

## The Stylistics Elements of Figurative Language in Snow White and the Huntsman Movie and the Implications toward EFL Teaching

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### Abstract

Several previous studies have proven that the stylistics elements of figurative language were found in many literary works. Besides, it is essential for the students to develop literary competence, such as the ability to analyze the elements of figurative language. Hence, this research is aimed at investigating the stylistics elements of figurative language in a movie entitled *Snow White and the Huntsman* as well as the implications toward English as a foreign language (EFL) teaching. The stylistics elements of figurative language in this research focused on Epizeuxis, Parallelism, Prolepsis, Simile, and Chiasmus. This research applied qualitative design of research, while the data collecting technique is documentation as the movie is used to gather the data. Then, the data were analyzed using stylistics elements of figurative language theory, which are Epizeuxis, Simile, Prolepsis, Parallelism, and Chiasmus. The results revealed that there were 26 stylistics elements of figurative language in the movie consisting of 15 Epizeuxis, 5 Prolepsis, 4 Simile, and 2 Chiasmus. Furthermore, the results also found out that the stylistics elements of figurative language have some useful implications toward EFL teaching so that the teachers can implement some stylistics elements of figurative language in the classroom through some activities for teaching and learning. Finally, future researchers who want to conduct a research that is similar to this field of research are highly encouraged to analyze more stylistics elements of figurative language, so that the results of the research can reveal more various results.

**Keywords:** stylistics; figurative language; EFL teaching

## 1. INTRODUCTION

It is undeniable that language plays a significant role in society because people use language as a means for communication. In other words, language cannot be separated from people's lives. Hence, people are clearly capable of reflecting on the language and its functions in society (Yule, 2010). Regarding the importance of language in society, linguistics takes part in human's life too. Linguistics can be defined as the scientific study of the human language (Fromkin, 2000). It analyzes human's language in all its facets, use, structure, place, and history in society. As a result, linguistics has also been an essential part in the human language as well as in society.

By talking about the significance of language and linguistics in the society, it cannot be denied that sometimes people do not say what they mean because they apply some ways or styles in expressing their utterances through the language that they use. This is, then, linked with the implementation of stylistics because people may apply different ways or styles of language in different situations or settings. Stylistics can be defined as the study of the ways in which meaning is made through language that can help people to reveal how and why a language works as it does, and how people come from the words to its meaning (Nørgaard et al., 2010). Hence, the interpretations can be different from or completely opposite of the ones intended by the people so that the misunderstanding or confusion can possibly happen (Colston, 2015) because the utterances have non-literal meanings. In other words, the utterances can possibly be expressed with the use of figurative language. Therefore, people may say or deliver what they mean through the utterances that include the use of figurative language as it can express the meaning beyond its correct figurative interpretations (Colston, 2015).

Figurative language has always been a main component of literary works (Burke, 2014). In addition, Yahia (2020) argued that literary competence is one of the primary components that students have to comprehend; one of the ways is by analyzing figurative language (Yahia, 2020). Regarding the significance of figurative language, Nurhadi (2016) argued that figurative language can be used as a language strategy as an attempt for shaping students' characters in the learning context. These elements of figurative language are Epizeuxis, Parallelism, Prolepsis, Simile, and Chiasmus (Nurhadi, 2016). As a result, several previous studies related to figurative language have been conducted by some researchers.

The first previous study was conducted by Syafitri & Marlinton (2018) who analyzed figurative language used in Allan Poe's poems. The researchers employed qualitative design of research, while the data were collected through eight Edgar Allan Poe's poems. These 8 poems entitled Annabel Lee, Alone, The Sleeper, To One in Paradise, A Dream Within A Dream, Spirit of the Dead, Evening Star, and The Lake. In this research, the researchers focused on eight kinds of figurative language, which are personification, simile, metaphor, hyperbole, paradox, irony, symbolism, and metonymy. The results show that there are 96 figurative languages in eight Edgar Allan Poe's poems, which are 25 personifications, 16 metaphors, 6 similes, 11 hyperboles, 9 paradoxes, 2 ironies, 6 metonymies, and 21 symbolisms (Syafitri & Marlinton, 2018). Last but not least, the results found some figurative language meanings in the poems, which are 42 connotative meanings, 30 social meanings, 8 collocative meanings, and 16 reflected meanings (Syafitri & Marlinton, 2018).

