



“APPROACH IS MERELY A LENS...”: A STYLISTIC ANALYSIS OF LITERATURE CLASSROOM DISCOURSE

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Abstract

This study looks at the lecturer's linguistic style when delivering material on literary criticism. In this instance, the emphasis is on the stylistic analysis to expose the usage of figurative language and its role in the dialogue between the lecturer and the students. Therefore, the purpose of this study is to examine the figurative language used by a lecturer in a literary class. This study employs the qualitative technique and selects a participant based on the requirements of having a master's degree, having 10 years of teaching experience, and being recommended in order to have an in-depth talk. The data, which are expressed as words, phrases, or sentences, are acquired from audio-video recordings of spoken speech. The recording was made during a lecture in a classroom to obtain an actual situation of the recordings. Furthermore, this study discovered twelve types of figurative language used by the lecturer: metaphor, simile, personification, apostrophe, metonymy, synecdoche, symbol, allegory, paradox, irony, hyperbole, and litotes. Also, each figurative language has a function to convey a particular meaning; comparison, association, and contrast. In addition, the results demonstrate that through the use of figurative language, the lecturer has more alternative ways to expand on the learning subject in the classroom and to enhance students' awareness of stylistics in the form of figurative language.

Keywords: classroom, discourse, figurative language, lecture, stylistics

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INTRODUCTION

Teachers or lecturers perform a crucial part in the process of instruction and learning in the classroom. They will serve as both a guide and a source of information for the students. According to Wrench et al. (2009), the teacher directs the instructional communication process in the classroom. Their affective orientation toward the subject, instructional practices, students, and simply being a teacher influences the process's effectiveness, and the process's effectiveness, in turn, influences the teacher's emotional orientation. Thus, it explains why professors or lecturers must have effective communication skills in order to ensure that students understand and are knowledgeable about the material being taught.

Furthermore, Huddleston and Unwin (2002) distinguish between two ways of delivering subject materials in the classroom: the teacher-centered strategy and the learner-centered method. The teacher-centered method focuses on the role of the teacher or lecturer in delivering material such as lectures, examinations, and demonstrations. The Learner-centered technique, in contrast, emphasizes student activities to help them learn the topic, such as research-based projects, group work, and so on. The distinctions between the two approaches include, as previously said, the function of the student or teacher in the classroom and the activity for learning the subject. Besides, Rogers (1986) stated that as the planning agent (teacher-provider), a lecturer initially determines the goals of the learning process by choosing the most effective method to be used for delivering material in the classroom.

When lecturing, lecturers may utilize a word choice to describe or explain something relating to the content. Furthermore, there are several examples of lecturers creating unique sentences to illustrate the subject. It is a phenomenon attributed to the style or stylistics used by lecturers when teaching in the classroom. Furthermore, it is not just about the context of the language but also about the style in which it is employed.

Stylistics simply defined as the (linguistic) study of style, is rarely undertaken for its own sake, simply as an exercise in describing what use is made of language (Leech and Short, 2007). Verdonk (2002) 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. As explained before, it indicates that people will use variants of language based on the situation that they face especially in conversation. Moreover, the use of language becomes the focus of the stylistics itself.

The concept of linguistic stylistics deals with a stylistic study that focuses on language rules such as lexical, grammatical, figurative language, context, and cohesion categories (Nnadi, 2010). Due to its highly interdisciplinary nature, linguistic stylistics displays multiple levels of analysis related to various language-study domains, i.e. lexical classes, morphology, syntax, semantics, discourse analysis, etc. Furthermore, the linguistic features above determine the style of the language use itself.

Style is determined by the many choices made by the speakers during their explanation, as well as the choices that they make that distinguish one person from another. It is concerned with the term "language" in stylistic research. When lecturing in the classroom, a lecturer may use figurative language variants to clarify the subject. As a result, the writer conducts stylistic research on figurative language produced by a speaker in a literary lecture. The study is being undertaken to determine the varieties of figurative language used by a lecturer in a literature classroom.

