

THE STYLISTIC DEVICES ON CHILDREN' SONGS IN COCOMELON YOUTUBE CHANNEL

Rahmaditya Khadifa Abdul Rozzaq Wijaya¹⁾ Wijaya Heru Santosa²⁾

¹⁾Universitas Islam Negeri Raden Mas Said Surakarta

²⁾Universitas Sarjanawiyata Taman siswa Yogyakarta

Corresponding Author: rahmadityawijaya@gmail.com

ABSTRACT

This research was a stylistic study that examines the use of stylistic tools. These tools were figure of speech, sound play or onomatopoeia, and diction. The purpose of this research was to describe the use of stylistic tools in the lyrics of children's songs on the Coco melon YouTube Channel. The data in this study was in the form of words, phrases, clauses, or sentences that contain stylistic tools as mentioned above. The source of data in this study was the lyrics of children's songs on the Coco melon YouTube Channel. Techniques for collecting data used listening and note-taking techniques. Furthermore, the data analysis technique was carried out by paying attention to and matching the data with the theory used as an approach.

Keywords: *Stylistics, Children Song, YouTube, Figurative, Onomatopoeia, Diction*

INTRODUCTION

The study of song do not draw only in the discipline of musicology but also many fields of linguistic inquiry, such as phonology, poetics, morphology, semantics and stylistics. YouTube is one of the media that encourage the development of music or songs. In YouTube, all of the people in this world can enjoy various types of music both based on the genre and group of age. This study focused on nursery rhymes. Children's songs were chosen to be the data source in this research. It is because children song to be interested topic in linguistic research. The way parents take care of their children is very influential in the growth and development of children's creativity and attitude. This can be achieved from listening to stories, songs, and the appropriate parenting based on their group of age. Today, parents often use songs as their strategy in parenting.. Songs or music can also be associated with language acquisition, because song lyrics certainly exploit elements of language. In line with what was stated by Chaer (2003) that language acquisition is a

process that takes place in a child's brain when he acquires his first language or mother tongue. The element of beauty in music is language that blends with tone. This is very appropriate to use for parenting approach to children. Children have a high imagination in imagining a thing. Children can also tell their experiences to others (Susanto, 2011). In STPPA (Standard Level of Child Development Achievement) is explained the language skills for children, such as: 1) Understanding reception language, including the ability to understand stories, commands, rules, enjoy and appreciate reading. 2) Expressing language, including the ability to ask questions, answer questions, communicate orally, retell what is known, learn pragmatics, express feelings, ideas, and desires in the form of scribbles. 3) Literacy, including understanding the relationship between the shape and sound of letters, imitating the shape of letters, and understanding words in stories (Permendikbud, 2014). Children usually join in singing with their own words, for example by singing na-na-na-na, tapping the table to create a rhythm, or snapping his fingers. One of the linguistic studies that suitable to be used in research a song is the study of stylistics .

Stylistics consists of the word *stile* which means style. The style in question here is the style of language. Widdowson (1975) defined stylistics as follows: Stylistics, therefore, involves both literary criticism and linguistics, as its morphological make-up suggests: the "style" component relating it to the former, and the "istics" component to the latter. Therefore, there is another opinion which stated that stylistics is a linguistic study that focused in language style. In addition, stylistics is a combination of literature and linguistics. Varghese (2012) stated that stylistic analysis of sentence structures was an important which is necessary for understanding a text. For an addition, Simpson (2004) stated that learning stylistics could make people understand and develop a set of stylistics tools of their own which can be applied in other text as much as they can. Leech and Short (1981) also defined it as "the linguistic study of style". The object of study of stylistics is the language found in non-fiction literary works, such as short stories, novels, or literary works of poetry, songs, and others. The elements in stylistic studies that need to be analyzed include: (1) figurative language, (2) diction, (3) sound style, (4) imagery and (5) utilization of aspects related to phonology, morphology, and syntax. This research is the result of inspiration from previous research. The first study came from Quackenbush (2019) under the title "Stylistics analysis of sonnet 18 by William Shakespeare". The analysis showed that the use of archaic words which gave the sonnet a sense of antiquity and timelessness. The use of these words was done so eloquently and to perfection in form. It's no wonder that Sonnet 18 has remained popular since the middle ages until today. The second study, Al-Shawa (2015) entitled "Stylistics Analysis of the Poem 'To A Skylark' By P.B. Shelley". This paper presented a stylistic analysis of P.B. Shelley's poem "To a Skylark". This paper also analyzed the poems used the tools of linguistics with a view to make their meaning became explicit. The analysis covered the different aspects as *graphological*, *grammatical*, *syntactical*, and *phonological* patterns that also found

