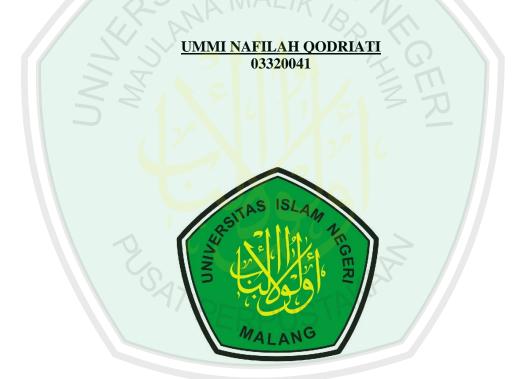**LANGUAGE STYLES USED IN *BEAUTY AND THE BEAST* FAIRYTALE**

THESIS

Presented to:

The State Islamic University of Malang
in partial fulfillment of the requirement for the degree of *Sarjana Sastra (S.S.)*

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2008

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I, hereby declare that this thesis is truly an original work of mine.

Malang, 16th October 2008

Ummi Nafilah Qodriati

MOTTO

The greatest thing in this world is not so much where we stand, as in what direction we are moving.

(Goethe)

Never let what cannot do interferes with what you can do.

(James Wooden)

DEDICATION

THIS THESIS IS DEDICATED TO:

My beloved Abah Alimuddin and Ummik Hasinah

Who always give me their irreplaceable endless love

and pray

The greatest inspiration in my way of life

I always hope that I can make you happy

in this world and hereafter

My Brothers, mas Taufiq, mas Nurul, mas Lukman,

Zamroni and Zein

My Sister in Law mbak Eva and mbak Siska

Who always support me to finish writing this thesis

I prove that "I Can"

My Little nephew Zufar and Sibron

Who always make me happy

Thanks a bunch for everything

I love you all

ACKNOWLEDGEMENTS

Bismillahirrohmanirrohim

All praises and thanks are Allah's, the one and the only one Lord in the universe. His uncountable graces, faith, and helps always stand behind me, show me the right way, and carry me out to the final step of my thesis writing. A million of thanks for You, my Lord.

God's mercies and blessings may always be poured down upon our beloved prophet, Muhammad SAW, the greatest figure in the world, who shares inspiration, spirit, and power to be a good man here and here after.

This thesis, entitled "Language Style Used in *Beauty and the Beast* fairytale" is intended to fulfill the requirement of *Sarjana Sastra* degree at the State Islamic University of Malang would not have been completed without some contributions and supports from many people.

Thus, I want to express my deepest gratitude to my advisor, Prof. Dr. H. Mudjia Rahardjo, M.Si who has given me his valuable guidance, inspiration, and patience, which finally lead me to finish the process of thesis writing.

Furthermore, I also want to express my sincerely thanks to:

1. The Rector of the State Islamic University of Malang, Prof. Dr. H. Imam Suprayogo who has given me the hidden spirit and motivation to develop academicals competence as well as Islamic studies.

2. The Dean of Faculty of Humanity and Culture of UIN, Dr. H. Dimjati Ahmadin, M. Pd., for your cooperativeness so that I could finally finish taking

all lectures in English department.

3. The Head of the Department of English Letters and Language of UIN Malang, Dra. Hj. Syafiyah, MA and all lectures of English department. Thank you for every valuable knowledge, opportunity, and experience given to me so far.

4. All of my lecturers in English Department and also all of the lecturers in the State Islamic University of Malang who give me valuable knowledge and experience, so I am able to get the Degree of *Sarjana Sastra* in Faculty of Humanities and Culture.

5. My beloved father and mother for giving me endless love and care, eternal pray, and guidance.

6. My Bothers and sisters in law who always give me support to finish my thesis.

7. Everyone who ever help me doing this thesis, *ibu* Galuh, *ibu* Rina Sari, *mas* Miftah, *mas* Mualif, *KakekQ* Fadli, *mami* Evi, Ariel, Anita (Nyeet-nyeet), Brother "Helmi", Halimah, and Ifa.

8. My FARLIS: Farid, Fifin, Filah, Vita, Aan, Amania (Nia), Andre (*om* Bowo), Rahmat, Lilik, Iin, Ilunk, Sayadi (*Tante* Yadi), Salam (Dussalam), and Samsol. Thanks for the support and togetherness.

9. All of my best friends everywhere they are, who have given me anything. Special for: Fadli Prayogi "*Kakek* ", Mustaqimah "Imhe", Lailatul Masruroh "*Mama* iiL", Abdul Basiet "Abe", Titin, *kakak* Dayat, *mbah* Eka, and Carlos "Zulkifli". Thanks for the support, togetherness and friendship.

10. All of the students of English Department 2003 period, thank for the support.

11. All of my little family in UKM Radio Station Simfoni FM, *abang* Agil, *mas* Irul, *mas* Arman, *mas* Dino, *mas* Ayib, *mbak* Icha, *mbak* Sya, *mbak* Bunga, *mbak* MU, *mbak* Joya, Dhe, Ale, Abe, Anita (Nyeet-nyeet), Salme, Amax, Bagas, Nuri, Rangga, Ibie, Tita, Fifi, Alva, Jenny, Adit, Ricky, Fathir, and etc. A thanks for all prays, supports, new experiences, and togetherness.

12. All of the members of Campus Radio Community; TARA FM "UM", UMM FM "Unmuh Malang", UM FM "UM", MERDEKA FM "Unmer", ELITE FM "ITN Malang", PRO–ML FM "UNISMA" especially for *mas* Brokoli, Wafa, Eko, and Guest "I do really want to say thanks for the togetherness and experiences, I miss you all."

13. All of my friends in datasement Sukada, *mbak* Zee "Mazidah", *mbak* Alvi, *mbak* Miko, *mbak* Halime, *mbak* Tatien, *mbak* Ike, Uzik, Evita, Jum, Asni, Afief doreng, Anies, Mila, Wita, Nurul, Iin, Hesti, Ifa, and etc.

14. All of my friends in datasement 77B, *mas* Fadli, *abang* Uchin, *mamang* Nain, *om* Joe and etc. I do really happy to know you.

15. K.H Agus Ahmad Fatoni and family, all of my students in PP As Syarihin Tajinan Malang. Thanks for prays, guidance and experiences.

16. Everyone who cannot be mentioned one by one. Thanks a lot.

Finally the researcher hopes that this thesis will be useful for her, the readers who one interested to read it and everyone who needs it. The constructive criticism and also the suggestions are expected from the readers.

ABSTRACT

Language is a media for communication. It is used to convey wishes and commands, to tell truths and lies, to influence our hearer, to vent our emotion, and to formulate ideas which could probably never arise if we had no language. People use language to communicate with other persons. To communicate means to transfer ideas from one person to the others. If people do not have a tool to communicate, every people's activities and interactions would be stagnant. People have and use their own style in expressing or delivering their ideas because it is related to the social aspect or artistic effects. Furthermore, style is the ability and the competence to make a sentence in a good way.

In accordance to those reasons, this research is aimed to find what are the language style that used in *Beauty and the Beast* fairytale based on sentence structure and also to interpret how the language style used in that fairytale.

The researcher uses a descriptive qualitative research because the researcher efforts to analyze and discuss the sentences or dialogues which perform the language style based on sentence structure. The researcher uses herself as the key instrument to collect and to analyze the data that taken from *Beauty and the Beast* fairytale published by Walt Disney fairytale Disney classic book series published in 1991 by Budget Books Pty. Ltd., Australia.

After analyzing the data, the researcher found seventy one data that perform in five characteristics of language style based on sentence structure. They are climax, anti-climax, parallelism, anti-thesis, and repetition. And it uses seven kinds of repetition, they are: epizeuxis repetition, tautologia repetition, anaphora repetition, epistrophe repetition, mesodiplosis repetition, epanalepsis repetition, and anadiplosis repetition. However, the most dominant language style based on sentence structure that is used in *Beauty and the Beast* fairytale is parallelism.

After classified the data, the researcher interpret how the language style used in the sentences or dialogues based on the sentences or dialogues context. Doe to the use of the style in the sentences or dialogues are to make the clear explanation or the clear narration of the story in the right context. In the same way, it is used to avoid the misunderstanding or interpretation of the reader because there are so many events or actions that happen in the story.

Finally, after finishing this research, the researcher hopes that this research can give contribution to the researcher herself, to the readers, and to the further researchers who conduct the same research. Furthermore, the researcher suggests to the next researchers to study more complete research, especially in the same field.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses some important points related to the area of the research. Those are background of the study, research problems, objectives of the study, scope and limitation, significances of the study, and definition of the key terms.

1.1 Background of the Study

Language is a wonderfully rich vehicle for communication. We can use it to convey wishes and commands, to tell truths and lies, to influence our hearer, to vent our emotion, and to formulate ideas which could probably never arise if we had no language (Moulton in Hawgen and Bloomfield, 1975:3). The statement above clearly describes how language is really important for society.

People use language to communicate with other persons. To communicate means to transfer ideas from one person to the others. If people do not have a tool to communicate, every people's activities and interactions would be stagnant. People's activities also have been made possible of the language existence in the society. Lado (1964:11) states that language is intimately tied to man's feeling and activity. It is bounded with nationality, religion and the feeling of self. It is used for working, giving worship, and play by everyone, be the beggar or banker, savage or civilized.

Basically, the function of language is to know and understand other people's ideas. Chaika (1982:1) states that language and society are so intertwined and it is impossible to understand one without another. Koran, as the main source of Islamic knowledge also teaches us how to understand other people. Al-Hujurât (*The Walls*) Verse 13 said:

يَـٰٓأَيُّهَا ٱلنَّاسُ إِنَّا خَلَقْنَـٰكُم مِّن ذَكَرٍۢ وَأُنثَىٰ وَجَعَلْنَـٰكُمْ شُعُوبًۭا وَقَبَآئِلَ لِتَعَارَفُوٓا۟ إِنَّ أَكْرَمَكُمْ عِندَ ٱللَّهِ أَتْقَىٰكُمْ إِنَّ ٱللَّهَ عَلِيمٌ خَبِيرٌۭ ۝

> Meaning: (49:13) O mankind! Lo! We have created you male and female, and have made you nations and tribes that ye may know one other. Lo! The noblest of you, in the sight of Allah, is the best in conduct. Lo! Allah is knower, Aware.

Allah has described clearly how He supposes us to know and understand other people by communication. Besides, Allah shows how He creates male and female in different nations and tribes to know each other. From this verse it can be understood how God reveals the use of language and the relation between language and society.

The interesting thing in this verse is that actually the verse does not describe about the language clearly, but it implicitly describes that God creates human beings in different nations and tribes. Automatically, different nation has different language.

Thus, from the statement above, the researcher concludes that if there is no language in society, there will be nothing. Wardhaugh (1986:1) states that language is what the members of a particular society speak. Therefore, the relationship between language and human or society is dependent. Wardhaugh

(1986:1) further states that the definition of language and society is not independent.

There are two kinds of language, spoken language and written language. Spoken language is an utterance which is formed from sound, such as conversation, speech, storytelling, discussion, radio, television broadcast, and etc. While, written language is an utterance which is formed in the written form, such as novels, comics, newspapers, magazines, letters, books, journals, articles, and etc.

In expressing or delivering ideas in both forms, spoken and written language, people have and use their own style because it is related to the social aspect. Chaika (1982:29) states that style refers to the selection of the linguistic forms to convey social or artistic effects. Style also acts as a set of instructions. Other opinion comes from Keraf (1984:112). He states that style is the ability and the competence to make a sentence in a good way.

In this case, Islam has taught and clearly described in Koran *(Al-Hujurât: 13)* how to avoid us from the problem of making relationship with other people. The researcher has described how God creates human in different nations and tribes. For example, in Java there are East Java and Central Java. Most of them use Javanese language but both of them have different style of Javanese language. It proves how a language is produced in different style although their languages are almost the same.

Considering the problem above, the researcher enthusiastically focuses her study on the language style because style forms communication in the right way

and determines how a social interaction will proceed (Chaika, 1982:20). In this case, style determines how a speaker speaks and how the listener takes the meaning of the communication in the right way; whether it is serious, humorous, dubious, or any other possible senses.

Chaika (1982) describes six characteristics of style, those are:

1. Style forms a communication system in its own right.

2. Style tells how to interpret a message.

3. Style forms a mini communication system that works along with the language itself.

4. Style controls the interaction.

5. Style is so integral with social function that interaction cannot run well if one does not speak with the right style.

The language style of spoken and written language can be analyzed from different point of view: words, grammar, and pronunciation (Chaika: 1982). Furthermore, Keraf (1984) states that language style can be analyzed based on the linguistic contexts which are divided into word choice, tone, sentence structure, as well as direct and indirect meaning.

As stated above, people use written language in expressing their ideas. One example of written languages that is created by human beings is a literary work. Literature is an art of writing to express what someone feels and sees in their surroundings. When discussing about literature, however, we always remember a special kind of language that differs from the ordinary discourse from which we conduct our daily affairs. The creation of literature is human's unique

activity in order to show his or her endless desire to express, to share, and to understand his or her experiences.

Literature is a part of art which shows the values of factual and imaginative beauty. It gives consolidation and spiritual satisfaction to its reader. Hudson (1965:10) states that literature is the vital record of what men have in life and what they have thought and felt about these aspects. However, literature cannot affect others unless it is read, heard, and shared. It takes a reader or a performer to bring these potential experiences in literature into active expression (Yaron, 1982:32).

Literature has been traditionally divided into three genres: prose, drama, and poetry. One kind of literary works that is categorized in prose genre is fairytale. In this study, the researcher wants to use fairytale as the object of the study focused on the language style, especially in the aspect of sentence structure.

Fairytale is a story, usually for children, in which magical things happen because some characters are fairies or other imaginary people (Collins Cobuild English Language Dictionary: 1994). The researcher is interested using fairytale as the object of analysis because most dominant of fairytale's consumers are children. Ziper, as quoted in Knowles and Malmkjær (1996:19), states that fairytales are largely the domain of children. Thus, the researcher wants to dig deeply the use of language style in children's world derived from the analysis of fairytale as a literary work which is mostly consumed by the children.

Beauty and the Beast is one of the famous fairytales in the world. The story of *Beauty and the Beast* had been around for centuries in both written and

oral forms, and in film and video. Almost every country has different version of the story of *Beauty and the Beast.* It's mentioned in http://www.balletmet.org/Notes/StoryOrigin.html, that different countries with a similar theme to *Beauty and the Beast* appears in many other cultures in different forms. In Russia, they have *The Scarlet Flower* as the other version of *Beauty and the Beast*. They bring different culture in every different version of tale.

Commonly, *Beauty and the Beast* is a famous fairytale which tells about the beautiful girl who eventually fell in love with the cursed beast. Name of the beautiful girl was Belle. She had an old father who really loves her. There was also the Beast. He looked like a monster. Actually, the Beast was a young prince that had spelled as a monster until his twenty–first years by the unknown old woman who disliked with the prince because he was really selfish and did not care with other people. The old woman gave him a mirror as the window of the outside world and also a rose with petals. For the spell to be broken, the prince must learn to love another and earn that person's love in return before the last petal fell. If not, he would remind a beast forever.

Without ignoring the other points of view, the researcher would like to analyze the *Beauty and the Beast* fairytale by exploring the language styles that are focused on the sentence structure in written language and investigate how the language style used in that fairytale. Based on the researcher's experience, most people usually pay more attention to the sentence structure of speech or spoken language because it will give the direct response from the hearers. In written

language, however, the readers will respond the message if they understand the main idea of the written text.

The researcher takes the *Beauty and the Beast* fairytale from the book published by Walt Disney Publisher as the object of the research. As a matter of fact, Walt Disney is very well known by people in the world. Walt Disney is one of the popular entertainment industries, its products are story books, family movies, cartoon series, cartoon movies, and etc.

This research discussed about the language styles used in *Beauty and the Beast* fairytale which is focused on the kind of language styles based on sentence structure and also investigate how the language styles are used in the *Beauty and the Beast* fairytale. This topic is interested to discuss because nobody has studied or investigated the fairytale using the language style theory, especially in sentence structure categories. Furthermore, this study has same relation to the previous researcher on the same field. Zahra (2006) on her thesis under the title "The Language Styles Used By Bloggers In The Blogosphere". She used language style theory to investigate how the language styles were used by the bloggers in blogosphere. Besides that, the researcher also found Umam (2007) on his thesis under the title "English Language Styles Used By The Members Of Pondok Pesantren Darul Abidin Pare Kediri". He used language style theory to investigate the kinds and how the language styles used in the communication by the member of Pondok Pesantren Darul Abidin Pare Kediri.

Based on the reasons above, this research is conducted because there have been very few studies in language style focused on written language. Besides, the

researcher would like to know how the author of the fairytale influences the reader using the sentence structure on the fairytale. The preceding consideration leads the researcher to conduct a study on "Language Styles Used in *Beauty and the Beast* Fairytale"

1.2 Research Problems

Based on the background of the study, the problems to be solved in this study are:

1.2.1 What kinds of language styles are used in *Beauty and the Beast* fairytale, especially in term of its sentence structure?

1.2.2 How are the language styles used in *Beauty and the Beast* fairytale, especially in term of its sentence structure?

1.3 Objectives of the Study

Related to the previous problems above, the objective of this study are:

1.3.1 to produce descriptive knowledge of the kinds of language styles of sentences and dialogues are used in the *Beauty and the Beast* fairytale published by Walt Disney.

1.3.2 to produce descriptive knowledge of the ways of language styles of sentences and dialogues are used in the *Beauty and the Beast* fairytale published by Walt Disney.

1.4 Scope and Limitation

1.4.1   Scope

This research is focused on investigating the kinds of language style and investigate how the language are used in *Beauty and the Best* taken from a book published by Walt Disney in 1990. *Beauty and the Beast* fairytale is chosen as the object of this research because it is one of the popular fairytales in the world. The discussion on the fairytale will cover its language style, especially in the sentence structure categories: climax, anticlimax, parallelism, antithesis, and repetition.

1.4.2   Limitation

Theoretical weaknesses of this study is the researcher does not use the English language theory book of language style but she uses Keraf's book which written in Indonesian language. Thus, she should translate the language style theory from Indonesian language into English language. The object of the research is the sentences and dialogues taken from a book of *Beauty and the Best* fairytale published by Walt Disney, one book consists of one story only. Thus, the finding of this study is only from *Beauty and the Best* fairytale. The limited time of doing the research also becomes the weakness of this study.

1.5 Significances of the Study

1.5.1   The Theoretical Significance

Theoretically, this study is expected to broaden the theoretical

perspective on the five categories of sentence structure in language

style which are performed in written language that is used in literary

works especially in fairytale.

1.5.2   The Practical Significance

Practically, this study might be employed to help the lecturers to teach

their students on structural sentences and to help the other researchers

in conducting similar researches. This study can be a reference to

elaborate the other styles of language especially in term of sentence

structure in written text.

1.6 Definition of the Key Terms

In order to avoid misunderstanding and misinterpretation about the basic

concepts used in this study, the researcher would like to give some definitions of

the key terms as follows.

1. Style is the way the writer uses the language in transferring his or her

    ideas and messages to the readers.

2. Sentence Structure analysis is the analysis of a sentence where the

    important point is placed.

3. Fairytale is a story in which magical things happen because some of

    characters are fairies or other imaginary people.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the discussion about the supporting theories and previous study.

2.1   The Language Style

Language style is the way people to manipulate and control people in interaction. In the same way, the use of language style is bringing the message that usually conveyed in words and done with voices. In other terms, language style is the way people use the language in communication, in written or oral language. As Tarigan (1986) states that the function of language is to persuade the readers or listeners.

Chaika (1982: 29) states that style refers to the selection of linguistic form to convey social or artistic effect. Style also acts as a set of instructions. We manipulate others with style, even as we are manipulated ourselves. Usually, the use of language style is a social communication that happens unconsciously. Moreover, style tells the speaker how he or she delivers an idea, using formal or informal language. Style may also tell the speaker how to take what is being said: seriously, ironically, humorously, or in some other ways. Often when the style of an utterance contradicts the meaning of the word and grammar, it is believed. Style also tells us how to interpret messages. So, style forms mini communication system that works along with language itself.

From the statement above, we understand that style is the way how people convey ideas or messages. It is easier to receive ideas or messages if we have known the condition and style used by the speaker or author. It means that how the way of speaker or author delivers his or her ideas or messages in formal or informal occasion: seriously, ironically, or humorously style.

Romaine (1994: 74) argues that styles not only do some of the same linguistic features in pattern of both regional and social dialect differentiation but they also display correlations with other social factors.

