

MINISTRY OF EDUCATION AND TRAINING
THE UNIVERSITY OF DANANG

NGUYỄN THỊ THANH THẢO

**AN INVESTIGATION INTO STYLISTIC
DEVICES IN THE AUTOBIOGRAPHY
“MY LIFE” BY BILL CLINTON**

Field : THE ENGLISH LANGUAGE

Code : 60.22.02.01

**M.A. THESIS IN SOCIAL SCIENCES AND HUMANITIES
(A SUMMARY)**

DANANG, 2015

The study has been completed at The University of Foreign
Language Studies, The University of Danang

Supervisor: Assoc. Prof. Dr. LƯU QUÝ KHƯƠNG

Examiner 1: NGUYỄN QUANG NGOẠN, Ph.D

Examiner 2: NGŨ THIÊN HÙNG, Ph. D

The thesis was be orally defended at the Examining Board at the
University of Da Nang

Field : The English Language

Venue : The University of Danang

Time : August 15th , 2015

The original of the thesis is accessible for purpose of reference at:

- The College of Foreign Languages Library, The University of Danang
- The Information Resources Centre, The University of Danang.

CHAPTER 1

INTRODUCTION

1.1. RATIONALE

It is clear that language is unique to human beings and the source of a language is the same to every one (to people who use the same language) but the life of different people are not similar at all. However, language, marvelously, can present every different thing in the life of each person and revise all the information exactly and beautifully. Biography and autobiography present that wonderful use of language. Obviously there are means to fulfill that function. That is the use of stylistic devices, by using those, the language used will be more informative, more beautiful and more effective. For example, in the autobiography “My Life” by Bill Clinton, to describe his remarkable school leader, his teacher, he wrote: “*Johnnie Mae ran a **tight ship** and still managed to be **the spark plug** of our school spirit, which was a job in itself...*”. The use of metaphor in two images “*a tight ship*” and “*the spark plug*” makes the readers have a full view of the work of running the school and encouraging the students’ spirit. Or in another case, he wrote “*... my great-uncle Oren- known as Buddy, and one of the lights of my life...*”. The uses of metaphor here is to point out that his uncle Oren has the most influence on his life of all, like the light shining his way (*one of the lights of my life*).

It can be said that thanks to the use of stylistic devices, the language used is more flexible and becomes more marvelous. There is nothing can express our emotion, our idea, our feelings better than language and autobiography makes that use more beautiful of all and also most difficult to use of all because it (autobiography) is built from

the real life of the real people in the real world. Therefore, in this research I am going to carry out “*An Investigation into Stylistic Devices Used in the Autobiography “My Life” by Bill Clinton*”. It is hoped that this study on the book of a famous politician, whose life is full of events and relates to mainly world political issues, can bring out the understanding of the language used in creating stylistic devices and their syntactic and pragmatic features. The finding of this study is also hoped to help promote teaching and learning languages in general and teaching and learning English stylistics in particular.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims

This research is aimed to study some stylistic devices in the autobiography “My Life”, by Bill Clinton namely metaphor and parallelism then figure out their linguistics features in terms of syntax and pragmatics to help language teachers and learners be aware of stylistic devices and apply them to their teaching and learning.

1.2.2. Objectives

- Identify the prominent stylistic devices used in the autobiography “My Life” by Bill Clinton
- Analyze the linguistics features of those stylistic devices in terms of syntax and pragmatics
- To draw out some suggestions for teachers and learners in teaching, learning and using stylistic devices effectively

1.3. RESEARCH QUESTIONS

1. How are stylistics devices such as metaphor and parallelism manifested in the autobiography “My Life” by Bill Clinton ?
2. What are the linguistics features of those stylistic devices in terms of syntax and pragmatics ?