figurative language and schemes that presented in the poem. It is necessary to mention that stylistics is not only useful to students of linguistics, literary and cultural critics, but also useful to teachers of English language and literature, whether English is taught as a first, second or foreign language.

The third study came from Khan and Jabeen (2015) entitled "Stylistics Analysis Of The Poem 'To Autumn' By John Keats". This paper aimed to analyze John Keats's poem "To Autumn" from the perspective of stylistic analysis. The stylistics made by under the aspects of *graphological*, *grammatical*, *syntactical*, *phonological* patterns and also to find *the tropes* and *schemes* that presented in the poem. Then, the fourth research came from Aslam et al (2014) with the title "Stylistics Analysis Of The Poem "Bereft" By Robert Frost". This paper aimed to analyze Robert Frost's poem "Bereft" from the perspective of stylistic analysis. The analysis made by under the aspects of *graphological*, *grammatical*, *syntactical*, and *phonological patterns*. The research also found the figurative language and schemes that presented in the poem. This research is helpful to analyze the structure and style of Robert Frost's poetry, and his themes, views, and treatment of nature.

RESEARCH METHODOLOGY

This research is a descriptive qualitative research. Kirk and Miller (in Moleong, 1997) explain that qualitative research is a certain tradition in the social sciences that fundamentally relies on the observation of humans within their own territory and relates to those people in language and in their distillates. In addition, Bogdan and Taylor (1975) say that qualitative research as a research procedure that generates descriptive data in the form of written or spoken words of people and observable behaviors. The data in this study are taken from words, phrases, clauses, and sentences that contain stylistic elements. The source of the data in this research is the songs contained in the songs contained in the Cocomelon Youtube channel. The Youtube channel was chosen based on the number of subscribers that reached 138 million. In addition, the channel has uploaded 775 videos.

This research is a literature research, so that in its implementation it will be carried out with data collection techniques using *simak-catat* (read and listen technique). Researchers listened to children's songs contained in cocomelon's Youtube channel. Then, the script is carried out by recording the lyrics of the children's song based on each title. After collecting the data, then data analysis is carried out. The data analysis carried out by matching the data to the theory of figurative language, onomatopoeia, and diction.

RESULT AND DISCUSSION

Children's songs on the Coco melon YouTube channel, when viewed from the stylistic approach, it turns out to have linguistic elements that if used will cause aesthetic effects. This analysis is taken from a nursery rhyme in Coco melon's YouTube channel,

entitled (1) Happy Place Dance, (2) Halloween at school song, (3) The Ants Go Marching, (4) My Dog (Bingo), and (5) Traffic Safety Song. The results obtained from the analysis with the stylistic approach found: (1) Utilization of language style, (2) Utilization of diction or vocabulary, and (3) utilization of sounds. Language styles according to Keraf (2006) include: *simile, metaphor, allegory, personification, allusion, eponym, epithet, synecdoche, metonymia, antonomasia, hyperbole, irony, cynicism, sarcasm, satire, innuendo, antiphrasis, and pun*. Then, diction or vocabulary has to do with the choice of words used. Then, the sound styles that are the focus of this study include: *onomatopoeia*. Thomas and Clara (2004:15-20) explained the existence of four forms of onomatopoeia, namely *onomatopoeia of animal sounds (calls of animal)*, *onomatopoeia of natural sounds (sound of nature)*, *onomatopoeia of humans (sound made by human)*, *onomatopoeia of various imitations of sounds (miscellaneous sounds)*. The onomatopoeia form is the source of the imitation of sounds or the source of the form of expression of sounds. Then, here is an analysis and discussion of the stylistic tools found:

