a beautiful language.

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		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
																		2: the utterance provides imagery for the readers through building a mental picture in their mind.
FS A/ Per/ 1-2-4/ 068	**Your feelings do your credit**, sir.			√										√	√	√	√	The feelings, which are inanimate object, are depicted like human that they can do something. Functions: 1: the saying that is used in the utterance is beautiful. It is rarely found in daily talk. Therefore, the readers will get a pleasure through the imagination and the language applied in the utterance. 2: the readers will get a set of image of how the feeling can do the credit. 3: feeling of enjoyment in reading that sentence comes to readers' mind. 4: the meaning implied in the utterance is required much explanation to say. However, the speaker just says that brief statement to express his intended meaning.
FS A / Sym/ 1-2-3-4/ 069	Let us not talk of bargains and **bones and greed**.								√					√	√		√	Bones, here, is a symbol of wealthy. Meanwhile, greed is a symbol of authority. Functions: 1: analogy that is used in the utterance sounds beautiful in readers' hearing. Meanwhile, the illustration of bones and greed provide imagination to the readers. Then, it can give a pleasure to them. 2: the imagery of the bones and greed can be obtained through imagination of the readers. 4: the meaning of bones and greed itself is required much word to explain. However, by expressing that statement has represented the intended meaning of the speaker.
FS A/ Sym/ 1-2-4/ 070	Let's seek out **some friendlier sky.**								√					√	√		√	Some friendlier sky is a symbol of place that gives a secure and comfort place to live. Functions:

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		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
																		1: *the friendlier sky* sounds beautiful in readers' ears. Meanwhile, it gives an imagination for the readers which can give them a pleasure. 2: imagery is clearly depicted in the utterance through the figure of friendlier sky. 4: the meaning of intended meaning by the speaker is clearly depicted through that brief utterance.
FS A / Sim/ 1-2/ 071	When **two anxious hearts beat as one.**	√												√	√			Valjean associates two things in which he portrays two of hearts beating as one. Function: 1: the utterance provides imagination for the readers about how the two anxious hearts beat as one. language that sounds beautiful in the utterance also can give pleasure for the readers. 2: the depiction of *how two anxious hearts beat as one* gives imagery in readers' mind of how the illustration comes.
FS A/ Iro/ 1-3/ 072	**Yesterda**y I **was alone, today you walk beside** me.											√		√		√		It is situational irony when Valjean get an experienced that is opposed to the condition before. Functions: 1: ironical tone expressed in the utterance could give imaginative pleasure for the readers. Because, such beautiful statement is rarely found in daily expression in which it can give a new nuance in the readers' ears. 2: ironical tone could affect readers' feeling in which the intended meaning of writer to make irony in the utterance or sentence is to make an effect in readers' mind.
FS A / Hyp/ 2-4/ 073	Suddenly the world seems a **different place. Somehow full of**										√			√	√	√		The speaker tries to utter exaggeratedly that the world where he lived in has changed and somehow granted him a kindness. Functions:

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		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
	grace.																	1: *the world seems a different place. Somehow full of grace* applied in the utterance sounds beautiful. The analogy that is used provides imagination to the readers about how the world that full of grace is. 2: the depiction of how the world that full of grace is portrayed in readers' mind. Thus, through the utterance, they get imagery of the illustration. 3: feeling of empathy evokes when readers read that sentences. It is because, the feeling sad of the speakers is like stirring in their heart. Thus, it can add emotional intensity for the readers.
FS A/ Hyp/ 1-3/ 074	How was I to know that **so much love was held inside me**?										√			√		√		Valjean is curious by saying excessively whether is there love that fill in his heart. Functions: 1: the utterance sounds exaggerate. However, the readers enjoy the wave words existed in it. It can give them a pleasure. 3: the exaggerate tone presence in the utterance could affect readers' feeling. It could overwhelm situation in the story. It feels like that they know the speaker's feeling.
FS A/ Per/ 1-2/075	Something fresh and young something **still unsung fills the night.**			√										√	√			*Something* here is abstract thing. It is an inanimate object that portrays as if they could fill up the night. Functions: 1: the statement provides imaginations for the readers in which they can imagine something fresh and young that fills the night. Thus, it can give them a pleasure through imaginations that fill in their mind. 2: the utterance shapes imagery in readers' mind through imagination of something that is fresh and young. Then, they will get a mental picture of

