



SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN **STKIP PGRI JOMBANG**

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PROGRAM STUDI : PENDIDIKAN PANCASILA DAN KEWARGANEGARAAN
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Yang bertandatangan di bawah ini:

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NIK : **0104770032**
Jabatan : **Kepala Bagian IT STKIP PGRI Jombang**

Menerangkan bahwa artikel ilmiah berjudul:

Stylistics Features in Personal Essay of English Department Students

Karya: 1. Aang Fatihul Islam
2. Dian Anik Cahyani
3. Ika Lusi Kristanti

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Unique	Sehinggah penelitian ini menggambarkan fenomena yang berkaitan dengan rumusan masalah	-
Unique	Kata Kunci: Fitur Stilistika, Personal Essay	-
Unique	This research apply some theories in analyzing data, namely: Stylistics, personal essay and communication	-
Unique	This research used descriptive qualitative method	-
Unique	Beside that this research use two data collection techniques: observation and interview	-
Unique	So that this research describe phenomenon which relate to research problem	-
Unique	Key words: Stylistics Features, Personal Essay	-
Unique	Volume 2 No 2, Pebruari 2016 Page 48-53	-
Unique	English Department students's personal essay therefore also constructed by students's background of knowledge also	-
Unique	THEORIES a) Stylistics Stylistics is a word derived from style	-
16 results	it is a discipline which studies different styles	juniperpublishers.com iosrjournals.org myschool.ng myproject.com.ng projectchampionz.com.ng scribd.com juniperpublishers.com docplayer.net e-projecttopics.com doc88.com

Unique	Style has 49 grown to mean so many things to so many people today	-
Unique	five of them shall be explained	-
1 results	a) Lexico - syntactic patterns occurs along the syntagmatic (chain, horizontal) axis	ejournal.stkipjb.ac.id
Unique	RESEARCH METHOD This study employs descriptive qualitative research	-
Unique	The data is obtained through observation and interview	-
Unique	The selection of word are obviously an emphasis through the language style	-
Unique	In personal essay, writers apply some lexical features	-
Unique	(ICE/P1/L5-7) c) That makes them buried in this world and difficult to rise again	-
Unique	There are six questions delivered rhetorically as below	-
Unique	a) And now what makes them feel so useless	-
Unique	(ICE/P2/L14- 15) b) Can we imagine what happen then	-
Unique	(FTR/P2/L18) e) what are they exactly needed	-
Unique	(FIAF/P1/L16-17) b) Revising is better than crying.	-
Unique	(FIAF/P1/L23) c) face is lesser than the first problem they met	-
Unique	The word accumulation comes from Latin and it means mass, pile or heap	-
Unique	The writers in their personal essays used most of accumulation	-
Unique	(ICE/P2/L12-14) b) There is only how people think of it	-
Unique	The God will not change his people unless they change it by their selves	-
Unique	(ICE/P3/L18-19) c) Face everything with smile	-
Unique	Starts from smile and ends with our best smile too	-
Unique	So, our life will be full happiness and we can enjoy the entire life	-
Unique	Everything begins from zero then ends with a big success	-
Unique	Hypophora is different from rhetorical questions	-
Unique	In a rhetorical question the answer is not provided by the writer	-