From Romaine statement above, it is clear that style displays the correlation between social factors and the language that is used by the society. It means that the society can predict what the style that they will use in their communication according to the running situation.

In addition, Giles and Powesland (1975); Giles and Sincalair (1979) in Thomas and Wareing (1999: 146) state that people may use different style in the way they talk depends on the situation and context they are talking in. This account is based on the premises that people are mainly seeking to show solidarity and approval there, dealing with others.

According to the statement above, the use of language style occurs during conversation where it depends on situation and context they talk about. It is used in order to make the listener and reader understand.

The style of language in a communication mainly focuses on an intended social message rather than gets the message of communication. Chaika (1982: 31) states that communication occurs as transformation messages from the speaker to

the listener**,** so they are conveyed by intonation or infection that is given by style. Actual words are used only on the rare occasions that the offending party is too abuse to get "the message". It must be emphasized that the social message conveyed by style is not coded directly into actual words that mean what intended social message is.

By the statement above, in using the language style, one must determine the purpose of communication. One of them is abusing to get the message, because in a society, there are many people who have different characters. So using the language style in society's communication will help us in communication with other people without disturbing others either partially or personally.

There are some ways of using language style in communication. People possess themselves in relation to other with the way they talk in different kinds of interaction. People do not always talk exactly in the same way all the time: they do not always use the same grammatical forms (Thomas and Wareing, 1999: 146).

It means that language style which people use in communication can be controlled during conversation through the tone of voice, diction and grammatical use in people's different communication situation.

Therefore, Chaika (1982: 31) argues that speakers give a great deal of information about themselves just by word, grammar, and pronunciation they choose both unconsciously and consciously.

Thus, the listeners have the same interpretation as speakers' style, but the information reveals to the hearer such as the speakers' social grate, educational

background, or regional affiliation. The style markers of a particular social group or region may be deliberately used for other purposes; it will make the listeners have some meanings of word such as emotional definitions that can be attached from the style of speaker.

In conclusion, language style is the way people manipulate others and control their interaction in bringing messages or ideas conveyed in word and tone of voice. The characteristics of language style are: selecting and choosing the linguistic forms appeared from a person or group of people depend on the context and situation.

2.2   The Classifications of Language Style

Schneider in Wellek, Rene, and Austin (1956:179) states that the variation of style depends on the environment at which the message is presented. The language style used in upper–class environment is different to the style used in the lower–class environment. The environment also refers to the other stratification, such as age, gender, and other social status. Thus, from the statement above, we can clarify that the use of language style depends on the environment and also the social status.

The same opinion is delivered by Romaine (1994: 75). She states that style can change from formal to informal depending on social context, relationship of the participants, social class, sex, age, physical environment, and topic. Although each class has a different average scores in each style, all groups style shift in the

same direction in their more formal speech style, that is, in the direction of the standard language.

Yule (1986: 190) argues that in taking communication, people should be care with the social background of the speakers according to class, education, occupation, age, sex, and a number of other social patterns.

From those statements above, it is clear that language style is inseparable with the social background of the speaker's class, education, occupation, age, sex, and number of other social patterns that will influence the language style used by the speaker.

Furthermore, the use of language style depends on context of the civilization as states by Wormuth (1981: 10) that the style refers to the way in which language is used in a given context, by the given person for a given purpose and so on.

Boas in Landar (1966: 135) states that when languages are in contact, borrowing of linguistic elements often takes place. Controversies have arisen and persisted about whether and to what extent phonemes, morphemes, or grammatical rules can be borrowed or diffused from one language to other language.

Joos in Chaer and Agustina (1995: 92) divides variety of language into five styles, they are: frozen style, formal style, consultative style, casual style, and intimate style.

1. Frozen Style

Frozen style is the most formal language style. It is used in the special occasions or formal ceremonies. In the written text, it can be a document of history, laws and etc.

2. Formal Style

Formal style is the formal language style that commonly used in formal speech, official meeting, formal meeting of directors in some organization, etc.

3. Consultative Style

Consultative style is the operational language style that is usually used in school, factory, and corporation meeting.

4. Casual Style

Casual style is the casual language variety in conversation, recreation, sport, etc.

5. Intimate Style

Intimate style is the language variety which is used among family or friends. The language is commonly used in incomplete sentences and does not emphasize on the articulation. This happens because there is an understanding among the speaker and listener here. It means that we can find the special term used in communication.

Referring to Keraf's statement (1980: 115) that there are many linguists argue about language style from many different point of view that cannot received by other linguist. Thus, Keraf classifies language style into two points of views

from the common classification of language style, such as: language and non–language.

2.2.1 Language

Language style is classified into four kinds of language style which is classified from the language elements, they are: language style based on the diction, language style based on the tone, language style based on the sentence structure, and language style based on the direct or indirect meaning transferred.

2.2.1.1 Language Style Based on the Diction

In the diction, language focused on the suitable word that is be used by the author to be placed in the certain word placed on the sentence.

In standard language, diction can be divided into three kinds. They are: formal style, informal style, and colloquial style.

1. Formal Style

   Formal style is a perfect form used in the formal occasion.

   The characteristics of the formal style are:

   - Sentence: relatively long, complex structure, extensive use for parallel and periodic structure and no fragment.

   - Diction: extensive vocabulary learned words, often abstracts avoidance of construction and clipped words.

   - Tone: personal, identified, few referenced to the readers.

- Distance: considerable

2. Informal Style

   Informal style is the style that used in the informal opportunity and its form is not conservative.

   The characteristics of the formal style are:

   - Sentence: medium length (twenty to thirty words), chiefly standard sentence, frequently parallel and some periodic sentences, fragments are rare but occasional.

   - Diction: range from learned top colloquial, but mostly popular from abstract to concrete occasional constructions, clipped words, and some slangs.

   - Tone: ranges from personal; to the interpersonal usually addressed to the reader as you.

   - Distance: moderate.

3. Colloquial Style

   Colloquial style is a style which uses popular words in communication. Although, this style uses popular words, it also uses morphologies and syntactic aspects to form the colloquial style. It is more relaxed conversation than the formal style. Colloquia constructs by simple or short form of words. It is suitable for originally and informal of familiar conversation.

2.2.1.2 Language Style Based on the Tone

Based on the tone, language is produced by the autosuggestion from words that is delivered by the speaker or the writer to the hearer or reader. This style will really influence the audience if delivered by the powerful speaker's sound. Tone–based language style can be classified into three types. They are: simple style, meaningful and powerful style, and middle style.

1. Simple Style

   This style is used by the speaker or writer to give command or instruction to other person, asking somebody to do something, in learning something, telling the truth or giving the evidence, etc.

2. Greatful and Powerful Style

   This style contains with something greatful and powerful. The use of this style is to manipulate or empower other people to do something. The speaker or writer can use this style to manipulate or empower the hearer or reader in delivered the ideas and also combines with speaker or writer's vitality and energy. Thus, it can make the hearer or reader directly responses the ideas and emotions actively.

3. Middle Style

   This style functions to bring the hearer or reader happiness and peacefulness because the function of this style is to make the hearer and reader happy and peace. The speaker or writer must use the soft tone, affection tone, and humor in delivering their ideas.

2.2.1.3 Language Style Based on the Sentence Structure

The sentence structure can be a basic reference to make a kind of language style. The sentence structure in this point is the place of the crux element in a sentence, (Keraf, 1980:124).

There are three general kinds of sentence that is based on the characteristic of the sentence, there are: periodic, flexible, and balanced sentence.

1. Periodic

    Periodic is a sentence that the crux element or importance thing which placed in the end of the sentence.

2. Flexible

    Flexible is a sentence that the crux element or importance thing which placed in the beginning of sentence, and

3. Balanced Sentence.

    Balanced sentence is a sentence that has two or more parts of sentences that have the same level on sentence.

From three kinds of general sentence above, Keraf proves that the language style elaborates the sentence structure into five styles. They are: climax, anticlimax, parallelism, antithesis, and repetition.

1. Climax

    Climax is a language style that contains ideas which always improve the important idea till the end of the sentence. It means that the writer starts with less important idea and ends with the most important idea or information of the sentence.

For example:

> Suffering makes people patience, patience gives people some experiences, and experience gives people hope.

2. Anticlimax

Anticlimax is a language style that pictures a degradation of sentence structure. It means that the sentence in this style will start with important point in the beginning of the sentence and less important point in the end of the sentence. The use of this style is ineffective because the listener or reader will not be aware of the next point or information.

For example:

- My neighbor is a model, she is a rich woman, silence, and no body knows her.
- Miss America was not so much interested in serving herself as she was eager to serve her family, her community, and her nation.

3. Parallelism

Parallelism is a similarity of structure in a pair or series of related words, phrases, or clauses.

For example:

- Either people from high level or people from low level, they must be judged if they are false.
- Singing a song or writing a poem is joyous.

4. Antithesis

Antithesis is a language style which juxtaposition of contrasting ideas in balanced phrases or clauses.

For example:

- Rich or poor people, old or young people, big or small, all of them have same responsible for their religion, nation and country.

5. Repetition

Repetition is a repeating words, sentences, or phrases that have an important meaning to make an emphasis meaning in a context of the sentence.

For example:

Every people in a certain culture **has known** about the culture it self, the habit and role, and also **has known** about how to know each other and other culture, thus they can make the certain attitude with other person.

Because of the effectively of using this repetition style thus, the speaker or orator classifies this style into eight characteristics. They are: epizeuxsis repetition, tautologia repetition, anaphora repetition, epistrophe repetition, symploce repetition, mesodiplosis repetition, epanalepsis repetition, and anadiplosis repetition.

a. Epizeuxis Repetition

Epizeuxis repetition is a direct repetition or repletion of word or phrase for emphasis. It means that the important words will repeated. Usually, with no word in between.

Example:

>We have to be the winner of this competition. We have to win, win, win.

b. Tautologia Repetition

Tautologia repetition is a repetition of word construction or the repetition of the same idea in different word, but (often) in a way that is wearisome or unnecessary.

Example:

>I choose you, you chose me, we confuse.

c. Anaphora Repetition

Anaphor repetition is a repetition of the same word or group of words at the beginning of successive clauses, sentences, or lines.

Example:

- **Is it false if I** choose what I like? **Is it false if I** do something what I like?
- **This** earth of majesty, **this** seat of Mars

d. Epistrophe Repetition

Epistrophe repetition is a sequence repetition of word or phrase in the last sentence or ending a series of lines, phrases, clauses, or sentences with the same word or words.

Example:

- The place that I live, the land where I stand is a **symphony**. The air that I breathe, the shine that I wrapped is a **symphony**.

- We are born to **sorrow**, pass our time in **sorrow**, end our days in **sorrow**

e. Symploce Repetition

Symploce repetition is a sequence repetition in the first and last sentence or beginning a series of lines, clauses, or sentences with the same word or phrase while simultaneously repeating a different word or phrase at the end of each element in this series.

Example:

- **You said that** life's problem is terrible. <u>I said just take it easy</u>. **You said that** if your friend angry with you, you are going crazy. <u>I said just take it easy.</u>

- **Against** yourself <u>you are calling him</u>, **against** the laws <u>you are calling him</u>, **against** the democratic constitution <u>you are calling him.</u>

f. Mesodiplosis Repetition

Mesodiplosis repetition is a repetition of the same word or words in the middle of successive sentences.

Example:

- To be a good mom **should** care with the children. To be a diligent student **should** study hard.

g. Epanalepsis Repetition

Epanalepsis repetition is a repetition of the first word in the last word or sentence.

Example:

God knows what I feel, because in my heart there is a God.

h. Anadiplosis Repetition

Anadiplosis repetition is a repetition of the last word of the first sentence in the first word of the next sentence.

Example:

In the house there is a family, in the family there is me.

2.2.1.4 Language Style Based on the Direct or Indirect the Meaning Transferred

Based on the direct or indirect the meaning transferred, it is divided into two general classifications, they are: rhetoric style and figurative style.

1. Rhetoric Style

On this field, the language style is classified into twenty one of rhetorical styles, they are: alliteration, assonance, anastrophe or inverse, apophasis or pretorisio, apostrophe, asyndeton, polisindeton, chiasmus, ellipsis, euphemism, litotes, hysteron proteron, pleonasm and tautology, periphrasis, prolepsis or anticipation, eroticist or rhetoric question, syllepsis and zeugma, correction, hyperbole, paradox, and oxymoron.

a. Alliteration

Alliteration is a repetition of the same consonant. It means that the repetition in which consonant sounds at the beginning of words are repeated. This style usually used in a poem, prose, etc as the ornament and stressing words.

Example:

Why not **w**aste a **w**ild **w**eekend at **W**estmore **W**ater Park?

b. Assonance

Assonance is a repetition of similar vowel sounds, preceded and followed by different consonants, in the stressed syllables of adjacent words. This style usually used in a poem, prose, etc as the ornament and emphasis words.

Example:

The sergeant asked h**i**m to b**o**mb the l**aw**n with h**o**tp**o**ts.

c. Anastrophe or Inverse

Anastrophe or Inverse is a rhetoric style that produces a departure from normal word order for the sake of emphasis.

Example:

Glistens the dew upon the morning grass.
(Normally: The dew glistens upon the morning grass)

d. Apophasis or Pretorisio

Apophasis or Pretorisio is a style which the author the rejection of several reasons why a thing should or should not be done and affirming a single one, considered most valid.

Example:

Seeing that this land was mine, you must show that either you did possess it, being empty, or made it your own by use, or purchase, or else that it came to you by inheritance. You could not possess it empty when I was in possession. Also, you cannot make it your by use or custom. You have no deed to prove your purchase of it; I being alive it could not descend upon you by inheritance. It follows then that you would put me from my own land before I am dead. —*John Smith*

e. Apostrophe

The style that is usually used by a speaker or writer when they break off and direct speech purposed to picture imaginary person or abstract quality or idea.

Example:

"O, pardon me, thou bleeding piece of earth, / That I am meek and gentle with these butchers! / Thou art the ruins of the noblest man / That ever lived in the tide of times"

f. Asyndeton

Asyndeton is a style that has the same level of word or phrase or clause and does not use conjunctions to make them in the same level or the omission of conjunctions between clauses, often resulting in a hurried rhythm or vehement effect.

Example:

Veni; Vidi; Vici (I came; I saw; I conquered)

g. Polisindeton

Polisindeton is the opposite of asyndeton, which the sequence word or phrase or clause are to be connected with conjunctions or employing many conjunctions between clauses, often slowing the tempo or rhythm.

Example:

I said, "Who killed him?" **and** he said, "I don't know who killed him but he's dead all right," **and** it was dark and there was water standing in the street and no lights **and** windows broke **and** boats all up in the town **and** trees blown down **and** everything all blown **and** I got a skiff **and** went out **and** found my boat where I had her inside Mango Key **and** she was all right only she was full of water.

h. Chiasmus

Language style that is divided into two parts, they are:

1. Phrase or clause that has the same order, and

2. Phrase or clause that has different meaning with other phrase or clause but it becomes the opposite phrases or clauses' structure if it compare with other phrase or clause.

Example:

It is boring to eat; to sleep is fulfilling.

i. Ellipsis

Ellipsis is a style that omits one or more elements of sentence or omission of a word or short phrase that easy to guess by the hearer or reader. Thus, the sentence in right is grammatical structure and easily understood in context.

Example:

John forgives Mary and Mary, John.
Note that the comma signals what has been elided, "forgives"

j. Euphemism

Euphemism is a style that is used good words in delivering the message or idea in speech or written text. This style is usually used to limit the offend word that will make the hearer or reader fell not so good in hearing the word.

Example:

King Richard: What says he?

Northumberland: Nay, nothing, all is said.

His tongue is now a stringless instrument *[meaning "he died"]*

k. Litotes

Litotes is a style that is used by the speaker or writer to make them in grovel condition or an understatement in which an affirmative is expressed by negating its opposite. It is deferent from the right condition.

Example:

This is no small problem.

l. Hysteron proteron

Hysteron proteron is the opposite of the logic or natural thing; or disorder of time.

Example:

Put on your shoes and socks.
(not in that order, of course)

m. Pleonasm and Tautology

Pleonasm and tautology are styles that use of more than words is necessary need in delivering the ideas.

Specifically, Pleonasm is a style that use of more words than the needed word but if the speaker or author want to omit the unneeded word, it does not change the meaning.

Example:

    With these very eyes I saw him do it.

    Referring to eyes is unnecessary since this is implied with "saw."

Meanwhile, Tautology is a style that needless repetition of the same sense in different words.

Example:

    Either it will rain tomorrow or it will not rain tomorrow.

n. Periphrasis

This style almost same with pleonasm but in this style the author only use one word to show the whole words. Periphrasis is a substitution of a descriptive word or phrase for a proper name of circumlocution; or, conversely, the use of a proper name as a shorthand to stand for qualities associated with it.

Example:

    The answer of your application letter is not receivable. *[it means refuse]*

o. Prolepsis or Anticipation

Prolepsis or anticipation is a speaking of something future as though already done or existing. Usually, this style is used by the speaker or writer to describe something future.

Example:

> Oh, I am a dead man!
> [Obviously, *the speaker refers less to the actuality of the moment as he does to the near future*.]

p. Eroticist or Rhetoric question

Eroticist or Rhetoric question is an asking question, not for the purpose of eliciting an answer but for the purpose of asserting or denying something obliquely.

Example:

> You say there is but one way to worship and serve the Great Spirit. If there is but one religion, why do you white people differ so much about it?"

q. Syllepsis and Zeugma

Syllepsis and zeugma are styles that use two density instructions which use a word to combine with the word before but the density word only suitable with one of the words.

In syllepsis, this style is focused on the right construction of grammatical in delivering the ideas but semantically wrong. When a single word governs or modifies two or more others must be understood differently with respect to each of those words. A combination of grammatical parallelism and semantic is an incongruity often with a witty or comical effect.

Example:

> "Fix the problem, not the blame." —Dave Weinbaum
> *The verb "fix" governs both "problem" and "blame." In its first*
> *instance, "fix" means "solve," but this verb shifts its meaning when*
> *applied to its second object, where the understood "fix" = "assign."*

Meanwhile, Zeugma is a general term describing when one part of speech (most often the main verb, but sometimes a noun) governs two or more other parts of a sentence (often in a series) and it is suitable with one of them and also grammatically and semantically correct.

Example:

> As Virgil guided Dante through Inferno, the Sibyl Aeneas *Avernus*.
> —Roger D. Scott
> *Through zeugma, "guided" and "through" are inferred for Sibyl and*
> *Aeneas: "As Virgil guided Dante through Inferno, the Sibyl [guided]*
> *Aeneas [through] Avernus."*

r. Correction

Correction is the amending of a term or phrase just employed; or, a futher specifying of meaning, especially by indicating what something is *not* (which may occur either before or after the term or phrase used).

Correction is a kind of redefinition.

Example:

> I desire not your love, but your submissive obedience.

s. Hyperbole

Hyperbole is a style that use the over expression in delivering the ideas or conditions.

Example:

I've told you a million times not to exaggerate

t. Paradox

The style that is full of the opposite facts.

Example:

Whosoever loses his life, shall find it.

u. Oxymoron

The style that usually placing or combining two ordinarily opposing terms adjacent to produce one another terms.

Example:

The Sounds of Silence.

2. Figurative Style

On this field, the language style classified into sixteen of figurative styles, they are: simile, metaphor, allegory, parable, and fable, personification, allusion, eponym, epithet, synecdoche, metonymic, antonomasia, hipalase, irony, cynicism, and sarcasm, satire, innuendo, antiphrasis, and paronomasia or punning.

a. Simile

Simile is a comparison which explicitly different or an explicit comparison, often (but not necessarily) employing "like" or "as." It means that it explains directly to show one word with other word.

Example:

My love is like a red, red rose.

b. Metaphor

Metaphor is analogy which compare between two things by referring to one thing as another. In combining both two words, metaphor does not need conjunctions.

Example:

I've been a rabbit burrowed in the wood

c. Allegory, Parable, and Fable

Allegory is a short story that contains figure of speech or analogy of something abstract. Usually, this short story uses the characters' name is taken from the abstract characteristic of the character.

Example:

The honest man.

Parable is a short story which use person as the character and contain with moral value. Usually this style used to tell the story of the holly book.

Example:

The best leader of Muhammad to change bad Islam's culture and civilization to better Islam's culture and civilization.

Fable is a metaphor of story which animal or thing as the character of the story which their behavior like human being.

Example:

The smart rabbit run on farmer's field.

d. Personification

Personification is a figurative language that figures immovable noun being a movable noun.

Example:

The petals dance with the wind melodies.

e. Allusion

The style tries to make autosuggestion of the hearer or reader to see the same characteristics of person, place, and phenomenon. In making allusion, the speaker or author should know that the audience or reader understand the allusion. The other thing, the author should believe that the written text will more understandable by the reader. The last thing that should care by the author is the uses of allusion reference. Good reference is a word that not common in use.