The second previous study was done by Allo (2015) who investigated figurative language utilized by lecturers in teaching English at the English department of a university in Toraja, Indonesia. In this study, the researcher employed qualitative design of research. Besides, the subjects of the research in this study were the lecturers as well as the students at the English Education study program of the university. Then, the results of this study revealed several insightful findings. First, the kinds of the figurative language utilized by the lecturers were simile, personification, metaphor, rhetoric, litotes, hyperbole, metonymy, paradox, and repetition. Then, the lecturers used those kinds of figurative language in several ways, which are making comparative as well as contradictory, correlative and repetitive statements about the students' lives, culture, and habits related to the materials for teaching English (Allo, 2015). Furthermore, the lecturers used those kinds of figurative language for several purposes, which are for introducing language and culture, giving feedback to improve the students' understanding of the lessons, helping the students to understand the lessons better, motivating the students in the learning process, enhancing the style of the language, and training the students' critical thinking (Allo, 2015). In addition, this study also revealed the students' perceptions toward the use of figurative language, which are several kinds of the figurative language that became the teaching material could be associated with the real world, so that the students could easily understand the material since it was closer with the environment. Finally, there were several students who could not understand and did not like some of the kinds of figurative language because they needed the lecturers to explain the material more and directly, so that they could understand it well (Allo, 2015).

The next previous study was done by Wibisono & Widodo (2019) who investigated figurative language in online short stories posted on the Jakarta Post. This study used qualitative research design in analyzing and identifying some types of figurative language in the online short stories posted on the Jakarta Post. Hence, the findings revealed some types of figurative language found in the online short stories. These types of figurative language are simile, personification, symbol, and onomatopoeia (Wibisono & Widodo, 2019). Thus, personification has become one of the types of figurative language that mostly appeared in the online short story posted on Jakarta Post (Wibisono & Widodo, 2019).

The other previous study was conducted by Nainggolan et al. (2021) who analyzed figurative language on Joe Biden's victory speech. This research applied qualitative design of research, while the source of data for the research is Joe Biden's victory speech. Besides, the findings of this research showed that there were 86 numbers of figurative language found and applied on Joe Biden's victory speech. Hence, these 86 numbers of figurative language were classified into 5 types of figurative language, which are metaphor, personification, hyperbole, simile, and litotes (Nainggolan et al., 2021). As a result, the figurative language found on Joe Biden's victory speech were 44 expressions of metaphor, 34 expressions of personification, 5 expressions of hyperbole, 2 expressions of simile, and 1 expression of litotes (Nainggolan et al., 2021).

Those four previous studies have the same purpose which is analyzing, examining, or investigating the stylistics elements of figurative language. Besides, there are also several differences found in those four previous studies. The first previous study is aimed at analyzing figurative language used in poems. Then, the second previous study is aimed at investigating figurative language utilized by lecturers in teaching English at the English

department of a university. Besides, the third previous study is aimed at investigating figurative language in online short stories. Meanwhile, the fourth previous study is aimed at analyzing figurative language in a victory speech. Thus, those four previous studies have various results that can also be used as references or foundations for the next researchers who are willing to conduct a research related to the stylistics elements of figurative language.