RESEARCH METHOD

This study's data is gathered by video recording. According to Flood et al. (2005), video recording is a method of recording sounds and/or actions that are inside the field of view of the camera lens or microphone. The researchers obtained situations and circumstances that represent the context of data before it was examined. The researchers were able to record the flow of activity or interaction in the classroom so that it could be replayed at a later time.

In addition, the researchers transcribed the video recording. Furthermore, Flood et al. (2005) argue that the purpose of transcribing is to understand the flow of discussion or activity in the context of the observation, resulting in a representation of the event or activity that can be analyzed after the researcher leaves the environment (post hoc). The recording is then manually transcribed utilizing Flowerdew and Miller's (1996) approach to make the transcription more structured and simpler to understand.

To select the participant, the researchers chose four criteria which are education, mastery, experience, and availability. According to Zhang (2008), Teacher experience and teacher education level have been viewed as two characteristics that are related to teacher quality and represent a portion of the ability to manage the classroom efficiently and to promote student achievement. Moreover, Zhang (2008) explains that teacher education level refers to the highest educational degree obtained by a teacher. Teacher experience is the number of years a teacher has taught. Teachers who have been working for less than three years are viewed as 'novices', while those working for five or more years are 'experienced' (Freeman, 2001).

The participant in this study is an English literature lecturer who was chosen based on a set of criteria including education, mastery of the content subject, and availability. The instructor in this study had to have a master's degree in English literature, teach literature, and be recommended by the head of the English Literature Study Program.

FINDINGS AND DISCUSSION

Figurative Language of Comparison

1) *Metaphor*

Metaphor is a term used to describe the comprehension of one concept in relation to another. People use their own references to comprehend metaphorical viewpoints. In other words, comparing words or something else without using the conjunctions "like," "as," or "than" is analogous. It is a word or phrase expression that denotes the similarity of one entity to another. In this framework, the speaker attempts to clarify the different approaches to literary study.

Line	Speaker	Utterance
1. 426	L	literary work, it must be clear first, what this approach
2. 427		and what is theory , approach is merely a lenses to make
3. 428		

429	people understand , you know, to what you are dealing with, ok, or perspective or believe, or lenses, of analyzing
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The utterance "approach is merely a lens to make people understand, you know, to what you are dealing with" (lines 427-428) produced by the lecturer to describe the approach's application in literary studies. He seeks to explain the function of the lens in relation to the function of the approach itself. Furthermore, he believes that the technique is a kind of lens that allows students to perceive what kind of phenomenon exists within the literary work. In actuality, a lens is a bent glass used to observe an object clearly in an optical device, camera, or microscope. The use of a lens in explanation provides a better grasp of the method of viewing phenomena based on theory.

2) *Simile*

A simile is a comparison of two objects that can be identified by a conjunction like, as, than, or a verb like resemble. A simile typically compares two initially dissimilar items and demonstrates a strong relationship. A simile, in general, provides a more explicit parallel than a metaphor. The difference between metaphor and simile is that in simile, the comparison is expressed by the use of terms or conjunctions like, as, than, comparable, too, or resembles. In this case, the lecturer wishes to conclude the previously acquired lesson.

Line	Speaker	Utterance
1085.	L	Why? Oke, chicken ya chicken. This is chicken, ok, no,
1086.		listen, why you said this is chicken, this is chicken because,
1087.		not because god say : "hey this is chicken" , no we don't
1088.		discuss that because god is creating the chicken as the
1089.		researchers created novel , do you understand?

In this utterance, the lecturer says, "we don't discuss that because god is creating the chicken as the researcher's created novel, do you understand?" (line 1088-1089) to the student. He wants to explain the context of literary work made by the author or the researchers. The context inside the literary work is not always absolute, however, it depends on the perspective of the reader and how they see the literary work. Compared to the god, every judgment of the god cannot be doubted because the characteristic of the god is absolute. Thus, the quality of the context of literary work cannot be compared to god's judgment.