7 results	In hypophora, however, the writer poses the question and answers it immediately after	myenglishpages.com unacademy.com scribd.com edoc.site scribd.com pt.scribd.com es.scribd.com
Unique	Hypophora is also called anthypophora or antipophora	-
Unique	You don't understand the rich condition, I answered	-
Unique	So started from now, be a gratefull in your life	-
Unique	(FTR/P1/L12-14) b) Can you imagine those,,,,,	-
Unique	Perhaps one imagines if its twinning in mother	-
Unique	May be two thinks them duplicated	-
Unique	Hemm, may be true, may be more than words	-
Unique	Well, here expectation and educational value are FUTURE	-
Unique	what thing that they must keep	-
Unique	The only thing we have to consider is life is about facing problem	-
30 results	" and after we got the question, some expectations will come to answer it	answers.com niemanlab.org time.com chompchomp.com stevenherrick.com.au afterabortion.org askamanager.org nevastory.com greatexpectationsusvi.com fearlessalarynegotiation.com
Unique	Expectation here has the same function as hypothesis	-
Unique	People will have their own hypothesis why he/she did it	-
Unique	And every hypothesis will make different action	-
Unique	think that everything surround you as a miracle,	-
Unique	(ICE/P4/L33-34) b) They just walk like a blind one,	-
Unique	(FIAF/P1/L10) 6) Symbol 52 A symbol signifies or stands for something else	-
Unique	Usually that something is concrete	-
Unique	Metaphors occupy a central place in the rhetoric of personal essays's writers	-
Unique	The trope generates imagery which invokes targeted associations, and channels our way of thinking	-
Unique	Here are several instances of metaphors used: a) Based on the light whispering above	-

Unique	because successful is only a final thropy.	-
Unique	(FIAF/P1/L5) d) because people like these have a miracle glasses	-
Unique	Antithesis is also used to establish contrast between ideas, phrases or words	-
Unique	"my life is nothing" in the world where they stand on	-
Unique	positive and negative thinking (TPOPT/P2/L5) c) low risk and big risk	-
Unique	This research find out three lexical features namely pararelism, rhetorical question, and comparison	-
Unique	b) Figurative Language While writers also apply some figurative languages in their personal essay	-
Unique	They are: accumulation, ephipora, hyphopora, personification, simile, symbol, metaphor, and antithesis	-
Unique	Tracing the Essay through Experience to Truth	-
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Unique	Content THE EFFECT OF TASK-BASED INSTRUCTION (TBI) TECHNIQUE IN TEACHING TEFL I AT ENGLISH DEPARTMENT	-
Unique	Rosi Anjarwati, and Ima Chusnul Chotimah 36-40 THE ACQUISITION ORDERS OF ENGLISH SENTENCE TYPE OF	-
Unique	pada bagaimana mahasiwa mengaplikasikan fitur stilistika dalam personal essay, yang mana latar belakang mereka sebagai	-
Unique	Penelitian ini menggunakan metode deskriptif kualitatif, disamping itu penelitian ini menggunakan dua teknik pengumpulan	-
Unique	(1) lexical features: pararelism, rhetorical question, dan comparison, dan (2) figurative language: accumulation, ehipora, hyphopora.	-
Unique	Abstract: This research focus oh how students apply pragmatylistics in personal essay whereas their	-
Unique	(1) lexical features: pararelism, and rhetorical question, and comparison and (2) figurative language: accumulation, ehipora.	-
Unique	INTRODUCTION Personal essay is constructed by writers, then the writers consructed by environment, background	-
Unique	In this research, researchers want to investigate kind of stylistics features used by English	-
Unique	Basically this research focus oh how students apply stylistics features in personal essay whereas	-
Unique	It can refer to the study of proper use of words or language in	-
Unique	Widdowson (1991: 3) defines stylistics as the study of literary discourse from a linguistic	-
Unique	one hand, and linguistics on the other, is that it is essentially a means of	-
Unique	He also added that stylistics, however involves both literary criticism and linguistics, as its	-
Unique	style of a work can depend on linguistic levels- often simultaneously and that one fairly	-
Unique	Barry (1995: 201) stated that stylistics is critical approach which uses the methods and	-