Example:

Malang is the Indonesian's Oxford.

f. Eponym

The style that is uses the person's name regularly. Thus, the name of that person is being the demonstrative pronoun of the certain thing or characteristic. Eponym also uses the name of place to show the proper thing.

Example:

Hercules (to show the powerful)

Italy (the pizza country)

g. Epithet

Epithet is the style that shows the certain characteristic of someone or something. This explanation describe descriptively in phrase that explains or changes someone's name or something.

Example:

England rose (Princess Diana from England)

h. Synecdoche

The figurative language that uses a part of something to show the whole case or the other way, use the whole case to show a part of something.

Example:

The rustler bragged he'd absconded with five hundred head of longhorns.

*(Both "*head*" and "longhorns" are parts of cattle that represent them as wholes).*

i. Metonymic

Metonymic is a style that uses a word to explain the other thing because of the close relationship among them.

Example:

The pen is mightier than the sword

(The pen is an attribute of thoughts that are written with a pen; the sword is an attribute of military action)

j. Antonomasia

Antonomasia is the specific form of synecdoche that produces the use of an epithet to substituting the proper mane of person's name, title, or position.

Example:

The president opens the ceremonial party.

k. Hipalase

The style that uses a certain word to explains the word that actually shows the other word.

Example:

Come stay with me and dine out.

l. Irony, Cynicism, and Sarcasm

Irony is the style that implies the contrary of what one says, often for the purpose of derision, mockery, or jest.

Example:

I know that you are the beautiful girl in the world, so you need a
special place in this room.

Cynicism is the allusion; it shows the disbelief that full of derision,
mockery, or jest. Cynicism is more critically than irony.

Example:

Yes, you are right that you are the beautiful girl in the world certainly,
so you need a special place in this room.

Sarcasm is more impolite or more sarcastic than irony and cynicism. This
style is also used of mockery, verbal taunts, or bitter irony.

Example:

Your words are your poison.

m. Satire

Satire is the description of something which the reader or listener should
guess the meaning of the words not form the meaning of the sentence
itself.

Example:

The leafs dance

n. Innuendo

The indirect insinuations of person or thing with disparage the real fact.

Example:

He will get richer because of his father's position in the corporation.

o. Antiphrasis

The irony of one word, often derisively that uses to show the contradiction meaning of a fact.

Example:

Look at the giant..!! *(It means the peewee).*

p. Paronomasia or Punning

Paronomasia or punning is a style which is used words that sound alike but that differ in meaning.

Example:

A jesting friar punned upon the name of the famous humanist Erasmus, "Errans mus" [erring mouse].

2.2.2 Non-Language

From this classification, language style can be classified into seven points by referring to non-language elements. They are:

2.2.2.1 The Writer

This language style is influenced by the writer. It shows in the language that is used in the written text in the era when the writer was being the famous person in that certain time. The brave writer might be influenced the other writer in the certain era. Thus, they can make a new community in order to make a new theory of language style.

2.2.2.2 The Time

This language style can be analyzed from the time when the language style itself known by the civilizations from the specific style in certain time.

2.2.2.3 The Media Uses

This language style can be analyzed from the media of communication transforms used. Every language has its own structure and social situation pattern in using its language. For example, the translation of one language to another language, of course will be found in a different style.

2.2.2.4 The Subject

This language style can be analyzed from the subject that is used in the topic of discussion which can influence the language use in a product.

2.2.2.5 The Place

This language style can be analyzed from the geographic. It almost influences the author's dialect.

2.2.2.6 The Audience

This language style can be analyzed from the audience or reader who may influence the language style used by the author.

2.2.2.7 The Aim

This language style can be analyzed from the aim that is transferred by the author to the reader or audience.

2.3   The Function of Language Style

Chaika (1982: 31) states that the speaker gives a great deal of information about themselves just by the word, grammar, and pronunciation they choose both unconsciously and consciously. This information reveals to the hearer such things as the speakers' social background such as educational background and regional affiliation. The style markers of a particular social group or region may be deliberately used for other purposes.

It means that using the language style must determine the purpose of communication. One of them is used to get the message, because in a society, there are so many people who have different characteristics. So, the use of style is expected without distributing others either partially or personally.

Other opinions come from Ramos in Fishman (1970: 108) states that language operation on the basis of more precise information as to the age, number, location, and interaction of the speakers of various local languages.

From the statement above, the education and environment are very important for people. Their language is used toward and selectively different in the same social networks or communities on two different occasions.

Trudgill (1974: 14) states that the two aspects of language behaviors are very important from a social point of view: first, the function of language in

establishing social relationship; and second, the role-played by language in conveying information about the speaker.

From the statement above, it describes clearly that both those aspects of linguistic behaviors are the reflection of the fact that there is a close inter-relationship between language and society.

Hymes in Wardhaugh (1986: 117) states that the way in which people view the language they speak is also important, that is, how they evaluate accents; how they establish the fact that they speak one language rather than another; and how they maintain language boundaries. Moreover, rules for using a language may be just as important as feeling about the language itself.

Mathiot and Gavin in Wardhaugh (1986: 31) state that the language's function is units' individuals and groups within a larger community while at the same time separating the community that result from other communities. Therefore, it can be employed to reflect and symbolize some kind of identity: religion, social, ethnic, or religious.

However, Trudgill (1974: 24) states that the speakers are aware of the social significance of pronunciation and their attitudes towards it are favorable because of their social attitudes.

In the same case, Chaika (1982: 29) states the function of language style is to convey social or artistic effect.

It means that the language styles can be very important factor in group identification, group solidarity and the signaling of differences, and when a group

is under attack from outside, signals of difference may become more important and are exaggerated.

Furthermore, Chaika (1982: 36) states that using style carried a long with greeting and conversation message is more efficient than having to encode that information at the outside or continually during conversation.

Badiah (1994), defines the function of languages style as;

1. To increase the reader's taste.

Languages style increases what the readers willing to follow and what is being said by the writer. It will raise the reader's opinion about what the writer's messages that expressed in his or her text and also what purposes going to be communicated by the writer. For example in poem, how the writer is used the suitable words to mix a romantic combination of poem that pictured about love. Thus, the listener or reader will taste the language that is used by the writer touches their sense.

2. To persuade the reader.

Languages style makes the reader feel sure and trustful toward what is being said by the writer. The writer or speaker asks the reader or listener attractively by using rhetoric language. For example, the politicians who attract many masses use the language that makes them sure and trustful.

3. To add the artistic effect of the idea being offered by the writer.

Here, one of the functions of language style contributes to the artistic effect. It will make the reader or listener enjoys and attracts, For example: the language in literary works, such as poem, drama, novel etc. Here, the

writer uses certain style to express ideas or messages. The writer can use romantic or heroic style in novel, drama, or poem to support the writer's ideas or messages. Thus, it is purposed to make the reader or listener enjoy and interested in delivering the ideas or messages either from the written or oral text.

4. To make the writer's idea clearer.

Every writer wants the reader to understand and catch the messages and ideas that are carried by the text. Thus, the writer should use the correct and certain word and language style to make his or her messages and ideas clearly transferred to the reader. For example: the role of government for civilization uses common or usual language style in order to be understood easily by the civilization, so they will not be wrong in interpreting the role.

5. To create certain mood

The language style that is used by the writer influences the reader in the case of creating the mood. It can also influence about the listener or reader's feeling or thought. So, how the speaker or writer uses the language style in their communication, it consequently will create certain mood. Example: Joker uses the humor or joke style in their presence. Furthermore, it will bring the listener's mood into happy mood.

So, the function of language styles referring to the statements above are to tell the hearer or reader how they act to the messages given by the speaker or author seriously, humorously, as sarcasm, happy or sadly, or in some other ways. The other function is to control for one style that must be chosen, in order to

control the speaker or author in delivering the messages thus, the reader or hearer should understand the messages.

In this study, the researcher employs Badiah's idea because it includes and describes clearly all the opinion that states before.

2.4   Children's Literature

There are many ways in defining children's literature. Knowles and Malmkjær (1996:2), argue that children's literature is any narrative written and published for children. The other opinion delivered by Huck&Kiefer with Hepler&Hickman (2004: 3), they state that children's literature is a limited by children's experience and understanding of certain emotional and psychological response.

From the statements above, we can conclude that children's literature is a simple narrative story which brings limited children's experience and understanding of certain emotional and psychological response.

Children's book contains simple narrative story which naturally make children understand easily. Huck&Kiefer with Hepler&Hickman (2004: 3), state that children's books are generally less frank than adult books, but contemporary children's literature does not reflect today problems.

Like adult literature, children's literature offers variety. Lukens (2003:13), states that the variety of children's literature divided in to some genres, they are: rhyme and fairy tales, fantasies and lyrics, and realistic stories about other countries.

Lukens (2003:14), uses the genres in discussing the kinds of literature that the most commonly written or read for children. While Huck&Kiefer with Hepler&Hickman (2004), classify the children's literature based on the period of the amendment of literature itself and children's need.

The classification of children's literature according to Huck&Kiefer with Hepler&Hickman (2004), are:

2.4.1 Traditional Literature

Traditional literature can be provided a window on cultural beliefs and spiritual and psychological qualities that are a part of our human nature. Those stories also become the basic principle for many works of post–modern literature, drama, and other literary products. It is important to help children become familiar with the rich heritage of stories that reflect the original cultures around the world, (Huck&Kiefer with Hepler&Hickman: 2004: 235).

Huck&Kiefer with Hepler&Hickman classifies the traditional literature into five varieties, they are:

1. Folktales, Fables, and Fairytales

They put those three genres of traditional literatures in almost the same definition. Folktales, Fables, and Fairytales are a simple story about talking beasts, woodcutters, and princess who reveal human behavior and beliefs while playing out their roles in the world of wonder and magic. Folktales are all forms or narrative, written or oral, which have come to be handed down through the years.

2. Myths

Myths are story about Gods and the reaction of things. Myths deal with human relationship with the God, the relationships of the God among themselves, the way people accept or fulfill their destiny, and people's struggles with good and evil forces both within themselves and outside themselves. Myths are good stories for they contain action, suspense, and basic conflicts.

3. Epic and Legendary heroes

Epic is a long narrative or cycle of stories clustering around the action of a single hero. Epics grew out of myths or along with them, since the Gods still intervene.

Legendary heroes are a cultural or national hero embodying all ideas of characteristics of greatness in certain time.

4. The bible as literature

The bible has an important and rightful place in any comprehensive discussion of traditional literature because it is a written record of people's continuing search to understand themselves and their relationships with others and their creator. In Buddhist tradition, it discusses the Jakata and Panchatantra. While in Hindu scriptures, they have the Ramayana.

2.4.2 Fantasy for Today's Child

In nowadays, children want a contemporary story that are relevant and speak up the problems of daily living. Modern fantasy books are about the real world, not about unreal world. Good fantasy might be craitical of children's understanding of themselves and of the struggles they will face as human being. Lloyd in Huck&Kiefer with Hepler&Hickman (2004: 308) states that fantasy is the utmost value for children. In this genre, Huck&Kiefer with Hepler&Hickman divide the fantasy for today's children into three kinds. They are:

1. Modern Fairytale

The traditional folklore or fairytale has no identifiable author but was passed on by retelling by one generation to the next. While, modern fairytale utilizes the form of the old but has an identifiable author. A study of traditional tales and modern fairytales can provide children with the framework for reading longer and more complex works of fantasy.

2. Modern Fantasy

The great book of fantasy is a metaphorical commentary on society today. The children will find deeper meanings in a tale. Children's reaction in reading modern fantasy is seldom predictable; they appear to be vehemently either for or against them.

3. Science Fiction

Sylvia Engdahl in Huck&Kiefer with Hepler&Hickman (2004:342), suggest that science fiction differs from fantasy not in subject matter but in its objective, its unique objective is to suggest a real hypotheses about mankind's future or about the nature of the universe.

Science fiction is relevant for today's rapid changing world. The writers must speculate about future technology and how the new discoveries will affect our daily lives and thoughts.

One of the values of science fiction is its ability to develop children's imagination and intuition as well as exercise their speculative and improvisation abilities.

2.4.3 Poetry

Poetry commonly defines as a language of emotion. Laurence Perrine in Huck&Kiefer with Hepler&Hickman (2004: 359) state that poetry as a kind of language that says more and says it more intensively than ordinary language. Poetry can encapsulate a deep response in a few words.

2.4.4 Contemporary Realistic Fiction

Contemporary realistic fiction is as imaginative writing that accurately reflects life as it was lived in the past or could be lived today, (Huck&Kiefer with Hepler&Hickman: 2004: 415). A well–written contemporary story should do more than just mirror modern life. It should take the children inside the character

and understand the causes of behavior; at the same time, it should take them outside themselves to reflect on their own behavior.

2.4.5 Historical Fiction

Historical fiction is a fiction that must draw on two sources, fact and imagination the author's information about the past and her or his power to speculate about how it was to live in that time. Historical fiction for children can help them to experience the past– as well as come into the conflicts, sufferings, joys, and despair of those who lived before us.

2.5 The Fairytale

Fairytales are included into the traditional literature genre of children's literature. Some people that are expert in literature classify the fairytale as children literature especially in folktales classification of traditional literature. As stated by Abrams in Knowles and Malmkjær (1996:156) that fairytales are standardly considered a sub-genre of the folktale, sub-genre of folklore "is a traditional verbal materials and social ritual that have been handed down solely, or at least primarily, by word of mouth and by example rather than in written form".

Moreover, Knowles and Malmkjær (1996:156, define fairytale is perceived as based on, or at least as sharing certain features of traditional fairytale, but since motifs and plots from every type of folktale may surface in the works of written form of all types of literature for children, it will be useful to establish some criteria for the identification of fairytales as such.

On the other hand, Katharina Mary Briggs in Knowles and Malmkjær (1996:156) states that fairytale as a sub-genre of literature for children, rather than as a sub-genre of the folktale.

From Briggs' statement of above, it is clear that to distinguish the fairytale in the sub–genre of children's literature, is closely in fiction fantasy genre. Towards the definition of Biggs which allows us to distinguish the fairytale from the sub-genre children's literature which arguably resembles, it most closely, namely children's fantasy fiction.

Today, fairytale is very popular in children world. As stated by Hallett and Karasak in Knowles and Malmkjær (1996:19) state that today collections of fairytales are popular gifts for every child. The newest expansion of fairytale is not only in children's story book but also brought to visual media, like video or movie. As stated by Steedman in Knowles and Malmkjær (1996:19) fairytale attractively produced and priced editors of individual tales like *Cinderella, Snow White,* and *Little Red Riding Hood,* specially designed to appeal children are available in newspaper shop, supermarkets and bookshops. In addition, Disney cartoon adaptations on video have contributed to the genre's population.

The fairytale is a story or media which brings many moral values to the children behavior. Nurgiantoro (2005: 200) states that the function of fairytale is as the children's amusement that brings many moral values and also bequeathed to the children about the story itself.

2.5.1 The Characteristics of Fairytale

There are many characteristics of fairytale which will differentiate between fairytale and other stories. According to Briggs' definition of fairytale in Knowles and Malmkjær (1996) she characterizes the fairytale into some part, they are:

1. Fairytale is a narrative story.

2. Fairytale includes magic or supernatural power.

3. Fairytale deals with magic world and withes.

4. Fairytale includes fairy among their character.

5. Fairytale states of enchantment sense.

2.6 The Language of Children's Literature

Literature is one of the way people knows everything around them, environment, human being, and also all around the world which all of them delivered in a specific way. It means that literature has its own ways in expressing idea or massage, such as: the use of words in sentences. In this case, literature will be entered the esthetical point of view of the words. Thus, the reader or listener enjoys the literary work, through their words. From this way, literature tents to be different from any other verbal or written work. Literature has its own characteristics in the form of language use.

An old literature just produced in oral language and it spreads person to person orally. Because of the development of science and knowledge, the old literature becomes a modern literature by changing its form from oral into written

language. Moreover, the development of literature studies, classifies it into some genres. Generally, the genres of literary works are poetry, drama, and prose. The change of literature also happens in the language use because it is influenced by the need of literature's consumer.

As stated above, all of these literary works have their own different characteristics in construction, form and language use. There are many factors influencing the change of literary works; the development of communication and technology, the improvisation of literature study, the consumer of literature works, the development social, etc. Every factor also has different effect in the change of literature work. One of the affectations is consumer needs. In a recent era, literature is consumed by many level of community, from the old person, young person, and children. Because of this factor, the men of letters classified the literary works based on the age also. Thus, from that classification, literature has the new interested topic, that is children's literature.

Children's literature is one of an interested thing to discuss because children's literature has its own characteristic. The characteristics of children's literature are view in the form of every literature works and also the language used. The author should understand deeply and focus on children point of view in making the literature work because the children world is very different with the old and young world. For example, the children's literature book, it should be full of interested pictures that make children interested in reading the book. In addition, in arranging the language, the author should use simple language in order to make the reader understands the content of the stories.

The author uses simple language system in making the children's literary work because it will make the story uncomplicated. The language used should in the simple word and arranged in a simple sentence or phrase that is understandable. It is certainly made in short sentences or phrases. The author should also maintain the simple thought in delivering idea, thus the children can catch the idea or message. If there is a complex idea that author wants to write on the literature or book, he or she should make it in a simple sentence. It is used because it same with children condition that they are simple and less of vocabulary.

As stated above that in making the written text or speech for children's literature or book, the author should use simple words that commonly use in the children society or habit. The author may use new word that is unknowable by the children in order to enrich the children's glossaries. This way is allowed because children may unconsciously study and add their vocabulary by reading a book.

The simple language used in children's literature is purposed to make the children understand the idea or message appeared in the text or speech, in which wanted to delivered by the author. In the same way, children may broaden their imaginary of new vocabulary if it is included. The simplicity in the children's literature does not mean to omit the esthetic point of literature itself. The author should creatively make the children's literature without ignoring the esthetic point of the literature pictures from the words.

2.7 Previous Studies

There are many researchers who conduct the similar field, one of them is Ai Mulyani Az Zahro (2006). She studied about the language style used by bloggers which focused on analyzing how the language styles used by the bloggers in the blogosphere. In analyzing the bloggers, she used Gleason's language style theory and she found six classifications of language style that is used by the bloggers, they are: consultative key, casual key, deliberative key, oratorical key, intimate key and direction key.

The other researcher is Agus Khosyul Umam (2007). He conducted a study on analysis of English language styles used by the members of pondok pesantren Darul Abidin Pare Kediri. He used Gleason's language style theory and found out three kinds of language styles used based on the level of the communication, they are: formal, informal, and colloquial.

This study focused on the characteristic of the language style used in *Beauty and the Beast* fairytale published by Walt Disney. The researcher would like to find the kinds of language styles of *Beauty and the Beast* fairytale published by Disney and also how the language styles used in *Beauty and the Beast* fairytale.

The researcher uses Keraf's theory which focused on analyzing the language style from the sentence structure point of view which use five classifications of sentence structure, they are: climax, anticlimax, parallelism, antithesis, and repetition.

CHAPTER III

RESEARCH METHOD

In this chapter, there are many points related to the research method. They are research design, data and data source, research instrument, data collection, and data analysis.

3.1 Research Design

Qualitative research is relevant to be applied by the researcher in this research since language style is a natural phenomenon which really happens in daily communication. Moreover, it is conducted not only to understand but also to describe the realistically of the language style.

This research is categorized as the descriptive qualitative research because the research basically aims at describing the data in the form of word or written text. In addition, the data are described descriptively based on the research problems, what kinds of the language style are used and how are the language styles used in *Beauty and the Beast* fairytale published by Walt Disney.

3.2 Data and Data Source

Concerning with the topic of analysis, the data of this research is taken from the sentences and dialogues of *Beauty and the Beast* fairytale book which perform in language style based on sentence structure.

The data source of this research is Walt Disney fairytale Disney classic book series published in 1991 by Budget Books Pty. Ltd., Australia.

3.3 Research Instrument

As previously noted, this research is qualitative. Thus, including this research, the main instrument is the researcher herself whom to investigate, to collect and to analyze the data because there is no other instrument which can obtain the data.