3) *Personification*

Personification is a form of figure of speech in which human characters are compared to animals, plants, objects, and so on. The non-human thing is portrayed because it appears to be capable of acting like a human being. This figure's function is not only aesthetic; it also serves to provide deeper meaning to particular circumstances through comparison with human qualities. It is simple for the reader or listener to connect things to human aspects. The instructor explains one of the theories for interpreting literary work in this setting.

Line	Speaker	Utterance
972.	L	Ok, thank you everyone.. Abrams proposing ee four focuses
973.		as lenses, as a perspective, as a limitation, as the approach to
974.		analyze literary work, ok. He proposes, one, mimetic
975.		orientation, literary work is a miming, you know miming,
976.		imitating, like literary work , imitating what is happening in
977.		

978.	the real one, why, because it portrayed somebody with this
979.	characteristic in which , it is portrayal of somebody in the
980.	real, it is portrayed certain event in the real world, so this literary work imitating what is real in the real world..

In this utterance, the lecturer says “so this literary work is imitating what is real in the real world” (lines 979-980) to the students. He wants to explain the theory of mimetic orientation in literary study. According to the explanation, it is the process of how the literary work reflects certain conditions in the world. Meanwhile, the meaning word imitating is an activity to behave or act in a similar way to the object. Thus, the lecturer attempts to make the literary work reflect the word by using word imitation.

4) *Apostrophe*

An apostrophe indicates a direct address to someone or something. It is a figurative language in which an absent or non-existent person or item is addressed as though they are present and understandable. The researchers' use of an apostrophe is intended to address a fictitious character in his statements. Furthermore, it is for expressing the speaker's sentiment or emotion to the spectator when addressing something. The professor wishes to explain why learning is so crucial in this situation.

Line	Speaker	Utterance
135.	L	Yeah, literature, literary work can move people , right, can
136.		change the way their thinking, that is true, but quiet often we
137.		don't realize about that, ok because we also do not like to
138.		read literature anyway, ok, that makes us do not
139.		understand its function, but if you look at that.. You know

In this utterance, the lecturer says, “literary work can move people” (line 135) to the students. He wants to give an explanation of why so important to study literature. By seeing the utterance, the lecturer is addressing the literary work can do an action which is “move” to the people. He assumes that literary work can make people think or understand certain contexts. Thus, people will do good or better in a certain condition as the benefit of literary work by reading or studying it.

Figurative Language of Association

1) *Metonymy*

Metonymy is a type of figurative language that is distinguished by the substitution of a phrase describing an object that is closely related to the word in question. It is used to refer to a certain object using another phrase that the readers or listeners are familiar with. Metonymy is used to represent anything that is closely related to the object being represented. In general, metonymy is employed to symbolize a name, whereas metaphor can represent anything. In this case, the lecturer begins the session by recapping the lesson from the previous meeting.

Line	Speaker	Utterance
15.	L	and then we define “what is literary criticism” , after that we
16.		discuss about, we review about approach and theory most
17.		particularly in literature analysis, and the last one based on
18.		our agenda we discuss about M. H. Abrams critical
19.		orientation to literature , ok I think everybody already

In this utterance, the lecturer says, “we discuss about M. H. Abrams critical orientation to literature” (line 18-19) to the students. He wants to start the class by reminding the students about the discussion today. Based on the utterance, he mentions the name of a theorist of literary study is “M.H Abrams”. The name of theorist itself refers to the theory that he proposed which is related to literary analysis. Thus, the students understood the discussion because of the reference of “M.H Abrams” to one literary theory for analyzing literary work.

2) *Synecdoche*

Synecdoche is a figurative language 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 refers to a whole of a thing by the name of any one of its parts. In this context, the lecturer wants to give an example about the benefit that we can get from studying literary work.