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																		such illustration.
FS A/ Sim/ 1-2-3-4/ 076	You have warmed my heart **like the sun**.	√												√	√	√	√	The speaker tries to state his feeling by comparing the sun to the heart that has warmed his heart. Sun, here, means something which could bright his life. It makes his life more colourful and gives him a love to his heart. Functions: 1: the analogy that is used in the utterance sounds beautiful. The speaker used comparison of sun and heart. When the readers hear it, they will satisfy to hear that. 2: the depiction of sun and heart brings imagery to set a mental picture for the readers. 3: the effect of metaphor applied in the utterance could evoke readers' feeling. They will flatter when somebody gives a compliment to them. 4: the brief utterance has been represented the intended meaning of the speaker without explaining much the meaning.
FS A / Per/ 1-3/ 077	And **love so long denied me**.			√										√		√		Love, here, is inanimate object that cannot do or even deny something. It portrays as if they were humans being that can deny a person's feeling. Functions: 1: the readers will get a satisfaction through imagination occurred in the utterance. 3: the utterance sounds soft and the meaning is deep in readers' ears. Thus, it can influence readers' feeling
FS A/ Par/ 1-3/ 078	Suddenly **I see what I could not see.**									√				√		√		It is paradoxical statement. It shows that actually he can see, but it explains contradictory fact that he could not see. Functions: 1: the repetition of word I and see applied in the utterance is beautiful to hear. There is a play on words that makes the utterance giving a pleasure.

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		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
																		3: the utterance can appear readers' emotion through emotion implied that is delivered by the speaker.
FS B /Sym/ 2-3-4/ 079	But, **let the vermin beware.**								√						√	√	√	Vermin, here, is the symbol of convict or slave that is supposed to the lowest level of social life. Functions: 2: the illustration portrayed in the utterance could create imagery in readers' mind. 3: the atmosphere emerged in the utterance could evoke readers emotion. The readers will imagine as if they were a vermin. Absolutely, they did not accept it. 4: the meaning of symbol implied in the utterance is compact and concrete. However, if it is explained, it has a deep meaning.
FS B/ Per/ 2-4/080	Look upon **this fine collection crawled from underneath a stone.**			√											√		√	The fine collection here is portrayed as a human being that can crawl. Functions: 2: the utterance brings imagery in readers' mind through imagination that they create about how *fine collection crawled from underneath a stone* looks like. 4: the meaning delivered is deep. It needs long explanation to say. However, by personifying the statement, it represents the message contained in the utterance.
FS B / Sym/ 1-2-4/ 081	This **swarm of worms and maggots** could have picked you to the bone.								√					√	√		√	*Swarm of worms and maggot* is symbol of group of labour, convict, slave, etc. It is uttered by Javert to Thenaider telling her aboutthose groups of labour if they unite they can defeat them for those who came from high class that has oppressed them. Functions: 1: the utterance gives imagination to the readers. It can give a pleasure for them through

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		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
																		imagination and language used in the utterance. 2: the utterance could create imagery to form mental picture in readers' mind about how swarm of worms and maggots looks like. 4: the meaning of *swarm of worms and maggots* needs much explanation to be delivered. However, to express the message contained in the utterance can be achieved through the analogy. It concrete the message delivered by the speaker.
FS B/ Per/ 1-2-3/082	Could it be he's that old jailbrird that **the tide now washes in**?			√										√	√	√		Tide is inanimate thing which is depicted as an animate thing which can wash in. Functions: 1: how tide could wash gives imagination in readers' mind. Thus, they can satisfy their mind through that imagination. 2: the utterance could bring imagery about how *the tide that could wash* is. 3: the utterance can drag readers' feeling to stir in the story.
FS B/ Par/1- 2-34/ 083	A fugitive running, **running from God.**									√				√	√	√	√	It does not make sense when humans are creature of God that inevitably we belong to God. It is impossible for us to escape from God for real. Functions: 1: there is a play on words in the utterance especially of the repetition of running. Therefore, it can satisfy readers' mind and ears. 2: the utterance brings imagery of how fugitive running of God looks like. 3: the utterance brings readers' feeling when they read it. It drags them into the story. So, they can feel a bitter to be a fugitive. 4: that brief statement is implied much explanation to say.
FS B/ Sim/ 1-3-4/	And if they fall **as Lucifier fell**.	√												√	√		√	There is an imagination of Lucifer on Javert's mind. Then, he compares the convict as Lucifer.

