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NGUYỄN VÕ THÙY DƯƠNG

AN INVESTIGATION INTO STYLISTIC DEVICES  
COMMONLY USED IN THE NOVEL TO KILL A  
MOCKINGBIRD BY HARPER LEE

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**Supervisor: TRẦN QUANG HẢI, Ph.D.**

Examiner 1: Assoc. Prof. Dr. Nguyễn Tất Thắng

Examiner 2: Assoc. Prof. Dr. Nguyễn Thị Quỳnh Hoa

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## Chapter One

### INTRODUCTION

#### 1.1. RATIONALE

Literature is the art of written work. It is also considered a mode of expression of life and the reflection of feelings and emotions with the help of language. Literature can help open up one's imagination, take them to many places they haven't been to, show them many beautiful things they haven't got chance to admire, and tell them lessons that they haven't been taught. Language is an essential material source in literature because any piece of literature is a work of language. Writers use language to create their masterpieces.

To Kill A Mockingbird is a novel written by Harper Lee published in 1960. The novel was praised for its sensitive treatment of a child's awakening to racism and prejudice in the American South. The factor contributes to the success of the book is the use of language. In this book, many stylistic devices such as metaphor, simile, repetition, etc. have been used. Stylistic devices help the writer to convey her feelings and emotions properly as well as to convey some sorts of special effects or impression.

The very process of composing literature creates a desire among readers to be more appreciative of the true spirit and real meanings of the piece of literature that they read. However, the job is not easy since the readers are supposed to be aware of literary conventions and historical background of any piece of literature and to achieve this, they must possess the sensibility of language in which it is written and the grammatical and stylistic technicalities involved in its composition to fully understand the work. If not, readers just translate word by word and hence understand the surface meaning.

What lies between the lines seem to be left behind. As a result, readers can not get the real meaning and artistic values of the work. This can create a barrier for them to reading any English book.

With the aim of helping Vietnamese students of English to overcome these difficulties and to gain more success in their learning, the author thinks it is necessary to introduce one of the famous novels with its artistic use of language. Regarding the importance of stylistic devices in literature I intended to carry out a study of investigation of stylistic devices in Harper Lee's novel *To Kill a Mockingbird*, in order to obtain more insight in stylistic devices used in her novel.

## **1.2. SIGNIFICANCE OF THE STUDY**

To some extent, the research is expected to be a valuable contribution to the teaching and learning of English stylistics in general and stylistic devices in the novel *To Kill a Mockingbird* in particular. The findings of the research will help Vietnamese learners realize and achieve the beauty of using language in this novel. Moreover, it will not only help them get special styles but also provide them with some necessary strategies and techniques in the creative design or in the use of words in writing. It is hoped to provide language learners with precious experience in reading and understanding the novel. As a result, their experience will certainly facilitate their language learning so that they will be more successful in comprehending and evaluating the novel in terms of stylistics.

## **1.3. AIMS AND OBJECTIVES**

### **1.3.1. Aims**

The study is aimed to investigate into stylistic devices in the novel *To Kill a Mockingbird*. Its purpose is to provide learners of English with practical information and to raise their awareness of stylistic devices in English novels.

### 1.3.2. Objectives

This paper is designed to aim at the following objectives:

- To investigate the commonly used stylistic devices, and the frequencies of occurrence of these stylistic devices in *To Kill a Mockingbird*.
- To suggest some implications for teachers and learners of English, especially for who wishes to write English effectively.

### 1.4. RESEARCH QUESTIONS

To fulfill the objectives mentioned above, the study tries to seek the information for the following questions:

- What are some stylistic devices used in the novel *To Kill a Mockingbird*?
- Which stylistic devices are most frequently and distinctively used in the novel *To Kill a Mockingbird*?

### 1.5. SCOPE OF THE STUDY

The study just focuses on the findings of the linguistic features of stylistic devices namely alliteration, metaphor, parallelism, repetition, and simile in the novel *To Kill a Mockingbird*, and the frequencies of occurrence of the stylistic devices in it.