1.4. RESEARCH SCOPE

This research was to study stylistic devices used in the autobiography “My Life” by Bill Clinton. However, stylistic devices are a wide area, this research focuses on the stylistic devices used in the first volume of the autobiography namely metaphor, and parallel construction for some reasons: Firstly, metaphor is considered one of the most powerful lexical stylistic devices and parallelism is a structural stylistic playing as the basis for many other stylistic devices. [9] Secondly, in the first volume of the book, the occurrence of metaphor and parallelism are quite condense. As the statistics in the investigation shows, with about 11,160 sentences arranged on 620 pages, there are 325 metaphors, 350 parallel constructions. On average, there are around 29 metaphors, 32 parallel constructions per 1000 sentences.

After that, to have a deeper understanding the functions and the effectiveness of using those stylistic devices, the research focuses on studying their linguistics features in terms of syntactic and pragmatics.

1.5. SIGNIFICANCE OF THE STUDY

It is hoped that this research would contribute more to the process of English teaching and learning. The findings of the research is expected to help the Vietnamese readers understand more about stylistic devices used in the book, and also the stylistic devices and syntactic and pragmatic features in general. The research is also believed to help English teachers and learners have more change to understand and use English stylistics in teaching and learning, through which the job of learning and teaching will be facilitated and more interesting.

1.6. ORGANIZATION OF THE STUDY

Chapter 1. Introduction

Chapter 2. Review of Literature

Chapter 3. Method and Procedures

Chapter 4. Finding and Discussion

Chapter 5. Conclusion, Implication and Recommendation

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL ACKGROUND

2.1. REVIEW OF PRIOR STUDIES RELATED TO THE RESEARCH

Stylistics has long been an interesting topic for writers and researchers. We can have the theories on stylistics from books by Galperin (*Linguistic Stylistics*” by Gabriela (2003). Also, up to now, there have been many researches on stylistic devices. Lucas Nadine (2012) carried out a research on stylistic deices in news. He concluded that contrast and combined repetition are used in argumentative longer news or argumentative passages. Aghagolzade and Dehghan (2012) studied the stylistics and linguistic variations in Forough Farrokhzad’s Poems. In Vietnam, recently, there are many 1977) with “Stylistics” and “Stylistics” Edited by Todd (1977) or “researches on stylistic devices too. Nguyen Thi Ngoc Anh (2012) studied linguistic features of repetition and antithesis in English and Vietnamese advertising language to find out their similarities and differences. Thai Thi Thu Trang (2011) carried out an investigation into stylistic devices commonly used in riddles in English and Vietnamese. Nguyen Thi Tinh Giao (2011) investigated stylistic devices in prose. Nguyen Uy Dung (2010) found out that “metaphor, metonymy, personification, alliteration, rhetorical question, repetition are the most frequently used stylistic devices in political speeches by US presidents” and he concluded that “metaphor ranks first”. Phan Thi Uyen Uyen (2006) investigated some commonly used stylistic devices in advertising language in English and Vietnamese newspapers.

Generally speaking, most of the studies were investigations into stylistic devices in many fields of language use. Mostly they compared

the use of stylistic devices in English and Vietnamese. However, stylistic devices used in English autobiography have not been investigated into though this writing is somehow different from the literary work. Moreover, they have not explained in detail the structure and function of stylistic devices especially the illocutionary force implied in the stylistic devices. Or in another way their linguistic features such as syntactic and pragmatic have not been explored and studied in depth. This leaves room for me to do this research.

2.2. THEORETICAL BACKGROUND

2.2.1. Stylistics Devices

a. Style and Stylistics

“Style is essentially a citational process, a body formulae, a memory (almost in the cybernetic sense of the word), a cultural and not an expressive inheritance” [11, p.10]