1. Figurative Language

The use of figurative language in literary works also makes literary works more attractive. Figurative language in nursery rhymes can also be used to express the cheerful feelings that children have. The following are the findings of the stylistic tool with aspects of figurative language:

1.1 Personification

Personification is a figurative language whose use is by awakening the senses possessed by humans in inanimate objects. Therefore, the inanimate object seems to be able to live like a human being. Here are the lyrics of the song that have a personification in it:

1.1.1 The ants go marching

The ants go marching one by one, hurrah hurrah (DATA 1)

The ants go marching one by one, hurrah hurrah

The ants go marching one by one

The little one stops to suck his thumb (DATA 2)

And they all go marching down to the ground, (DATA 3)

To get out of the rain, Boom ! Boom! Boom! Boom!

In the title of the song "The ants go marching", three personification figures of speech were found. The three personification figures of speech represent ants who are depicted walking in a line like soldiers. Data (1) is shown in the clause "The ants go marching". The data is a personification figure of speech, because 'ants' which are animals are described as being

able to line up as if they were like humans. In addition, there is also data on the sentence "The little one stops to suck his thumb". The data depicts one tiny ant stopping to suck its thumb. These actions are similar to human behavior that is still a child. Then, data (3) is shown in the clause "they all go marching down to the ground". In the data, a group of ants is depicted lined up and walking down the ground. In the figure of speech of personification in the data above, one can find markers or markers of a typical personification figure of speech, namely the word 'marching'. In addition, the use of personification figure of speech has several purposes. The first goal, to give an example to the children, that in carrying out an activity should be as regular as an ant that is marching. Then, in the sentence "The little one stops to suck his thumb" according to the product target (song), namely children. Children usually when thirsty, they suck their thumb. In the figure of speech, it shows the impression of children's funny behavior when sucking their thumbs, exactly according to the target of the song.

Apart from the lyrics above, there are several fragments of lyrics that contain the personification of the song with the title "*The ants go marching*". Here are the other lyrics:

1.1.2 The ants go marching two by two, hurrah, hurrah

The ants go marching two by two, hurrah, hurrah

The ants go marching two by two

The little one stops to tie his shoe

And they all go marching down to the ground,

To get out of the rain, Boom ! Boom! Boom! Boom!

In the lyrics above, there is a data on the personification of the sentence "*The little one stops to tie his shoe*". The depicts a small ant that performs human-like activities, namely tackling shoes. Shoes are also items used by humans, and ants are unlikely to wear them. The use of this intends to make the listener (children) become independent in doing things, in this case tackling shoes without the help of parents.

1.1.3 The ants go marching four by four, hurrah, hurrah

The ants go marching four by four, hurrah, hurrah

The ants go marching four by four,

The little one stops to shut the door

And they all go marching down to the ground,

To get out of the rain, Boom ! Boom! Boom! Boom!

Based on the lyrics above, it can be seen that the lyrics contain a personification. The use of personification appears in the sentence "*The little one stops to shut the door*". Small ants

are described as being able to perform the same activity as humans, which is to close the door. The representation of the is to give an idea to the target listener (children) that closing the door is a form of activity carried out in everyday life. For example, when it is night, the door of the house is closed, or if you are taking a shower, the bathroom door is closed.

Still in trouble with the lyrics of the song, here is another analysis of the personification.

1.1.4 The ants go marching five by five, hurrah, hurrah

The ants go marching five by five, hurrah, hurrah

The ants go marching five by five,

The little one stops to check the skies

And they all go marching down to the ground,

To get out of the rain, Boom ! Boom! Boom! Boom!

The figurative language in the bold sentence shows a personification that describes a small ant stopping its colony from observing the sky. The word '*check*' in the sentence indicates an activity carried out by humans. This kind of depiction is intended to give children an idea of the introduction of the weather. The content of the song is about how the ant colony avoids the rain that is about to fall. One of the ways to find out the weather is to see how the sky is doing, whether it's raining or not.