Among those four previous studies, however, a research that aims at analyzing or investigating the stylistics elements of figurative language in a movie has not been conducted yet. In other words, it is essential to conduct research that aims at investigating the stylistics elements of figurative language by main characters in a movie since it may also have an insightful result. In addition, it is also necessary to investigate whether there are any implications of the stylistics elements of figurative language toward English as a Foreign Language (EFL) teaching. Hence, this research is conducted to investigate the stylistics elements of figurative language in *Snow White and the Huntsman* movie and the implications toward EFL teaching. As a result, the research questions for this research can be formulated as follow: 1) how are the stylistics elements of figurative language in *Snow White and the Huntsman* movie?; and 2) what are the implications of the stylistics elements of figurative language in *Snow White and the Huntsman* movie toward EFL teaching?.

## **2. LITERATURE REVIEW**

The stylistics elements of figurative language in this research focuses on the figurative language theory by Nurhadi (2016), Wales (2014), Sloane (2006), and (Alm-Arvius, 2003), which are Epizeuxis, Parallelism, Prolepsis, Simile, and Chiasmus.

### **2.1 Epizeuxis**

Epizeuxis is a figure of repetition, with no words intervening (Wales, 2014) in which the repetitions are primarily at the beginning of a phrase (Sloane, 2006). Besides, repetition has several purposes; to strengthen or affirm the intensity of information, avoid misunderstandings or mistakes, highlight or emphasize important points, and make the information become easier to remember (Nurhadi, 2016). As a result, Epizeuxis is a figure of speech or figurative language that occurs when the writer repeats words or phrases for emphasis.

### **2.2 Parallelism**

Parallelism consists of semantic repetition and highlights just as much as formal reoccurrence (Alm-Arvius, 2003). In other words, parallelism is a device in rhetoric that depends on the principle of equivalence (Wales, 2014). Furthermore, Parallelism can be applied to make the interlocutors choose a thing that looks different, but actually is alike (Nurhadi, 2016). Therefore, Parallelism can be defined as applying similar words, phrases, clauses, structures of sentence, or other grammatical elements to highlight similar points or ideas within a sentence.

### **2.3 Prolepsis**

Prolepsis is a syntactic deviation as it anticipates the logical relations of the consequences in a phrase or sentence that become the result of the predicate by means of an attributive participle or adjective (Sloane, 2006). Furthermore, by using Prolepsis, the speakers' utterance was delivered before the event occurs by using the word "later", "when", and others (Nurhadi, 2016). In addition, Nurhadi (2016) also mentioned that Prolepsis can allow interlocutors to accept a designed event, so that the designed event can be into permissive and implicit command. Thus, Prolepsis is a figure of speech or figurative language as anticipation because the speaker represents a thing as existing before it actually happens or exists by applying the word "when", "later", and others.

### **2.4 Simile**

Simile is a trope, or to do with meaning variations, that describes one thing by comparing it with another and suggesting similarities between them although they are also clearly different (Alm-Arvius, 2003). Furthermore, simile expresses a relationship of similarities or likeness and is marked by the linguistic markers "like" or "as" (Sloane, 2006). In other words, simile is a direct-stated or explicit comparison to something similar with other things by using the words "same as", "like", "as", "as if", etc. (Nurhadi, 2016). As a result, Simile is defined as a figure of speech or figurative language that occurs when the writer compares two objects or things that are similar or alike.

### **2.5 Chiasmus**

Chiasmus can be considered as a specific sort of parallelism because the utterances or the words are repeated in the reverse order (Alm-Arvius, 2003). In other words, chiasmus is a rhetorical term to explain a construction involving the repetition of words or phrases in reverse order (Wales, 2014). In addition, chiasmus designates a device which has to do with a particular arrangement of the syntagmatic constituents of a sentence or statement, and it involves in the specular or "mirrorlike" distribution of the pairs of elements formally and functionally equivalent (Sloane, 2006). Besides, Chiasmus consists of a symmetry structure or pattern, which is A-B-B-A (Nurhadi, 2016). Furthermore, Nurhadi (2016) also mentioned an example of a Chiasmus element uttered by John F. Kennedy, which is an utterance "ask not what your country can do for you; ask what you can do for your country". Thus, Chiasmus refers to two words, phrases, or sentences that are repeated in the reverse order or a particular arrangement.