To linguists, style is the subject of linguistic stylistics and confined as the study of the effects of the messages or its impact on the readers. As Riffaterra. [29, p.11] states: *“Stylistics will be a linguistics of the effects of the message, of the output of the act of the act of communication, of its attention-compelling function”* Or in another way, according to Hill, *“ A current definition of style and stylistics is that structures, sequences, and patterns which extend, beyond the boundaries of individual sentences define style, and that the study of them is stylistics ”* . [27, P.12]

b. Functions of Stylistic Devices

“Stylistic devices function in text as marked units and they always carry some kind of additional information, either emotive or logical” [25, p.30]. Also, Burke states that: *“ the basic function of rhetoric is the use of words by human agents to form attitudes or to induce actions in other human agents.”* [5, p.41]

c. Metaphor

***Definition of Metaphor**

There have been many definitions of metaphor. In the “Handbook of Literary Terms and Techniques”, “*metaphor is a figure of speech in which one thing is spoken as though it were something else.*”. It states that “*in a metaphor, a comparison is suggested or implied through identification.*” [16, p.12] or another way “*a stylistic device based on the principle of identification of two objects is called metaphor.*” [27, p.139]

Above all, about metaphor, Galperin defined that “*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.*” [11, p.136] This definition draws out a clear and more general meaning of metaphor. It is the relation between the dictionary and contextual logical meaning or between the semantic and contextual meaning.

*** Classification of Metaphor**

In classification of metaphor, Galperin classifies them into genuine, trite and sustained metaphors.

*** Functions of Metaphor**

Metaphor “is one of the most potent means of creating images” and “to create an image means to bring a phenomenon from the highly abstract to the essentially concrete” [11, p.139]

d. Parallel Construction

*** Definition of Parallel Construction**

One of the common syntactical stylistic devices is parallel construction or parallelism. Galperin defined parallel construction as:

“*Parallel construction is a device which may encounter not so much in the sentence as in the macro -structure dealt with earlier, viz,the syntactic whole and the paragraph. The necessary condition in parallel construction is identical, or similar, syntactical in two or more sentences or part of sentences in close succession.*”[11, p.207]. In the Handbook of literary terms and technique parallelism is : “*the repetition of a sentence pattern or grammatical structure*” and its function “*is to emphasize or to link related ideas.*” [16, p.985]

** Classification of Parallel Construction*

Galperin classifies parallel construction into two types: partial parallel and complete parallel.

**Function of Parallel Construction*

Galperin pointed out two main functions of parallel construction: semantic and structural. He said “*parallel arrangement suggests equal semantic significance of the component part, on the other hand it gives a rhythmical design to these component part, which makes itself mostly keenly felt in balanced construction*” [11, p.208, 209] Also, in different styles of writing, parallel construction has different functions. It carries the ideas of semantic equality of the parts in the matter-of-fact styles, it carries an emotive function in the belles-lettres styles.

2.2.2. Author’s Profile

2.2.3. The Autobiography “My Life” - Summary and Themes

2.3. SUMMARY

CHAPTER 3

METHODS AND PROCEDURES

- 3.1. RESEARCH METHODS AND RESEARCH DESIGN**
- 3.2. RESEARCH PROCEDURES**
- 3.3. SAMPLES DESCRIPTION**
- 3.4. INSTRUMENTATION**
- 3.5. DATA COLLECTION**
- 3.6. DATA ANALYSIS**
- 3.7. RELIABILITY AND VALIDITY**

CHAPTER 4

DISCUSSION ON FINDINGS

4.1. SYNTACTIC FEATURES OF STYLISTIC DEVICES IN THE BOOK

4.1.1. Syntactic Features of Metaphor

4.1.2. Syntactic Features of Parallel Construction

4.2. PRAGMATIC FEATURES OF STYLISTIC DEVICES IN THE BOOK

4.2.1. Pragmatic Features of Metaphor

a. Noun Phrases

- (1) Noun Phrase = Noun
- (2) Noun Phrase = Determiner + Noun
- (3) Noun Phrase = Determiner + Adjective + Noun
- (4) Noun Phrase = (Determiner +) Noun + Noun
- (5) Noun Phrase = Determiner + Adjective + Noun + Prep + Noun
- (6) Noun Phrase = Determiner + *Noun* + *Pre* + *Noun*
- (7) Noun Phrase = Noun + Preposition + Possessive + Noun

