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Bandung, 19-21 August 2015

Editors:
Wachyu Sundayana and Eri Kurniawan

The Language Center of UPI

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c) *That makes them buried in this world and difficult to rise again.* (ICE/P2/L11-12)

d) *But the important thing is how we can keep continue our life with the solution and action that we have got.* (SOL/P5/L47-49)

2) Rhetorical Question

A rhetorical question is a common rhetorical device where a question is asked by a writer, but no answer is expected from the audience. Rhetorical question is employed n personal essay for the purpose of imposing a sense of support and approval on the readers. Like other writing techniques, rhetorical questions can be used in a variety of ways, depending on the needs of the writer and the personal essay.

In the Student's personal essay, rhetorical questions were used to attract the readers' attention by emphasizing the necessary matter at the present time. It was asked with the expectation that it did not need an answer from the readers because it is used to persuade or inform a person of the writers's point of view, or enables the writers to answer a question. There are six questions delivered rhetorically as below.

a) *And now what makes them feel so useless?* (ICE/P2/L14-15)

b) *Can we imagine what happen then?* (ICE/P2/L16-17)

c) *...who are you?...*(FTR/P1/L5)

d) *How can?...*(FTR/P2/L18)

e) *what are they exactly needed?* (SOL/P1/L1)

f) *The question is how we can know that the problem we meet has the low risk or the big risk?* (SOL/P2/L14)

3) Comparison

Comparison is a feature in the morphology of some languages, whereby adjectives and adverbs are inflected or modified to produce forms that indicate the relative degree of the designated properties:

a) *...they will be get the finish faster and easily than them who never know a failure before...*(FIAF/P1/L16-17)

b) *Revising is better than crying....*(FIAF/P1/L23)

c) *face is lesser than the first problem they met.* (SOL/P2/L14)

b) Figurative Language (Lexico-Syntactical Choice)

In this part, the researcher concerns to reveal and explore the lexico- syntactical choice defined as figurative language. The writers applied in their personal essays some figurative language that determined as a language that cannot/ should not be taken literally; it is used as a way of saying something other than the ordinary way (Perrine, 1988: 565). The figures of speech used are mostly anaphora, personification, accumulation, simile, symbol, metaphor, hypophora, antithesis and comparison.

1) Accumulation

Accumulation is a *figure of speech* in which the arguments previously stated are presented again in a forceful manner. The word accumulation comes from Latin and it means *mass, pile or heap.* The writers in their personal essays used most of accumulation. The researcher found thirty two of accumulation applied in the Students's personal essay:

a) *We are what we thinking of. If we always think that everything is as negative, our life will always be useless. If we think that everything is as positive, so then you will be strong enough to sand on this world.* (ICE/P2/L12-14)

b) *There is only how people think of it. The God will not change his people unless they change it by their selves.* (ICE/P3/L18-19)

c) *Face everything with smile. Starts from smile and ends with our best smile too. So, our life will be full happiness and we can enjoy the entire life. Just believe in yourself, think that everything surround you as a miracle. and plan an optimistic way of your life will bring you to the happiness of our life. Everything begins from zero then ends with a big success. Believe it.* (ICE/P4/L32-35)

2) Ephipora

Ephipora is a rhetorical device that consists of repeating a sequence of words at the end of neighboring clauses to give them emphasis. This stylistic device is contrasted with anaphora which consists of repeating words at the beginning of clauses.

a) *...one is as thought nothing is miracle and the second is as thought everything is a miracle....in this is miracle...*(ICE/P1/L1-2)

3) Hyphopora

Hypophora is a figure of speech in which the speaker raises a question and then answers it. Hypophora is different from rhetorical questions. In a rhetorical question the answer is not provided by the writer. In hypophora, however, the writer poses the question and answers it immediately after. Hypophora is also called anthypophora or antipophora.

CONTENTS

PRAGMASTYLISTICS POTRAYED IN PERSONAL ESSAY OF ENGLISH DEPARTMENT'S STUDENT

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Abstract

This research focus on how students apply pragmatylistics in personal essay whereas their background are organization's activist who also have good academic achievement. This research apply some theories in analyzing data, namely: pragmastylistics, personal essay, communication theory. This research used descriptive qualitative method. Beside that this research use two data collection techniques: observation and interview. So that this research describe phenomenon which relate to research problems. Based on the findings, students apply some of stylistics exoression which categorize into two: (1) lexical features (lexical pattern) : pararelism, rhetorical question, and comparison and (2) figurative language (lexico-syntactical choice): accumulation, ephipora, hyphopora, personification, accumulation, simile, symbol, metaphor, and antithesis. Whereas students uses different stylistics expression in some context: (1) lexical features: pararelism used to harmonize of idea balancing, rhetorical question: used to employed in writing for the purpose of imposing a sense of support and approval of the reader, and comparison: used to emphasize writer's idea through things's comparison, and (2) figurative language: accumulation, used to forceful manner, simile: used to analogize power of ideas and ask the reader think about the writer's ideas, ephipora; used to emphasize writers's ideas. hypophora: used to urge reader think about writer's idea through question, personification: used to emphasize teasing allusion to reader, , symbol: used to invite reader about writer's idea through sign, metaphor: used to reader about writer's idea through analogy, and antithesis: used to juxtaposition of opposing and contrasting idea.