## **3. RESEARCH METHODS**

In this research, the researchers applied descriptive qualitative design of research. Leavy (2017) argued that qualitative design of research is commonly recognized by inductive approaches to knowledge building which aimed to generate meaning. In other words, qualitative research design is aimed at exploring and understanding the meanings that individuals or groups perceive as stemming from social or human problems (Creswell, 2014). Furthermore, there are some purposes in using this approach of research; to explore, to deeply investigate, to learn about social phenomena, to unpack the meanings people ascribe to events, activities, situations, artifacts, as well as to obtain a deep understanding

about several dimensions of social lives (Leavy, 2017). Hence, in this research, the researchers systematically explore, describe, and explain the stylistics elements of figurative language by the main characters in Snow White and the Huntsman movie. The last but not the least, it also explores whether there are any implications of the stylistics elements of figurative language in Snow White and the Huntsman movie toward EFL teaching.

In this research, the data related to the stylistics elements of figurative language are obtained from a movie entitled Snow White and the Huntsman. This movie is an American fantasy movie based on the German fairy tale "Snow White" compiled by the Brothers Grimm. This movie was released in 2012 with both the theatrical version (with the duration of 127 minutes) and extended version (with the duration of 132 minutes). The data collection technique used in this research is documentation as the movie is used to gather the data. The researchers collect the data by watching the movie from the beginning until the end. Even though the language used in the movie has already been in English, the researcher watched the movie using English subtitles in order to avoid any misunderstanding in interpreting the words or sentences in the movie especially regarding the utterances or sayings by the main characters in the movie. Thus, the data are analyzed using the stylistics elements of figurative language theory by Nurhadi (2016), Wales (2014), Sloane (2006), and (Alm-Arvius, 2003), which are Epizeuxis, Simile, Prolepsis, Parallelism, and Chiasmus.

## 4. RESULTS AND DISCUSSION

### 4.1 The stylistics elements of figurative language in Snow White and the Huntsman movie

The first research question focuses on the stylistics elements of figurative language done by the main characters in Snow White and the Huntsman who are Snow White, Queen Ravenna, the Huntsman, William, Finn (Ravenna's brother), and other characters who have conversations with the main characters mentioned before. The way to answer the first research question is by identifying the stylistics elements in the movie using figurative language theory, which are Epizeuxis, Parallelism, Prolepsis, Simile, and Chiasmus.

#### *Epizeuxis*

In the Snow White and the Huntsman movie, there are fifteen stylistics elements of Epizeuxis found in the conversations among the main characters. Below are the stylistics elements of Epizeuxis found in Snow White and the Huntsman movie.

1. Ravenna: "I can never take your mother's place. Never" [00.06.16]
2. Ravenna: "They ruined us and when they are finished with us they toss us to the dogs like scraps." [00.07.55]
3. Ravenna: "They ruined us and when they are finished with us they toss us to the dogs like scraps." [00.07.55]
4. William: "Snow, get out! Snow!" [00.07.55]
5. William: "Father, we must go back! We must!" [00.09.38]
6. Finn: "Get me out of here" [00.25.45]  
Finn: "Get me out of here" [00.25.54]
7. Ravenna: "You swore that you would protect me! You swore!" [00.33.14]

8. Ravenna: "There is no loyalty. No loyalty" [00.33.26]
9. Ravenna: "You have to find someone. Someone who knows it. Someone who can hunt her. [00.34.28]
10. Ravenna: "Find her. Bring her to me". [00.36.23]
11. Snow White: "Gus, breathe. Gus, breathe." [01.22.28]
12. Ravenna: "By fairest blood it was done, and only by fairest blood can it be undone." [01.32.37]
13. Huntsman: "You remind me of her. Her heart. Her spirit." [01.38.54]
14. Huntsman: "You both deserved better, and I'm so sorry I failed you. I'm so sorry." [01.39.08]
15. Ravenna: "Then let them come. And let them break their skulls on these stone walls and bring me my prize." [01.44.47]