1.1.5 A happy place dance

A Happy Place, A Happy Place

Let's All Make The World A Happy Place

A Happy Place, A Happy Place

Let's All Make The World A Happy Place

The lyrics of the song above entitled "*A happy place dance*" also contain a personification. The is shown in the sentence "*Let's All Make The World A Happy Place*". The word '*world*' in the sentence is likened to a human being who has an emotion of feeling happy. The feeling of pleasure is shown in the phrase '*a happy place*'. The represents an invitation to the listeners to make this world a place full of emotions of joy.

1.1.6 My Dog (Bingo)

*I love his tail
And **smiling face**
He makes me happy
In any place!
Come, Bingo! **Good boy !***

In the other title track 'My Dog (Bingo)' also contains a personification. The phrase '*smiling face*' is a phrase that describes a dog having a look on the face that is likened to a human being, that is, a smiling face. In addition, there are phrases that contain compliments such as '*Good boy*' that should be given to humans when doing good. However, it is instead given to animals, namely dogs. This indicates that dogs can be likened to human-like nature with the expression. In addition, this song also provides an alternative to parents who like pets, but it is safe for children. Dogs are one of the safe animals for children.

1.2 Metaphor

In addition to the personification, a metaphorical was found on children's songs on the Cocomelon Youtube Channel. The metaphorical is a used by making concrete objects real, so that the resulting language becomes figurative. Here is an analysis of the metaphorical data:

1.2.1 Happy Place Dance

*Let's All Make The World A Happy Place
Let's Have Fun, Na Na Na
Have Fun, Na Na Na
Wear A Smile On Your Face Today*

There is a metaphorical in the above fragment of the lyrics, namely in the sentence '*wear a smile on your face today*'. The metaphorical represents a smile that can be used like clothes or other items. Even though a smile is an expression of an abstract object. It is the tangent between abstract objects that then makes the words metaphorical. Therefore, the is referred to as a metaphorical . The tells about an expression of happiness obtained when all parts of the world are happy places.

1.2.2 A Happy Place, A Happy Place

*Let's All Make The World A Happy Place
Now Let's Jump, Na-Na-Na
Let's Jump, Na-Na-Na*

Let's All Reach For The Stars Today!

In the above fragment of the lyrics, there is also a metaphorical in the sentence '*Let's all reach for the stars today*'. The sentence is a metaphorical because there is the word '*stars*' which are objects in space described as graspable. Even though '*stars*' are celestial bodies that are very large in size and will not be able to if they are grasped by hand, let alone achieved. This metaphorical describes an invitation to be enthusiastic in achieving goals like the stars in the sky.

1.3 Simile

The next found was simile. Simile is a comparison that compares one word with another with comparisons *such as, like, like*, and others. For its full analysis, it can be described in the following data:

1.3.1 My Dog (Bingo)

*I have a puppy
His name is Bingo
I have a puppy
Cute as a rainbow*

The above fragment of lyrics entitled '*my dog (bingo)*' contains a simile in the clause '*cute as a rainbow*'. The simile is characterized by the comparative word '*as*'. Among the words is a word that represents the cuteness of a dog, namely '*cute*' juxtaposed with the beauty of a rainbow in the word '*a rainbow*'. So it can be explained that the cuteness and sweetness of the dog is likened to a beautiful rainbow. The use of this is to draw attention to the target (children) in order to choose a safe pet, such as dogs for example.