### 1.6. ORGANIZATION OF THE STUDY

The thesis consists of 5 main chapters.

- **Chapter 1:** Introduction, which includes the rationale, the aims and objectives, the scope of the study, the research questions, the significance, and the organization of the study.
- **Chapter 2:** Literature Review and Theoretical Background, which presents the previous studies related to the paper, and the theoretical background of the study in the area.

- **Chapter 3:** Research Design and Methodology, which concerns itself with the research methods, data generation as well as techniques of data analysis.
- **Chapter 4:** Findings and Discussions. It provides the findings of linguistic features of the typical stylistic devices and the distinctive features of stylistic devices in the novel *To Kill A Mockingbird*.
- **Chapter 5:** Conclusions and Implications.

## **Chapter Two**

### **LITERATURE REVIEW AND THEORETICAL BACKGROUND**

#### **2.1. PREVIOUS STUDIES**

Up to now, there have been a number of studies on stylistic devices done by a lot of English and Vietnamese researchers in the language used in songs and literature works.

There appeared a series of related works including Donal Freeman with his *Linguistics and Literary Style* (1979). In English, there was a number of works related to overview of stylistics as well as stylistic devices categorized into different groups such as “*Linguistics and Literary Style*” (1970) by Freeman, “*Stylistics*” (1971) by Galperin, or “*Investigating English Style*” by David Crystal (1973).

Recently, there have been a number of researchers on stylistic devices such as Hoang Kim Anh’s (2008) “*An investigation into stylistic devices used in English and Vietnamese proverbs*”. Another researcher is Trần Thị Thanh Thảo (2011) with her “*The Semantics of Metaphors of Love in English and Vietnamese Songs*”.

Besides, we have many researches on stylistic devices in

other sorts of data such as Nguyen Uy Dung, he studied the stylistic devices in political speeches by US Presidents (2010).

Those gave us a general knowledge of this topic, it marked the importance of researching rhetorical devices. However, none of them mentioned the stylistic devices in the novel *To Kill a Mockingbird*. Accordingly, it is expected that the findings will be background knowledge for us to have a better insight in stylistic devices in this novel by Harper Lee.

## **2.2. THEORETICAL BACKGROUND**

### **2.2.1. Stylistics and Stylistic devices**

#### ***2.2.1.1. Stylistics and its sub-divisions***

According to Galperin (1971), stylistic is a branch of general linguistics, which deals with the following two interdependent tasks:

- a. studies the totality of special linguistic means which secure the desirable effect of the utterance
- b. studies certain type of text discourse which due to the choice and arrangement (functional styles).

Depending on the school of thought there are:

- a. Linguo-stylistics,
- b. Literary stylistic,
- c. Stylistics of decoding

Linguo-stylistics is the study of literary discourse from a linguistic orientation, The linguistics is concerned with the language codes themselves and particular messages of interest and so far as to exemplify how the codes are constructed.

Literary stylistics is to explicate the message to interpret and evaluate literary writing as the works of art.

Stylistics of decoding can be presented in the following way: sender- message- receiver, and speaker- book- reader.

### **2.2.1.2. Stylistic devices**

Stylistic Devices (Rhetoric) is a branch of general linguistic which is regarded as a language science. It deals with the result of the act of communication (Galperin,1971). It means that rhetoric takes into consideration the “output of the act of communication”. The most frequent definition of rhetoric is one defined as the ability to write clearly, correctly and in a manner calculated to interest the readers.

### **2.2.2. Metaphor**

Metaphor is one of the most beautiful and symbolic rhetorical devices in the field of stylistics. It is a type of expressive and figurative language in which one semantic field of reference is carried over or transferred to another.