In the first stylistics element of Epizeuxis, Ravenna implemented Epizeuxis through the word "never". This word was actually uttered and repeated in order to emphasize that Ravenna could never replace Snow White's mother although Ravenna got married to the King or Snow White's father. This finding is in line with the result of the study conducted by Kone (2019) that found out that Soekarno applied Epizeuxis by repeating the word "riding" in his speech to emphasize and clarify the meaning of his speech (Kone, 2019). Then, the second Epizeuxis is found in the word "they" uttered by Ravenna to substitute "men". Ravenna applied Epizeuxis by repeating the word "they" to strengthen her opinion because she thought that after men got married, men would always use women. This finding is in line with the finding of a previous research conducted by Fadilah & Tawami (2020) that revealed that the use of Epizeuxis in McDonald's slogan is to reinforce or strengthen the ideas carried (Fadilah & Tawami, 2020). This is, then, linked with the third implementation of Epizeuxis uttered by Ravenna by repeating the word "us" to substitute women in order to reinforce her opinion. Next, the fourth Epizeuxis is implemented by William by repeating the word "Snow". Here, William applied Epizeuxis in his utterance because he really wanted Snow White to get out of the place. In other words, the use of Epizeuxis which is by repeating the word "Snow" is utilized in order to strengthen the information that it is in harmony with a study conducted by Muxamatjonova (2022) who argued that a repetition of words is used to make an idea become more memorable and clearer to the hearers or readers (Muxamatjonova, 2022). Furthermore, the fifth Epizeuxis is applied by William through the phrase "we must". Here, William repeated the phrase "we must" to affirm his order because he really wanted to be back to save Snow White. Hence, this finding confirms the result of a previous study conducted by Mustofa et al. (2022) who argued that repeating words is used to affirm a statement or idea (Mustofa et al., 2022).

Besides, the sixth Epizeuxis is found in the phrase "Get me out of here" uttered by Finn (Ravenna's brother). Finn implemented Epizeuxis in his utterance to strengthen his order because he really wanted to be out of the place. This finding confirms the result of a previous research conducted by Fadilah & Tawami (2020) that revealed that the use of Epizeuxis in McDonald's slogan is to strengthen or reinforce the ideas carried (Fadilah & Tawami, 2020). Next, the seventh Epizeuxis is applied by Ravenna through the phrase "you swore". This phrase was actually repeated by Ravenna in order to emphasize her utterance to

her brother who had promised to protect her. This result is in line Roifah (2020) who argued, in her study, that the repetition of Epizeuxis is used to emphasize the information because it is considered to be important (Roifah, 2020). This is, then, linked to the eighth and ninth Epizeuxis used by Ravenna through the phrase “no loyalty” and the word “someone” that repeated. Here, Ravenna repeated her utterance to highlight the information as well as the order to her brother. This finding is similar with a previous research conducted by Nkansah (2021) that revealed that Epizeuxis is used to highlight the information and has much more to do with the sense of meaning (Nkansah, 2021). Furthermore, the tenth implementation of Epizeuxis is found in the word “her” uttered by Ravenna. This word was repeated by Ravenna in order to affirm her order, which is to find Snow White. This is, then, linked with the eleventh Epizeuxis was applied by Snow White through the word “breathe”. Here, Snow White repeated her utterance to affirm her order, which is asking Gus (a dwarf) to breathe. Thus, this finding is in harmony with Mustofa et al. (2022) who revealed that repeating words, which refers to Epizeuxis, is used to affirm a statement or idea (Mustofa et al., 2022).