Unique	understanding and appreciation of literature by showing how technical linguistic features are used in	-
Unique	There are various technical linguistics feature including diction, syntax, imagery, rhythm, figures of speech,	-
Unique	is stylistics' goal to analyze them in order to have deeper understanding of literary works	-
Unique	b) Stylistic Features The levels of stylistic analysis are identified as the stylistic features	-
Unique	phonological pattern and syntactic choice or figurative language used by speaker of speech is used	-
Unique	Lexico-Syntactic patterns may be obtained through various means which include unusual or inverted repetition,	-
Unique	usual and unusual collocates, lexical items metaphor compounding some particular part of speech or figurative	-
Unique	In this case figurative language is apart of rhetoric since it refers to logic	-
Unique	Therefore, the writer considers that it may be inserted into the elements of rhetoric	-
Unique	The data of this study is Personal Essay which consist of stylistics expressions (lexical	-
Unique	The Subjects of this research are English Department Students of STKIP PGRI Jombang who	-
Unique	terms of lexical pattern in conveying their idea in delivering the motivation of their life	-
Unique	1) Pararelism Parallelism is a device which expresses several ideas in a series of	-
Unique	add a sense of symmetry and rhythm, which make the writing more memorable (Jones	-
Unique	in their writing is to draw attention to a particular part of their message and	-
Unique	a) Einstein tried to offer two ways of this life that I think it's truly	-
Unique	(ICE/P1/L3-4) 50 b) What people and I need is only think that everything in	-
Unique	(ICE/P2/L11- 12) d) But the important thing is how we can keep continue our	-
Unique	(SOL/P5/L47-49) 2) Rhetorical Question A rhetorical question is a common rhetorical device where	-
Unique	Rhetorical question is employed in personal essay for the purpose of imposing a sense	-
Unique	Like other writing techniques, rhetorical questions can be used in a variety of ways,	-
Unique	In the Student's personal essay, rhetorical questions were used to attract the readers' attention	-
Unique	the readers because it is used to persuade or inform a person of the writers's	-
Unique	(SOL/P1/L1) f) The question is how we can know that the problem we meet	-

Unique	adjectives and adverbs are inflected or modified to produce forms that indicate the relative degree	-
Unique	they will be get the finish faster and easily than them who never know	-
Unique	(SOL/P2/L14) b) Figurative Language In this part, the researcher concerns to reveal and explore	-
Unique	The writers applied in their personal essays some figurative language that determined as	-
Unique	it is used as a way of saying something other than the ordinary way	-
Unique	The figures of speech used are mostly anaphora, personification, accumulation, simile, symbol, metaphor, hypophora.	-
Unique	1) Accumulation Accumulation is a figure of speech in which the arguments previously stated	-
Unique	The researcher found thirty two of accumulation used: a) We are what we thinking	-
Unique	If we always think that everything is as negative, our life will always be	-
Unique	If we think that everything is as positive, so then you will be strong	-
Unique	Just believe in yourself, think that everything surround you as a miracle, and plan	-
Unique	(ICE/P4/L32-35) 2) Ehipora Ehipora is a rhetorical device that consists of repeating a sequence	-
Unique	This stylistic device is contrasted with anaphora which consists of repeating words at the	-
Unique	one is as thought nothing is miracle and the second is as thought everything is	-
Unique	(ICE/P1/L1-2) 3) Hyphopora Hypophora is a figure of speech in which the speaker raises	-
Unique	If someone does not want to get or face any problems, we can conclude	-
Unique	attributed to an abstract quality, animal, or inanimate object: a) And the world will say	-
Unique	” (ICE/P2/L8-9) 5) Simile A simile is a figure of speech comparing two unlike things.	-
Unique	It is not common for a thought or feeling to develop into a symbol	-
Unique	on the readers such as emphasizing, appealing to our imagination and creating a vivid picture	-
Unique	effect and force to their message in order convince reader in order to get more	-
Unique	The writers used antithesis to persuade the readers to accept the ideas how to	-
Unique	CONCLUSSION Kind of Stylistics Expression in Students ‘s Personal Essay a) Lexical Features In	-