*A metaphor is a relation between the dictionary and contextual logical meanings based on the affinity or similarity of certain properties or features of the two corresponding concepts.* (Galperin, 1971)

Lakoff and Johnson (1980) introduces new approaches to the study of metaphor. Metaphors are pervasive in everyday life, not just in language, but also in thought and action. He defines that metaphor is a mapping across conceptual domains from the source domain to the target ones.

In summary, metaphor is a significant and common phenomenon of language all over the world. Metaphor enables us to generate new meanings and new words, that is to generate new perception of the world. Once the metaphor is used, our insights into things in question explode; we are likely to have a good chance to explore and understand novel situation. Metaphor is necessary not an alternative way of conveying common sense; otherwise it must be an

intentional way of achieving new sense.

### **2.2.3. Simile**

Simile is the comparison between two objects of different kinds which have at least one point in common, that is, comparing two or more unlike things using *like, as, such as, as if, seem, etc.* For example, simile is found in “*my love is like a red, red rose*”. Red roses symbolize romantic and true love; this concept is agreed by everyone all over the world. The term “my love” and “red rose” are compared with each other for the quality of faithfulness and truthfulness.

As stated by Galperin in “*Stylistics*” (1971), similes forcibly set one object against another regardless of the fact that they may be completely alien to each other. And without our being aware of it, the simile gives rise to a new understanding of the object characterizing as well as of the object characterized.

### **2.2.4. Personification**

Personification is one of the most outstanding rhetorical devices in the field of linguistics, so far, a lot of linguists have given out a variety of definitions on personification which are the closest to its nature.

It was defined in “*A Dictionary of Stylistics*” by Katie Wales (1990) that personification is “*A figure of speech or trope in which an inanimate object, animate nonhuman, or abstract quality is given human attributes: a kind of metaphor. Personification is particularly associated with literary, especially poetic, language.*”

In short, personification is a rhetorical figure of speech in which objects or abstractions are endowed with human qualities or are presented as possessing human form. It can make a narration or a speech more interesting and lively.

### 2.2.5. Repetition

According to Galperin (1971): “*Repetition is also one of the devices having its origin in te emotive language. Repetition when applied to the logical language becomes simoly an instrument of grammar. Its origin is to be seen in the excitement accompanying the expression of a feeling being brought to its highest tention.*”

When used as a stylistic device, repetition not only aims at making a direct emotional impact but also aims at ligical emphasis, a necessary emphasis to fix the attention of the reader on the key-word of the utterance.

Repetition can be regarded as the typical stylistic device in speeches. It is also resorted to in order to persuade the audience, to add weight to the speaker’s opinion.

Repetition is classified according to compositional design. If the repeated word (or phrase) comes at the beginning of two or more consecutive sentences, clauses or phrase, we have *anaphora*. If the repeated unit is placed at the end of consecutive sentences, clauses or phrases we have the type of repetition called *epiphora*.

## 2.3. THE AUTHOR AND HER NOVEL *TO KILL A MOCKINGBIRD*

### 2.3.1. The author

Nelle Harper Lee was born in 1926 and grew up in Monroeville, Alabama. She wrote short stories and other works about racial injustice, a rarely discussed topic at the time, for literary publications at both institutions. In 1949, she transferred to Oxford University in England to spend a year as an exchange student, but in 1950, she dropped out of school and moved to New York City to become a writer. In 1957, she met an editor at J. B. Lippincott Company who advised her to quit her job and focus exclusively on

writing. She spent the next two-and-a-half years writing *To Kill a Mockingbird*, which was published on July 11, 1960.

*To Kill a Mockingbird* is Lee's only published novel and, with the exception of a few short essays, Lee has not published anything since. An extremely private person, she retreated from public life in 1964 and has refused any publicity since then.