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		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
084																		Functions: 1: the imagination of Lucifer comes to readers' mind. It can satisfy them with imagining the idea. 2: imagery can be obtained through imagination of Lucifer is. Then, they will get a mental picture of Lucifer is. 4: the characteristic of Lucifer has been represented the meaning delivered in the utterance.
FS B /Aps/ 1/ 085	**The sword!!** Stars in your multitudes!				√									√				Here the speaker is addressing an objet, *sword*, which wish it will replay him. Function: How the way the speaker calling out the sword is satisfy readers' ears. Because, it is rarely found in daily talk to call an inanimate object.
FS B/ Per/ 1-2/ 086	Stars in your multitudes! Scarce to be counted **filling the darkness with order and light.**			√										√	√			Stars are inanimate objects. Then, the speaker personifies the stars that have ability to fill the darkness. Functions: 1: the language used in the utterance is beautiful to hear. Because it sounds al like a language in a poetry. 2: the depiction of such stars that fill the darkness is portrayed in readers' mind. It affords readers to build a metal picture in their mind. Thus, imagery can be obtained.
FS B/ Sym/ 2-4/ 087	You know your place **in the sky.**								√						√		√	Sky is symbol of place. It means that Javert will get a better place to live in. Functions: 2: the meaning contained in the utterance is beautiful. It has a deep meaning. It can give imaginative pleasure for the reader. 4: the utterance is brief and compass. However, it implies a deep meaning.
FS B/	So it is written **on**								√					√	√	√		*Doorway to paradise* is a throne of God. Written

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		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
Sym/ 1-2-3/ 088	**the doorway to paradise.**																	on the doorway of paradise means that the destiny of life has been arranged by God before human was born in the world. Functions: 1: *it is written on the doorway to paradise* is delight to hear. The al language in the utterance gives a compliment to make the utterance giving a pleasure. 2: the figure of doorway to paradise makes a imagery in readers' mind. 3: when the readers hear such a statements, it could affect reader 'feeling. They will get a sense of atmosphere in the doorway to paradise.
FS B / Aps/ 1/ 089	**Lord**, let me find him.				√									√				The speaker, Javert, addresses to God. He expects that God would hear his prayer. Function: The way speaker calling out Lord makes the utterance sounds sweet.
FS A/ Aps/1/ 090	Dear Cossete,				√									√				It is the way Valjean addressed to his daughter, Cossete. Function: The way the speaker calling his daughter sounds sweet. It shows his love to the daughter.
FS A / Sim/ 1-2- 4/ 091	**You're such a lonely child**	√												√		√	√	This statement is addressed to Cossete. He compares his child to a lonely child in order to show how loneliness she is. Functions: 1: the statement provides imagination to the readers. It can give them a pleasure. 3: the feeling of lonely in a solitary moment, it is a thing that no one expects. It stirs feeling of the readers to do not get such a condition. 4: the meaning of lonely child is brief compass implied in the utterance.

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		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
FS A/ Aps/ 1-2-4/ 092	**So dark! So dark and deep!**				√									√	√		√	The speaker addresses to situation during the night when everything is completely dark. Functions: 1: the repetition of that words sound beautiful in readers' ears. It can give imaginative pleasure for them. 2: the depiction of how dark the situation is captured in readers' mind. So, they will get imagery regarding the statement. 4: the utterance is a brief and compass. However, it implies a deep meaning.
FS A / Iro/1- 3-4/ 093	**These are words that better unheard, better unsaid.**											√		√		√	√	This is an irony because normally words are used to communicate between listeners and speakers in which there are activity of saying and hearing. However, in this situation, the speaker clearly states that he does not want to hear or even utter. Functions: 1: the repetition of *better unheard better unsaid* sounds delightful to hear. There is wordplay in the utterance. So, it is no wonder that it could give them a pleasure. 3: the tone existed in the statement is strong and deep depicted situation in the story. 4: the meaning implied in the utterance is deep. It needs much word to explain. However, the speaker does not necessary to explain much. The brief statement has delivered the message in the utterance.
FS A/ Per/ 4/ 094	Truth is **given by God.**			√													√	God here is defined as an abstract thing because He can not be seen. However, God is supposed to a human who can give something to other humans. Function: 4: the meaning of the expression is deep. However, the speaker does not necessary to