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Content THE EFFECT OF TASK-BASED INSTRUCTION (TBI) TECHNIQUE IN TEACHING TEFL I AT ENGLISH DEPARTMENT OF FKIP UNIVERSITAS HKBP NOMMENSEN PEMATANGSIANTAR Dumaris E. Silalahi 01-07 THE EFFECT OF FACEBOOK IN IMPROVING STUDENT'S IDENTIFICATION OF EXPLICIT MEANING IN READING COMPREHENSION Lailatus Sa'adah, Chalimah 08-12 FACTORS AFFECTING BEGINNERS' ENGLISH ABILITY AT A REMOTE ELEMENTARY SCHOOL Heri Hidayatullah, Sofia Maurisa 13-17 THE EFFECTIVENESS OF TEACHING GRAMMAR IN WRITING CONTEXT AS COMMUNICATIVE APPROACH TO THE FOURTH SEMSTER OF ENGLISH DEPARTMENT OF STKIP PGRI JOMBANGSCHOOL Rukminingsih, Hartia Novianti 18-25 USING YOUTUBE VIDEO CLIP TO IMPROVE STUDENTS' WRITING SKILL ON PROCEDURAL TEXT FOR SEVENTH Putu Ngurah Rusmawan 26-35 STUDENTS' PHONOLOGICAL PROCESSES IN PRODUCING ENGLISH CONSONANTAL SOUNDS Daning Hentasmaka, Rosi Anjarwati, and Ima Chusnul Chotimah 36-40 THE ACQUISITION ORDERS OF ENGLISH SENTENCE TYPE OF HOMOGENOUS LINGUISTICS BACKGROUND; SASAK LINGUISTIC BACKGROUND Muliani, Tawali, Aprianoto 41-47 STYLISTICS FEATURES IN PERSONAL ESSAY OF ENGLISH DEPARTMENT STUDENTS Aang Fatihul Islam, Dian Anik Cahyani, Ika Lusi Kristanti 48-53 SECOND YEAR STUDENTS' ABILITY IN DISTINGUISHING AMBIGUITY AND VAGUENESS ENGLISH SENTENCES IN NOMMENSEN UNIVERSITY PEMATANGSIANTAR Bobby Pramjit Singh Dhillon 54-59 IVAN ILYCH'S STRUGGLE FOR SURVIVAL IN TOLSTOY'S THE DEATH OF IVAN ILYCH FATALISM PERSPECTIVE Abu Fanani 60-66 THE EFFECTIVENESS OF USING "PORTO FOLIO" IN TEACHING AND LEARNING PROCESS Ima Chusnul Chotimah 67-73 A DESCRIPTIVE STUDY OF CTL IMPLEMENTATION IN SEVENTH YEAR STUDENTS OF EXCELLENT CLASS IN MTsN TAMBAKBERAS JOMBANG Idham Kholid 74-79 48 Journal of English Education, Linguistics, and Literature JEELL STYLISTICS FEATURES IN PERSONAL ESSAY OF ENGLISH DEPARTMENT STUDENTS Aang Fatihul Islam, Dian Anik Cahyani, Ika Lusi Kristanti English Department STKIP PGRI Jombang Abstrak: Penelitian ini fokus pada bagaimana mahasiswa mengaplikasikan fitur stilistika dalam personal essay, yang mana latar belakang mereka sebagai aktifis organisasi yang prestasi akademiknya bagus. penelitian ini menerapkan beberapa teori dalam menganalisa, yaitu stilistika, personal essaydan komunikasi. Penelitian ini menggunakan metode deskriptif kualitatif, disamping itu penelitian ini menggunakan dua teknik pengumpulan data yakni observasi dan wawancara. Sehingga penelitian ini menggambarkan fenomena yang berkaitan dengan rumusan masalah. Berdasarkan temuan dalam penelitian ini, mahasiswa menerapkan beberapa ekspresi stilistika yang dikategorikan menjadi dua: (1) lexical features: parallelism, rhetorical question, dan comparison, dan (2) figurative language: accumulation, ephipora, hyphopora, personification, simile, symbol, metaphor, , dan antithesis. Kata Kunci: Fitur Stilistika, Personal Essay. Abstract: This research focus oh how students apply pragmatylistics in personal essay whereas their background are organization activist who also have good academic achievement. This research apply some theories in analyzing data, namely: Stylistics, personal essay and communication. 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 problem. Based on the findings, students apply some of stylistics expression which categorize into two: (1) lexical features: parallelism, and rhetorical question, and comparison and (2) figurative language: accumulation, ephipora, hyphopora, personification, accumulation, simile, symbol, metaphor, and antithesis. Key words: Stylistics Features, Personal Essay. Volume 2 No 2, Februari 2016 Page 48-53 A. INTRODUCTION Personal essay is constructed by writers, then the writers consructed by environment, background of knowledge and many things. English Department students's personal essay therefore also constructed by students's background of knowledge also. In this research, researchers want to investigate kind of stylistics features used by English department students of STKIP PGRI Jombang in their personal essay. Basically this research focus oh how students apply stylistics features in personal essay whereas their background is organization activist who also have good academic achievement. B. THEORIES a) Stylistics Stylistics is a word derived from style; **it is a discipline which studies different styles**. It can refer to the study of proper use of words or language in proper places. Widdowson (1991: 3) defines stylistics as the study of literary discourse from a linguistic orientation. He goes further by saying that what distinguishes stylistics