### **2.3.2. The novel**

#### ***2.3.2.1. Brief plot overview***

*To Kill a Mockingbird* by Harper Lee is a story about the experiences of the young narrator, Jean Louise Scout Finch, in her years of childhood which gave an impact on her life. Scout and Jem – her brother have been raised by their father Atticus, a well-respected lawyer, to believe in the goodness of people. Their ideas are shaken when Atticus defends Tom Robinson, a black man accused of raping a white girl. The unfair case of Tom Robinson and the discrimination the children face by community members teach them about the hatred and evil that lie in humans. They also learn about the unfairness of judging others during the incidents told in the novel.

#### ***2.3.2.2. Historical context***

At the time the book was published, racial injustice was a hot topic. The novel was written in 1950s, just before the American civil rights movement came into its peak. In the South, blacks were not allowed to use the same buses, benches, and even entrances as whites.

#### ***2.3.2.3. Literary significance***

Published in 1960, *To Kill a Mockingbird* is considered a classic of modern American literature. The 6-year-old Scout narrates the story in the first person. As a child trying to understand the life around, her observations are simple and sometimes humorous.

Furthermore, the story is also another story when Scout narrates as a grown woman reflecting on her childhood. The combination allows the author to combine warmth, humor and tragedy to tell a meaningful story about rape, racial inequality, and the loss of innocence when the children grow up.

In 1961, the novel won the Pulitzer Prize for Fiction. More than 15 million copies were sold in the early 1960s. Since its initial publication, the book has never been out of print and remains a best-seller. It continues to be one of the most recommended books in high schools and universities.

#### **2.3.2.4. Themes**

##### *a) Morality*

Morality is one of the main themes in the novel with a clear example, Atticus. That he is the representative for good people in the story demonstrated by his compassion and understanding for others regardless of their race or social status and by his acceptance to defend Tom Robinson, a black man falsely accused of raping a white woman. While most people think that he is unwise for doing that, Atticus says, *“They’re certainly entitled to think that, and they’re entitled to full respect for their opinions, but before I can live with other folks I’ve got to live with myself. The one thing that doesn’t abide my majority rule is a person’s conscience.”*

##### *b) Social and racial inequality*

In the town of Maycomb, how people treat each other depends on their social status. At the top of the social ladder are the people with respectable background like the Finches. Below them are poor farmers like the Cunninghams and followed by poor white trash like the Ewells. At the bottom of the ladder lies the black community. The issues of social status and racism make Scout and Jem struggle

to understand the life as they grow up. At the end of the story, Scout says, “I think there’s just one kind of folks. Folks.” That statement is a way to express her criticism of social and racial inequality.

*c) Loss of innocence*

At the beginning of the story, Jem and Scout are innocent children who are observing the world and believe in the goodness of people. Scout believes that the world is made up of many good people and few bad ones like Boo Radley. As she matures, she begins to realize that her town can also be evil in the form of racism and prejudice. The incident that best describes the children’s loss of innocence is when Tom Robinson was unfairly convicted of a crime that he did not commit and the children have to suffer the discrimination of the townspeople for having defended him. At the end of the story, the children have lost their innocence and they have moved to a more sophisticated understanding of the world including good and bad sides.

## **Chapter Three**

### **METHOD AND PROCEDURE**

#### **3.1. RESEARCH DESIGN**

#### **3.2. RESEARCH METHODS**

#### **3.3. DATA COLLECTION**

#### **3.4. DATA ANALYSIS**

#### **3.5. RESEARCH PROCEDURE**

**3.6. RELIABILITY AND VALIDITY** Error! Bookmark not defined.

## Chapter Four

### FINDINGS AND DISCUSSION

Table 4.1. Frequency (%) of stylistic devices investigated in the novel

Stylistic devices	Number	Percentage (%)
Simile	83	34,58
Metaphor	79	32,91
Personification	50	20,83
Repetition	28	11,66
Total	240	100

#### 4.1. SIMILE IN *TO KILL A MOCKINGBIRD*

##### 4.1.1. Structural features of stylistic devices embodying simile

In terms of structural features, the simile in *To Kill a Mockingbird* may include three clearest means: *like*, *as...as*, and *as if*.