3.4 Data Collection

In collecting data, the researcher did some steps, such as:

1. Read the whole text of *Beauty and the Beast* fairytale published by Walt Disney.

2. Select the data by selecting the sentences and dialogues in the story related to the research problems of study.
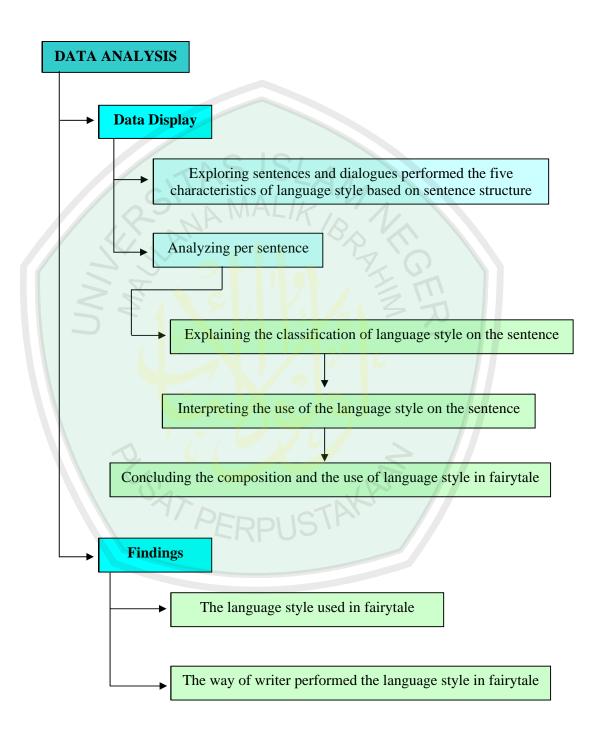
3.5 Data Analysis

In the process of analyzing the data, qualitative research is emphasized on the process analysis. Based on the research problems of this research, the analysis process is described below:

To answer the two research problems, the researcher reads the text of the *Beauty and the Beast* fairytale. Then, the researcher displays the data, sentences and dialogues, that performed language style based on five

characteristics of sentence structure. Next, the researcher analyses per sentence based on the rule of the story in order to make the research finding reports are clear and specific. For research question number one, the researcher categorized per sentence based on five characteristics of sentence structure of language style. After that, straight forward to the research question number two, which also use the finding of research question number one. After that, the researcher explains how the language style used in the sentence. Then, the researcher makes conclusion of the findings from the research questions of number one and two. To make clear understanding of analyzing the research process, the researcher illustrated her process of data analysis by using the following diagram:

