

## CHAPTER FIVE

### CONCLUSION

In this chapter I would like to put forward my personal comments and opinions based on my findings concerning the rhetorical figures used in children's book blurbs.

In my research, I use four book blurbs published by two publishers, namely Chronicle Books and HarperCollins. The first two books, *PEEKABOO!* and *Little Oink*, are published by Chronicle Book and written for the age group of 1-5 years old. Moreover, the other two, *The Boy in the Dress* and *Demon Dentist* are published by HarperCollins and written for the age group of 6-12 years old. The aims of this research are to find out the types of the rhetorical figures used in the blurbs and how these rhetorical figures can affect children as the target readers.

Based on the results of my analysis, there are in total seventeen data that have been found in these children's book blurbs. In the blurbs for the age group of 1-5 years old there are eight data of rhetorical figures. These rhetorical figures consist of assonance (two data), alliteration (one data), parallelism (two data), onomatopoeia (one data), and epizeuxis (two data). Moreover, there are nine data rhetorical figures

that appear in the blurbs for the age group of 6-12 years old; they are parallelism (two data), epizeuxis (one data), anaphora (one data), personification (one data), metaphor (one data), asyndeton (one data), antithesis (one data), and scesis onomaton (one data).

In total there are eleven types of rhetorical figures that are used in the four blurbs. In my opinion, the use of various types of the rhetorical figures in a children's blurb is a good thing. It is interesting since children will notice the use of an interesting style of language; besides, the use of various types will make children enjoy the reading more because the blurb uses amusing features of language.

From the total of seventeen data of rhetorical figures that have been analyzed, I find that the most dominant type of rhetorical figures used in the blurbs is parallelism. It can be found that parallelism occurs four times (23.52%) in these blurbs.

In my opinion, the use of parallelism in these book blurbs for children is quite smart, despite involving grammatical structures that children possibly find difficult. The repeated grammatical structures found in the four blurbs are quite simple for children. It is effective to make the context in the text clearer, more emphasized, and stand out more. The repeated grammatical structure will also produce good rhythm and children will indirectly learn the grammatical structure in the text.

In these children's book blurbs, the rhetorical operations which occur in the blurbs are repetition (thirteen data), reversal (one data), substitution (one data), and destabilization (two data). In my opinion, the presence of all types of rhetorical operations is interesting in the case of these children's blurbs. This can be used as the first step in introducing style and language features in a text. Compared to the

repetition operation, rhetorical operations such as reversal, substitution, and destabilization are a bit more complex for children. However, this is good as it is the right initial stage for children to get to know and appreciate a more stylish language.

The mostly used rhetorical operation in the blurbs for 1-12 years old is repetition operation which belongs to scheme. In the findings, there are the repetition of sounds, words, and grammatical structures. In my opinion, the use of sound and word repetition is the right thing to use in children's book blurbs because it can attract them a lot and thus, it is effective for children to learn and memorize new words. The same or similar sounds produced in the text will also make it easier for children to remember the words because the same or similar sounds definitely produce catchy sounds so that children will be more enthusiastic and more excited in reading, remembering, and learning new words. The use of this kind of language will be more effective and it always sticks to children's mind.

Furthermore, I am of the opinion that the use of rhetorical figures in children's book blurbs is crucial. The use of this kind of language is not only successful in entertaining children but also making them more passionate in reading. The various types of rhetorical devices which appear in the blurbs will not make the children bored; on the contrary, these various styles in language can be a fresh way of learning sounds and words.

The use of rhetorical figures contained in blurbs is also adjusted to the type of books for a certain age. The rhetorical figures found in the blurbs for 1-5 years old use rhetorical devices that are more easily digested by children. They mostly use simple repetition of sounds and words so that children of those ages will recognize them easily. On the other hand, in the book blurbs for children of 6-12 years old, the

rhetorical devices that appear in the blurbs begin to be more complex as they are rhetorical devices that deal with meaning. On top of that, the use of rhetorical figures has positive effects for readers, in this case, for the brain development of children.

This research has a number of limitations. Since there is limited time in doing the research, I only analyze four blurbs of only two age groups of similar ages. It would be better if future researchers can use more data, and more age groups of more contrasting ages, such as the blurbs of children's books in comparison with teenagers, or the blurbs of children in comparison with adults' books. In this way, the different language style produced by rhetorical figures used in the blurbs between those age groups can be seen more clearly and accurately. In addition, it is advisable that future researchers not only analyze the verbal text in the blurbs but also expand the analysis to the visual images in the blurbs so as to make a much more thorough result.

Lastly, in analyzing the data, I also suggest they should use more than one theory to support their data analysis, for example using Semiotics as well. I do hope that my research in this thesis would be inspiring and useful for future researchers as the reference to get to know rhetorical figures.

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