Table 4.2. Frequency (%) of stylistic devices embodying simile

Expressive means	Raw numbers	Percentage (%)
As ... as	44	53,01
As if	20	24,09
Like	19	22,89
Total	83	100

##### 4.1.1.1. *As...as*

*In spite of our warnings and explanations it drew him as the moon draws water, but drew him no nearer than the light-pole on the corner, a safe distance from the Radley gate.* (p.8)

The phrase "**the moon draws water**" suggests a person

obtaining water from a well, and suggests a sense of intention and purpose. In this way, the influence of the moon's gravity on the tides is being used, and the phrase could also suggest an impersonal process. The most important rhetorical aspect of the quotation is the way it portrays Dill as passively drawn to the Radley place, rather than actively seeking it out.

#### **4.1.1.2. As if**

***Walter looked as if he had been raised on fish food: his eyes, as blue as Dill Harris's, were red-rimmed and watery.*** (p.23)

The description about him having “**no color in his face**” and looking “**as if he had been raised on fish food**” states that the child has not received enough nutrition because his family is too poor.

#### **4.1.1.3. Like**

***She looked and smelled like a peppermint drop.*** (p.16)

This is a sentence used to describe Scout's teacher Miss Caroline. She is new to Maycomb and brings with her a new way of teaching. She is a naive character in the way that she only knows one way of teaching which Scout disagrees with. Miss Caroline often has trouble disciplining the children and does not understand the family economics of Maycomb. There is something very childlike in this description. That doesn't necessarily mean she's 'bad', it just means that Scout might not see her as 'good'.

### **4.1.2. Semantic features of stylistic devices embodying simile**

In *To Kill a Mockingbird*, the expressive means embodying simile are divided into some categories such as *behavior*, *appearance*, *emotion/feeling*, and *others*. Among these, the expressive means embodying behavior takes the most frequency (31,32%), followed by emotion/feeling which accounts for 28,91%. the expressive means embodying appearance take smaller frequency,

at 21,68%.

Table 4.3. Frequency (%) of categories of stylistic devices embodying simile

Categories	Raw numbers	Percentage (%)
<b>Behavior</b>	26	31,32
<b>Emotion/Feeling</b>	24	28,91
<b>Apperance</b>	18	21,68
<b>Others</b>	15	18,07
<b>Total</b>	83	100

#### **4.1.2.1. Behavior**

*“Scout,” said Dill, “she just fell down in the dirt. Just fell down in the dirt, like a giant with a big foot just came along and stepped on her. Just ump—” Dill’s fat foot hit the ground. “Like you’d step on an ant.” (p.244)*

This simile is in chapter 25 and it describes how Helen responded to Tom’s death. Dill's simile uses descriptive imagery to show how quickly the news strikes Helen. One can just imagine a giant stepping on her and crushing her along with all her hopes and dreams for a future with her husband. She must have had high hopes for the appeal process that Atticus so highly believed in. Both she and Atticus thought that Tom had a good chance to go free after appealing the verdict. Unfortunately, Tom wasn't that hopeful.

#### **4.1.2.2. Feelings and emotions**

*When supper was over, Uncle Jack went to the livingroom and sat down. He slapped his thighs for me to come sit on his lap. I liked to smell him: he was like a bottle of alcohol and something pleasantly sweet.(p.81)*

In this simile, Uncle Jack is compared with a bottle of

alcohol and he is sweet. Scout means that Uncle Jack smells like alcohol and sweets, literally, but she means he is not quite domesticated. Uncle Jack, a bachelor who lives with his cat and asks Miss Maudie to marry him every Christmas, is a scholar and somewhat enigma. While he may like his drink a bit too much and eat a little too much candy, he is on balance a nice guy, and a soothing influence in Scout's life.