Keywords: pragmastistics, stylistics expression, personal essay.

1. INTRODUCTION

The problem of successfull communication achieving not always in problem *what to say*, but often occur in the problem *how to say*. So that the writers need to send more than one ways on their personal essay to obtain the succesfull communication with special language that persuade the readers. This problem interelated with pragmastylistics. Pragmastylistics study involve theoretical framework to explain relation between stylistics and pragmatics, or study of stylistics expression with pragmatics approach which engage context when certain stylistics expression used (Hickey, 1990: 9; Black, 2006: 2; Richardson, 2002:'). In this research, researchers want to investigate kind of stylistics expression and context of cifferent stylistics expression used by English department students of STKIP PGRI Jombang in their personal essay. Basically this research focus oh how students apply pragmatylistics in personal essay whereas their background is organization activist who also have good academic achievement.

2. METHOD

This study employs descriptive qualitative research. As Stated by Creswell (2012:175), the setting of this research is natural setting in which the researchers collected the data at the site where the writers experience and background of knowlecge the issue under this study, and the researcher is the key instrument.The data of this study is Personal Essay which consist of pragmastylistics construction or consist of stylistics expressions (lexical fetures and figurative language) and context of different kind of stylistics expressions. The data is obtained through observation and structured interviews (in-dept Interview) (Creswell, 2002:17; Dönyey, 2007:135). Whereas the Subjects of this research are English Department Students of STKIP PGRI Jombang who followed organization's activist students and has getting good academic achievements.

3. DISCUSSION

3.1 Discussion about Kind of Stylistics Expression in Students 's Personal Essay

a) Lexical Features (lexical pattern)

Regarding the stylistic expression, it is found that the writers use specific terms of lexical pattern in conveying their idea in delivering the motivation of their life through their personal essay. The selection of word are obviously an emphasis through the language style. In personal essay, writers apply some lexical features.

1) Pararelism

Parallelism is a device which expresses several ideas in a series of similar structures. This can serve to emphasze that the ideas are equal in importance and can add a sense of symmetry and rhythm, which make the writing more memorable (Jones & Peccei, 2004:51). One reason why the writers of the personal essay use parallel patterns of discourse in their writing is to draw attention to a particular part of their message and make it stand out from the rest of the personal essay. The reseachers found four pararelism used by English Department Stucents in their personal essays:

a) *Einstein tried to offer two ways of this life that I think it's truly happen and can be accepted logically in real life.* (ICE/P1/L3-4)

b) *What people and I need is only think that everything in this is miracle...*(ICE/P1/L5-7)

a) *Where is the effort!? Said poor. You don't understand the rich condition, I answered. Indeed, being poor is uneasy. So started from now, be a gratefull in your life! Don't more comment.* (**FTR/P1/L12-14**)

b) *Can you imagine those,,,,,?. Perhaps one imagines if its twinning in mother. May be two thinks them duplicated. Hemm, may be true, may be more then words. Well, here expectation and educational value are FUTURE.* (**FTR/P2/L15-18**)

c) *...what thing that they must keep? The only thing we have to consider is life is about facing problem. If someone does not want to get or face any problems, we can conclude they do not want to have the life.* (**SOL/P1/L2-4**)

d) *..."Why he/she did it?" and after we got the question, some expectations will come to answer it. Expectation here has the same function as hypothesis. People will have their own hypothesis why he/she did it. And every hypothesis will make different action.* (**SOL/P3/L22-25**)

4) Personification

Personification is a figure of speech in which human characteristics are attributed to an abstract quality, animal, or inanimate object:

a) *And the world will say "if you think that you are useless, go away from here."* (**ICE/P2/L8-9**)

5) Simile

A simile is a figure of speech comparing two unlike things, often introduced with the word "like" or "as". It takes the form of:

a) *.. think that everything surround you as a miracle,...*(**ICE/P4/L33-34**)

b) *They just walk like a blind one,...*(**FIAF/P1/L10**)

6) Symbol

A symbol signifies or stands for something else. Usually that something is concrete. It is not common for a thought or feeling to develop into a symbol as symbols are universal and represent cultures, traditions and religions of family of origin.

a) *F..U..T...U....R.....E......*(**FTR/T**)

b) *F.* (**FTR/P3/L25**)

c) *U..* (**FTR/P3/L34**)

d) *T...* (**FTR/P3/L40**)

e) *U....*(**FTR/P3/L48**)

f) *R.....*(**FTR/P3/L54**)

g) *E.....*(**FTR/P3/L61**)