2. Sound game

The sound games presented in children's songs found are twofold, namely the use of onomatopoeia, and the use of learning. The use of sounds with onomatopoeia found in this study includes: *onomatopoeia of animal sounds (calls of animal)*, *onomatopoeia of natural sounds (sound of nature)*, *onomatopoeia from humans (sound made by human)*, and *onomatopoeia of various imitation sounds (miscellaneous sounds)*. The following are the uses related to onomatopoeia:

2.1 Call of animal

The first utilization of onomatopoeia is from the call of animals. This utilization utilizes the sounds produced by the animal, the movement and manner of eating the animal, as well as the behavior of the animal. In this study, children's songs made a lot of use of the onomatopoeia of this call of animal. Here are some data and explanations of the analysis:

2.1.1 The Duck Hide and Seek Song

*Where is the first Little Duck, **Quack Quack!**
Where is the first Little Duck, **Quack Quack!***

The use of onomatopoeia in the lyrics of the song above is '*Quack, quack*' which represents the animal '*duck*', because ducks sound is '*quack, quack*'. The song tells the story of a duck playing hide and seek. The use of such onomatopoeia implies a message for the introduction of children to the names of animals through the sounds of the animal. In addition, this is also to attract children to play *hide and seek*. The game is useful for children as an increase in the activeness of their children's gestures. Several onomatopoeias with the same purpose will also be described in the next section of the analysis.

2.1.2 Christmas At The Farm

***Neigh, neigh, neigh,** says the horse
Neigh, neigh, neigh, says the horse*

***Cluck, cluck, cluck,** says the hen
Cluck, cluck, cluck, says the hen*

***Moo, moo, moo,** says the cow
Moo, moo, moo, says the cow*

***Oink, oink, oink** says the pig
Oink, oink, oink says the pig*

In the lyrics above, it is the onomatopoeia data taken from each line of the lyrics. Each line has a different representation of animal sounds. In the first line, it can be seen that the lyrics contain the onomatopoeia '*horse*' which when sounding '*neigh, neigh, neigh*'. Furthermore, on the second line there is an onomatopoeia which represents a '*hen*' that sounds '*cluck, cluck, cluck*'. Then, in the third row there is an onomatopoeia that represents a cow with the sound of '*moo, moo, moo*'. Then the fourth line, there is the onomatopoeia '*oink, oink, oink*' which represents pigs. The use of onomatopoeia with the animal's voice has the same reason as the explanation of the previous analysis, which is to introduce the animals to children. Such recognition is also beneficial for the development of children's vocabulary.

2.2 Sound made by human

In addition to the sounds made from animals, there are also sounds made from humans. The sound is usually taken from human activities such as the sound of laughter, the expression

of the sound of people snoring, shouting, crying, complaining, pain, and others. Here's an analysis of the onomatopoeia based on human-made sounds:

2.2.1 Happy place dance

*Let's have fun, **na na na***
*Have fun, **na na na***
Wear a smile on your face today
*Let's have fun, **na na na***

The onomatopoeia, which is bolded in the fragment of the lyrics, is one of the onomatopoeias made from imitations of human voices humming. Humans when they are humming usually make the sound of 'na na na'. When humans hum with the vowel 'a', it can be said that the feeling being felt is positive. This depiction is also in accordance with the goal of the song, namely children. The fragment of the lyrics is also an invitation to always be cheerful.

2.2.2 The Ants Go Marching

*The ants go marching one by one **hurrah hurrah***
*The ants go marching one by one **hurrah hurrah***

In the other title of the song, an expression of joy is found expressed with the onomatopoeia 'hurrah hurrah'. The use of this onomatopoeia is to ignite the feeling of joy felt by children. This expression is usually used by the human being when he gets something he wants, for example such as a gift or a holiday.

2.2.3 Wheels on the Bus with JJ

*The babies on the bus go **wah wah wah wah** 3x*
All thorough the town
*The mummies on the bus go **ssh ssh ssh** 3x*
All thorough the town

In the title of the next song, the expression of a crying baby is found in the above fragment of lyrics. In addition to these expressions, there was found the expression of a Mother commanding to be quiet. The crying expression on the lyrics is expressed with the onomatopoeia 'wah wah wah', while the expression of a Mother commanding to be quiet is expressed with the onomatopoeia 'ssh ssh ssh'. The two onomatopoeias that appear are used to describe the atmosphere inside a bus. It also aims to introduce the situation contained in the bus to the children.