Line	Speaker	Utterance
113.	L	Ok, so you have experience and you share to them, to
114.		everybody, like.. Ok sometime we need to take decision, we
115.		need to have certain choice in life, ok by looking at others
116.		person experience through literary work, it can teach us
117.		which one is the best based in our situation and
118.		condition , thank you Ratna, any more? Ok

In this speech, the lecturer tells the students that "looking at other people's experiences through literary work can teach us which one is the best based on our situation and condition" (Lines 115-118). He tries to explain why people benefit from learning or reading literary works. He attempts to elaborate on the subject of other personal experiences in literary work based on the utterance. The character who meets particular events within a literary work is referred to as having a sense of other people's experiences. Thus, the lecturer uses the words "other person experience" to refer to a character in a literary work.

3) *Symbol*

The concept of a symbol can be defined as something more than what is attached to something itself to express 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 a metaphor but a symbol is used more consistently and widely than a metaphor. However, a symbol does not need a statement to get an understanding of its meaning. In this context, the lecturer gives an explanation of theory and approach in literary study.

Line	Speaker	Utterance
450.	L	The umbrella, the lenses, the perspective to get close to
451.		something , I’m going to analyze this literary work from its
452.		structure, because you know, eee, I think this novel consist
453.		of character, setting, etc, so from its structure, but in
454.		structure study, there are many theories, which one you want
455.		to analyze, for example, you want to analyze the character,

In this utterance, the lecturer says, “The umbrella, the lenses, the perspective to get close to something, I’m going to analyze this literary work from its structure” (lines 450-451) to the students. He tries to explain about theory and approach in analyzing literary work. Focusing on the utterance, he mentions some objects such as “the umbrella” and “the lenses” that give a portrayal of his explanation of approach and theory. Meanwhile, after those objects are stated, there is no attached statement that explains certain functions or definitions of the real meaning of those objects. Contextually, the meaning of those objects is understood by the students since the meaning is constructed by seeing previous explanations that deal with theory and approach.

4) Allegory

An allegory is a description with a hidden meaning underneath the surface. The description is expanded to provide more information and meaning. It varies from symbols in that it focuses less on the visuals themselves and more on their underlying meanings. Meanings do not emerge from allegory in the same way that they do from a symbol. In this setting, the speaker attempts to provide a more detailed explanation of the theory for studying literary work.

Line	Speaker	Utterance
783.	L	No, theory is not absolute, human being never absolute,
784.		ok, so who can challenge, who can challenge, because like
785.		hari said, we have also called hypothesis, the hand which
786.		on, ok, to prove our hypohetsis, it become a thesis, and
787.		the thesis is also challenged by antithesis, and we
788.		produce something, new thesis, anti-thesis, like what is
789.		propose by hagle, the hagelian theory, thesis, antithesis,
790.		you see thesis and challenge by ther antithesis, it become
791.		something new in that way, ok, developing, developoing,
792.		why? because human needs, human problem, human
793.		condition, human context, various and developing,
794.		alright, what is considered, what was considere as the
795.		problem. Last time, 6 years ago may be not problem
796.		anymore here, ok, so they knew, they to solve the problem
797.		in different way, they need to produce literary work, ok,
798.		Merlien, ok?

In this utterance, the lecturer says, “No, a theory is not absolute, the human being never absolute, ok, so who can challenge, who can challenge, because like Hari said, we have also called a hypothesis, the hand which on, ok, to prove our hypothesis, it becomes a thesis, and the thesis is also challenged by antithesis, and we produce something, new thesis, antithesis, like what is proposed by hagle, the Hegelian theory, thesis, antithesis, you see thesis and challenge by their antithesis, it become something new in that way, ok, developing, developing, why? because human needs, human problems, the human condition, human context, various and developing, all right, what is considered, what was considered as the problem.” (Line 783-795) to the students. He wants to describe the reason why theory is developed and also the process of its development. In the allegory, the utterance is developing from the characteristic of the theory into how the theory is being developed. The components that are being mentioned like “thesis”, and “anti-thesis” become more descriptive in order to define the reason why the theory is developed, somehow, it also explains the process of how the theory is developed. Finally, that description is becoming larger and explain the main truth which is the theory is unstable or changing based on certain condition.