Code	Data	Types Figures of speech												Functions of Figures of Speech				Explanation
		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
																		explain much. The utterance has represented his intended meaning.
FS A/ Aps/ 1/ 095	**My God, Coseete!**				√									√				It is an exclamation of the speaker to God. It is used to show the feeling of surprise. In this context, it is addressed to Cossete when he heard the cry in the night. Function: The expression is easy to listen in readers' ears. Thus, it can give them a pleasure.
FS A Hyp/ 1-2//096	I heard the **shout of angry voices in the street.**										√			√	√			There is exaggerated statement when speaker just want only to show that he heard the scream in the street. Functions: 1: the expression of *shout of angry voices* sounds different in readers' ears. It is because this sort of expression is rarely found in daily talk. So, it gives a new nuance in readers' mind. 2: the depiction of how situation occurred, it clearly depicts in readers 'mind. Then, they will get imagery of such illustration.
FS A/ Me/ 1-2/ 097	These are **shadows of the past**.		√											√	√			Shadow of the past means a memory that remains in the past which haunted him. He compares the nature of the shadow itself which is always behind him and black coloured to his past time. Functions: 1: how shadow of the past occurred affords readers' imagination. This the way how the get a pleasure through imagination. 2: the depiction of shadow of the past could shape imagery in readers' mind.
FS A/ Iro/ 1-2-3-4/ 098	It's time **to close another door** and l**ive another day.**											√		√	√	√	√	There are expectations in the future. Functions: 1: the contradiction existed in the utterance gives a pleasure in readers' ears. It is because the way speaker states the statement is delightful to hear.

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																		Thus, it can give a pleasure to them. 2: the illustration of such expression creates imagery in readers' mind. 3: the tone occurred in the statement could affect readers' feeling. It is because the nuance in the statement sounds witty. So, it can influence readers' mood when they hear the utterance. 4: the explanation meaning of the utterance is deep. The speaker wants more expectation in a good way. However, he does not necessary to say his purpose in detail. The utterance represent his purpose.
FS A/ Syn/ 1/ 099	**One day more**! **Another day**, another destiny.						√							√				*One day more, another day* represents which destinies sooner or later will come. Function: 1: the statement sounds good to hear. Moreover, it is stated by singing. Thus, it can give pleasure for the readers.
FS B / Sym/ 1-2-4/ 100	They will wet themselves with **blood.**								√					√	√		√	Blood, in this context, means people who can not win the battle. It is a symbol in a war in which it is supposed to lose if there were so much blood spilled out there. Functions: 1: *will wet themselves with blood* sounds in the readers' ear. It can give them a pleasure though the language used and fine illustration existed in the utterance. 2: the statement creates imagery in the readers mind. They will pictures how to wet with blood is. 4: the meaning implies in the statement is deep to be explained. However, the speaker does not necessary explain his purpose in detail. The statement has represented the purpose of the

Code	Data	Types Figures of speech												Functions of Figures of Speech				Explanation
		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
																		speaker.
FSA/ FS B/ Sym/ 2-4/ 101	Tomorrow is **the judgement day**.								√						√		√	Judgement day, here, refers to the day where people get real judgements which are only given by God. Functions: 1: the depiction of judgement day creates imagery in readers' mind 4: the meaning of the statement is represented in the expression of judgement.
FS B / Syn/ 1/ 102	Shoot me now or shoot me later- **every schoolboy** to his sport.						√							√				It is the not the whole of schoolboy in that school that is asked by Javert to shoot him. But it is just declaration that he is ready to be killed by them in that school. Function: 1: the al language used in the utterance gives a satisfaction to the readers.
FS A/ Aps- Par / 1-2-3/ 103	**Dearest Cossete**, **you have entered my soul.**				√					√				√	√	√		Apostrophe: It is the way how Valjean utters mutedly to his sweetheart daughter. Dearest Cossete shows his love to his daughter. Paradox: If it is seen in a literal meaning, it is impossible for Cossete to enter his soul. Function: 1: the utterance is full of al language. The diction existed in the utterance makes it giving a pleasure. 2: the depiction of how *he entered her soul* gives imagery in readers' mind. 3: the utterance brings readers' feeling as if they felt the atmosphere in the story.
FSA/ Per/ 1-2/104	Can it be only a day since we met			√										√	√			The world is portrayed as a human that can give birth.