Then, the twelfth Epizeuxis is found in the phrase “fairest blood” uttered by Ravenna. Here, Ravenna applied Epizeuxis by repeating “fairest blood” to emphasize the ideas that she uttered to the hearer. This finding is similar to Kone (2019) who found out, in her study, that Soekarno applied Epizeuxis by repeating the word “riding” in his speech to emphasize and clarify the meaning of his speech (Kone, 2019). Next, the thirteenth Epizeuxis is applied by the Huntsman by repeating the word “her”. This word was actually uttered and repeated by the Huntsman to strengthen the information that Snow White resembled her wife. This result is in harmony with Muxamatjonova (2022) who argued that repeating words is used to strengthen the information so that the idea becomes more memorable and clearer to the hearers or readers (Muxamatjonova, 2022). This is, then, linked with the fourteenth Epizeuxis found in the phrase “I’m so sorry” uttered by the Huntsman. This phrase was actually repeated by the Huntsman to strengthen the information because he realized that he failed to protect Snow White. Lastly, the fifteenth Epizeuxis is implemented by Ravenna through the phrase “let them”. Here, Ravenna repeated his utterance to affirm the information, which is to let the troops come to the palace to fight, that it is in harmony with (Mustofa et al., 2022) who revealed that repeating utterance is used to affirm an information or idea (Mustofa et al., 2022). Therefore, all these stylistics elements of Epizeuxis found in the movie show that the speakers apply Epizeuxis to affirm or strengthen the information and emphasize or highlight the important points of the information in their conversations (Nurhadi, 2016).

### ***Parallelism***

In the Snow White and the Huntsman movie, there are no found any stylistics elements of Parallelism used by the main characters. Besides, Djorbua et al. (2021), in their study, argued that Parallelism refers to a vital stylistic device applied to promote collectiveness (Djorbua et al., 2021). Then, their study revealed that Parallelism in the poem has showed the relationship that occurs between literary work and its impact on the society as a mirror of reflection (Djorbua et al., 2021). Furthermore, Mwinwelle et al. (2021), in their study, stated that Parallelism can be defined as the logical connection of ideas by applying similar



grammatical forms (Mwinwelle et al., 2021). Besides, the other previous study conducted by Al-halhooli et al. (2017) found out that Parallelism also occurs in the similarity based on the structural symmetry in a poem or a verse (Al-halhooli et al., 2017). Last but not least, a research conducted by Almekhdawi (2018) revealed that Parallelism is an effective rhetorical device that can be utilized to reflect and indicate dominance, the main intention of van Dijk's approach, in the political context (Almekhdawi, 2018).

### ***Prolepsis***

In the Snow White and the Huntsman movie, there are five stylistics elements of Prolepsis found in the conversations among the main characters. Below are the stylistics elements of Prolepsis found in Snow White and the Huntsman movie.

1. Ravenna: “When a woman stays young and beautiful forever, the world is hers.” [00.12.13]
2. Ravenna: “One never knows when royal blood may be of value.” [00.13.30]
3. Ravenna: “If she’d had a sword, she would have taken my kingdom.” [00.32.58]
4. William: “It will be, when you are a queen.” [01.29.22]
5. William: “Once people find out you’re alive, they will rise up in your name.” [01.29.37]