(8) Noun Phrase = Determiner + Adjective + Noun + Ving

b. Verb Phrases

(9). Verb Phrase = Verb

(10) Verb Phrase = Verb + Noun Phrase

(11) Verb Phrase = Verb + Preposition

(12) Verb Phrase = Verb + Pre + Noun /Noun Phrase

(13)Verb Phrase = Verb + Noun + Preposition

(14)Verb Phrase = Modal + Verb + Noun/ Noun Phrase

(15) Verb Phrase = To infinitive + Preposition + Noun Phrase

c. Adjective phrases

(16) Adjective Phrase = Adjective

(17) Adjective Phrases = V-ing (Present Participle)

d. Adverbial Phrases

(18)Adverbial Phrase =Adverb

f. Prepositional Phrases

(19) Prepositional Phrase = Preposition + Adjective + Noun

4.2.2. Pragmatic Features of Parallel Construction

- Noun phrases

(1) Noun Phrase = Noun

(2) Noun Phrase =Determiner + Noun

(3) Noun Phrase =Adj/Possessive +Noun

(4) Noun Phrase = Determiner + Adjective +Noun

(5) Noun Phrase = Possessive + Adjective + Noun + Pre + Noun

(6)Noun Phrase = Determiner + Noun + clause

(7) Noun Phrase = Ving phrase

(8)Noun Phrase = Noun + To infinitive

(9) Noun Phrase = Noun + noun phrase (appositive)

(10) Noun Phrase = Pronoun + To Infinitive

(11) Noun Phrase = Noun + Pronoun + Clause

(12) Noun Phrase = Nominal That Clause

- *Adjective Phrases*

(13) Adjective Phrase = Adjective

(14) Adjective Phrase = Past Participle + Preposition + Noun

(15) Adjective Phrase = Adjective + Preposition + Noun

(16) Adjective Phrase = Too + Adjective + To Infinitive

(17) Adjective Phrase = Adjective + Enough + To Infinitive

(18) Adjective Phrase = Adverb + Adjective

(19) Adjective Phrase = How + Adjective + Clause

(20) Adjective Phrase = So + Adjective + Preposition Phrase

(21) Adjective Phrase = More + Adjective

(22) Adjective Phrase = Present Participle Phrase

- *Verb Phrases*

(23) Verb Phrase = Verb

(24) Verb Phrase = Verb + Noun Phrase

(25) Verb Phrase = Verb + Adverb

(26) Verb Phrase = To Infinitive + Clause/ Noun Phrase

(27) Verb Phrase = Verb + Preposition + Determiner + Noun

(28) Verb Phrase = Verb + Pronoun + Bare Infinitive
+ Determiner + Noun

- *Adverbial Phrases*

(29) Adverbial Phrase = Preposition + Determiner + Noun

(30) Adverbial Phrase = Preposition + Determiner + Noun
+ Preposition + Noun /noun phrase

(31) Adverbial Phrase = Compared Adverb + Clause

- *Prepositional Phrases*

(32). *Prepositional Phrase = Preposition + Determiner + Noun*

(33). *Prepositional Phrase = Preposition + Noun/Ving/Pronoun*

- *Clauses*

(34) Clause = Subject + Verb + Object

(35) Clause = Subject + Verb + Adjective

(36) Clause = Subject + Verb + Particle

- *Emphasizing the Situation/Action Mentioned*

(4.104) *Every time I tried to make these arguments to Ann, she gave me **the hell*** [28, p.158]

(4.105) *Then, as I was passing by the Cosmos Club, just northwest of Dupont circle, the President dropped his own **bombshell**: “with American sons in the fields from far away and our world’s hopes for peace in the balance every day....”* [28, p.158]

The metaphor images “hell” and “bombshell” in these two examples create strong feeling to the readers. With the metaphor image “the hell”, the writer wished to strongly denote his girl friend’s contrast opinion to him. The image “bombshell” is to emphasize the shock he had created when giving the speech. It was completely by far different from what was expected.