#### ***4.1.2.3. Appearance***

*She was horrible. Her face was the color of a dirty pillowcase, and the corners of her mouth glistened with wet, which inched like a glacier down the deep grooves enclosing her chin.*  
(p.110)

Then there's Scout's vivid description of Mrs. Dubose, the mean old lady who always yells at Scout and Jem each time they walk past her house. There's something appropriately cold and hard about the simile that Scout uses to describe the old woman, which perfectly captures her icy demeanor.

#### ***4.1.2.4. Others***

## **4.2. METAPHOR IN *TO KILL A MOCKINGBIRD***

### **4.2.1. Structural features of stylistic devices embodying metaphor**

Expressive means of metaphor in the novel *To Kill a Mockingbird* by Harper Lee can be classified into three distinctive categories: nouns, verbs, adjectives and adverbs.

Table 4.4. Frequency (%) of categories of stylistic devices  
embodying metaphor

<b>Expressive means</b>	<b>Raw numbers</b>	<b>Percentage (%)</b>
<b>Verbs</b>	36	45,56
<b>Nouns</b>	32	40,5
<b>Adjectives and adverbs</b>	11	13,92
<b>Total</b>	79	100

#### **4.2.1.1. Verb phrases**

*Atticus was right. One time he said you never really know a man until you **stand in his shoes and walk around in them**. Just standing on the Radley porch was enough.* (p.283)

Again, Atticus' lesson was reworded in Scout's saying. At the end of the novel, when Scout walked Boo Radley back home after he had saved her life in the Halloween incident, she stood on his porch and looked at the familiar street from his perspective (his porch). She said it was enough to stand on his porch—not get into his skin. As she did so, she thought about how Arthur observed the activities of "his children" with feelings of generosity, care, and even concern. She had learned empathy in many ways throughout the novel, from trying to understand black people's experience in Maycomb, to appreciating Aunt Alexandra, to accepting the friendship and protection of Boo Radley. Atticus's instruction and example has finally paid off.

#### **4.2.1.2. Noun phrases**

*Two geological ages later, we heard the soles of Atticus's shoes scrape the front steps. The screen door slammed, there was a pause—Atticus was at the hat rack in the hall—and we heard him call, "Jem!" His voice was like the winter wind.* (p.106)

First, Mrs. Dubose liked to holler rude and crude things from her porch at Jem and Scout. This created most of the drama. Jem perpetuated the drama by chopping off the tops of her camellia bushes. The description of Atticus coming home after finding out what Jem had done that day begins with a term of time “two geological ages later”, this term also describes Jem and Scout’s fear of not knowing what would happen to them.

#### ***4.2.1.3. Adjectival and adverbial phrases***

***True enough, she had an acid tongue in her head, and she did not go about the neighborhood doing good, as did Miss Stephanie Crawford.*** (p.45)

Acid is very bitter in taste. Someone with an "acid tongue" is someone who tends to speak bitterly or sharply. Here Scout was describing Miss Maudie as a frank woman who never speaks ill of other people or tries to sugar-coat her words to please anyone. Friendly and wise, she is an important source of comfort and counsel to the Finch children, especially Scout.

#### **4.2.2. Semantic features of stylistic devices embodying metaphor**

In the novel “*To Kill a Mockingbird*”, expressive means embodying metaphor all belong to the stock of native English vocabulary and cover the main themes of the novel such as: Morality and education, social and racial inequality, loss of innocence and others.

Table 4.5. Frequency (%) of categories of stylistic devices  
embodying metaphor

Themes	Number	Percentage (%)
Morality and Education	29	36,70
Social and racial inequality	19	24,05
Loss of innocence	17	21,51
Others	14	17,72
Total	79	100

#### 4.2.2.1. *Morality and education*

*"I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand. It's when you know you're licked before you begin but you begin anyway and you see it through no matter what. You rarely win, but sometimes you do."* (p.115)