DIAGRAM OF ANALYSIS

```
┌─────────────────────┐
│   DATA ANALYSIS     │
└─────────────────────┘
          │
          ├──────────►┌──────────────────┐
          │           │   Data Display   │
          │           └──────────────────┘
          │                    │
          │      ┌─────────────┴────────────────────────────────────────────┐
          │      │  Exploring sentences and dialogues performed the five     │
          │      │  characteristics of language style based on sentence      │
          │      │  structure                                                │
          │      └───────────────────────────────────────────────────────────┘
          │                    │
          │      ┌─────────────┴─────────────────┐
          │      │  Analyzing per sentence        │
          │      └────────────────────────────────┘
          │                    │
          │      ┌─────────────┴──────────────────────────────────────────────┐
          │      │  Explaining the classification of language style on the     │
          │      │  sentence                                                   │
          │      └─────────────────────────────────────────────────────────────┘
          │                    │
          │      ┌─────────────┴──────────────────────────────────────────────┐
          │      │  Interpreting the use of the language style on the sentence │
          │      └─────────────────────────────────────────────────────────────┘
          │                    │
          │      ┌─────────────┴──────────────────────────────────────────────┐
          │      │  Concluding the composition and the use of language style   │
          │      │  in fairytale                                               │
          │      └─────────────────────────────────────────────────────────────┘
          │
          └──────────►┌──────────────────┐
                      │     Findings     │
                      └──────────────────┘
                               │
                 ┌─────────────┴──────────────────────────────────┐
                 │  The language style used in fairytale            │
                 └──────────────────────────────────────────────────┘
                               │
                 ┌─────────────┴──────────────────────────────────────────┐
                 │  The way of writer performed the language style in      │
                 │  fairytale                                              │
                 └──────────────────────────────────────────────────────────┘
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CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the researcher analyzes the finding of the study, the language style used in *Beauty and the Beast* fairytale published by Walt Disney. The researcher analyzes the data based on Gorys Keraf's theory of language style that focuses on sentence structure which covers Climax, Anticlimax, Parallelism, Antithesis, and Repetition. Repetition is divided into eight kinds of repetition, they are: epizeuxis repetition, tautologia repetition, anaphora repetition, epistrophe repetition, symploce repetition, mesodiplosis repetition, epanalepsis repetition, and anadiplosis repetition. This chapter is divided into two parts; research findings and discussion.

4.1 Result of Data Analysis

In these findings, the researcher presents the data taken from the book of *Beauty and the Beast* fairytale. The data are presented in sentences and dialogues, and it is categorized and analyzed based on the theory of language style that is focused on sentence structure. It is used in order to answer the research problems of this study. The process of data analysis is presented based on the sequent events of the story. It is conducted in order to make easier the analysis process. The data are presented bellow.

Datum 1

Beauty and the Beast, page 3

Once upon a time, in a faraway land, a young prince lived in a shining castle.

The sentence above consists of two language styles based on sentence structure. The first language style is climax. Climax is a language style which shows the risen information from the beginning until the end of the sentence. This sentence consists of two phrases and a sentence. The first phrase is *"once upon a time",* it tells about when the story happens. The second phrase is *"in a faraway land"*, it tells about where the story happens. Moreover, the sentence introduces who the character of the story is. From the very beginning phrases which show when and where the story happens until the last sentence which tells the character, those give the risen information about the story. It is used in order to give the chronological information of the story.

The second style is parallelism. Parallelism is a style which uses the parallel grammatical and function of word or phrase. As previously noticed that this sentence consists of two phrases in the beginning of the sentence, they are: *"Once upon a time"* and *"in a faraway land"*. Both of them are phrases which show the time and place. The faction of those phrases is the adverbs of the sentence. Thus, automatically they perform in structurally the same forms. It is used to introduced to the reader when and where the story happens.

Datum 2

Beauty and the Beast, page 3

Although he had everything he desired, he was soiled, selfish, and unkind.

The sentence above performs three styles of language style based on sentence structure, they are: antithesis, parallelism, anaphora repetition.

The first style is antithesis. Antithesis is a style which includes the contrast word or idea. It shows from the word *"although"* in the beginning of sentence. The function of this word is the conjunction of the sentence. It shows the contrast idea of the fact. The contras idea presents in the clause *"he had everything he desired,"* which shows positive side of the Prince and clause *"he was soiled, selfish, and unkind"* which shows the negative side of the prince. The conjunction *"although"* is placed in the beginning of sentence. Moreover, the sentence is used punctuation comma (,) in the middle of two clauses. It is used in order to separate the positive and negative ideas which refer to the Prince's characteristics of this story.

The second style is parallelism. The parallelism of this sentence shows in the phrase *"he was soiled, selfish, and unkind"*. The phrase consists of some adjectives which refer to the Prince. The adjectives mention the negative characteristics of the Beast. Those adjective are performed in the series or parallel adjectives in the sentence. It is used in order to make the effective sentence because those adjectives refer to the subject *"he"*. The sentence uses punctuation comma (,) to separate every each adjectives.

The third style is anaphora repetition. Anaphora repetition is the repetition of the first word in the first word of the next sentence. The repetition occurs in the word *"he"* as the subject singular personal pronoun of the Beast. It shows in the first clause in the beginning of clause and it is repeated in the beginning of second clause. It is used in order to emphasize that the characteristics which appears in the sentence refers to the Prince's characteristics and it shows by using his subject personal pronoun, *"he"*.

Datum 3

Beauty and the Beast, page 3

One freezing night, an old beggar woman came to the castle. She offered the Prince a red rose in return for shelter from the cold.

This datum is classified as climax language style based on sentence structure. Climax is a style which gives the risen information from the beginning of the sentence until the end of the sentence. The datum consists of two sentences. In the beginning of the first sentence shows the adverb of time which shows when the story happens and it follows by introducing the new character of the story. In the second sentence shows the actions that done by the new character. As the characteristics of climax style, the datum gives the risen information from the beginning until the end of the sentence. It is used in order to show the chronological actions that happen in the story. In addition, the datum shows the new moment or situation happens in the story.

Datum 4

Beauty and the Beast, page 3

Repelled by her ragged appearance, he sneered at the gift and turned her away.

This datum above presents in a sentence which consists of a phrase and a clause. It is classified as parallelism language style. The parallelism performs in the clause which is showed in the word *"sneered"* and *"turned"*. Those two actions refer to the Beast which is indicated from the singular personal pronoun *"he"*. The function of those words is the parallel verbs of the sentence. Thus, it performs in structural the same word. It is used in order to make the effective sentence because those two actions are done by the same subject. In addition, it is used in order to show the chronological actions that occur in the sentence because the actions happen in the same time. In order to separate those two parallel verbs, the sentence appears conjunction *"and"* in the middle of the clause.

Datum 5

Beauty and the Beast, page 4

As punishment, she transformed him into a hideous horned beast and placed a spell on everyone in the castle. Then she gave him an enchanted Mirror as his only window on the outside world.

This datum consists of two sentences and it performs two language style; parallelism and mesodiplosis repetition.

The first style is parallelism. It occurs in the first sentence of the datum in the words *"transformed"* and *"placed"*. Those two actions refer to the old beggar woman. The function of those words is the parallel verbs of the sentences. Thus, it presents in the structural the same forms. It is used in order to make the effective

sentence because those two verbs refer to the same subject, the old beggar woman. Furthermore, it shows the chronological actions which occur in the story. In separating those two actions, the sentence uses conjunction *"and"* among the verbs.

The second style that is conducted in this datum is mesodiplosis repetition. The repetition performs in word *"him"*. In the first sentence the word *"him"* presents in the middle of the sentence and it is repeated by the second sentenced in the middle of the sentence. The word *"him"* is the singular object personal pronoun which refers to the Beast. It used in order to emphasize the actions of the sentence refers to the Beast.

Datum 6

Beauty and the Beast, page 6

Not far from the castle was a charming little French village. There lived a beautiful girl named Belle, who loved to read about far–off places, daring sword fights, magic spells, and princes in disguise.

The datum above consists of two sentences and it is justified as climax and parallelism language style.

The first style is climax. Climax is a language style which shows the risen information from the beginning until the end of the sentence. The first sentence performs the place where the story happens. The second sentence introduces the new character of this story and also shows the characteristics of the character. As the characteristics of climax style, those sentences give the risen information from

beginning of the first sentence until in the end of the second sentence. It is used in order to give the chronological information of the story.

The second style is parallelism. The parallelism shows in the second sentence, they are: *"far–off places"*, *"daring sword fights"*, *" magic spells"*, and *"princes in disguise"*. Those words are presented in the same phrases form. The sentence is used punctuation comma (,) to separate of every phrase. It is used in order to make the effective sentence because those phrases refer to the same subject of the sentence.

Datum 7

Beauty and the Beast, page 6

She always had her nose in a book, and the villagers laughed at her, even though they liked her.

The datum performs only one sentence which consists of three clauses. The sentence is classified as antithesis style. Antithesis is a style which includes the contrast word or idea. The contrary word shows in the conjunction *"even though"*. It shows the contrast idea of the fact. The contras idea presents in the first sentence that the villagers always laugh at Belle because of her reading habit. Meanwhile, in the last clause it performs conjunction *"even though"* and it is followed by the sentence *"they liked her"*, it shows that the villages like her. From the statement above it is clear that the contrary occurs in the sentence. It is used in order to mention or the different idea or the contrasting meaning in the sentence.

Datum 8

Beauty and the Beast, page 9

One bright fall morning, Belle crossed the town square. She was too busy with her book to notice handsome, conceited, Gaston, whom all the other village girls admired. But Gaston had noticed Belle.

The datum consists of three sentences and it is justified as antithesis language style. Antithesis is a style which includes the contrast word or idea. The contrast word present in the conjunction *"but"* which shows in the last sentence. In addition, the contrary idea shows in the second and third sentence. The second sentence shows that every girls of the village notice Gaston. Meanwhile, the third sentence presents that Gaston only notice in Belle. In the beginning of the third sentence presents the conjunction *"but"* to shows the contrary idea. This style uses in order to show the contrary idea that performs in the story.

Datum 9

Beauty and the Beast, page 10

In the smoke-filled cottage, Belle was relieved to find her father, Maurice, in one piece.

The datum above occurs in one sentence which consists of a phrase and a clause. The datum is classified as climax style. Climax is a language style which shows the risen information from the beginning until the end of the sentence. In the beginning of the sentence performs the phrase," *In the smoke-filled cottage* " which is function as the adverb of place that shows where the story happens. And in the clause presents the next action of the story. As the characteristics of climax

style, the sentence gives the risen information from beginning until in the end of the sentence. It is used in order to give the chronological information of the action in the story.

Datum 10

Beauty and the Beast, page 11

The invention looked like an old armchair on wheels with a huge engine attached to it. A maze of pipes, whistles, bells, ropes, and pulleys erupted from the back.

The datum above consists of two sentences. The datum presents two styles of language style; anticlimax and parallelism.

The first style is anticlimax. Anticlimax is a language style which shows the important information in the beginning of sentence and shows the degradation information in the end of the sentence. In the beginning of the first sentence, it shows in the word *"the invention"*. And then in the following sentence, it describes about what is the invention looks like. The second sentence, it mentions the tools of the invention. As the characteristics of anticlimax style, the datum shows the important information in the beginning of the sentences and the degradation information in the following sentence. It is used in order to describe something from the main point of idea.

The second style is parallelism. The parallelism shows in the second sentence of a series tools of the invention. The parallel words are: *"A maze of pipes", "whistles", " bells"," ropes",* and *"pulleys erupted"*. They performed in a series of parallel noun of the invention. Thus, they present in structurally the

same form. It is used in order to make the sentence effective because those words refer to the same subject, the invention. In addition, it is used to mention the series of something which perform in the same form of part of speech. The sentence uses punctuation comma (,) to separate every each nouns or words.

Datum 11

Beauty and the Beast, page 13

Their patient horse, Philippe, carried Maurice and pulled the heavy cart behind them.

The datum above is classified as parallelism style. The parallelism shows in the words *"carried"* and *"pulled"* . As the characteristics of parallelism, the datum performs two series words which have the similar function in the sentence. The function of those words is the series of verb. Those two words refer to Philippe's actions which happen in the same time. Thus, they perform in structurally the same form. It is used in order to make the effective sentence because those verbs refer to the same subject of the sentence. The sentence uses conjunction *"and"* in order to separate both two words.

Datum 12

Beauty and the Beast, page 13

Maurice looked back fearfully at the sound of prowling wolves, and Philippe reared up in alarm and lunged forward.

The datum above presents in a sentence which consists of two clauses. The datum is classified as parallelism style. The parallelism shows in the words

"looked" in the first clause which refers to Maurice's action and *"reared"* in the second clause which refers to Philippe's action. As the characteristics of parallelism, those words are indicated as the series of similar words because they function is the verb of the sentence. In addition, those actions happen in the same time. Thus, they perform in structurally the same form. It is used in order to make the effective sentence because those verbs or actions present in the same time. The sentence presents the conjunction *"and"* in order to separate both two actions.

Datum 13

Beauty and the Beast, page 14

Then Philippe heard a blood-chilling howl and threw off his rider!

The datum above is classified as parallelism style. Parallelism is a similarity of structure in a pair or series of related words, phrases, or clauses. The parallelism shows in the words *"heard"* and *"threw"* . The function of those two words is the parallel verbs in the sentence. As the characteristics of parallelism language style, those words perform in the similar series of related word. The actions of the datum refer to Philippe's actions. It is used in order to make the effective sentence because those verbs refer to the same subject of the sentence, Philippe. In addition, it shows the chronological of the action that happen in the same time. The sentence uses the conjunction *"and"* in order to separate both two actions of the story.

Datum 14

Beauty and the Beast, page 16

Desperately, he wrenched the gate open and fell through it, slamming it behind him just as the wolves attacked!.

The datum above is classified as parallelism style. Parallelism is a similarity of structure in a pair or series of related words, phrases, or clauses. The parallelism shows in the words *"wrenched"* and *"fell"* . As the characteristics of parallelism, those words perform as the similar structure in the series of words that the function of those two words is the parallel verbs in the sentence. Thus, they perform in structurally the same form. These two words refer to Maurice's action. It is used in order to make the effective sentence because those verbs refer to the same subject of the sentence. In addition, it shows the chronological action of the story that happens in the same time. The sentence uses conjunction *"and"* in order to separate two verbs or actions of the story. In the beginning of sentence, it appears the adjective *"desperately ",* it dose not influence any style of the sentence.

Datum 15

Beauty and the Beast, page 19

Breathless, Maurice crossed the neglected grounds of a forbidding castle and approached the door.

The datum above is classified as parallelism style. The datum contains the similar structure as the characteristic of parallelism language style. The similarity shows in of words *"crossed"* and *"approached"* . The function of those two

words is the parallel verbs in the sentence. Thus, they perform in structurally the same form. Those two words refer to Maurice's actions. It is used in order to make the effective sentence because those verbs refer to the same subject of the sentence. In addition, it shows the chronological action of the story that happens in the same time. The sentence uses the conjunction *"and"* in order to separate those two verbs or actions of the story. Furthermore, in the beginning of sentence, it appears the adjective *"breathless "*, it dose not influence any style of the sentence.

Datum 16

Beauty and the Beast, page 20

Maurice sank into a chair as Cogsworth looked around nervously for his master.

The datum above is classified as parallelism style. As the characteristics of parallelism language style, the datum performs two words which have the similar structure of the series of words. The similarity shows in the words *"sank"* which refers to Maurice's action and *"looked"* which refers to Philippe's action. The function of those two words is the parallel verbs in the sentence. Thus, they perform in structurally the same form. It is used in order to make the effective sentence because those verbs happen in the same time. The sentence uses the simultaneous event *"as"* in order to separate those two verbs or actions of the story.

Datum 17

Beauty and the Beast, page 20

Then a tea cart arrived with Mrs. Potts, the teapot, and her son, Chip.

The datum above is justified as parallelism language style based on sentence structure. As the characteristic of parallelism language style, this datum occurs in the similar structure of the series words which shows in *"Mrs. Potts", "the teapot",* and *"Chip".* The function of those words is as the objects person of the sentence. Thus, they construct in the structurally the same form. Those words are the name of castle's denizens. It is used in order to make the sentence more effective because the sentence has three objects which done the same time. The sentence uses punctuation comma (,) in order to separate the every each of word. Moreover, it puts conjunction "*and"* to show the final word. In the beginning of sentence, it performs the adverb position *"then",* it does not influence any style in the sentence because its adverb refers to the previous sentence.

Datum 18

Beauty and the Beast, page 20

Suddenly, a huge, hulking figure stormed into the room and loomed over Maurice.
"a stranger!" growled a savage voice.
Then great clawed hands seized the terrified inventor and carried him into a dungeon!

The datum above consists of two sentences and an dialogues. The datum performs two styles based on sentence structure; climax and parallelism language style.

The first style is climax language style. Climax is a language style which shows the risen information from the beginning until the end of the sentence. The first and the second sentence show the terrible situation in the castle. In the third sentence, it shows the final condition of Maurice when he entered the castle. The important information shows the word *"carried him into a dungeon"*. As the characteristics of climax sentence, the first and the second sentence gives less important information and in the third sentence gives the most important information.

The second style is parallelism. The datum performs the similar structure of the series words. The parallelism shows in the series of word *"seized"* and *"carried"* in the third sentence. The function of those words is as the series verbs of the sentence. Thus, they construct in the structurally the same form. Those words refer to the Beast's action. It is used in order to make the effective sentence because those verbs refer to the same subject of the sentence. In addition, it shows the chronological actions of the story that happen in the same time. The sentence uses the conjunction *"and"* in order to separate two verbs or actions of the story. In the beginning of the first sentence, it performs the adverb of manner *"suddenly",* it does not influence any style in the datum.

Datum 19

Beauty and the Beast, page 24

Belle's fingers found the doorknob and she pulled the door open, causing Gaston to tumble out.

The datum above is classified as parallelism language style. The parallelism shows in the series of words *"found"* and *"pulled"*. Those words refer to Belle's action. The function of those words is as the series verbs of the sentence. Thus, they construct in the structurally the same form. It is used in order to make the effective sentence because those verbs refer to the same subject of the sentence. In addition, it shows the chronological actions of the story that happen in the same time. The sentence presents the conjunction *"and"* in order to separate those two verbs or actions of the story.

Datum 20

Beauty and the Beast, page 26

Hearing a familiar whinny, she turned to welcome her father-and saw that Philippe had returned alone!

The datum above is classified as parallelism language style. Parallelism is a similarity of structure in a pair or series of related words, phrases, or clauses. The characteristic of parallelism shows in the words *"turned"* and *"saw"*. The function of those words is as the series verbs of the sentence. Thus, they construct in the structurally the same form. It is used in order to make the effective sentence because those verbs refer to the same subject of the sentence. Those words refer to Belle's action. In addition, it shows the chronological actions of the story that

happen in the same time. The sentence presents the conjunction *"and"* in order to separate those two verbs or actions of the story. In the beginning of sentence, it presents a phrase *"hearing a familiar whinny"* which has no influence any style of the sentence.

Datum 21

Beauty and the Beast, page 27

The big horse snorted and whinnied anxiously.

The datum above is classified as parallelism language style. Parallelism is a similarity of structure in a pair or series of related words, phrases, or clauses. The characteristic of parallelism in this datum shows in the words *"snorted"* and *"whinnied"*. Those words perform in the similarity structure of the series words. The function of those words is as the series verbs of the sentence. Thus, they construct in the structurally the same form. Those words refer to Philippe's action. Its style is used in order to make the effective sentence because those verbs refer to the same subject of the sentence. In addition, it shows the chronological actions of the story that happen in the same time. The sentence presents the conjunction *"and"* in order to separate those two verbs or actions of the story.

Datum 22

Beauty and the Beast, page 27

Belle gathered her skirt and leaped astride the tired horse, who turned bravely and thundered back toward the dark forest.

The datum above presents into two clauses in a sentence. The first clause refers to Belle's action and the second clause refers to Philippe's action. The datum is classified as parallelism language style. As the characteristic of parallelism, this datum has the similar structure of words which shows in the words *"gathered"* and *"leaped"* in the first clause. The function of those words is as the series verbs of the sentence. Thus, they construct in the structurally the same form. Moreover, in the second clause also presents the parallelism style which shows in the words *"turned"* and *"thundered"*. It is used in order to make the effective sentence because those verbs refer to the same subject of the sentence. In addition, it shows the chronological actions of the story that happen in the same time. The sentence uses the punctuation comma (,) in order to separate both two clauses. Moreover, in every clause, it presents the conjunction *"and"* in order to separate the verbs or actions of the story.

Datum 23

Beauty and the Beast, page 29

Horse and rider plunged into the gloomy trees, but Philippe slowed down as they approach the crossroads.

The datum performs in one sentence which consists of two clauses. The datum is justified as antithesis language style. Antithesis is a style which includes

the contrast word or idea. The contrast word shows in the conjunction *"but"*. The contrary idea occurs between the word *"plunged"* in the first clause and the word *"slowed"* in the second clause. The function of those two words is the verb of every clause. Those actions refer to Philippe's action. In the middle of those two clauses, it presents conjunction *"but"* to show the contrary idea. This style uses in order to show the contrary ideas or actions of the story.

Datum 24

Beauty and the Beast, page 31

Cogsworth, Lumiere, and Mrs. Potts, astonished.

The datum above consists of two sentences. The datum is justified as parallelism language style based on sentence structure. Parallelism is a similarity of structure in a pair or series of related words, phrases, or clauses. As the characteristic of the parallelism language style, the datum shows the parallelism in the series of word *"Cogsworth", "Lumiere", and "Mrs. Potts"*. Those words are the name of castle's denizens. The function of those words is as the subject of the sentence. Thus, they construct in the structurally the same form. It is used in order to make the sentence more effective because the sentence has three subject which done the same action and in the same time. The sentence uses punctuation comma (,) to separate the every each of word and in the last word, it puts conjunction "*and*".

Datum 25

Beauty and the Beast, page 32

Suddenly, Belle sensed danger and whirled around to see a massive shape in the shadows.

The datum above is classified as parallelism language style. Parallelism is a similarity of structure in a pair or series of related words, phrases, or clauses. As the characteristic of parallelism language style, the parallelism of the datum shows in the words *"sensed"* and *"whirled"*. Those words refer to Belle's action. The function of those words is as the series verbs of the sentence. Thus, they construct in the structurally the same form. It is used in order to make the effective sentence because those verbs refer to the same subject of the sentence. In addition, it shows the chronological actions of the story that happen in the same time. The sentence uses the conjunction *"and"* in order to separate those two verbs or actions of the story. In the beginning of the first sentence, it performs the adverb of manner *"suddenly",* it does not influence any style in the datum.

Datum 26

Beauty and the Beast, page 35

"Belle, no!" cried Maurice. "You don't know what you're doing!" But the Beast dragged him from the cell and took him to the courtyard.

The datum above consists of two dialogues and a sentence. This datum is classified as antithesis. Antithesis language style is a style which in the sentence consists of the contrast word or opinion. The contrary idea occurs among Maurice and the Beast. It shows in the two dialogues and the sentence. In the two

dialogues mentions that Maurice refuses Belle to stay in the castle with the Beast. While in the sentence, it shows that the Beast wants Belle to stay in the castle with him. It also shows by the conjunction *"but"* among them. The conjunction shows the contrary idea of the story.

Datum 27

Beauty and the Beast, page 36

The Beast return to the tower to find Belle crying. "I'll show you to your room," he said gruffly, not knowing what else to do.