- *Creating Visible Pictures*

(4.106) *And Bob Reich, the already famous **spark plug** of our group, who served as secretary of labor in my first term.* [28, p.181]

By creating the image of a “**spark plug**”, the writer wished the real image of the important person in the group can easily go to the readers’ mind.

(4.108) *I’d go to the heavily ethnic blue-collar areas and made my **best pitch**, but I could tell I was hitting a lot of **stone walls**.* [28, p.233]

The “stone walls” brings back the image of hard, difficult things to get through. This makes the situation more specific and picturesque to the readers.

- *Specifying the Situation*

(4.109) *The South California delegation was seated, and our opponents **smells** victory.* [28, p.254]

(4.110) *Georgetown was at a safe distance from the violence, but we had a **taste** of it when a few hundred National Guardsmen came out in McDonough Gym...*

[28, p.160]

The feeling of the opponents was described by the verb “smell”. By using the human actual sense in this case, the writer wished to create the real feeling and make the feeling more specific. Similarly, the verb “taste” created a concrete image of how the people in Georgetown felt by the influence from the violence.

- *Expressing Love and Hate*

(4.111) *It was controversial move among my progressive supporters, who felt I'd given **the old rascal** new life.*

[28, p.279]

Orval Faubus was then called “old rascal” because of his opposition to the integration of nine black kids in Little Rock Central High School in 1957. Thanks to this metaphor, the writer leaves out his supporters’ idea of dislike toward Orval Faubus.

- *Denoting the Vulnerable State in Politics*

(4.113) *The governor’s office, he said, was a short trip to the political **graveyard**.* [28, p.335]

(4.114) *The celebrants had brought me back from the political **grave**.* [28, p.401]

“*Grave*” and “*graveyard*” are the two things relating to the end of life but it refers to a vulnerable political situation. The two metaphors help him to express the situation vividly to the readers.

- *Expressing Joy and Happiness*

(4.115) *I got a **second wind** when Hillary called me a few days later to tell me she was coming to Arkansas.*

[28, p.293]

The wind here means the joy from the news that his girlfriend, later his wife came to Arkansas with him. The metaphor “wind” helps him to denote the happy moment in his life.

(4.116) *For some reason I didn't get into country and western until I was in my twenties when Hank Williams and Pasty Cline **reached down to me from heaven.***

[28, p.71]

“Heaven” is seen as the place of great happiness and the phrase “reached down to me from heaven” expresses the happy state that the writer gain from getting into the two type of music thanks to Hank William and Pasty.

- *Expressing Admiration*

(4.117) *Standing in the shadows, I saw **what a light** she was in his life.*

[28, p.129]

“What a light” is an exclamation. It contains the picture of the light, the inspiration to Fullbright life and through the exclamation the writers wanted to say how much he admired their the wife’s affect to her husband love and also their love to each other.

- *Expressing Sadness and Painful State*

(4.118) *Finally our state would have a chance to move beyond **the scars** of Little Rock and the stains of cronyism **that also** tainted his later years.* [28, p.107]

“The scars”, “the stains” all carry negative meaning, refer to a state of things being damaged. In this case, the damage of the state can not be seen, but with the use of this metaphor, the writer gives out the message that the suffering the old governor had made to his state was enormous.

- *Expressing Worry and Difficulty*

(4.120) *But Fullbright, his committee colleagues, and the staff were in fact **walking a high political tightrope across dangerous rocks**.* [28, p.133]

This metaphor helps the writer describes the full image of a dangerous situation that Fullbright and his committee colleagues are in.

(4.121) *I really knew enough about how difficult it was to **push the rocks of civil rights, peace, and anti-poverty programs up the political hill** to know we couldn't expect to win all the time, but I was determined to stop helping our opponents win without a fight.* [28,p.264, 265]

The image of rocks indicates hard and tough things and implies difficulty in doing something. By creatively using the image, the writer gives the readers a full view of the difficult duty that he had realized and determine to overcome in his political life.