This is spoken by Atticus to Jem and helps develop the theme concerning courage. Jem had just had his experience with Mrs. Dubose in which he learned to see her as not just a cantankerous, hateful old woman but as a truly great lady due to her bravery. When Mrs. Dubose decided to quit using morphine, she was terminally ill and had to take the drug to reduce her pain. She became extremely addicted but decided to pass away free of it, even knowing that she will suffer an incredible pain. Mr. Atticus told his son about the inner courage, about will and determination that don't need an able body or a weapon. Atticus had wanted Jem to spend time reading to Mrs. Dubose with the express purpose of teaching him the true meaning of courage. He wanted Jem to see courage as the ability to undertake a task one is unlikely to succeed in but following through with it regardless, simply because one knows it is the right thing to do, a

message that is a central premise of the book.

#### **4.2.2.2. Social and racial inequality**

*As you grow older, you'll see white men cheat black men every day of your life, but let me tell you something and don't you forget it— whenever a white man does that to a black man, no matter who he is, how rich he is, or how fine a family he comes from, **that white man is trash.***” (p.224)

The most basic definition of the word **trash** is to describe things that are no longer useful. **Trash** is also used to describe things that are very low quality. This meaning of the word is used by Atticus Finch when describing a man. With “**that white man is trash**” Atticus accused a white man of being trash, he was referring to a white man who had taken advantage of or cheated a black man. By saying this, Atticus was implying that the white man was a very low quality person who lacked morals.

#### **4.2.2.3. Loss of innocence**

*“You might hear some ugly talk about it at school, but do one thing for me if you will: you just hold your head high and keep those fists down. No matter what anybody says to you, don't you let 'em get your goat. Try fighting with your head for a change ... it's a good one, even if it does resist learning.”* (p.78)

Scout is a fighter. Cecil Jacobs had insulted her father and Scout inflicts - the only justice she knows. Scout was admonished for beating Cecil up but Atticus uses his own gentle way of convincing Scout that violence should never be the first move of action. Here Atticus wanted Scout to learn the trait of self discipline and learn how to let her head deal with conflict rather than her fists. He meant try thinking and using the mind before acting impulsively and hitting someone. The saying “don't let 'em get your goat” means don't let

anyone make you mad or frustrated.

#### **4.2.2.4. Others**

### **4.3. PERSONIFICATION IN *TO KILL A MOCKINGBIRD***

Personification is a figure of speech in which inanimate objects or abstractions are endowed with human qualities or are represented as possessing human form. The use of personification in this work makes the story more vivid and suitable with the narrator's voice as a girl. Let's take some following examples for the analysis.

***Maycomb was an old town, but it was a tired old town when I first knew it.*** ( p.5)

The town can not literally be tired but Lee gives it the ability to be tired. During the time when the story took place, many people struggled greatly due to the Great Depression 1929; they worked hard and were tired. Giving the town the human-like characteristic of being "tired" reflects the human condition of the town.

### **4.4. REPETITION IN *TO KILL A MOCKINGBIRD***

Table 4.6. Frequency (%) of categories of stylistic devices embodying repetition

<b>Categories</b>	<b>Raw numbers</b>	<b>Percentage (%)</b>
<b>Structures</b>	19	67,85
<b>Phrases and words</b>	9	32,14
<b>Total</b>	28	100

#### **4.4.1. Repetition of structures**

***Summer was on the way; Jem and I awaited it with impatience. Summer was our best season: it was sleeping on the back screened porch in cots, or trying to sleep in the treehouse; summer was everything good to eat; it was a thousand colors in a parched landscape; but most of all, summer was Dill.*** (p.34)

This paragraph with the repetition of the structure “summer was + ...” shows exactly the thoughts of a 6-year-old child. They are all about “this and this and this”. The paragraph describes the joy of summer when children specially feel things most wonderful.