2.3 Miscellaneous sounds

Onomatopoeia of various imitations of sounds is a form of imitation of sounds from various objects from various circumstances. Such as imitations of whistles, broken glasses, ringing phone sounds, and others. The onomatopoeia of various imitations of sounds in Enckell and Rezeau's exposure is called the onomatopoeia produced by objects (*bruits produits par des objets manufactures*). The following are the results of the analysis of this type of onomatopoeia data:

2.3.1 *The Ants Go Marching*

*The little one stops to suck his thumb
And they all go marching down to the ground,
To get out of the rain, **Boom ! Boom! Boom! Boom!***

On a fragment of the song's lyrics, an onomatopoeia of the foot beat is found. The pounding of the foot is represented by the sound of '*boom boom boom*'. This onomatopoeia represents an army of ants marching and walking with taboos until the pounding of its feet is depicted by sound. This depiction of onomatopoeia aims to ignite the enthusiasm of children in carrying out an activity.

2.3.2 *Wheels on the Bus with JJ*

*The Wipers on the bus go swish, swish, swish 3x
All thorough the town
The signals on the bus go **blink, blink, blink** 3x
All thorough the town
The horn on the bus goes **beep, beep, beep** 3x
All thorough the town
The motor on the bus goes **vroom vroom vroom** 3x
All thorough the town*

In the fragment of the lyrics of the song entitled '*Wheels on the Bus with JJ*' found an onomatopoeia characterized by '*Mmiscellaneous sounds*'. The first onomatopoeia '*swish, swish, swish*' is an onomatopoeia that represents the sound of the *wiper* of a *bus* vehicle. Furthermore, an onomatopoeia was also found that represented *the signal* on the *bus* which was depicted with the sound of '*blink, blink, blink*'. Then, there is the onomatopoeia which represents the sound of the bus horn '*beep, beep, beep*'. Finally, an onomatopoeia was found that represents the motor sound of '*vroom, vroom, vroom*'. All of these onomatopoeias are used to provide knowledge to children about the sounds produced by vehicles, so that it is hoped that children can distinguish the sounds produced by each vehicle, the attributes of the vehicle, or the engine.

3. Diction

The third utilization of stylistic tools is the utilization of diction. Diction is a vocabulary chosen by the author to embellish his work. Diction also aims to spark some things related to something. Here's an analysis of the diction:

In the title of the song '*Happy place dance*', you can find several dictions based on the type of word form as follows: (1) *A happy place*, (2) *Encourage a friend*, (3) *Let's clap*, (4) *Let's have fun*, (5) *Let's jump*, (6) *Show a loved*, (7) *Give thanks*, (8) *hands up*, and (9) *cheer*. The use of diction in the data (1) serves to invite children to build a world full of joy. The phrase is also repeated many times that serves to emphasize to children in order to always make the world full of cheerfulness. Furthermore, data (2) there is a diction that gives a message to children to always want to make more friends. Then, data (3) is raised by the author to invite children to express their happiness by applauding. Data (4) is presented to invite children to always have fun. Data (5) is raised to invite children to express their joy also by jumping. Then, data (6) was raised to invite children to always show affection for their friends. Then, data (7) teaches children to always say thank you. Data (8) and (9) represent happiness realized by raising your hands up and cheering.

In the title song '*My dog (Bingo)*' can be found the use of diction with the following data: (1) *fetch*, (2) *good boy*, (3) *Shake*, (4) *wag*, and (5) *lamb*. In data (1) the verb '*fetch*' is utilized by the songwriter. This verb describes a dog called an obedient bingo, because the owner of the dog tries to fish in order to get a stick. Furthermore, data (2) there is a complimentary word '*good boy*' which should be intended for humans, but it is intended for dogs. The use of this word is intended to praise bingo that cleverly picks up sticks. Then, data (3) of the word '*shake*' was also chosen to describe how smart bingo is when invited to shake hands. Furthermore, data (4) provides an explanation that the word '*wag*' is a signal not allowed for bingo, and bingo also apparently understands. Then, data (5) the choice of words used is '*lamb*' not '*sheep*'. The whole diction mentioned above is exploited by sing lyricist, as it aims to improve children's mastery of vocabulary in English.

