

CHAPTER FOUR

CONCLUSION

In this chapter, I am going to present a conclusion from my analysis of the figures of speech in Roald Dahl's children novel entitled *Fantastic Mr Fox*.

In the previous chapter I analyze the figures of speech in Roald Dahl's novel *Fantastic Mr Fox*. The figures of speech which are found in this novel are parallelism, zeugma, anadiplosis, anaphora, asyndeton, epizeuxis, polysyndeton, alliteration, rhyme, aposiopesis, and hyperbole. In my analysis, I find out that grammatical schemes, such as parallelism and zeugma, which are related to syntactic pattern or sentence construction have a purpose to add clarity to the story or the description. Figures of speech under lexical schemes which are anadiplosis, anaphora, asyndeton, epizeuxis, and polysyndeton are usually related to lexical pattern. They are used to emphasize important points such as the description of things or events. Alliteration and rhyme which are under phonological schemes which play with phonetic pattern are used to make the text easily remembered. The figures of speech under tropes which are aposiopesis and hyperbole have a purpose to achieve a certain effect.

In this novel, I found 36 data of figures of speech. Figures of speech are divided into scheme and tropes. Schemes are found in 34 data which include 5 data of parallelism, 1 datum of zeugma, 2 data of anadiplosis, 4 data of anaphora, 2 data of asyndeton, 2 data of epizeuxis, 4 data of polysyndeton, 11 data of alliteration, and 3 data of rhyme. Tropes are found in 2 data which include 1 datum of aposiopesis and 1 datum of hyperbole. The most dominant figure of speech is alliteration.

Alliteration is repetition of the same initial consonant sound in successive words. I believe Roald Dahl uses much alliteration in this novel because the target readers of this novel are children. Children above 5-year-old are aware of sounds that make up words. They are able to identify words beginning with the same sound such as 'She sells sea-shells on the sea shore'. In addition, Dahl also chooses every word cautiously. When an author uses alliteration, he/she should think of words beginning with the same consonant sound that can be understood by the readers and also entertaining. Thus, the use of alliteration in the novel helps children in acquiring their first language by providing them the new vocabulary.

The figures of speech which are used the least are zeugma and aposiopesis. Personally, I think Dahl uses zeugma only once because it is a rather difficult device to be understood by children. Probably he is worried that children do not understand the verb 'driving' in 'Bean was driving one, Bunce the other'. Personally, I cannot figure out why Dahl uses the aposiopesis only once, but I think the figure of speech in the data is not too significant. The reason is that the target readers who are children are still in the stage of imitating someone or

something. They are not critical in their thinking, so those two figures of speech are more suitable for older children or adults.

From the analysis, it can be seen that Roald Dahl has various purposes in using figures of speech in the novel. First, the figures of speech are used to emphasize some important things Dahl wants to convey. Second, some of the literary devices which involve repetition are usually used to add rhythm which makes the text more pleasurable and some descriptions as well as events easily remembered by the readers. Third, most of the figures of speech are used to decorate the text which makes the reading pleasurable. Last, the author wants to add clarity to his description so that the readers will be able to imagine the story better.

I believe *Fantastic Mr Fox* is suitable for children above 5-years-old. This book is fantastic and very entertaining. For example, the author uses an outstanding figure of speech which is anadiplosis in the opening paragraph of Chapter 2 in the novel when introducing the Fox family. First, he describes the wood which has the widest area. Second, he becomes more focused by describing the tree. Last, he becomes even more specific by describing the hole, the very place the Foxes live. This, undoubtedly, will entertain the readers.

Actually, the novel does not only entertain the readers but also helps them acquire new vocabularies. Dahl carefully chooses each word in writing this children's novel as can be seen in the use of alliteration 'Fantastic Fox', 'Fox's Feast', and 'Bean's Secret Cider Cellar'. He also chooses the name of the farmers beginning with the same letter /b/ – 'Boggis', 'Bunce', and 'Bean'.

Roald Dahl magically uses various figures of speech in this book. Since the target readers are children, the author must use devices to entertain the children. One of the devices is figures of speech. He uses easier or simpler figures of speech so that they can be understood by the children. By using figures of speech, it is hoped that children will be entertained and at the same time will learn figures of speech unconsciously.

I analyze Roald Dahl's *Fantastic Mr Fox* by using figures of speech categories under Stylistic theory. Actually, there are other categories besides the figure of speech such as lexical categories, grammatical categories, or context and cohesion. Therefore, for those who are interested in doing a Stylistic analysis, I suggest analyzing this novel using other linguistic theories such as Semantics, Morphology, Syntax, and language play. Meanwhile, other researchers who want to analyze figures of speech can use other novels written by Roald Dahl. I would suggest, however, that it is better to choose Roald Dahl's children novels as Dahl's novels for adults do not use as many figures of speech as his children's novels.

(Word Count: 952)