Figurative Language of Contrast

1) Paradox

Paradox is an apparent contradiction that is nevertheless somehow true. Paradox is a statement or situation that appears to be self-contradictory. The proportion of paradox is obviously false or containing negation. The purpose of paradox is to make an attractive statement in order to amuse the reader or the listener. In this context, the lecturer wants to point out several materials that will be discussed in the class.

Line	Speaker	Utterance
19.	L	orientation to literature, ok I think everybody already
20.		prepare about this because this class is about discussion,
21.		alright? So not only about me speak, you share ideas,
22.		everybody share ideas (.) But as we have made an
23.		agreement last time. Devi?

In this utterance, the lecturer says, “ok I think everybody is already prepared about this because this class is about discussion, all right? So not only about me speak, you share ideas, everybody shares ideas” (Line 19-22). He assumes that every student is well prepared for the discussion being given and he also claims that every student will speak or present their idea related to the discussion. In fact, it may not be proven because there is no parameter (for example report paper) that indicates all students in the class previously learned about the discussion. Besides, by looking at the transcription, only several students in the class are presenting their idea and it is impossible for every student to present their idea considering the teaching time management. However, the lecturer’s statement is merely to increase the awareness of every student to take part in the class.

2) Irony

Irony is a type of figurative language in which the expression shows the opposite of the literal meaning which is used by a speaker to make a listener engaged in a conversation. The irony is presented when a speaker says one thing but means something quite the opposite. Irony is intended to provoke listeners to build their critical thinking and analyze situations. By comparing and contrasting reality, the listener is able to achieve a better understanding of the speaker’s intention.

Line	Speaker	Utterance
1118.	L	No, ok. Mega?
1119.	S	No, sir
1120.	SSS	((laughing))
1121	L	She looks sleepy all the hours, but she is still awake, ok?
1122.	S	So for the quiz we just ((noise))
1123.	L	Quiz is ...

In this utterance, the lecturer says, “She looks sleepy all the hours, but she is still awake, ok?” (line 1121) to the students. He tries to evaluate the understanding of the discussion previously to students by asking them or offering the question. By seeing the utterance “she looks sleepy all the hours”, one of the students is getting sleepy in the class and is caught by the lecturer. Meanwhile, this is a must for students to take part in the discussion or to pay attention to the discussion being given not only by the teacher but also by the lecturer. By comparing the

context, the lecturer has a tendency to warn and at the same time scold students who are not getting sleep when the class is started.

3) *Hyperbole*

Hyperbole is one type of figurative language that shows an extreme exaggeration used to make a point. It is a language where the speaker uses specific words and phrases of a statement in order to produce noticeable effects such as humorous or grave, fanciful or restrained, convincing or unconvincing. The use of hyperbole is to emphasize a point in an exaggerated way. Thus, it can be used as a way to attract the listener's attention. In this context, the lecturer wants to give an explanation of the function of studying literary work.

Line	Speaker	Utterance
165.	L	Ok, so through literary work we can see the past , ok, how
166.		the past can be connected to us through story telling , but if
167.		it is only in the form of oral story telling, when the story
168.		teller is not there anymore, we don't know how was the
169.		situation at that time, but can you imagine at that time many
170.		ee many literary man they write a story and give the clear

In this utterance, the lecturer says, "so through literary work we can see the past" (Line 165) to the students. He wants to explain the beneficial matter by reading and studying literary work. Based on the utterance, the lecturer claims that someone who is reading or studying literary work can see the past objectively. As a matter of fact, the content of literature itself is only the narrative text made by the author based on their perspective or imagination toward certain conditions. However, the literary work itself may represent a certain condition in the past in the world but it is only a portrayal in the form of text, not a real visualization.