from literary criticism on the one hand, and linguistics on the other, is that it is essentially a means of linking the two and has (as yet at least) no autonomous domain of its on. He also added that stylistics, however involves both literary criticism and linguistics, as its morphological make-up suggest. Style has 49 grown to mean so many things to so many people today. Carter (1989: 14) is of the view that it is generally recognized that the style of a work can depend on linguistic levels- often simultaneously and that one fairly crucial factor is our expectation concerning the literary form or genre employed. Barry (1995: 201) stated that stylistics is critical approach which uses the methods and findings of the science of linguistics in the analysis of literary text." Thus, a stylistics critic also becomes a linguist as stylistics aims to achieve fuller understanding and appreciation of literature by showing how technical linguistic features are used in a literary work to emphasize its meaning. There are various technical linguistics feature including diction, syntax, imagery, rhythm, figures of speech, morphology, lexicology, semantics, and many more. Each of these technical linguistic features is used sensitively by some people, and it is stylistics' goal to analyze them in order to have deeper understanding of literary works and other kinds of discourse (Barry, 1995: 213-214). b) Stylistic Features The levels of stylistic analysis are identified as the stylistic features in this research; five of them shall be explained. But in conducting this research, the analysis of speech concerning stylistics features particularly to phonological pattern and syntactic choice or figurative language used by speaker of speech is used to convey and persuade the listener within the language style. **a) Lexico - syntactic patterns occurs along the syntagmatic (chain, horizontal) axis**. Lexico-Syntactic patterns may be obtained through various means which include unusual or inverted repetition, parallelism and rhetorical question. b) Lexico-syntactic choices - which can be obtained through devices such as piling of usual and unusual collocates, lexical items metaphor compounding some particular part of speech or figurative language. In this case figurative language is apart of rhetoric since it refers to logic or thought domain work in the human brain. Therefore, the writer considers that it may be inserted into the elements of rhetoric or stylistic devices C. RESEARCH METHOD This study employs descriptive qualitative research. The data of this study is Personal Essay which consist of stylistics expressions (lexical fetures and figurative language). The data is obtained through observation and interview. The Subjects of this research are English Department Students of STKIP PGRI Jombang who followed Organization (activist Students) and has been getting good academic achievements.. D. FINDINGS AND DISCUSSIONS Kind of Stylistics Features in Personal Essay of English Department Students a) Lexical Features 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) Parallelism Parallelism is a device which expresses several ideas in a series of similar structures. This can serve to emphasize 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 reserachers found four parallelism used by English Department Students 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) 50 b) What people and I need is only think that everything in this is miracle...(ICE/P1/L5-7) 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 in 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 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 used: 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 51 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) Ehipora Ehipora 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. 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 grateful 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 than 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 52 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 writerrss 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) Antithesis 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) E. CONCLUSION 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 parallelism, 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. REFERENCES Atkins, G. Douglas. 2005. Tracing the Essay through Experience to Truth. Georgia: The University of Georgia. Carter, Ronald and Simpson, Paul. 1989. 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