- *Expressing Confusing State*

(4.122) *The political news was a **mixed bag**.* [28, p.238]

(4.123) *On the night of June 1, all **hell** broke loose.* [28, p.363]

The first sentence describes the confusing political state in America when Clinton was a student. It was difficult for a college student to distinguish the good or bad things in “a mixed bad”. The “hell” refers to a place of suffering and wickedness, in this case, both the people in Arkansas and the Cuban had some wound though it was not much. Clinton, at that time was in a confusing state because he had to be for or against which group, his people.

- *Stating Success*

(4.124) *John and his wife had gone to Fisk University, a black school in Nashville, Tennessee, in the early sixties, when the civil rights movement was **in full flowers*** [28, p.237]

The glorious moment in the civil rights movement is fully described in the metaphor phrase: “in full flowers”. By this metaphor, the writer gave the message of being successful of the movement.

(4.125) *He **sailed through***. [28, p.444]

The metaphor in “sailed through” denotes that President Regan has succeeded in nominating Judge Antonin Scalia and he had been accepted by the Senate.

- *Pragmatic Features of Parallel Construction*

Parallel construction is considered the “technical means in building up other stylistic devices” and secure their unity [6, p. 208]. Parallelism in the book “My Life ” by Bill Clinton also consolidate to the effect achieve by different stylistic devices. Thus, it helps the writer express many thoughts, ideas, emotion besides the literal meaning of the words, phrases or sentences.

Below are their pragmatic features that are figured out:

- *Emphasizing Things, People, Situations Described*

One of the functions of parallel construction is aimed to emphasize the similarity of the parts [6, p.208]. In the following examples Clinton used parallelism mostly to make strong impression on the people, ideas he stated

(4.126) *Carter was immensely popular in Arkansas because of **his progressive record, his farming experience, his genuine commitment to his Southern Baptist faith, and his personal contacts**, which included four prominent Arkansans who had been in his class at the Naval Academy.* [28, p.318]

- *Making Things, People More Memorable*

(4.129) *He deserved to win. He had **outthought, outorganized and outworked** me.* [28, p.139]

This parallelism is more enforced by the repetition of initial element of the verbs. This makes the sentence rhythmic and easy to remember.

- *Clarifying Things*

(4.131) *My move to Hot Springs gave my life **many new experiences**: a **new**, much larger sophisticated city; a **new neighborhood**; a **new school**, **new friends** and my production to music; my first serious religious experience in a **new church**; and of course, a **new** extended family in the Clinton clan.* [28, p.31]

The repetition of the adjective “new” in the noun phrases helps to clarify the “many new experiences”.

- *Expressing Emotion*

(4.133) *Perhaps if Martin Luther King Jr and Robert Kennedy had lived, **things would have been different**. Perhaps if Humphrey had used the information about*

*Nixon's interference with the Paris peace talk, **things would have been different.*** [28, p.191]

Clinton repeated the adverb “perhaps” and the third conditional sentences to express a pity for the current state of America. The wish for another “American dream” was also enhanced by the clause “*things would have been different*”

- *Showing Persuasion*

(4.137) *I said I would talk about something else “**when** the unemployment rate is below the national average **When** no company passes us by because they think we can't carry the load in the new world economy.... **When** no young person in this state ever has to leave home to find a good job.” Until then, “we've got to do our duty.”* [28, p.457]

This repetition of the word “when” is to convince the audience about the very right time to do the right thing. The writer emphasized the necessary of choosing the right time to do the duty needed.

- *Showing Determination*

(4.138) ***For as long as I can remember** I have believed passionately in the cause of equal opportunity, and **I will do what I can** to advance it.*

***For as long as I can remember**, I have deplored the arbitrary and abusive exercise of power by those in authority, and **I will do what I can** to prevent it.*

***For as long as I can remember**, I have rued the waste and lack of order and discipline that are too often in evidence in governmental affair, and **I will do what I can** to diminish them.*

For as long as I can remember, I have loved the land, air and water of Arkansas, and I will do what I can to protect them.

For as long as I can remember, I have wished to ease the burdens of life for those who, through no fault of their own, are old or weak or needy, and I will try to help them.