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		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
	and **the world was reborn?**																	Function: 1: the meaning existed in the utterance makes it sounds al. Therefore, it gives them a pleasure. 2: the statement brings imagery in readers' mind.
FS A/ Sym /1-2-3/105	If I should fall in the battle to come. Let **this be my goodbye.**								√					√	√	√		The meaning of *be my goodbye* is the end of a life's journey. Functions: 1: the diction applied in the utterance is delightful to hear. 2: the utterance creates imagery in the readers' mind. 3: the al diction applied in the utterance sounds delightful to hear. Thus, it affects their mood to hear.
FS A / Me-Per/ 1-2/ 106	I'll pray **that God will bring me home** to be with you.		√	√										√	√			Metaphor : *God will bring him home* is an analogy where the speaker wants God to take his life so that he can be with the late Fantine. It is addressed to Fantine. He thought when he died, he will be free from those troubles . Personification: God, here, is supposed as an inanimate object. However, the speaker assumes that God is like a human that has characteristic to move. In this context, God is able to bring the speaker home. Functions: 1: the al diction applied in the utterance could cuddle readers' ears. It gives a pleasure to them. 2: the way how God bring him home creates imagery in readers' mind.
FS A/ Hyp/ 3/107	They **almost certainly will die**,										√					√		Valjean overstates his words that Cossete will be suffering further when he leaves her alone.

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		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
	she'll be alone. And she will need me all the more.																	Function: 3: the atmosphere appeared in the utterance could create readers' empathy. Readers could blend in the dramatizing moment.
FS A / Lit/ 1-3/ 108	**Give me no thanks,** M'sieur.												√	√		√		Valjean respectfully states to Javert to do not thank to him. Functions: 1: the way the speaker begging to the other speaker sounds delicate in readers' ears. Thus, it can give the readers' pleasure. 3: the speaker's tone stated in his utterance arises readers' empathy.
FS B/3/109	How **righ**t you **should kill with knife**											√				√		In every single situation, killing somebody is not a good thing. It is a big sin. Here, the speaker justifies that this is a wrong thing. However, he makes right to kill him. Function: 3: the tone existed in the utterance is ridiculous. It sounds silly when he has to right a wrong thing. It could create readers' emotion.
FS A/ Syn/ 1-2-4/ 110	Your life **is safe in my hands**.						√							√	√		√	Hands , here, mean an analogy of Valjean protection. Hands are not literally hand, but he affords to protect her using his hand. Functions: 1: the diction appeared in the utterance could bring readers into imagination. It can satisfy them. 2: the utterance brings imagery in readers mind about how *life in my hand* looks like. 4: the meaning applied in the utterance is deep. However, the speaker does not necessary

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																		mentioning the meaning in details. By stating that brief statement has already represented the speaker's purpose.
FS A/Sim /1- 2/ 111	I'm a **man no worse than any man.**	√												√	√			He compares himself as a good man to other men. Functions 1: the diction applied in the utterance is . Meanwhile, the utterance provides imagination in readers' mind. Thus, it can give them a pleasure. 2: the depiction of the man is nailed in the readers' mind. Thus, it brings imagery that can be obtained in the utterance.
FS A / Aps/ 1-3/ 112	**God on high. Hear my prayer.**				√									√		√		Valjean apostrophes God and also hopes that God will hear his prayer. Functions: 1: the sweet diction used in the utterance is delight to hear when the speaker prays to God. It can satisfy through the words. 3: the way speaker begs to God could create compassion in readers' feeling.
FS A/ Sim/ 4/ 113	**He's like the son** I might have known.	√															√	There is conjunction *like* that indicates a direct comparison between the guy and the son whom might be known by him. Function: The meaning in the statement is brief and compass such the utterance
FS A / Per/ 1-2-3-4/ 114	If God had granted me a son. **The summers die one by one**.			√										√	√	√	√	He assumes that the summer is like a human which could die in which it is not a living thing. Functions: 1: the expression in *The summers die one by one* sounds easy to lsten. The good diction in the utterance could cuddle readers' ears. Thus, it can