The datum above is classified as parallelism language style. It consists of a sentence and an dialogue. Parallelism is a similarity of structure in a pair or series of related words, phrases, or clauses. The characteristic of the parallelism shows in the words *"return"* in the sentence and *"find"* in the dialogue. They perform in similar structure of the datum. The function of those words is as the series verbs of the sentence. Thus, they construct in the structurally the same form. It is used in order to make the effective sentence because those verbs refer to the same subject of the sentence. Those actions refer to the Beast's action. In addition, it shows the chronological actions of the story that happen in the same time.

Datum 28

Beauty and the Beast, page 36

As Belle followed him, he added, "You can go anywhere you like…except the West Wing. That's forbidden."

The datum presents in two clauses and an dialogue form. It is justified as tautologia repetition. Tautologia repetition is the repetition of the same idea in different word, but (often) in a way that is wearisome or unnecessary. The tautologia repetition indicates in the word *"him"* in the last word of the first clause and it is repeated in the first word of the second clause. The function of the word *"him"* is the object singular personal pronoun which refers to the Beast. While, the word *"he"* is the subject singular personal pronoun which also refers to the Beast. It is used in order to emphasize that the action refers to the Beast.

Data 29

Beauty and the Beast, page 36

The Beast opened the door to a comfortable bedroom and said awkwardly, "You'll…uh…join me for dinner."

The datum above is classified as parallelism language style. It consists of a sentence and an dialogue. The characteristic of parallelism shows in the words *"opened"* and *"said"* which they perform in the similar structure in the series of words. Those words refer to the Beast's action. The function of those words is as the series verbs of the sentence. Thus, they construct in the structurally the same form. It is used in order to make the effective sentence because those verbs refer to the same subject of the sentence. In addition, it shows the chronological actions

of the story that happen in the same time. The sentence uses the conjunction

"and" in order to separate the verbs or actions of the story.

Datum 30

Beauty and the Beast, page 38

"Well, now," said the Wardrobe cheerfully, "what's Pagel we dress you in for dinner?" She flung open her doors.
"That's very kind of you," said Belle, gazing at mirrored door. "But I'm not going to dinner."
"Oh, but you must!" cried the Wardrobe anxiously, just as Cogsworth appeared.

The datum above consists of five dialogues. This datum is justified as

antithesis language style. Antithesis is a style which includes the contrast word or

idea. The contrary idea presents among Belle and Wardrobe. It tells about the

Beast's dinner invitation of Belle. In addition, the datum shows the conjunction

"but" in the fourth dialogue that is conveyed by Belle and also in the fifth

dialogue that is conveyed by Wardrobe. Thus, it is clear that the datum performs

antithesis language style. It is used in order to show the contrary idea in the story.

Datum 31

Beauty and the Beast, page 40

"Master" said Lumiere, "have you thought that perhaps this girl could be the one to break the spell? You fall in love with her… she falls in love with you and-poof! The spell is broken. We'll be human again by midnight!"
"It's not that easy, Lumiere," said Mrs. Potts. "these things take time."

The datum consists of dialogues. It performs two kinds of language style;

antithesis and tautologia repetition.

The first style is antithesis language style. Antithesis language style is a style which in the sentence consists of the contrast word, words or opinion. The contrary opinion delivered by Lumiere and Mrs Potts. It shows in the dialogue *"have you thought that perhaps this girl could be the one to break the spell? You fall in love with her… she falls in love with you and-poof! The spell is broken. We'll be human again by midnight!"* that is conveyed by Lumiere. Meanwhile, the contra opinion is conveyed by Mrs. Potts is showed in the dialogue *"It's not that easy, Lumiere,"*. It shows the contrary idea among the dialogues. Although, it does not perform the contrary word, it shows from the dialogue among Lumiere and Mrs. Potts.

The second style is taotulogia language style. Tautologia repetition is the repetition of the same idea in different word, but (often) in a way that is wearisome or unnecessary. It shows in the dialogues *"…You fall in love with her… she falls in love with you…"*. The dialogue consists two phrases. The tautologia indicates in the word *"you"*, as the subject singular personal pronoun in the first phrase which refers to the Beast and it is repeated in the following phrase in the word *"you"* as the object singular personal pronoun which refers to the Beast. The next repetition presents in the word *"her"*, as the object singular personal pronoun in the first phrase which refers to the Belle and it repeated in the following phrase in the word *"she"* as the subject singular personal pronoun which refers to Belle.

Datum 32

Beauty and the Beast, page 43

"Help!" he cried. "He's got Belle locked in a dungeon. We must go!"

"Slow down, Maurice," demanded Gaston. "Who's got Belle locked in a

dungeon?"

The datum consists of dialogues which are conveyed by Maurice and

Gaston. The datum performs is justified as anadiplosis repetition language style.

Anadiplosis repetition is a repetition of the last word of the first sentence in the

first word of the next sentence. In this datum, the anadiplosis repetition presents in

the two dialogues in the phrase *"got Belle locked in a dungeon"*. This phrase is

placed in the last of the first dialogue and it is repeated in the first of the second

dialogue. Those repetitions perform in those dialogues in order to emphasize

something important in the sentences or dialogues of the story.

Datum 33

Beauty and the Beast, page 43

"A beast!" cried Maurice. "A horrible, monstrous beast!"

   The datum above presents in the dialogue forms that delivered by Maurice. The datum is justified as epanalepsis repetition language style. Epanalepsis repetition is a repetition of the first word in the last word or sentence. In this datum, the repetition appears in the word *"a Beast"* in the first dialogue and it is repeated in the following dialogue in the last part of the dialogue. The repetition in the second dialogue is used to emphasize the important thing in the dialogue.

Datum 34

Beauty and the Beast, page 44

Later that night, Belle got very hungry. She found her way to the kitchen and heard the Stove complaining to Mrs. Potts: "I work and slave all day long, and for what? A culinary masterpiece gone to waste!"

   The datum above consists of two sentences and an dialogue. This datum is classified as parallelism style. The parallelism shows in the words *"work"* and *"slave"* . The dialogue conveyed by the Stove. The characteristic of parallelism shows in those sentence because they perform in the similar structure of the series words. The function of those two words is the parallel verbs in the sentence. Thus, they perform in structurally the same form. It is used in order to make the effective sentence because those verbs refer to the same subject of the sentence in the dialogue. The sentence uses the conjunction *"and"* among the verbs in order

to separate those two verbs. Moreover, the sentence performs two sentences, which those sentences do not influence the style that performs in the datum.

Datum 35

Beauty and the Beast, page 45

"I am a little hungry," Belle confided to Mrs. Potts.
"You're?" cried Mrs. Potts excitedly. "Stoke the fire!" she called to Cogsworth and Lumiere.

The datum is justified as epistrophe repetition language style. The datum above presents in the dialogues between Belle and Mrs. Potts. The datum above consists of dialogues and followed by the speaker name. In the first dialogue, *"I am a little hungry," Belle confided to Mrs. Potts.* It mentions who is the speaker and who is the hearer. In the second dialogue in the surprising replay of the hearer, *"You're?" cried Mrs. Potts excitedly.* In both dialogue, it performs word Mrs. Potts in the last sentence and repeated in the following dialogue also in the last of the sentence. The characteristic of epistrophe repetition shows in the word *"Mrs. Potts"*. It is used in order to emphasize that she is the person who done the action.

Datum 36

Beauty and the Beast, page 45

"Remember what the master said about feeding her." Warned Cogsworth. But Mrs. Potts paid no attention to him.

The datum above consists of an dialogue and a sentence. The datum is justified as antithesis language style. Antithesis language style is a style which in

the sentence consists of the contrast word, words or opinion. The contrary idea happens between Cogsworrth and Mrs Potts. It shows in the phrase *"Warned Cogsworth"* and the last sentence *"But Mrs. Potts paid no attention to him"*. Furthermore, in the beginning on the sentence, it shows the word *"but"* that performs as the contrary idea. This style uses in order to show the contrary idea of the story.

Datum 37

Beauty and the Beast, page 48

When the banquet was over, Belle stood up and cheered.

The datum above is classified as parallelism style. Parallelism is a similarity of structure in a pair or series of related words, phrases, or clauses. The characteristic of parallelism shows in the words *"stood"* and *"cheered"* . They perform in the similar structure of the series of words in the sentence. The function of those two words is the parallel verbs in the sentence. Thus, they perform in structurally the same form. It is used in order to make the effective sentence because those verbs refer to the same subject of the sentence. In addition, it is used to show the chronological actions that done in the same time. In the middle of those two verbs, it occurs the word *"and"* as the conjunction to connect those two words or actions in the sentence.

Datum 38

Beauty and the Beast, page 50

Belle had been warned not to go into the West Wing. But when the others weren't looking, she sped upstairs and entered the Beast's lair.

The datum above consists of two sentences. The datum is justified as antithesis language style. Antithesis language style is a style which in the sentence consists of the contrast word, words or opinion. In the first sentence, it shows that Belle has warned not to go to the west wing of the castle. In the second sentence, it shows that Belle entered that place. Thus, the contrary opinion presents in both sentences. In addition, in the second sentence consists of the conjunction *"but"* in order to show that the contrary presents in the sentence. This style uses in order to show the contrary idea of the story.

Datum 39

Beauty and the Beast, page 43

The dirty room was strewn with broken furniture, cracked mirrors, ripped clothes, and gnawed bones. The only beautiful, living thing was the enchanted Rose, glowing inside a bell jar. When Belle reached out to touch the Rose, the Beast leaped into the room!

The datum above consists of two language styles based on sentence structure; antithesis and parallelism language style. Antithesis language style is a style which the sentence consist of the contrast word, words or opinion. In the first sentence, it shows the negative point of view of Beast liar because it show the dirty room which full of broken furniture. In the second sentence, it shows that there is something beauty also in the Beast room; the enchanted rose, glowing inside. Although, the datum does not presents the contrary word, the contrary idea shows in the datum. It is clear that these sentences indicated as antithesis language

style because they consist of the contrast point. This style is used in order to show the contrary idea or point of the story.

Meanwhile, parallelism language style presents in the first sentence which shows in the series of phrases *"cracked mirrors", "ripped clothes", and "gnawed bones"*. Those words perform in the similar structure of phrases. The function of those phrases is the objects of the sentence. It is used in order to mentions the series of the Beast's broken furniture. In addition, it is used to make the effective sentence because all the things have structurally same form. The sentence uses punctuation comma (,) to separate the every each of phrase and in the last phrase, it puts conjunction "*and*".

Datum 40

Beauty and the Beast, page 52

Terrified, Belle turned and fled down the stairs. She hurried outside and raced to the stable for Philippe. They escaped from the castle into the freezing night.

The datum above is classified as parallelism language style based on sentence structure. The datum above performs two sentences. The sentences consist of many actions which done by Belle. As the characteristic of parallelism language style, the datum perform the similar structure of words that show in the words *"return"* and *"fled"* in the first sentence and *"hurried",* and *"raced"* in the second sentence. The function of those words is verb in every each sentence. Those words describe the series of actions done by Belle when Belle tries to escape from the castle because of the fury Beast. The uses of parallelism style in the sentence, in order to make the sentences more effective and understandable

because those actions refers to the same subject. In the middle of those two verbs, it occurs the word *"and"* as the conjunction to connect those two words or actions in the sentence.

Datum 41

Beauty and the Beast, page 55

Suddenly, Philippe snorted in alarm, and Belle saw cruel yellow eyes blazing in the dark.

The datum above justified as parallels language style based on sentence structure. Parallelism is a similarity of structure in a pair or series of related words, phrases, or clauses. The characteristic of parallelism shows the words *"snorted"* and *"saw"*. Those two verbs present in different clauses, for the word *"snorted"* is done by Philippe and for the word *"saw"* is done by Belle. Those words have the similar structure of the series related words. The function of those two words is the verb of two clauses. Those two actions refer to Philippe and Belle in the night when they try to escape from the castle. This style is used in this sentence in order to make the effective sentence because those two actions happen in the same time. In the middle of those two verbs, it occurs the word *"and"* as the conjunction to connect those two words or actions in the sentence. In the beginning of the first sentence, it performs the adverb of manner *"suddenly",* it does not influence any style in the datum.

Datum 42

Beauty and the Beast, page 55

Philippe broke into a frenzied gallop. Branches tore at them as they raced through the forest, with the wolves following close behind. Philippe reared in terror as a wolf snapped at his heels. Belle was thrown off, and Philippe's reins caught in a tree branch.

This datum above is classified as climax language style based on sentence structure. This datum consists of four sentences which tell about Philippe and Belle's condition when the wolves run after them in the dark forest. The first sentence shows the action done by Philippe to run away of the wolves. The second sentence shows the condition of Philippe and Belle when they through the dark forest. The third sentence shows Philippe condition when the wolves close behind him. The fourth sentence shows the Belle and Philippe's condition when the wolves snapped at Philippe's heels. From the beginning until the end of these series of sentences give the risen important information. In addition, it used to mention the chronological situation and condition when Belle and Philippe in the dark forest.

Datum 43

Beauty and the Beast, page 55-56

Belle was thrown off, and Philippe's reins caught in a tree branch. Belle seized a sharp branch to defend Philippe. As the wolves closed in on Belle, a huge paw snatched one wolf away-the Beast! He grappled with the snarling wolves, flinging them to either side. The forest echoed the roar of combat.

From this datum above, the researcher finds three types of language style based on sentence structure; climax, anaphora repetition, and parallelism.

The first style is climax. As noted in the chapter two that climax is a language style which gives the risen information from the beginning until the end

of the sentence. Those sentences consist of five sentences. The first sentence, it tells about Belle and Philippe's condition after when the wolves run after them in the dark forest. The second sentence, it tells about Belle's action when she knows that Philippe in danger. The third sentence tells about Belle's action when the wolves get close to her. In addition, it also tells that the Beast in the forest to rescue them. The fourth sentence tells about the Beast's action when he fights with the wolves. The fifth sentence tells about situation of the forest when the Beast is fighting with the wolves. From those statements, we can see that from the beginning until the last sentence, this datum gives the risen important information about the Philippe and Belle's condition when the wolves run after them. It is used in order to show the chronological actions happen to Belle and Philippe when they are in the dark forest.

The second style of these sentences is anaphora repetition. Anaphora repetition is the repetition of the first word or clause in every the following sentence. The anaphora repetition of the sentences present in the word *"Belle"* in the beginning of the first sentence and it repeated in the second sentence also in the beginning of the sentence. It is used in order to emphasize that the actions and conditions refers to Belle.

The third style is parallelism language style. The characteristic of parallelism shows in the words *"snatched"* and *"grappled"*. Those words refer to the Beast's action in faces the wolves' attaches. The faction of those two words is the verbs of the sentences which happened in the same time. Those two words present in similar structure of the series words. Thus, it is clear that those

sentences classified as parallelism. It is used in order to show that two actions happen in the same time although those actions done by Belle and the Beast.

Datum 44

Beauty and the Beast, page 61

"If you'd hold still," said Belle, "it wouldn't hurt as much!"
"If you hadn't run away," sulked the Beast, "this wouldn't have happened." But
he let her tie her scarf around his arm as a bandage.

The datum above consists of two dialogues and a sentence. The datum performs three language styles based on sentence structure; antithesis, anaphora repetition, and mesodiplosis repetition.

The first style is antithesis language style. Antithesis is a style which consists of the contrast word, words or idea. It shows in the second dialogue and the last sentence. The second dialogue shows that the Beast is angry with Belle, while in the last sentence shows that Belle not angry with him. The contrary idea of this datum shows in the conjunction *"but"* of the last sentence. It is used in order to show the contrary of different feeling between Belle and the Beast after the terrible disaster of Belle when she is escaped from the castle.

The second style is anaphora repetition. Anaphora repetition is the repetition of the first word or clause in every the following sentence. The repetition performs in the both dialogues of the word *"if you"*. The word *"if you"* in the first dialogue presents in the beginning of dialogue. It is repeated in the second dialogue in the beginning of the dialogue also.

The third style is mesodiplosis repetition. Mesodiplosis repetition is repletion of the middle word of the sentence. In this datum, the mesodiplosis repetition presents in those two dialogues in the word *"wouldn't"*. This word is placed in the middle of the first dialogue and it is repeated in the middle of the second dialogue. Those repetitions perform in those dialogues in order to emphasize that Belle and Beast are really regret of the disaster.

Datum 45

Beauty and the Beast, page 63

The late was so romantic that Lumiere cried. Even Cogsworth wiped away a tear before he sent everyone back to work.

The datum above consists of two sentences and it classified as parallelism language style based on sentence structure. Parallelism is a similarity of structure in a pair or series of related words, phrases, or clauses. The parallelism of this datum shows in the words *"cried"* in the first sentence and *"wiped"* in the second sentence. The function of two words is the verb of the sentence. Thus, they perform in similar structure of the series words. The first word refers to Lumiere's action and the second verb refers to Cogsworth's action. Those two actions happen in the same time when they saw a friendship growing between their master and Belle. It is used in order to make the effective sentences because the both two words have the same function of the sentence and also those actions happen in the same time.

Datum 46

Beauty and the Beast, page 67

When they looked into it, they were shocked to see Maurice lost in the forest, shaking with cold as he searched for Belle.

The datum above performs two language style based on sentence structure; parallelism and anaphora repetition. The sentence consists of three clauses.

The first style is parallelism. Parallelism is a similarity of structure in a pair or series of related words, phrases, or clauses. As the characteristic of parallelism, it occurs in the word *"looked"* in the first clause which refers to Belle and the Beast's action, *"shocked"* in the second clause also refers to Belle and the Beast, and *"searched"* in the third sentence which refers to Maurice. The function of those words is the verb of every clause. Thus, they present in structurally the same forms. It is used in order to make the effective sentence because those actions happen in the same time and they have the chronological actions.

The second style is anaphora repetition. Anaphora repetition is the repetition of the first word in every the following sentences. The repetition of this sentence occurs in the subject plural personal pronoun *"they"* of the first and the second clause. It refers to Belle and the Beast. The function of *"they"* is the subject of the sentence. It occurs in the beginning of the sentence and it repeated in the following clause also in the beginning of sentence. It is used in order to emphasize something which refers to Belle and the Beast. Furthermore, the first clause occurs the word *"when"* which the function as the conjunction of the sentence, but it is not influence any style.

Datum 47

Beauty and the Beast, page 67

"Take it with you, so you'll have a way to look back…and remember me."

The datum performs anaphora repetition of language style based on sentence structure. Anaphora Repetition is the repetition of the last word in the first word of the next sentence. The sentence above consists of two clauses. The repetition occurs in the word *"you"* as the subject singular personal pronoun which refers to Belle. In the first clause the word *"you"* presents in the last of sentence and it is repeated in the beginning of the clause. It is used in order to emphasize something which refers to Belle's action. In the second clause, it finds the word *"so"* which the function as the conjunction of the sentence but it is not influence the repetition.

Datum 48

Beauty and the Beast, page 68

Then she ran to the courtyard and rode away, as the Beast watched from his balcony.

The datum above is justified as parallelism language style based on sentence structure. This sentence consists of two clauses. Parallelism is a similarity of structure in a pair or series of related words, phrases, or clauses. The characteristic of parallelism language style shows in the word *"ran"* and *"rode"* in the first clause which refers to Belle's action and *"watched"* in the second clause which refers to the Beast's action. They perform in the similarity structure of the series words. The function of those words is the verb in every clause. Thus, they present in the same structural forms. It is used in order to make the effective

sentences because those words present the same function of the sentence and happen in the same time.

Datum 49

Beauty and the Beast, page 70

With the mirror's help, Belle found Maurice and brought him home.

The datum above is classified as parallelism language style based on sentence structure. The sentence consists of a phrase and a sentence. Parallelism is a similarity of structure in a pair or series of related words, phrases, or clauses. The characteristic of parallelism language style occurs in the words *"found"* and *"brought"* in the sentence. They perform in the same structure of series words. The function of two words is the parallel verbs of the sentence. It used in order to make the effective of sentence because those two words are the actions which done by Belle when she tries to rescue her father. Thus, it presents in structurally the same forms. In addition, in the middle of those two verbs, it occurs the word *"and"* as the conjunction to connect those two words or actions in the sentence. Furthermore, in the beginning of sentence presents the accompanying phrase *"With the mirror's help"* which not influences any style in the sentence.

Datum 50

Beauty and the Beast, page 70

When Maurice began to recover, he could scarcely believe that the Beast had let Belle go. "That horrible beast?" he asked her in amazement.
"But he's different now, Papa," said Belle quietly. "He's changed somehow."

The datum above consists of a sentence and three dialogues. The datum is classified as antithesis language style based on sentence structure. Antithesis is a style which consists of the contrast word, words or idea. The antithesis occurs in the conversation between Belle and Maurice. In Maurice's dialogue, it shows that the Beast is the horrible beast, while in Belle's dialogue shows that he changes to be kind man. From those statements, it shows the contrary idea among Belle and her father. In addition, the datum consists of word *"but"* in Belle's dialogue which shows the contradiction point. It is used in order to show the contrary opinion about the Beast between Belle and Maurice.

Datum 51

Beauty and the Beast, page 72

Belle ran into the cottage and returned with the mirror.

The datum above is justified as parallelism language style based on sentence structure. The characteristic of parallelism shows in the words *"run"* and *"returned"*. They perform in the similar structure of the series of words. The function of those two words is the verb of the sentence. Thus, the sentence constructs in the structurally the same forms. Those verbs refer to Belle's actions when she wants to show the mirror to the villages. It is used in order to make the sentence more effective because those actions happen in the same time and those show the chronological actions of Belle.

Datum 52

Beauty and the Beast, page 75

"I won't let you do this!" Cried Belle. But Gaston locked her and Maurice in the cellar as the villagers gathered weapons and torches.

The datum above consists of an dialogue and a sentence. It is justified an antithesis language style based on sentence structure. Antithesis is a style which consists of the contrast word, words or idea. The contrast word of this datum shows in the word *"but"* of the sentence. The word *"but"* gives the contrary opinion. The contrary idea presents between Belle and Gaston's actions which shows from the above datum. Belle does not want to let Gaston and the villagers attack the Beast to the castle. But, Gaston does not pay attention, he gathered the villagers to attack the Beast. It is used in order to show the contradiction among Belle and Gaston of Gaston's decision to attack the Beast.

Datum 53

Beauty and the Beast, page 76

Cogsworth, Lumiere, and Mrs. Potts saw them from the window.

The datum above is justified as parallelism language style based on sentence structure. Parallelism is a similarity of structure in a pair or series of related words, phrases, or clauses. The characteristic of parallelism language style occurs in the words *"Cogsworth", "Lumiere", and "Mrs. Potts"* in the sentence. Those words are the name of castle's denizens. They perform in the same structure of series words. The function of those words is as the subject of the sentence. Thus, they construct in the structurally the same form. It is used in order to make the sentence more effective because the sentence has three subjects which

done the same action in the same time. The sentence uses punctuation comma (,) to separate the every each of words and in the last word, it puts conjunction *"and"*.

Datum 54

Beauty and the Beast, page 78

The battering ram crashed through the door, and the villagers entered the castle.

      The datum above is classified as parallelism of language style based on sentence structure. The sentence above consists of two clauses. Parallelism is a similarity of structure in a pair or series of related words, phrases, or clauses. The parallelism of this datum shows in the words *"crashed"* in the first clause and *"entered"* in the second dialogue of the sentence. As the characteristic of parallelism, they perform in the similar structure of the series of words in the sentence. The function of those words is as the verb in every clause of the sentence. Thus, it constructs in structurally the same forms. It is used in order to make the effective sentence because it consists of two actions which happen in the same time. Furthermore, the datum shows the chronological actions of the story.

Datum 55

Beauty and the Beast, page 78

At first, all was quite. Then they were confronted by a host of angry Object: pitchers and ladles, pots and pails prepared to do battle.

The datum above consists of two sentences and it is justified as parallelism language style based on sentence structure. Parallelism is a similarity of structure in a pair or series of related words, phrases, or clauses. The characteristic of parallelism shows in the series of words *"pitchers and ladles",* and *"pots and pails "* in the second sentence. They are the castle's objects. The function of those words is as the object noun of the second sentence. Thus, they construct in the structurally the same form of the series related words. It is used in order to make the sentence more effective because those objects mention in the series of nouns.

Datum 56

Beauty and the Beast, page 78

A thunderbolt exploded in the sky as the villagers clashed with the defenders, but nothing could rouse the Beast to action.

The datum above is justified as antithesis language style based on sentence structure. Antithesis is a style which consists of the contrast word, words or idea. The contrary shows in the word *"but"* in the last part of sentence. The function of word *"but"* is the conjunction which mentions the contrary of two ideas in the sentence. The conjunction *"but"* shows the contradiction between the villagers' action and the Beast's action. It is used to show the contrary idea which occurs in the story.

Datum 57

Beauty and the Beast, page 83

When Belle arrived, she saw that Gaston had forced the Beast onto the balcony. She watched in horror as he clubbed the unresisting Beast, driving him toward the edge of the steep roof.