For as long as I can remember, I have been saddened by the sight of so many of our independent, industrious people working too hard for too little because of inadequate economic opportunities, and I will do what I can to enhance them..... [28, p.345]

This extraction was from one of his powerful speech to the public. By repeating the sentence “*I will do what I can to....*” he showed a strong determination in every work he would do in all his public work.

- *Showing Confirmation*

*(4.140) And so we must say to every American: look beyond the stereotypes that blind us. **We need each other.** All of us, **we need each other.** We don't have a person to waste...* [28, p.553]

By this repetition he assured the need to unite America.

(4.141) We believed in keeping the American dream alive for all people. We believed in government, though not in the status quo. And we believed government was spending too much on yesterday and today- interest on debt, defense, more money for the same health care- and too little on tomorrow: education, the environment, research and development, the infrastructure. [28, p.475]

He affirmed the need of making America with no segregation by repeating “*we believed in...*”, “*we believed in government.*” though at that time, he, his party and the government were opposite.

- *Making Contradiction*

(4.142) *It was **more than enough to push** all the doubts about me into the recesses of public consciousness, but, as I well knew, **not enough to erase** them.* [28, p. 555]

The opposite ideas above were stated by one structure “*enough to*”, which makes the sentence impressive and sound rhythmic.

i. Appealing the Public

(4.143) *Somewhere at this very moment, a child is being born in America. **Let it be our cause to give** that child a happy home, a healthy family, and a hopeful future. **Let it be our cause to see** that that child has a change to live to the fullest of her God-given capacities.... **Let it be our cause** that we give this child a country that is coming together, not coming apart-a country of boundless hopes and endless dreams; a country that once again lift its people and inspires the world.* [28, p.554]

The repeated verb phrase “*let it be our cause*” plays an important role in the writer successful appealing for to try their best to bring American dream come true. It strongly assures that they are one unity, they were all concerned for every child in America.

4.3. SUMMARY

CHAPTER 5

CONCLUSION- IMPLICATIONS- LIMITATIONS AND RECOMMENDATION

So far, such stylistic devices in the autobiography “My Life” by Bill Clinton as metaphor and parallelism have been figured out and their syntactic and pragmatic features have been discussed. This chapter summarizes the work has been done and draws out some implications for understanding and using stylistic devices especially in language learning and teaching. Then at the end of this chapter, the research’s limitations are mentioned and also some suggestions for further research are presented.

5.1. CONCLUSION

As we know, stylistic devices play a crucial role in effective language using. When making any utterance, language users create some device to help make their message meaningful, beautiful and also effectively transferred their thought, ideas to the receivers. Autobiography is the type of writing stating a great amount of real facts and events, especially that of a famous politician, Bill Clinton. As a result, the use of stylistic devices to make the writing attractive and interesting is really necessary. To meet the aim of figuring out the stylistic devices in the book, the research has been under both descriptive and qualitative analysis. The samples have been classified, analyzed in terms of syntactic and pragmatics which have been discussed in chapter 4.

It is obvious that to make successful writing, attention must be paid both on creating the vivid images and using clear, interesting structures. As the research show in chapter 4, metaphor and parallel construction contribute a lot in creating images and stating author’s ideas, thought and feeling. They are in various types of syntactic

structures, which creates diverse writing structures. This helps the writer successfully states many facts, events in his life, and gives much information to the readers in many different ways and make interesting writing. Also it helps him express many thoughts, ideas, opinions toward those facts, events, which is figured out in the pragmatic features of those stylistic devices. It is clear that outside the meaning containing in the sentences themselves, the writers wishes to transfer his emotion, thoughts and feeling, too. The research has found out those that Bill Clinton wishes to put into his writing through studying the pragmatic meaning of the stylistic devices he used in the book. The findings of this research also shows that metaphor is a powerful means of creating emotional effect. By making a metaphor, writers can both make writing lively and transfer emotional thought and feeling vividly. Besides, the research also points out that parallelism is the base for many other stylistic devices, thus helps to highlight them. Therefore, the meaning transferred in this stylistic device is also enormous. Furthermore, by using parallelism, the great amount of facts, events, information can be stated clearly and concisely, this makes it easier for the readers to follow and grasp the writer's ideas.