7) Metaphor

Metaphor was one of the most potent means of creating images in language motivation and it was preferred by the writerss due to its special effects on the readers such as emphasizing, appealing to our imagination and creating a vivid picture in the readers' mind. Metaphors occupy a central place in the rhetoric of personal essays's writers. The trope generates imagery which invokes targeted associations, and channels our way of thinking. Here are several instances of metaphors used:

a) *Based on the light whispering above...*(**FTR/P1/L5**)

b) *... because successful is only a final thropy,...*(**FIAF/P1/L5**)

c) *...failure is a map,...*(**FIAF/P1/L5**)

d) *because people like these have a miracle glasses...*(**FIAF/P1/L17**)

8) Anthitesis

In terms of language in motivation of life, antithesis is also used as an tool to beautify the language in a unique way to give extra effect and force to their message in order convince reader in order to get more attention. Antithesis is also used to establish contrast between ideas, phrases or words. The writers used antithesis to persuade the readers to accept the ideas how to face story of aour life through language motivation.

a) *"my life is nothing" in the world where they stand on.* (**ICE/P2/L8**)

b) *...positive and negative thinking* (**TPOPT/P2/L5**)

c) *low risk and big risk...*(**SOL/P2/L10**)

3.2 Context of Different Kind of Stylistics Expression in Students's Personal Essay

Related to the context of different kind of stylistics expression, students uses different stylistics expression in some context:

a) Lexical Features (lexical pattern)

The writers apply lexical features in some context in used:

Pararelism. the writers used pararelism to harmonize of idea balancing, in some context: to harmonize life meaning whom offered by Einstein (**ICE/P1/L3-4**), to pararelize that miracle is needed by writer and reader (**ICE/P1/L5-7**), to show that good imagination equivalent with word burried (**ICE/P2/L11-12**), and

harmonize aim to keep the continuing of life (SOL/P5/L47-49), rhetorical question: used to employed in writing for the purpose of imposing a sense of support and approval of the reader (ICE/P2/L14-15, ICE/P2/L16-17, FTR/P1/L5, FTR/P2/L18, SOL/P1/L1, & SOL/P2/L14), and comparison: used to emphasize writer's idea through things's comparison of people who friend with failure faster of goal achieving than not (FIAF/P1/L16-17, FIAF/P1/L23 & SOL/P2/L14).

b) **Figurative Language (lexico-syntactical choice)**

While the writers apply figurative language in some context in used:

Accumulation: used to forceful writer's manners in order to influence the readers attention (ICE/P2/L12-14, ICE/P3/L18-25, ICE/P4/L26-42, FTR/P1/L7-14, FTR/P3/L26-77, TPOPT/P1/L1-4, TPOPT/P2/L5-7, TPOPT/P3/L8-10, TPOPT/P4/L11-20, TPOPT/P5/L21-25, TPOPT/P6/L26-28, FIAF/P1/L1-25, SOL/P1/L3-8, SOL/P2/L8-15, SOL/P3/L15-18, SOL/P4/L26--38, & SOL/P5/L39-47), ephipora: used to emphasize writers's ideas (ICE/P1/L1-2), hypophora: used to urge reader think about writer's idea through question (FTR/P1/L12-14, FTR/P2/L15-18, SOL/P1/L2-4, & SOL/P3/L22-25), person fication used to emphasize teasing allusion to the reader (ICE/P2/L8-9), simile: used to analogize power of ideas and ask the reader think about the writers's ideas (ICE/P4/L33-34, FIAF/P1/L10), symbol: used to nvite reader about writer's ideas through sign (FTR/T, FTR/P3/L25, FTR/P3/L34, FTR/P3/L40, FTR/P3/L48, FTR/P3/L54, & FTR/P3/L61), metaphor: used to reader about writer's idea through analogy (FTR/P1/L5, FTR/P1/L5, FTR/P1/L5 & FIAF/P1/L17), and antithesis: used to juxtaposition of opposing and contrasting idea (ICE/P2/L8, TPOPT/P2/L5, & SOL/P2/L10)

4. CONCLUSSION

4.1 Kind of Stylistics Expression in Students 's Personal Essay

a) **Lexical Features**

In personal essay, writers apply some lexical features. This research find out three lexical features namely pararelism, rhetorical question, and comparison.

b) **Figurative Language**

While writers also apply some figurative languages in their personal essay. They are: accumulation, ephipora, hyphopora, personification, simile, symbol, metaphor, and antithesis.

4.2 Context of Different Kind of Stylistics Expression in Students's Personal Essay

Whereas students uses different stylistics expression in some context:

a) **Lexical Features**

The writers apply lexical features in some context in used: pararelism: used to harmonize of idea balancing, rhetorical question: used to employed in writing for the purpose of imposing a sense of support and approval of the reader, and comparison: used to emphasize writer's idea through things s comparison.

b) **Figurative Language**

While the writers apply figurative language in some context in used: accumulation, used to forceful manner, simile: used to analogize power of ideas and ask the reader think about the writer's ideas. ephipora: used to emphasize writers's ideas. hypophora: used to urge reader think about writer's idea through question. personification: used to emphasize teasing allusion to reader, , symbol: used to invite reader about writer's idea through sign, metaphor: used to reader about writer's idea through analogy, and antithesis: used to juxtaposition of opposing and contrasting idea.

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