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																		give the speakers satisfaction. 2: the depiction of how *the summers die one by one* creates imagery in readers' mind. The will get a mental picture of that illustration. 3: every single will be happy if somebody says that to him or her. The same way is experienced by the readers. They will be happy to hear such statement. 4: the meaning of the utterance needs a much word to explain. However, the speaker does not necessary to say much delivering the message. It is represented by such expression.
FS B/ Hyp/ 1-3-4/ 115	**The man of mercy** comes again.										√			√		√	√	Javert overstates his words towards Valjean by calling him as the man of mercy. In fact, Valjean is his foe. Functions: 1: the statement stirs readers into imagination. 3: the effect of hyperbole could dramatize readers' feeling. 4: The brief statement implies a deep meaning.
FS A/ Sym/ 1-2-4/ 116	**He's standing in his grave**.								√					√	√		√	*Standing in his grave* is a symbol of his pain. The speaker bears them all the time during his life. Functions: 1: *standing in his grave* brings imagination in readers' mind. 2: the depiction of how standing in the grave sets a mental picture in readers' mind. Thus, it creates imagery through the utterance. 4: the deep meaning implied in the utterance is represented in that brief and compass statement.

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		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
FS B / Me/ 2-3-4/ 117	What **sort of devil is he**?		√												√	√	√	The speaker compares Javert to devil where the nature of devil is bad, cruel, vicious and frightened. It is like Javert when he always wants to get rid of Valjean. Functions: 2: the sort of devil applied in the utterance creates a mental picture in readers' mind. Thus, it gives them imagery. 3: the emotion obtained in the utterance is hate. It is such they feel sense of the speaker. 4: the meaning of sort of devil needs much explanation to say. However, the speaker does not necessary to say much delivering his intended meaning.
FS B/ Sym/ 2-4/ 118	It was **his hour at las**t to put a seal on my fate.								√						√		√	*His hour at last*, here, represents his time in which it is an occasion for him to do something valuable for his life. Functions: 2: the depiction of *his hour last* is portrayed in readers' mind. It could create imagery through their imagination. 4: that statement contains a concrete meaning.
FS B / Per/ 1-2/ 119	**It** was his hour at last to put a seal on my fate **wipe out the past and wash me clean off the slate.**			√										√	√			Time, here, refers to an abstract thing which can wipe Javert's sins and leads him to do redemption. Functions: 1: the expression of *wipe out the past and wash me clean off the slate* could cuddles readers' ears because the diction used in the utterance is beautiful. 2: the depiction of *wipe out the past and wash me clean off the slate* creates imagery in readers'

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																		mind about how the image is.
FS B/ Me/ 1-2-4/ 120	**I** am the **law** and the law is not mocked!		√											√	√		√	The speaker compares himself to the law that can not be misjudged or even underestimated. Functions: 1: there is wordplay in the repetition of the law. Meanwhile, the law itself brings readers into imagination. Thus, it gives them a imaginative pleasure. 2: the readers will get a mental picture of the law. It gives imagery in readers' mind. 4: the term of *the law* has a deep meaning if it is explained.
FS B /Iro/ 1-2-3-4/ 121	**Instead I live** but I **live in a hell**.											√		√	√	√	√	There is a contradictory case between what the speaker is expected and what is really occurred. He assumes that his life, at the moment, is more miserable however he is not capable to deal with realty. Functions: 1: that irony statement stirs readers' imagination to feel the atmosphere in the story. Thus, it can give them a pleasure. 2: the depiction of living in the world and the hell attracts readers' imagination to get a mental picture of how the condition is happened. 3.The ironical tone existed in the utterance could evoke readers' emotion. 4: there is a hidden meaning behind that brief and compass statement. It has a deep meaning.
FS B/ Per/ 1-2-4/ 122	And **my thoughts fly apart**			√										√	√		√	Javert judges that his thought is like a living thing that has a soul which can fly or move. Functions: 1: a very beautiful expression applied in the