The title song '*Halloween at school song*' contains diction of the following types of words: (1) *a fall parade*, (2) *silly fun*, and (3) *spooky*. In data (1) shows an invitation to children to do games that are like a parade. This game also has the aim that children are able to work well together with their friends. Furthermore, data (2) represents an invitation to children to always do fun things. Then, data (3) shows a word expressing a shock and fear. This word is exploited to ignite the courage of children wrapped in hide and seek games.

CONCLUSION

The number of stylistic tools used in this study, among others: 1). Majas:

personification (27), metaphor (4), simile (1); 2). Onomatopoeia: onomatopoeia of animal sounds (calls of animal) (5), onomatopoeia from humans (sound made by human) (5), and onomatopoeia of various imitation sounds (miscellaneous sounds) (6); and 3) diction, found as many as 19 data from the total number of song titles. Based on these results, the findings of the stylistic tools that are used can be obtained. The stylistic tools include (1) figure of speech, (2) Onomatopoeia as a sound game, and (3) diction. The function of using these stylistic tools is not only for decoration, but also as a tool for educating children through songs. The metaphors found tend to have meanings that seem beautiful and pleasant, such as "wear a smile" or "let's reach the stars today". The two metaphors invite children to always smile, and invite them to reach for the stars. Stars are celestial bodies that are beautiful to the eye. Because of their beauty, the stars seem pleasant when they can be reached. In addition to metaphors, the dictions that appear also contain pleasant meanings and keep away from negative things.

REFERENCES

- Aslam, Saima, Bushra Aslam, Paras Mukhtar & Arooj Sarfaraz. 2014. "Stylistics Analysis of the Poem Bereft by Robert Frost". *European Journal of Research and Reflection in Arts and Humanities* 2 (1).
- Bogdan dan Taylor. (1975). *Metodologi Penelitian Kualitatif*. Bandung: Remadja.
- Chaer, Abdul. (2003). *Linguistik Umum*. Jakarta: Rineka Cipta.
- Farmer, Geir. (2014). *Literary Fiction: The Ways We Read Narrative Literature*. USA: Bloomsbury Publishing.
- Keraf, Gorys. (2006). *Diksi dan Gaya Bahasa*. PT Gramedia Pustaka Utama : Jakarta.
- Khan, A. and Jabeen, T. (2015). Stylistics analysis of the poem „To utumn“ by John Keats. *International Journal of Academic Research and Reflection*, 3(1): 127-137.
- Leech, G. N., & Short, M. H. (1981). *Style in Fiction*. London: Longman.
- Moleong, Lexy. J. (1997). *Metodologi Penelitian Kualitatif*. Jakarta: PT. Remaja Rosdakarya.
- Quackenbush, Karen C ; Quackenbush, Don A; Epe, Pearl Krizza C; & Epe , Pia I Trizza C. (2019). Stylistics analysis of sonnet 18 by William Shakespeare. *International Journal of Applied Research* 2019; 5(5): 233-237.
- Shawa, W. A. (2015). Styistic Analysis of the Poem "To A Skylark" by P.B. Shelley. *Journal of Humanities and Social Science*, 20(3), 124-137.

- Simpson, Paul. (2004). *Stylistics: A resource book for students*. New York: Routledge.
- Susanto, Ahmad. (2011). *Perkembangan Anak Usia Dini*. Jakarta: Kencana.
- Thomas, T. W. C. and C. H. W. Clara. 2004. "Characteristic of Onomatopoeia." A Paper. Retrieved on October 2011 from www.thomastsoi.com/research/files/characteristics_of_Onomatopoeia.pdf
- Varghese, L. M. (2012). "Stylistic Analysis of Emily Brontë's *Wuthering Heights*". *IOSR Journal of Humanities and Social Science*, 2(15), pp. 46-50. <http://iosrjournals.org/iosr-jhss/papers/Vol2-issue5/H0254650.pdf>. Accessed on January 5, 2015.
- Widdowson. (1975). *Stylistics and the teaching of literature*. London : Longman,