The datum above consists of two sentences. It performs two language style based on sentence structure; anaphora repetition and parallelism style.

The first style is anaphora repetition. Anaphora repetition is a repetition of the last word in the first word of the next sentence. From the sentences above, the repetition occurs in word *"she"*. The function of *"she"* is the subject singular pronoun in the sentence which refers to Belle. The word *"she"* performs in the beginning of the first sentence and it is repeated in the beginning of second sentence. It is used in order to emphasize that the action which presents in the sentence refers to Belle's action.

The second style is parallelism. Parallelism is a similarity of structure in a pair or series of related words, phrases, or clauses. As the characteristic of parallelism, it shows in the words *"saw"* in the first sentence and *"watched"* in the second. Those two words refer to Belle's action. They perform in the similar structure of series related words because they happen in the same time. The function of two words above is the verb of the sentence. Thus, they perform in structurally the same word. It is used in order to make the chronological story of those two sentences in the datum. Furthermore, those sentences have the relationship of the chronological action that done by Belle.

Datum 58

Beauty and the Beast, page 85

As Belle reached his lair, he grabbed and gripped him tightly by the throat.

The datum is justified as parallelism language style. The datum above performs in a sentence which consists of two clauses. The first clause refers to Belle's action and the second clause refers to the Beast's action. The parallelism of this sentence performs in the words *"reached"* in the first clause which refers to Belle's action, *"grabbed* and *gripped"* in the second clause which refer to the Beast's action. . The function of those words is the verb of the clause. They perform in the similar structure of the series related words as the characteristic of parallelism. Thus, they perform structurally the same form of clauses. It is used in order to the make effective sentence and to show the chronological actions in the sentence. In the middle of those two clauses, it performs punctuation comma (,) to separate among the clauses. Furthermore, in the middle of those two verbs in the second clause, it occurs the word *"and"* as the conjunction to connect those two words or actions of the sentence.

Datum 59

Beauty and the Beast, page 85

The Beast struggled with himself, but he had become too human to kill.

The datum above is justified as antithesis language style. Antithesis is a style which consists of the contrast word, words or idea. The contrary word of this datum shows in the word *"but"* which performs in the first sentence. The function of *"but"* is the conjunction of the sentence which shows the contrasting idea of the sentence. The contrary refers to the Beast's action when he wants to kill the

Gaston. It is used in order separate to different idea which performs the contrary meaning.

Datum 60

Beauty and the Beast, page 87

Growling, he pushed Gaston away and turned to Belle.

The datum above is classified as parallelism langue style. As the characteristic of parallelism, it occurs in the word *"pushed"* and *"turned"*. The function of those two words is the parallel verbs which refer to the Beast's action. They perform in the similar structure of the series related words because they occur in the same time. Furthermore, the verbs refer to the same subject, Gaston. Thus, this sentence is classified as the parallelism style. It is used in order to make the effective sentence because the actions done by the same subject. In addition, it is used to show the chronological story. In the middle of those two verbs, performs conjunction *"and"* to connect those two words or actions of the sentence.

Datum 61

Beauty and the Beast, page 87

As Belle and the Beast embraced, Gaston pulled a knife from his boot and stabbed the Beast in the back.

The datum above is classified as parallelism language style. The parallelism occurs in the word *"pulled"* and *"stabbed"*. The function of those two words is as the parallel verb of the sentence. As the characteristic of parallelism

language style, they perform in the similar structure of the series related words. Those two words refer to Gaston's actions when he tries to kill the Beast. Moreover, they perform in the same time. Thus, they perform in structurally the same forms. It is used in order to make the effective sentence because those two verbs done by the same subject. Furthermore, it is used in order to show the chronological Gaston's actions because those two actions happen in the same time. In the middle of those two verbs, it occurs the conjunction *"and"* to connect those two words or actions of the sentence.

Datum 62

Beauty and the Beast, page 88

As Gaston backed away, his food caught on the rain gutter. He tripped and plunged from the roof. A great hush fell over the castle as rain splattered the balcony.
Climax, Parallelism

The datum above is classified as climax and parallelism language style. It consists of three sentences. The first style is climax language style. Climax is a language style which shows the risen information from the beginning until the end of the sentence. From the first sentence, *"As Gaston backed away, his food caught on the rain gutter"* it shows that Gaston's foot caught on the rain gutter. The sentence does not give the important information. The second sentence, *"He tripped and plunged from the roof"*, It shows the effects of the first sentence. Thus, it gives more important information. The third sentence, *"A great hush fell over the castle as rain splattered the balcony."* It shows the final condition of Gaston. He falls from the balcony like rain. The climax style uses in this datum in

order to show the chronological information of the situation that happen in the story.

The second style is parallelism. The parallelism occurs in the word *"tripped"* and *"plunged"* in the second sentence. The function of those words is the parallel verbs in the sentence. As the characteristic of parallelism language style, they perform in the similar structure of the series related words. Those two words refer to Gaston's actions when he tries to kill the Beast. Moreover, they perform in the same time. Thus, it presents in the structurally the same form. These two verbs is used to show the chronological situation when Gaston in the roof of the castle. In addition, it is used in order to make the effective sentence because the two verbs refer to the same subject, Gaston. In the middle of those two verbs, it occurs the conjunction *"and"* to connect those two words or actions of the sentence.

Datum 63

Beauty and the Beast, page 88

The Beast looked at Belle, then collapsed.

The datum above is justified as parallelism style. It shows in the words *"looked"* and *"collapsed"*. Those two words refer to the Beast's action. As the characteristic of parallelism, they perform in the similar structure of the series related words. The function of those two words is the verb of the sentence. Thus, they perform in structurally the same form. It is used in order to make the effective sentence because those verbs refer to the Beast as the subject of those words, the Beast. In addition, it is used to show the chronological actions that

happen in the same time. In the middle of those two verbs, it presents the word

"then" as the conjunction of the sentence.

Datum 64

Beauty and the Beast, page 90

Belle ran to the Beast's side and embraced him.

The datum above is classified as parallelism style. Parallelism is a similarity of structure in a pair or series of related words, phrases, or clauses. The parallelism shows in the words *"ran"* and *"embraced"* . Those words refer to Belle's action. As the characteristic of parallelism, they perform in the similar structure of the series related words. Those two words perform in the parallel verbs of the sentence. It is used in order to make the effective sentence because those verbs refer to Belle as the subject of those words. In addition, it is used to show the chronological actions that happen in the same time. In the middle of those two verbs, it occurs the word *"and"* as the conjunction to connect those two words or actions of the sentence.

Datum 65

Beauty and the Beast, page 93

As Belle wept, the last petal fell.

The datum above is classified as parallelism style. The sentence presents in two clauses. As the characteristic of parallelism language style, the parallelism of the datum shows in the words *"wept"* which refers to Belle's action and *"fell"*

which refers to the petal. They perform in the similar structure of the series related words. The function of those two words is the verb of every clause. Thus, they perform in structurally the same form. It is used in order to make the effective sentence and to show the chronological actions because the actions happen in the same time. In the middle of those two clauses, it performs punctuation comma (,) to separate among the clauses.

Datum 66

Beauty and the Beast, page 93

Suddenly, the rain began to shimmer and sparkle.

The datum above is classified as parallelism style. As the characteristic parallelism language style, the datum shows the similar structure of related words in the words *"shimmer"* and *"sparkle"* . The function of two words is the verbs of the sentence which refer to *"the rain"* as the subject of the sentence. Furthermore, they perform in the same time, thus they perform in structurally the same form. It is used in order to make the effective sentence because those verbs refer to *"the rain"* as the subject of the sentence. In addition, it is used to show the chronological actions that done by the same subject. In the middle of those two verbs, it occurs the word *"and"* as the conjunction to connect those two words or actions of the sentence. In the beginning of the sentence, it performs the adverb of manner *"suddenly",* it does not influence any style in the datum.

Datum 67

Beauty and the Beast, page 93

Belle looked up and saw the air glittering with magic.

The datum above is classified as parallelism style. The parallelism shows in the words *"looked"* and *"saw"*. As the characteristic of parallelism language style, those words present in the similar structure of the series related word. Those two words as the series related words in the sentence which refer to Belle's action. Thus, they perform in structurally the same form. It is used in order to make the effective sentence because those verbs refer to Belle as the subject of the sentence. In addition, it is used to show the chronological actions that happen in the same time. In the middle of those two verbs, it occurs the word *"and"* as the conjunction to connect those two words or actions of the sentence.

Datum 68

Beauty and the Beast, page 93

He touched his face and found that it was smooth.

The datum above is classified as parallelism style. The parallelism shows in the words *"touched"* and *"found"*. They perform in the similar structure of the series related words. Thos words refer to the Beast's actions. The function of two words is as the related verbs of the sentence that happen in the same time. Furthermore, the verbs refer to the same subject of the sentence, the Beast. Thus, they perform in structurally the same form. It is used in order to make the effective sentence because those verbs refer to the Beast as the subject of the sentence. In addition, it is used to show the chronological actions that happen in

the same time. In the middle of those two actions, it occurs the conjunction *"and"* to connect those two words or actions of the sentence.

Datum 69

Beauty and the Beast, page 95

As Cogsworth, Lumiere, and Mrs. Potts looked on joyfully, the magic swirled around them, too.

The datum above is justified as parallelism language style based on sentence structure. As the characteristic of parallelism language style, this datum occurs in the similar structure of the series words which shows in the series of word *"Cogsworth", "Lumiere", and "Mrs. Potts"*. Those words are the name of castle's denizens. The function of those words is as the subject of the sentence. Thus, they construct in the structurally the same form. It is used in order to make the sentence more effective because the sentence has three subjects which done the same action in the same time. The sentence uses punctuation comma (,) to separate the every each of word and in the last word, it puts conjunction *"and"*.

Datum 70

Beauty and the Beast, page 95

Cogsworth turned into a short, round, fussy major-domo with a moustache.

The datum above is classified as parallelism style. As the characteristic of parallelism language style, this datum occurs in the similar structure of the series related words which shows in the words *"short", "round"* and *"fussy"* . Those three words are the parallel adjectives to figure Cogsworth body's shape. Thus,

they perform in structurally the same form. It is used in order to make the

effective sentence because those adjectives refer only to Cogsworth as the subject

of the sentence. In the middle of those two clauses, it performs punctuation

comma (,) to separate among the adjectives.

Datum 71

Beauty and the Beast, page 95

Lumiere grew taller and taller and taller, until a suave an dashing maitre d'hotel stood in his place.

The datum above is classified as epizeuxis repetition. Epizeuxis repetition

is a direct repetition of word or phrase for emphasis. The repetition performs in

the word *"taller"*. The function of word is the adjective to figure the Lumiere's

body shape in the sentence. The repetition directly repeated in three times of the

sentence and in every word is separated by the conjunction *"and"*. The repetition

is used in order to emphasize the important word of the sentence.

4.2 Discussion

After presenting and analyzing the sentences and dialogues which

conducted the language style based on sentence structure that is used in *Beauty*

and the Beast fairytale. The researcher analyzes the data based on the sequences

event of the story in order to make this research easier to read. Another reason the

researcher wants to know in where sequences the language style occurs in the

sentences or dialogues. The researcher finds out many language style based on

sentence structure used in the fairytale that can be classified as climax, anti-

climax, parallelism, anti-thesis, and repetition. Repetition is divided into seven

kinds of repetition, they are: epizeuxis repetition, tautologia repetition, anaphora repetition, epistrophe repetition, mesodiplosis repetition, epanalepsis repetition, and anadiplosis repetition. And the way they used it. Those are as follows.

4.2.1 Language Styles Used In *Beauty and the Beast* Fairytale Published by Walt Disney Fairytale Book.

The language styles in *Beauty and the Beast* fairytale used in the sentences and dialogues.

a. Climax language style based on sentence structure.

Based on all climax data above, the sentences or dialogues used the climax style in the beginning of the story or the new event which occurs in the story. It usually introduces something new in the story. In addition, the climax style also presents in the sequence event that gives the risen situation of the story. In the sentence, it shows the risen information from the beginning of the sentence until the end of the sentence. Thus, in the end of the sentence, it shows the most important information of the event.

The characteristics of the climax style used in the sentences or dialogues in *Beauty and the Beast* fairytale usually performs in the beginning of event.

For example in the sentence:

Once upon a time, in a faraway land, a young prince lived in a shining castle.

The first phrase is *"once upon a tome"*, it tells about when the story happens. The second phrase is *"in a faraway land"*, it tells about where the story happens. In addition, the sentence introduces who is the character of the story. From the beginning phrases which show when and where the story happens until the last sentence which tells the character, those give the risen information about the story.

b. Anticlimax language style based on sentence structure.

Based on anticlimax data above, the sentence or dialogues used the anticlimax style in mentioning or describing something from the important point the beginning of sentence until the end with the less of important information in the last sentence. In the word, the sentence shows the decrease information from the beginning of the sentence until the end of the sentence. Thus, in the end of the sentence, it presents the less important information of the something.

The characteristics of the anticlimax style used in the sentences or dialogues in *Beauty and the Beast* fairytale usually describes or mentions the certain something.

For example in the sentence:

The invention looked like an old armchair on wheels with a huge engine attached to it. A maze of pipes, whistles, bells, ropes, and pulleys erupted from the back.

In the beginning of the first sentence, it shows the word *"the invention"*. Then in the following sentence, it describes about what is the

invention looks like. In the second sentence, it mentions the tools of the invention. As the characteristics of anticlimax style, the datum shows the important information in the beginning of the sentences and the degradation information in the following sentence.

c. Parallelism language style based on sentence structure.

As related with the characteristics of parallelism, the data found in many a series of words, phrases, and clauses. Based on parallelism data above, the sentences or dialogues used the parallelism style in combining two or more events or actions which related with a series of word. In addition, parallelism uses in combining the same phrases in order to show a series of adverb. Furthermore, parallelism uses in combining the same clauses in order to show the same actions with different subject.

The characteristics of the parallelism style used in the sentences or dialogues in *Beauty and the Beast* fairytale present in the series of situation, the parallel form of sentence, and the same part of speech uses. For example in the sentence:

- A series of words

With the mirror's help, Belle found Maurice and brought him home.

The parallelism occurs in the words *"found"* and *"brought"* in the sentence. The function of two words is the series of word which its function is as the verbs of the sentence.

- A series of phrases

Once upon a time, in a faraway land, a young prince lived in a shining castle.

The first phrase is *"once upon a tome"*. The function of the adverb is the adverb of time. It tells about when the story happens. The second phrase is *"in a faraway land"*. The function of the adverb is the adverb of place. It tells about where the story happens.

- A series of clauses

Maurice sank into a chair as Cogsworth looked around nervously for his master.

The series of clause shows in the sentence *"Maurice sank into a chair"* and *"Cogsworth looked around nervously for his master"*. In every each clause, it appears the series of related verbs. The actions perform in the same time but different subject. Thus, they perform in structurally the same form. The sentence uses the simultaneous event *"as"* in order to separate those two clauses.

d. Antithesis language style based on sentence structure.

Based on antithesis data above, the sentences or dialogues used the antithesis style in order to show the contrary idea. In addition, it presents the contrary word in the sentence.

The characteristics of the antithesis style used in the sentences or dialogues in *Beauty and the Beast* fairytale presents the contrary ideas, actions or words.

For example in the sentence:

Although he had everything he desired, he was soiled, selfish, and unkind.

Antithesis is a style which is included the contrast word or idea. It shows from the word *"although"* in the beginning of sentence. The function of this word is the conjunction of the sentence. It shows the contrast idea of the fact. In addition, the contras idea occurs in the clause *"he had everything he desired,"* which shows positive side of the Prince and clause *"he was soiled, selfish, and unkind"* which shows the negative side of the prince.

e. Repetition language style based on sentence structure

As data above, there are seven kinds of repetition that is used in *Beauty and the Beast* fairytale, such as: epizeuxis repetition, tautologia repetition, anaphora repetition, epistrophe repetition, mesodiplosis repetition, epanalepsis repetition, and anadiplosis repetition. Repetition performs in a series of sentence or dialogue.

For example:

- Epizeuxis Repetition

  *Lumiere grew **taller and taller and taller**, until a suave an dashing maitre d'hotel stood in his place.*

  Epizeuxis repetition is a direct repetition of word or phrase for emphasis. The repetition performs in the word *"taller"*. The function of word is the adjective to figure the Lumiere's body shape in the sentence. The repetition directly repeated in three times in the sentence and in every word is separated by the conjunction *"and"*.

- Tautologia Repetition

  *"Master" said Lumiere, "have you thought that perhaps this girl could be the one to break the spell? **You fall in love with her… she falls in love with you and-poof!** The spell is broken. We'll be human again by midnight!"*

  "It's not that easy, Lumiere," said Mrs. Potts. "These things take time."

  The tautologia shows in the word *"you"*, as the subject singular personal pronoun in the first phrase which refers to the Beast and it repeated in the following phrase in the word *"you"* as the object singular personal pronoun which refers to the Beast. The next repetition performs in the word *"her"*, as the object singular personal pronoun in the first phrase which refers to the

Belle and it repeated in the following phrase in the word *"she"* as the subject singular personal pronoun which refers to Belle.

- Anaphora Repetition

   Belle *was thrown off, and Philippe's reins caught in a tree branch.* **Belle** *seized a sharp branch to defend Philippe. As the wolves closed in on Belle, a huge paw snatched one wolf away-the Beast! He grappled with the snarling wolves, flinging them to either side. The forest echoed the roar of combat.*

   The anaphora repetition of the sentences present in the word *"Belle"* in the beginning of the first sentence and repeated in the second sentence also in the beginning of the sentence.

- Epistrophe Repetition

   "I am a little hungry," Belle confided to **Mrs. Potts**.
   "You're?" cried **Mrs. Potts** excitedly.
   "Stoke the fire!" she called to Cogsworth and Lumiere.

   The repetition performs in the word the *"Mrs. Potts"*. It presents in last sentence the first dialogue and it repeated in the following dialogue also in the last of the sentence.

- Mesodiplosis Repetition

   As punishment, she transformed **him** *into a hideous horned beast and placed a spell on everyone in the castle. Then she gave* **him** *an enchanted Mirror as his only window on the outside world.*

The repetition performs in word *"him"*. In the first sentence the word *"him"* presents in the middle of the sentence and it is repeated in the second sentenced also in the middle of the sentence.

- Epanalepsis Repetition

*"A **beast!**" cried Maurice. "A horrible, monstrous **beast!**"*

The repetition appears in the word *"a Beast"* in the first dialogue and it repeated in the following dialogue in the last part of the dialogue.

- Anadiplosis Repetition

*"Help!" he cried. "He's **got Belle locked in a dungeon**. We must go!"*

*"Slow down, Maurice," demanded Gaston. "**Who's got Belle locked in a dungeon**?"*

The anadiplosis repetition presents in the two dialogues in the phrase ***"got Belle locked in a dungeon"***. This phrase is placed in the last of the first dialogue and it is repeated in the first of the second dialogue.

4.2.2 The ways of Language Styles Used In *Beauty and the Beast* Fairytale

Published by Walt Disney Fairytale Book.

The ways of *Beauty and the Beast* fairytale used the language style in its sentence and dialogues.

a. Climax language style based on sentence structure.

In the climax style, the sentences or dialogues used this style in the beginning of new event of this story. It used in order to give the reader the information about the story. It usually shows in the beginning of the story or new situation. This style is begun with the unimportant point until the most important point. In addition, this style used in order to mention the chronological event of the story.

b. Anticlimax language style based on sentence structure.

In the anticlimax style, the sentences or dialogues of this story used this style to describe something from the certain point of idea. The style is begun with the most important information and end with the unimportant information. It used in order to avoid the misunderstanding or misinterpretation the story's events.

c. Parallelism language style based on sentence structure.

In the parallelism style, the sentences or dialogues of this story used this style in order to show the series words, phrases, or clauses. This style is presented in the sentences or dialogues which they performed in structurally the same form or function of words, phrases, or clauses. In

addition, this style used to show the sequence event that occurred in the same time.

d. Antithesis language style based on sentence structure

  In the antithesis style, the sentences or dialogues of this story performed this style to show the contrary idea or word. It is used to show the contrary ideas which presented in the story. Sometimes, the sentence did not perform the contrary word, but it presented in the way the sentence perform the idea. If the style presented in a sentence, it performed in two clauses which separated by punctuation comma (,).

e. Repetition language style based on sentence structure

  In the repetition style, the sentences or dialogues of this story used to emphasize something important of the sentence. In this data performed seven kinds of repetition, such as: epizeuxis repetition, tautologia repetition, anaphora repetition, epistrophe repetition, mesodiplosis repetition, epanalepsis repetition, and anadiplosis repetition. Most of repetition performed in a series of sentence or dialogue. Repetition used in the sentences or dialogues in order to emphasize something important which performed in the every each of series sentence. The repetition occurred in the same words, phrases, or clauses.

CHAPTER V

CONCLUSION AND SUGGESTIONS

After analyzing the research findings and the discussion in the preceding chapter, conclusion and some suggestions are taken. The conclusion is drawn based on the formulated research question, while suggestion is intended to give information to the next researchers who are interested in doing further researches in this area.

5.1 Conclusion

This study is conducted to find the language style used in *Beauty and the Beast* fairytale which is published by Walt Disney fairytale book. The conclusion of this study can be formulated based on the research questions. The researcher uses Keraf's theory in analyzing the data. The researcher finds seventy one data which are appropriated with the characteristics of language style based on sentence structure. They can be divided into five types of language style based on sentence structure, namely: climax, anticlimax, parallelism, antithesis, and repetition. The first is climax, it usually presents in the beginning of event. The sentences or dialogues begin with the unimportant information and end with the most important information. Furthermore, this style is used in order to mention the chronological event of the story. The second is anticlimax, it is used to mention something or situation of the story in order to avoid the misunderstanding or misinterpretation the story's events. As the characteristics of this style, it begins

with important point in the beginning of sentence or dialogue and ends with unimportant point in the last sentence or dialogue. The third is parallelism, it style performed in the similar structure of the words, phrases, and clauses. This style is used to show the sequence event that occurs in the same time, the parallel performs the same sentences and dialogues, and the same part of speech uses. Furthermore, it is used to show the sequence events that occur in the same time. The fourth is antithesis, it is used to show the contrary ideas and actions which occur in the sentences or dialogues. Moreover, it is included conjunctions which function as contrary word, such as: but, even though, and although. It is used to show the contrary ideas or actions which occur in the story. The fifth is repetition. There are seven kinds of repetition that is used in *Beauty and the Beast* fairytale, such as: epizeuxis repetition, tautologia repetition, anaphora repetition, epistrophe repetition, mesodiplosis repetition, epanalepsis repetition, and anadiplosis repetition. Repetition performs in a series of sentence or dialogue in order to emphasize something important in the previous sentence or dialogue. Furthermore, the most dominant language style based on sentence structure that is used in *Beauty and the Beast* fairytale is parallelism.

The ways of how the sentences and dialogues of *Beauty and the Beast* are used the style based on sentence structure are: the first is climax style, it is used in order to give the reader information about chronological events of the story which show from the unimportant point until the most important point. The second is anticlimax style, it is used to describe something from the certain point of idea. It means that it begins with the most important information and ends with the

unimportant information. The third is parallelism style, it is used to show the series of sequence events that occur in the same time. In addition, it performs in the similar structure of related words, phrases, or clauses. The fourth is antithesis style, it is used to show the contrary idea or word which is presented in the story. The fifth is repetition style, it is used to emphasize something important of the sentence.

5.2 Suggestions

The result of this research does not cover all of the kinds of language style. However, this is still far from the complete one, but by this research, at least it can be known the language style used in *Beauty and the Beast* fairytale which is published by Walt Disney fairytale book. Hopefully, criticisms and suggestions will rise from the reader to gain the better researcher. Here, the researcher would like to suggest you some points related with the subject of the research.

1. To the writers, in creating a fairytale book, they should consider the word and dialogue that will be presented in the written text in order that the inference being conveyed is easily understood by the readers. In addition, the writer should know to whom his or her writing presented because the consumer of fairytale not only for the children but also the young adult.