4) *Litotes*

Litotes or understatement is a sort of figurative language that suggests affirmative expression by negating its opposite. It means that the speaker uses a negative of a word to mean the opposite. However, it suggests another meaning based on the opposite of the word or narration. The use of litotes is to express modesty by negating the intended meaning with respect tone to the other speaker. In this context, the lecturer wants to explain the reason why the literary work has so many things to be discussed.

Line	Speaker	Utterance
137.	L	don't realize about that, ok because we also do not like to
138.		read literature anyway, ok, that makes us do not
139.		understand its function , but if you look at that.. You know
140.		you look at someone's biography and expect to see how they
141.		solve their problem, how they build something, ok, you see

In this utterance, the lecturer says, "because we also do not like to read literature anyway, ok, that makes us do not understand its function" (Line 137-139) to the students. He tries to give an understanding of why studying literary work is so important. According to the utterance, people cannot understand the function of literary work because their willingness to read literary work is lacking. It clearly states that people can appreciate literary work because of so much knowledge that they can get unless they want to read or study literary work. However, the statement negates the meaning of "lack of willingness" by using a negative expression which is "do not like".

CONCLUSION

The researchers discovered 71 data in the utterances of the lecturer as the speaker in literary criticism class. Perrine (1969) proposed 12 types of figurative language, which are metaphor, simile, personification, apostrophe, metonymy, synecdoche, symbol, allegory, paradox, irony, hyperbole, and litotes. The data below shows a table of those sorts of metaphorical language

Table 5 Total Collecting Data

No	Classifications	Types	Total
1	Figurative Language by Comparison	Metaphor	5
2		Simile	5
3		Personification	3
4		Apostrophe	5
5	Figurative Language by Association	Metonymy	6
6		Synecdoche	5
7		Symbol	6
8		Allegory	6
9	Figurative Language by Contrast	Paradox	4
10		Irony	14
11		Hyperbole	4
12		Litotes	8
Total			71

According to the classification, the lecturer used figurative language by comparison (18 times), figurative language by association (23 times), and figurative language (29 times). These classifications can reflect the lecturer's desire to utilize figurative language when lecturing in class. By contrast, figurative language reveals how the lecturer meant to provide a comparative quality between a learning subject and another thing that is being said. Figurative language via association demonstrates how the lecturer has combined the learning subject with academic or non-academic material. Figurative language, on the other hand, emphasizes how the lecturer avoided deviance by providing particular information about understanding the subject.

Based on those twelve types of figurative language, the researchers found the most dominant figurative language produced by the lecturer is irony which reached 14 times. After irony, the lecturer often produced litotes which were produced 8 times. However, from all types of figurative language, the lecturer produced personification and hyperbole that were more infrequent than the other types reaching 3 times for each type. Besides, there are other types of figurative language produced by the lecturer; they are metaphor (5 times), simile (5 times), apostrophe (5 times), metonymy (6 times), synecdoche (5 times), symbol (6), allegory (6 times), paradox (4 times) and litotes (8 times). Thus, considering the findings, the lecturer was using figurative language intentionally while lecturing in the literary criticism class.

Furthermore, according to the learning contract for the literary criticism class, one of the goals of this class is to teach students how to analyze literary works utilizing literary theory and approaches. On the other hand, the student was taught to think critically in order to adjust the worth of literary work. Because the literature class examined literary strategies in literary works, the lecturer and students may use figurative language to express their opinions. Furthermore, figurative language can help students think critically since it adds a layer of meaning to an idea, making it appear more understandable than a common phrase. As a result, it is appropriate for use in class for explaining subjects.

In addition, the lecturer can utilize figurative language to communicate the learning subject to the students. The lecturer is transforming a complex concept into a simple one by using figurative language. It may assist the student in gaining a better understanding of the learning material. Furthermore, it raises the student's awareness of the learning subject because they recognize the point of what the lecturer is explaining. As a result, metaphorical language may assist students in comprehending the context of the teaching and learning process.

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