5.2. IMPLICATIONS

Implications to Use Stylistic Devices in Language Teaching

Generally speaking, stylistic devices are means to create the beauty of language. Thanks to them, the language used is diverse and powerful. Thanks to them, each user can create their own aspect to the language they used in context. Thanks to them the messages given contain different emotional effects upon outside the hard meaning themselves. Therefore, even with writing, the writers can successful express their emotion toward things, events,... To master a language, stylistic devices are considered one of the most difficult parts to acquire.

So it is necessary for language teachers and learners to apply them in learning and teaching process. To make it clearer, it is useful to pick some extracts with stylistic devices to and try to interpret them. Depending on the type of stylistic devices to be acquired that the activity may be different. Basing on the finding of the research, I would like to focus on the learning and teaching of metaphor and parallel construction.

Here are some ideas on activity for teaching and learning metaphor:

a. *Finding the Meaning in Context:* it is obvious that the metaphor meaning is outside the dictionary meaning, it is the meaning in context. So, this is a good activity to develop reading skill. At the beginning, students should be asked to work with non-stylistic words and then when they are familiar with this activity, they are asked to do with the metaphor examples.

b. *Matching the Words with Their Referents:* normally, when using a metaphor, writer often refer to something which is not obviously seen or checked by the dictionary meaning. The teachers may create several referents for the metaphor example and ask students to choose one based on their interpretation from the reading extract.

Below are some ideas on activity for teaching and learning parallel construction :

a. *Finding the Mistakes:* this is a usual activity in practicing English grammar parallel structure. However, in higher level, students should be instruct to recognize the parallel in thoughts, ideas and concepts and recognize parallel construction as a stylistic device, not only a grammatical instrument. So the activity should be developed aiming at parallel construction as a stylistic device.

b. Completing the Sentences or Paragraphs: at higher levels, students should learn to use the language themselves. This activity is aimed to help students create the unfinished part of a sentence or a paragraph. Attention should be paid on the parallel among the given parts and the parts they use to complete.

5.3. LIMITATIONS

Although great efforts have been made, this research can not avoid some shortcomings. Due to the lack of time, only the volume one of the book is investigated. Therefore, the stylistic devices found out mainly describe the author early state of life and political work. Stylistic devices used to describe political issues may not be thoroughly discussed.

In addition, stylistic devices are considered complicated and problematic. There are a wide range of stylistic devices used but the research only focuses on the most frequently used ones. Therefore, the most successful and beautiful use of stylistic devices in the book may be not fully discovered.

Furthermore, political work is difficult to understand, and the life of politician is full of events and information. So the frequency of using stylistic devices is not much. This somehow makes the reading less attractive and it is hard to figure out the samples for the research.

Finally, the limited personal ability of the researcher can also account for another constraint of the research. I would be very grateful have any comment, advice and adjustment to make this work more fulfilled, convincing and useful.

5.4. RECOMMENDATION

As a result of the limitation, the study focus on the stylistic devices in the autobiography “My Life ” by Bill Clinton but the research has not covered all his work and all stylistic devices he uses. It is hoped

that this job will be continued taking into consideration for further study. Future researches can focus on these areas:

1. An investigation into stylistic devices in Volume II of the autobiography “My Life ” By Bill Clinton.
2. A study on stylistic devices in the autobiography “My Life ” By Bill Clinton and their Vietnamese translation.
3. A study on lexical stylistic devices in the autobiography “My Life ” By Bill Clinton
4. A study on structural stylistic devices in the autobiography “My Life ” By Bill Clinton
5. A study on stylistic devices commonly used in autobiography writing.
6. A study on lexical stylistic devices commonly used in autobiography writing
7. A study on structural stylistic devices commonly used in autobiography writing