#### 4.4.2. Repetition of phrases and words

*“The handful of people in this town who say that fair play is not marked White Only; the handful of people who say a fair trial is for everybody, not just us; the handful of people with enough humility to think, when they look at a Negro, there but for the Lord’s kindness am I.” Miss Maudie’s old crispness was returning: “The handful of people in this town with background, that’s who they are.” (p.240)*

“The handful of people” is repeated 4 times in Miss.Maudie’s answer shows that she and others can see life from a different angle compared to the rest of old and tired Maycomb. When Alexandra is depressed and bitter over the fact that Atticus has to do the right thing alone, Miss.Maudie speaks up for those of like-minded people.

#### 4.3. SUMMARY

In general, in chapter 4, the study showed that Harper Lee used a combination of different stylistic devices in her novel. The language she used is quite realistic and it aims to accurately describe that life was like in a small town like Maycomb in the 1930s in America. Harper Lee used colorful figurative languages such as simile, metaphor, personification and repetition to create images in the readers’ minds. Many layers of meaning can be explored from those stylistic devices. Furthermore, it seems that in this novel, the language used by the children is mainly *simile* and *personification*, while the adults use *metaphor* most of the time. *Repetition* is especially exploited in the language of the trial in the courtroom

which is believed to enhance the strength of language used in the closing speech of the trial.

## **Chapter Five**

### **CONCLUSIONS AND IMPLICATIONS**

#### **5.1. CONCLUSIONS**

Carried out in the light of stylistics, this study is an investigation into stylistic devices in **To Kill A Mockingbird** by Harper Lee. 240 examples have been taken into consideration.

Based on the collected data used in the novel, the author has classified the expressive means embodying metaphor and simile into different tables according to their part of speech, their structure and their semantic features.

In general, *simile* is used at the highest frequency, at 34,58%, *metaphor* has a smaller number with 32,91%, personification and repetition have the smallest numbers, accounting for 20,83% and 11,66% respectively.

The analysis also gives a deeper detail about the language used by the characters in this work. Simile and personification are used frequently in children's voice to describe their funny talks and create a vivid picture in readers' mind, metaphor is to transfer moral lessons from adults, repetition is taken advantage in the speeches in the court to make them more persuasive and to ensure that the message is emphasized. All of these effects help build a novel full of layers of meaning which requires much time of reading and inferring the message.

#### **5.2. IMPLICATIONS**

##### **5.2.1. For learning English**

From the findings of this papers, it is hoped that students

would learn some necessary information which helps them with the study of stylistic devices. Moreover, thanks to the effective use of stylistic devices mentioned in this study, learners of English would find it more interesting to apply the devices in their writing and speaking skill. Besides, the findings of the study will help them appreciate the beauty of language in literature.

With language in literature containing stylistic devices, teachers can help improve students' speaking and writing skills to a great extent. Teachers can provide learners with some language techniques which are of beautiful use and of effective purpose.

Moreover, knowledge of stylistic devices has been proven useful and important to students in developing reading skill. Having learned stylistic devices, it is easier for the readers to interpret what they are reading better and as a result they can have a thorough experience of reading.

### **5.2.2. For teaching English**

From all the implication for the learning of English, some would also be drawn out for the teaching. A suggestion which can be applied is through literature teaching. Teachers can provide students with pieces of beautiful works including different stylistic devices and discuss the use of them. Also, teachers can encourage students to practice using stylistic devices in their writing skill.

### **5.3. LIMITATIONS**

The study may not have been thoroughly discussed as it should be due to the lack of time.

Stylistic devices are complicated and abstract matter of stylistics. There are a lot of stylistic devices used in literature. However, this study only investigates some commonly used in the novel *To Kill A Mockingbird* that are simile, metaphor,

personification and repetition.

With those difficulties and limitations of personal ability and outside factors, some weaknesses are inevitable.

I would be very grateful to those who are interested in the topic and this work. Any comment, advice and adjustment are valuable to make this work more fulfilled and diversified.

#### **5.4. SUGGESTIONS FOR FURTHER RESEARCH**

I would like to offer one suggestion for further research. That is: treatment of stylistic devices in the novel in source language text and in its Vietnamese translation.