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																		utterance gives imaginative pleasure for the readers. 2: the depiction of how a though could fly apart brings imagery in readers' mind. 4: the meaning of that brief statement is deep.
FS B / Me- Per / 1-2-3-4/ 123	**My heart is stone** and still **it trembles.**		√	√										√	√	√	√	Metaphor: Javert compares his heart to a stone that its characteristic has hard substance which does not have mildness nature. It is the same with the character of Javert that is heartless, and no mercy to other people. Personification: The heart, here, is supposed to an animate object that is able to tremble. Functions: 1: the analogy used in the utterance could satisfy the readers. It sounds beautiful to listen. 2: the depiction of *My heart is stone and still it trembles* brings imagery in readers' mind about how such expression happens. 3: the tone contained in the utterance is delightful to hear. It could cuddle readers' heart. Then, it affects their feeling. 4: the meaning of such statement requires a much to say. However, the speaker does not necessary to say much. By saying that brief statement, it has represented his purpose.
FS B/ Per/ 1-2/ 124	**The world** I have known **is lost in shadow**.			√										√	√			Here, the world is supposed to a human that can move and lost. Functions: 1: the language used in the utterance is rarely found in daily talk. Meanwhile, the way the speaker expresses is beautiful. It can bring

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																		imagination in readers' mind. 2: the portrayal of such statement can shape imagery in readers 'mind.
FS B Iro/ 1-2-3-4/ /125	Is **he from heaven** or **from hell?**											√		√	√	√	√	It is verbal irony. There is contradiction meaning between heaven and hell. Heaven itself is depicted through imagination of a place and situation that gives great pleasure. Meanwhile, hell itself is extremely unpleasant place. In this context, the speaker teases Valjean by comparing heaven and hell. It means that he is from good place or bad place. Functions: 1: the contradiction between heaven and hell drags readers into imagination in which it could give them a pleasure. 2: the depiction of heaven or hell creates a mental picture in readers 'mind of how the illustration is portrayed. 3: The satirical tone applied in the utterance sounds witty. It can touch readers' feeling. 4: that brief utterance is embedded a deep meaning.
FS B/ Iro/1- 2-3/ 126	I am **reaching** but I **fall.**											√		√	√	√		It is a situational irony when Javert has struggled to reach the peak. Unfortunately, when he reached to the peak, he falls. Functions: 1: the contradiction fact embedded in the utterance sounds delightful to hear. 2: the contradiction applied in the utterance could afford readers' imagination to set mental picture of the expression. 3: the tone appeared in the utterance is tragic. It can influence readers' emotion.

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		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
FS B / Me- Sym / 1-3-4/ 127	And **the stars are black and cold**.		√						√					√	√		√	Metaphor: Normally stars are defined as having a bright light, shine and warm. However, in this context, stars are depicted as having black light and cold. It is not the common stars in the sky. The stars are not shining anymore. It gives imply meaning that there is no hope, no power for him, then people around do not want to see or even support him. Symbol: Stars, here, are symbol of authority, victory and hope. Functions: 1: the diction used in the utterance is very beautiful to hear. It can give imaginative pleasure to the readers. 2: The depictions of the cold and black stars are drawn in the readers' mind to set imagery of the expression. 4: there is a hidden message through the brief utterance. However, it implies a deep meaning.
FS B/ Par- Me / 1-2-3-4/ 128	I'll escape now **from the world**. **From the world of Jean Valjean**.		√							√				√	√	√	√	Paradox: It is impossible for human who lives in the world to escape from it. Metaphor: The world of Jean Valjean means the life of Jean Valjean. He wants to release all burden that make him memorize his bad past. In the past, he is always searching for Valjean to jail him into prison. Functions: 1: the utterance provides imaginations in readers mind. It gives the pleasure through imagination embedded in the utterance.