2. To the readers, hopefully they can improve their competence of reading text and applying the theory of sentence structure in order to make the clear understanding of the messages or ideas of the book.

3. To the students, to understand the types of language styles, especially in language style based on sentence stricture. Thus, they may have a good comprehension on the written text by reading the whole texts. It will be able to help them to avoid having wrong interpretation. Furthermore, it can improve the skill in English language, especially in writing and speaking skill.

4. To the teachers, in order that their students can easily comprehend the language style theory. It is also suggested that they should take examples of language style based on sentence structure from other researches.

5. To the other researchers who conduct the same research could complete this research not only about the kinds of language style used and on how they use the language style, but also about the context of the sentences and the function of the language style. Furthermore, the next researchers are suggested to use different data sources and the other theory of language style.

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APPENDICES

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JADWAL BIMBINGAN SKRIPSI

No	Tanggal	Materi Konsultasi	Tanda Tangan Pembimbing
1	16 September 2007	Pengajuan proposal	1.
2	17 September 2007	Acc proposal	2.
3	13 Oktober 2007	Seminar proposal	3.
4	29 Februari 2008	Konsultasi Bab I	4.
5	17 Maret 2008	Konsultasi Bab I	5.
6	14 Mei 2008	Acc Bab I	6.
7	03 Juli 2008	Konsultasi Bab II	7.
8	18 Juli 2008	Konsultasi Bab II	8.
9	15 Agustus 2008	Acc Bab II	9.
10	29 Agustus 2008	Konsultasi Bab III	10.
11	08 September 2008	Acc Bab III	11.
12	11 September 2008	Konsultasi bab IV dan V	12.
13	15 September 2008	Acc Bab IV dan V	13.
14	09 Oktober 2008	Acc keseluruhan bab	14.

Malang, 09 Oktober 2008
Mengetahui,

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Disney's
Beauty and the Beast

BEAUTY AND THE BEAST

Once upon a time, in a faraway land, a young prince lived in a shining castle. Although he had everything he desired, he was soiled, selfish, and unkind.

One freezing night, an old beggar woman came to the castle. She offered the Prince a red rose in return for shelter from the cold. Repelled by her ragged appearance, he sneered at the gift and turned her away.

"Do not be deceived by appearances," she warned him, "for beauty is found within."

—————————————————————— **Page 3**

The old woman was really an enchantress, who saw that the Prince had no love in his heart. As punishment, she transformed him into a hideous horned beast and placed a spell on everyone in the castle. Then she gave him an enchanted Mirror as his only window on the outside world. The Enchantress left behind the Rose she had offered him, which would bloom until his twenty-first year. For the spell to be broken, he must learn to love another and earn that person's love in return before the last petal fell. If not, he would remind a beast forever.

—————————————————————— **Page 4**

Not far from the castle was a charming little French village. There lived a beautiful girl named Belle, who loved to read about far–off places, daring sword fights, magic spells, and princes in disguise. She always had her nose in a book, and the villagers laughed at her, even though they liked her. Belle was so different from them.

—————————————————————— **Page 6**

One bright fall morning, Belle crossed the town square. She was too busy with her book to notice handsome, conceited Gaston, whom all the other village girls admired. But Gaston had noticed Belle. "Now *that's* the girl I'm going to marry," he vowed. "She's the only one who's worthy of me."

Just then, a loud explosion boomed from Belle's cottage. "Papa!" she cried, running for home.

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In the smoke-filled cottage, Belle was relieved to find her father, Maurice, in one piece. "What happened, Papa?" she asked, gazing at the ruins of his newest invention.

"I'll never get this hung of junk to work!" cried Maurice in frustration, giving his contraption a kick.

"Yes, you will, Papa!" said Belle.

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The invention looked like an old armchair on wheels with a huge engine attached to it. A maze of pipes, whistles, bells, ropes, and pulleys erupted from the back. Inspired by Belle's confidence in him, Maurice seized a tool and went back to work.

━━━━━━━━━━━━━━━━━━━━━━━━━ **Page 11**

That afternoon, as Maurice set off with the invention, Belle called after her father, "You'll win first prize at the fair!" Their patient horse, Philippe, carried Maurice and pulled the heavy cart behind them. A cold fog soon swallowed up the travelers.

Hours later, they were still on the road. Absent-minded Maurice pulled out his map and exclaimed, "This thing is printed upside down! We'll never get there. Come on, Philippe–let's take this shortcut through the woods. "

━━━━━━━━━━━━━━━━━━━━━━━━━ **Page 13**

Philippe whinnied nervously at the gathering darkness. Mist rose around them, and a cloud of bats took fight. Maurice looked back fearfully at the sound of prowling wolves, and Philippe reared up in alarm and lunged forward.

"Whoa, Philippe, whoa!" cried Maurice, as the terrified horse almost ran them over a cliff. Then Philippe heard a blood-chilling howl and threw off his rider!

Page 14

Dazed by his fall, Maurice stared into his mist after the fleeing horse. Then the sound of approaching wolves roused him to action. He fled down a dark hillside, dodging gnarled branches and knobby roots, until he stumbled on a hug, ornate gate, rusty from disuse.

Desperately, he wrenched the gate open and fell through it, slamming it behind him just as the wolves attacked!

Page 16

Breathless, Maurice crossed the neglected grounds of a forbidding castle and approached the door. When no one answered his knock, he stepped cautiously inside.

"Hello?" he called into the vast, echoing chamber.

"Not a word!" whispered a mantel clock to a golden candelabra.

"Oh, Cogsworth…have a heart," the candelabra replied. Then he called, "You are welcome here, Monsieur!"

Maurice was amazed to see a talking candelabra.

Page 19

Maurice sank into a chair as Cogsworth looked around nervously for his master. Guests were *never* allowed at the castle. Then a tea cart arrived with Mrs. Potts, the teapot, and her son, Chip.

Suddenly, a huge, hulking figure stormed into the room and loomed over Maurice. "a stranger!" growled a savage voice. Then great clawed hands seized the terrified inventor and carried him into a dungeon!

Page 20

At home in the village, Belle was awaiting her father's return when there was a knock at the door. It was the hunter Gaston, all dressed up. "Come in," said Belle reluctantly. She didn't know that a crowd had gathered outside to watch Gaston propose to her, then marry her on the spot! Gaston demanded, "Say you'll marry me!"

Page 23

Belle backed up against the door as he advanced on her. "I'm very sorry, Gaston," she stammered, "but…but… I just don't serve you! But thanks for asking"

Belle's fingers found the doorknob and she pulled the door open, causing Gaston to tumble out. He landed in a mud puddle, just as his friend Lefou struck up the wedding band!

Gaston got up from the puddle. "She's just playing hard to get," he told the staring crowd. Then he stomped away.

Page 24

After the crowd had gone home, Belle went into the yard to feed the chickens. Hearing a familiar whinny, she turned to welcome her father-and saw that Philippe had returned alone!

Page 26

"Philippe!" she cried. "Where's Papa?" The big horse snorted and whinnied anxiously.

"What happened?" asked the terrified Belle. "Oh. You must take me to him!"

Belle gathered her skirt and leaped astride the tired horse, who turned bravely and thundered back toward the dark forest.

Page 27

Horse and rider plunged into the gloomy trees, but Philippe slowed down as they approach the crossroads. "Which way, Philippe?" asked belle.

Reluctantly, Philippe headed downhill, into the mist-shrouded woods where he had left Maurice. Soon they arrive at the gates of the forbidding castle.

"What is this place? " asked Belle in wonder.

———————————————————————— **Page 29**

Timidly, belle entered the silent castle. "Papa?" she called. "Are you here? It's Belle." Cogsworth, Lumiere, and Mrs. Potts, astonished,. Followed her silently through the Pagels.

"Don't you see?" Lumiere whispered to Cogsworth and Mrs. Potts, "She's the one we've been waiting for-the one who will break the spell!"

At last, Belle found Maurice in the remote dungeon. "Oh, Papa," she exclaimed. "Your hands are freezing! We have to get you out of there."

———————————————————————— **Page 31**

Suddenly, Belle sensed danger and whirled around to see a massive shape in the shadows. "I'm the master of this castle," the Beast growled.

"Please!" she exclaimed. "Let my father out of here. He's sick."

"He shouldn't have trespassed here," replied the Beast.

"Then take me instead!" Belle demanded. The Beast stepped out of the shadows, and when she saw him clearly-she gasped in horror.

———————————————————————— **Page 32**

"You must promise to stay here forever," said the Beast.

"You have my word," Belle replied steadily, despite her fear.

"Belle, no!" cried Maurice. "You don't know what you're doing!" But the Beast dragged him from the ell and took him to the courtyard.

"Take him to the village," the Beast said to a palanquin, which trotted away with Maurice inside. Belle watched from the window, sobbing because she hadn't been able to say good-bye to her father.

The Beast return to the tower to find Belle crying. "I'll show you to your room," he said gruffly, not knowing what else to do. As Belle followed him, he added, "You can go anywhere you like…except the West Wing. That's forbidden."

The Beast opened the door to a comfortable bedroom and said awkwardly, "You'll…uh…join me for dinner." Belle was left alone with the Wardrobe-who was thrilled to have a beautiful girl to dress.

"Well, now," said the Wardrobe cheerfully, "what sPagel we dress you in for dinner?" She flung open her doors.

"That's very kind of you," said Belle, gazing at mirrored door. "But I'm not going to dinner."

"Oh, but you must!" cried the Wardrobe anxiously, just as Cogsworth appeared.

"Ahem! Dinner is served!" he announced importantly.

Downstairs, the Beast drummed angrily on the table, as his servants advised him to be patient with her visitor. "Master" said Lumiere, "have you thought that perhaps this girl could be the one to break the spell? You fall in love with her… she falls in love with you and-poof! The spell is broken. We'll be human again by midnight!"

"It's not that easy, Lumiere," said Mrs. Potts. "these thing take time."

"It's not use," said the Beast. "But if she doesn't eat with me, then she doesn't eat at all!"

Back in the village, at the tavern, Gaston was brooding about Belle when Maurice burst into the room, muddy and wild-eyed. "Help!" he cried. "He's got Belle locked in a dungeon. We must go!"

"Slow down, Maurice," demanded Gaston. "Who's got Belle locked in a dungeon?"

"A beast!" cried Maurice. "A horrible, monstrous beast!"

The others burst out laughing, convinced that the old inventor was crazy. As two of Gaston's cronies were about to hustle Maurice to the door, Gaston narrowed hid eyes in thought. Pulling Lefou aside, he said "I have a plan…"

Page 43

Later that night, Belle got very hungry. She found her way to the kitchen and heard the Stove complaining to Mrs. Potts: "I work and slave all day long, and for what? A culinary masterpiece gone to waste!"

Belle started curiously at the Stove, which fell silent when it saw her.

Page 44

"I *am* a little hungry," Belle confided to Mrs. Potts.

"You're?" cried Mrs. Potts excitedly. "Stoke the fire!" she called to Cogsworth and Lumiere. "Break out the silver! Wake the china!"

"Remember what the master said about feeding her." Warned Cogsworth. But Mrs. Potts paid no attention to him.

Page 45

"Right this way, Mademoiselle," said Lumiere, leading Belle into the dining room. "Be our guest!" began to sing and dance with gusto as Lumiere conducted! The feather Dusters formed a lively chorus line that swept up the sputtering Cogsworth.

Page 47

It was a wonderful cabaret show, staged for the castle's first guest in ten years. Mrs. Potts bubbled with delight. The serving pieces brought in one delicious course after another.

When the banquet was over, Belle stood up and cheered. "Bravo! That was wonderful!" she exclaimed, clapping. "Now I'd like to look around, if that's all right."

———————————————————————— **Page 48**

Belle had been warned not to go into the West Wing. But when the others weren't looking, she sped upstairs and entered the Beast's lair.

The dirty room was strewn with broken furniture, cracked mirrors, ripped clothes, and gnawed bones. The only beautiful, living thing was the enchanted Rose, glowing inside a bell jar. When Belle reached out to touch the Rose, the Beast leaped into the room!

"*Why did you come here?*" he roared. "*Get out!*"

———————————————————————— **Page 50**

Terrified, Belle turned and fled down the stairs. She hurried outside and raced to the stable for Philippe. They escaped from the castle into the freezing night.

———————————————————————— **Page 52**

Suddenly, Philippe snorted in alarm, and Belle saw cruel yellow eyes blazing in the dark. The wolves! Philippe broke into a frenzied gallop. Branches tore at them as they raced through the forest, with the wolves following close behind. Philippe reared in terror as a wolf snapped at his heels. Belle was thrown off, and Philippe's reins caught in a tree branch.

———————————————————————— **Page 55**

Belle seized a sharp branch to defend Philippe. As the wolves closed in on Belle, a huge paw snatched one wolf away-the Beast! He grappled with the

snarling wolves, flinging them to either side. The forest echoed with the roar of combat.

The wolves were no match for the Beast's fury. One of them bit his arm before he sent it flying with a sweep of his great paw. The wolf slammed against a tree and lay still. Then the rest of the pack slunk away. The Beast staggered and ell to the ground.

Belle knew that she could escape, but when she saw that the Beast was badly wounded, she stayed.

Supporting the Beast between them, Belle and Philippe went back to the castle. When Belle tried to put a compress on the Beast's arm, he roared, "*That hurts!*"

"If you'd hold still," said Belle, "it wouldn't hurt as much!"

"If you hadn't run away," sulked the Beast, "this wouldn't have happened." But he let her tie her scarf around his arm as a bandage.

"By the way," said Belle, "thank you for saving my life."

After that incident, the whole household was delighted to see a friendship growing between Belle and their master. First he showed her all the books in the hug library and said, "They're yours." The next day, Belle and the Beast had dinner together. Awkwardly, the Beast sat in a small chair and tried to eat with a spoon.

Later, Belle read the story of King Arthur and Queen Guinevere to the Beast. The late was so romantic that Lumiere cried. Even Cogsworth wiped away a tear before he sent everyone back to work.

Soon afterward, the Beast shyly led Belle to the ballroom, where they danced to a beautiful love song. Then they went onto the terrace.

The Beast asked, "Belle, are you happy here…with me?"

"If only I could see my father again, just for a moment," Belle answered.

"There is a way," said the Beast, and he brought out the enchanted Mirror.

When they looked into it, they were shocked to see Maurice lost in the forest, shaking with cold as he searched for Belle.

"Papa!" cried Belle. "Oh, no, he's sick and alone!"

"Then you must go to him," said the Beast. Handing her the mirror, he said "Take it with you, so you'll have a way to look back…and remember me."

"Thank you for understanding how much he needs me," said Belle, touching the Beast's paw. Then she ran to the courtyard and rode away, as the Beast watched from his balcony.

When the Beast went inside, he said sadly to Cogsworth, "I let her go."

"You *what*?" cried Cogsworth. "How could you?"

"I had to."

"Why?" asked Cogsworth, nears tears.

"Because I love her," sighed the Beast.

With the mirror's help, Belle found Maurice and brought him home. He was delirious with fever and dangerously sick.

When Maurice began to recover, he could scarcely believe that the Beast had let Belle go. "That horrible beast?" he asked her in amazement.

"But he's different now, Papa," said Belle quietly. "He's changed somehow."

Just then, there was a knock on the door.

―――――――――――――――――――――――――――――― **Page 70**

Belle opened the door to see a strange man standing in front of the villagers and a van marked *Insane Asylum*. Monsieur D'Arque, director of the asylum, said, "I've come to collect your father."

"My father's not crazy!" said Lefou. He knew that Gaston planned to have Maurice locked up unless Belle agreed to marry him.

Belle ran into the cottage and returned with the mirror. "Show me the Beast!" she demanded.

―――――――――――――――――――――――――――――― **Page 72**

When the villagers saw the Beast in the mirror, they screamed. Monsieur D'Arque aped away in his van, and Gaston seized the mirror from Belle. Furious that his plan had failed, he told the villagers, "The Beast will make off with your children! He'll come after them in the night! I say we kill the beast!" The mob cheered.

"I won't let you do this! Cried Belle. But Gaston locked her and Maurice in the cellar as the villagers gathered weapons and torches.

―――――――――――――――――――――――――――――― **Page 75**

Guided by the Mirror, Gaston led the mob through the forest. On the way, they chopped down a tree to use as a battering ram. Cogsworth, Lumiere, and Mrs. Potts saw them from the window.

"*Sacre bleu!*" cried Lumiere. "Invaders!"

"Warn the master!" cried Cogsworth. "We'll be ready for them. Who's with me?" the others had already scattered to alert the household and prepare a defense.

―――――――――――――――――――――――――――――― **Page 76**

The battering ram crashed through the door, and the villagers entered the castle. At first, all was quite. Then they were confronted by a host of angry Object: pitchers and ladles, pots and pails prepared to do battle.

Upstairs, the Beast sat forlornly in Belle's room. "Leave me in peace," he said to Mrs. Potts when she came to warn him. A thunderbolt exploded in the sky as the villagers clashed with the defenders, but nothing could rouse the Beast to action.

Page 78

As the fighting raged below, Gaston stalked the Pagels in search of the Beast. At last, the hunter found him in his lair. As the Beast faced Gaston, neither knew that Belle and Maurice were galloping toward the castle. Chip had stowed away in Belle's saddlebag before she returned to the village. When she and Maurice were locked up, he had Maurice's invention to break down the door!

Page 80

When Belle arrived, she saw that Gaston had forced the Beast onto the balcony. She watched in horror as he clubbed the unresisting Beast, driving him toward the edge of the steep roof.

"No!" cried Belle. She rode Philippe into the castle and up the stairs.

Page 83

At the sound of Belle's voice, the Beast was roused to fight off his attacker. As Belle reached his lair, he grabbed and gripped him tightly by the throat.

"Let me go!" pleaded Gaston. "I'll do anything!"

the Beast struggled with himself, but he had become too human to kill. Growling, he pushed Gaston away and turned to Belle.

Page 85

As Belle and the Beast embraced, Gaston pulled a knife from his boot and stabbed the Beast in the back.

With a cry of pain, the Beast turned on his attacker. Terrified, Gaston took a step backward.

As Gaston backed away, his food caught on the rain gutter. He tripped and plunged from the roof. A great hush fell over the castle as rain splattered the balcony.

The Beast looked at Belle, then collapsed.

Belle ran to the Beast's side and embraced him. "You came back," he said weakly, trying to smile. "At least...I got to see you one last time."

Struggling against tears, Belle cried, "Don't talk like that! You'll be all right." In the Beast's lair, the Rose's last petal was about to fall.

"Maybe it's better…this way," said the Beast.

"No!" cried Belle, overcome by tears. She leaned down to kiss him and said, "I love you."

As Belle wept, the last petal fell. Suddenly, the rain began to shimmer and sparkle. Belle looked up and saw the air glittering with magic.

The Beast's eyes blinked open. His paws had been transformed into human hands! He touched his face and found that it was smooth. The spell was broken! The wilted Rose had burst into full bloom.

"Belle…it's me," said the Prince.

As Cogsworth, Lumiere, and Mrs. Potts looked on joyfully, the magic swirled around them, too. Cogsworth turned into a short, round, fussy major-domo with a moustache. Lumiere grew taller and taller and taller, until a suave an

dashing maitre d'hotel stood in his place. Mrs. Potts was transformed into the plump, smiling cook she had been before the spell. And Belle gazed happily at the handsome Prince, whom her love had restored to human form.

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One by one, the members of the Prince's household became human again. They hugged each other with tears of joy, as the magic carried Belle and the Prince into the ballroom. There they began to dance.

Afterward, they stood on the balcony as the sun broke through the mist that had shrouded the castle for so long. The sun shone on the beautiful Belle and her handsome prince, whose love had finally broken the spell.

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TABLE OF DATA

No	Page	Data	Climax	Anticlimax	Parallelism	Antithesis	Repetition							
							Epizeuxis	Tautologia	Anaphora	Epistrophe	Symploce	Mesodiplosis	Epanalepsis	Anadiplosis
1	3	Once upon a time, in a faraway land, a young prince lived in a shining castle.	√		√									
2	3	Although he had everything he desired, he was soiled, selfish, and unkind.			√	√			√					
3	3	One freezing night, an old beggar woman came to the castle. She offered the Prince a red rose in return for shelter from the cold.	√											
4	3	Repelled by her ragged appearance, he sneered at the gift and turned her away.			√									
5	4	As punishment, she transformed him into a hideous horned beast and placed a spell on everyone in the castle. Then she gave him an enchanted Mirror as his only window on the outside world.			√							√		
6	6	Not far from the castle was a charming little French village. There lived a beautiful girl named Belle, who loved to read about far–off places, daring sword fights, magic spells, and princes in	√		√									

		disguise.													
7	6	She always had her nose in a book, and the villagers laughed at her, even though they liked her.			√										
8	9	One bright fall morning, Belle crossed the town square. She was too busy with her book to notice handsome, conceited Gaston, whom all the other village girls admired. But Gaston had noticed Belle.				√									
9	10	In the smoke-filled cottage, Belle was relieved to find her father, Maurice, in one piece.	√												
10	11	The invention looked like an old armchair on wheels with a huge engine attached to it. A maze of pipes, whistles, bells, ropes, and pulleys erupted from the back.		√	√										
11	13	Their patient horse, Philippe, carried Maurice and pulled the heavy cart behind them.			√										
12	14	Maurice looked back fearfully at the sound of prowling wolves, and Philippe			√										

					√										
		reared up in alarm and lunged forward.													
13	14	Then Philippe heard a blood-chilling howl and threw off his rider!			√										
14	16	Desperately, he wrenched the gate open and fell through it, slamming it behind him just as the wolves attacked!			√										
15	19	Breathless, Maurice crossed the neglected grounds of a forbidding castle and approached the door.			√										
16	20	Maurice sank into a chair as Cogsworth looked around nervously for his master.			√										
17	20	Then a tea cart arrived with Mrs. Potts, the teapot, and her son, Chip.			√										
18	20	Suddenly, a huge, hulking figure stormed into the room and loomed over Maurice. "a stranger!" growled a savage voice. Then great clawed hands seized the terrified inventor and carried him into a dungeon!	√		√										
19	24	Belle's fingers found the doorknob and she pulled the door open, causing			√										

		Gaston to tumble out.														
20	26	Hearing a familiar whinny, she turned to welcome her father-and saw that Philippe had returned alone!			√											
21	27	The big horse snorted and whinnied anxiously.			√											
22	27	Belle gathered her skirt and leaped astride the tired horse, who turned bravely and thundered back toward the dark forest.			√											
23	29	Horse and rider plunged into the gloomy (suram) trees, but Philippe slowed down as they approach the crossroads.				√										
24	31	Cogsworth, Lumiere, and Mrs. Potts, astonished.			√											
25	32	Suddenly, Belle sensed danger and whirled around to see a massive shape in the shadows.			√											
26	35	"Belle, no!" cried Maurice. "You don't know what you're doing!" But the Beast dragged him from the cell and took him				√										

No	Page	Text												
		to the courtyard.												
27	36	The Beast return to the tower to find Belle crying. "I'll show you to your room," he said gruffly, not knowing what else to do.			√									
28	36	As Belle followed him, he added, "You can go anywhere you like…except the West Wing. That's forbidden."					√							
29	36	The Beast opened the door to a comfortable bedroom and said awkwardly, "You'll…uh…join me for dinner."			√									
30	38	"Well, now," said the Wardrobe cheerfully, "what's Pagel we dress you in for dinner?" She flung open her doors. "That's very kind of you," said Belle, gazing at mirrored door. "But I'm not going to dinner." "Oh, but you must!" cried the Wardrobe anxiously, just as Cogsworth appeared.				√								
31	40	"Master" said Lumiere, "have you thought that perhaps this girl could be the one to break the spell? You fall in				√		√						

		love with her… she falls in love with you and-poof! The spell is broken. We'll be human again by midnight!" "It's not that easy, Lumiere," said Mrs. Potts. "these things take time."												
32	43	"Slow down, Maurice," demanded Gaston. "Who's got Belle locked in a dungeon?"											√
33	43	"A beast!" cried Maurice. "A horrible, monstrous beast!"										√	
34	44	Later that night, Belle got very hungry. She found her way to the kitchen and heard the Stove complaining to Mrs. Potts: "I work and slave all day long, and for what? A culinary masterpiece gone to waste!"			√								
35	45	"I *am* a little hungry," Belle confided *to Mrs. Potts*. "You're?" cried *Mrs. Potts* excitedly. "Stoke the fire!" she called to Cogsworth and Lumiere.			√			√					
36	456	"Remember what the master said about feeding her." Warned Cogsworth. But				√							

		Mrs. Potts paid no attention to him.													
37	48	When the banquet was over, Belle stood up and cheered.			√										
38	50	Belle had been warned not to go into the West Wing. But when the others weren't looking, she sped upstairs and entered the Beast's lair.				√									
39	50	The dirty room was strewn with broken furniture, cracked mirrors, ripped clothes, and gnawed bones. The only beautiful, living thing was the enchanted Rose, glowing inside a bell jar. When Belle reached out to touch the Rose, the Beast leaped into the room!			√	√									
40	52	Terrified, Belle turned and fled down the stairs. She hurried outside and raced to the stable for Philippe. They escaped from the castle into the freezing night.			√										
41	55	Suddenly, Philippe snorted in alarm, and Belle saw cruel yellow eyes blazing in the dark.			√										
42	55	Philippe broke into a frenzied gallop. Branches tore at them as they raced through the forest, with the wolves following close behind. Philippe reared	√												

		in terror as a wolf snapped at his heels. Belle was thrown off, and Philippe's reins caught in a tree branch.									
43	55-56	Belle was thrown off, and Philippe's reins caught in a tree branch. Belle seized a sharp branch to defend Philippe. As the wolves closed in on Belle, a huge paw snatched one wolf away-the Beast! He grappled with the snarling wolves, flinging them to either side. The forest echoed the roar of combat.	√		√			√			
44	61	"If you'd hold still," said Belle, "it wouldn't hurt as much!" "If you hadn't run away," sulked the Beast, "this wouldn't have happened." But he let her tie her scarf around his arm as a bandage.				√		√		√	
45	63	The late was so romantic that Lumiere cried. Even Cogsworth wiped away a tear before he sent everyone back to work.			√						
46	67	When they looked into it, they were shocked to see Maurice lost in the forest, shaking with cold as he searched			√						

No	Page	Text												
		for Belle.												
47	67	"Take it with you, so you'll have a way to look back…and remember me."						√						
48	68	Then she ran to the courtyard and rode away, as the Beast watched from his balcony.			√									
49	70	With the mirror's help, Belle found Maurice and brought him home.			√									
50	70	When Maurice began to recover, he could scarcely believe that the Beast had let Belle go. "That horrible beast?" he asked her in amazement. "But he's different now, Papa," said Belle quietly. "He's changed somehow."				√								
51	72	Belle ran into the cottage and returned with the mirror.			√									
52	75	"I won't let you do this!" Cried Belle. But Gaston locked her and Maurice in the cellar as the villagers gathered weapons and torches.				√								
53	76	Cogsworth, Lumiere, and Mrs. Potts			√									

No	Page	Text													
		saw them from the window.													
54	78	The battering ram crashed through the door, and the villagers entered the castle.			√										
55	78	At first, all was quite. Then they were confronted by a host of angry Object: pitchers and ladles, pots and pails prepared to do battle.			√										
56	78	A thunderbolt exploded in the sky as the villagers clashed with the defenders, but nothing could rouse the Beast to action.			√	√									
57	83	When Belle arrived, she saw that Gaston had forced the Beast onto the balcony. She watched in horror as he clubbed the unresisting Beast, driving him toward the edge of the steep roof.			√				√						
58	85	As Belle reached his lair, he grabbed and gripped him tightly by the throat.			√										
59	85	The Beast struggled with himself, but he had become too human to kill.				√									
60	85	Growling, he pushed Gaston away and turned to Belle.			√										

61	87	As Belle and the Beast embraced, Gaston pulled a knife from his boot and stabbed the Beast in the back.			√								
62	88	As Gaston backed away, his food caught on the rain gutter. He tripped and plunged from the roof. A great hush fell over the castle as rain splattered the balcony.	√		√								
63	88	The Beast looked at Belle, then collapsed.			√								
64	90	Belle ran to the Beast's side and embraced him.			√								
65	93	As Belle wept, the last petal fell.			√								
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70	95	Cogsworth turned into a short, round, fussy major-domo with a moustache.			√								
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