Code	Data	Types Figures of speech												Functions of Figures of Speech				Explanation
		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
																		2: the depiction of utterance could create imagery in readers' mind. 3: *i'll escape from the world of Jean* Valjean cuddles readers' ears. Thus, it can influence their moods. 4: the meaning implied in the utterance needs much explanation to say. However, the speaker does not necessary to say much delivering his purpose. That utterance has represented his purpose.
FS A/ Me/ 1-2-3-4/ 129	**Love** is **the garden of the young.**		√											√	√	√	√	Valjean portraying love is like a garden which is filled by fresh flower. Thus, it will delight for those to stay. Functions: 1: diction applied in the utterance is beautiful to hear. In additon, it provides imagination in readers 'mind. As a result, it gives imaginative pleasure to them. 2: the illustration depicted in the utterance could bring imagery in the readers' mind. 3: beautiful expression applied in the utterance could evoke readers' feeling. 4: the brief utterance is embedded a hidden message.
FS A / Hyp/ 1-3/ 130	**A heart full of love.** This I give you this day.										√			√		√		The speaker overstates that he has a love for her. Functions: 1: *A heart full of love* gives the readers pleasure in terms of imagination embedded in the utterance. 3: the readers will feel flattered hearing the statement.
FS A/ Met/ 1-2/	**For nineteen winters** served					√								√	√			*Nineteen winters*, here, refer to years as there is one winter in one year.

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		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
131	his time.																	Functions: 1: the terms used in the utterance sounds good to hear. Thus, it can give the readers a pleasure. 2: the readers will illustrate in their mind about the nineteen winters.
FS A Sym/ 1-2-3 - 4/132	Tell her my heart was too **full for farewells**								√					√	√	√	√	Farewell is the symbol of parting. It means that he is ready to leave his lovely daughter. Functions: 1: the utterance satisfies the readers through the al language used and the imagination embedded in the utterance. 2: the readers imagine such heart that full for farewells. Then, they will get imagery into their imagination. 3:the utterance affects readers' feeling through beautiful expression applied. 4: the brief statement of full for farewell has a deep meaning
FS A/ Me/ 2-4/ 133	Alone, I wait **in the shadows**		√												√		√	When the speaker utters the sentence, he is in a darkness place. This part of the story shows that the speaker, Valjean, is completely covered by shadow. He waits someone in the darkness where any light is blocked. Therefore, he compares the place to a shadow that has darkness because the light is blocked by unspecified thing. Functions: 3: the atmosphere implying of being alone is also felt by the readers. Thus, it can influence readers' feeling. 4: the brie statement of *in the shadow* has a deep meaning to say.
FS A /	Upon this				√									√		√		In this statement, Valjean seems to give God a

Code	Data	Types Figures of speech												Functions of Figures of Speech				Explanation
		Sim	Me	Per	Aps	Met	Syn	Alg	Sym	Par	Hyp	Iro	Lit	1	2	3	4	
Aps/ 1-3/134	wedding night I pray take these children, **my Lor**d, to thy embrace.																	mandate to protect his daughter. He calls out his God as if his God will hear his appeal. Functions: 1: the al language used in the utterance could give the readers a pleasure. It sounds attractive to hear. 3: the way the speaker addressed to the God could affect readers' feeling as if they heard that pray.
FS A/ Aps/ 1-3/ 135	**Cossete. My child!** Am I forgiven now?				√									√		√		Valjean says again the name, Cossete, by mentioning *My child.* It shows how Valjean care about his daughter. Functions: 1: the way the speaker called his daughter is beautiful to hear. It gives a pleasure through the tone embedded in the utterance. 3: the tone existed in the utterance sounds delicate to be felt.
FS A / Me/ 1-2-3-4/ 136	**To love another person** is **to see the face of God.**		√											√	√	√	√	The speaker says that to love another person is the same as to see the face of God. It makes readers imagine that to love another person requires a sacrifice. Functions: 1: the analogy used in the utterance sounds delightful to hear. It is rarely found in daily talk. Thus, it could satisfy the readers' ears. 2: the illustration portrayed in the utterance gives imagery in readers' mind about how the analogy comes. 3: the tone implied in the utterance is amazed about how the face of God is. 4.That brief analogy has a deep meaning to be explained.

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