The first stylistics element of Prolepsis is found in Ravenna’s utterance through the word “when”. Here, Ravenna implemented Prolepsis in order to inform others that the world will be on a woman’s side when a woman is young and beautiful. In other words, it was implicit information that Ravenna wanted to be young and beautiful forever so that the world would be in her hands. This finding is in harmony with Nurhadi (2016) who stated that Prolepsis is utilized to indicate something related to a designed event in the future by using the word “when” that contains a permissive and implicit information (Nurhadi, 2016). This is, then, linked to the second Prolepsis was found in Ravenna’s utterance through the word “when”. Here, Ravenna implemented Prolepsis in her utterance to show that there is a possibility in the future that royal blood or Snow White’s soul might be useful. Besides, the third Prolepsis is used by Ravenna through the words “if” and “would have”. In this conversation, Ravenna wanted to show implicit information that if (in the future) Snow White had a sword, she could take the kingdom and replace Ravenna as the queen. This finding is in line with Wales (2014) who argued that prolepsis, as the figure of speech, is used as an anticipation to show something which has not yet happened (Wales, 2014). Besides, the fourth Prolepsis was found in William’s utterance through the word “when”. Here, William applied Prolepsis in his utterance because it contains implicit information that the world will be beautiful again when Snow White becomes the queen. This result is in line with (Sloane, 2006) who stated that Prolepsis anticipates the logical relations of consequences in a phrase or sentence that become the result of the predicate by means of an attributive participle or adjective, such as the word “when”, “later”, and others (Sloane, 2006). This is, then, linked with the fifth Prolepsis uttered by William to show implicit information that when people know that Snow White alive (in the future), people will rise up in Snow White’s name. Thus, all these stylistics elements of Prolepsis found in the movie show that the speaker used Prolepsis in the conversation to deliver something related to a

designed event in the future containing a permissive and implicit information (Nurhadi, 2016).

### ***Simile***

In the Snow White and the Huntsman movie, there are four stylistics elements of Simile found in the conversations among the main characters. Below are the stylistics elements of Simile found in Snow White and the Huntsman movie.

1. Ravenna: "They ruined us and when they are finished with us they toss us to the dogs like scraps." [00.07.55]
2. Ravenna: "Do you remember when we were children begging for scraps like those wretches" [00.17.00]
3. Ravenna: "There was a time I would have lost my heart to a face like yours" [00.38.30]
4. Snow White: "It's as if nothing's changed here" [00.55.48]

The first Simile was found in Ravenna's utterance. Here, Ravenna used the word "like" to show the similarity between women who were being used and then thrown away just like scraps. This finding is in harmony with Kendenan (2017) who revealed, in her study, that Simile refers to explicit comparison as it compares two things that are similar by using the words "like", "as", "compare", "resemble", and so on (Kendenan, 2017). This is, then, linked with the second Simile used by Ravenna through the word "like". Here, Ravenna applied Simile to show that Ravenna and her brother used to beg to earn a living, just like the wretches who were begging for food at that time. Next, the third Simile was found in Ravenna's utterance in the conversation between Ravenna and a young man by using the word "like" to show that Ravenna used to admire a handsome man just like the young man. This finding confirms a previous study conducted by Padillah et al. (2016) who revealed that Simile is applied through the word "like" that functioned as the connector in order to compare two different things in the novel (Padillah et al., 2016). The fourth Simile was applied by Snow White through the words "as if" in the conversation between Snow White and the other speaker. The implementation of Simile uttered by Snow White here is used to indicate that the environment in the forest was the same. In other words, it seemed that there was nothing that had changed in the environment in the forest at that time. This finding is also in line with a research conducted by Militonyan (2017) who revealed that Simile was applied by using the word "as if" to compare two things similar in the novel (Militonyan, 2017). Therefore, all these stylistics elements of Simile found in the movie show that the speakers applied Simile in the conversation to express or indicate the likeness or comparison of something with the other things that look similar (Nurhadi, 2016).

### ***Chiasmus***

In the Snow White and the Huntsman movie, there are two stylistics elements of Chiasmus found in the conversations among the main characters. Below are the stylistics elements of Chiasmus found in the Snow White and the Huntsman movie.

1. Finn: "Have I not given all to you?" [00.34.00]

Ravenna: “Have I not given you all?”

2. Snow White: “Frost to fire and fire to frost.” [01.42.02]

The first stylistics element of Chiasmus is found in the conversation between Finn and Ravenna. The utterances “Have I not given all to you” and “Have I not given you all” consist of “mirrorlike” distribution of pairs of elements. This finding is in harmony with Al-Harashsheh (2021) who argued that chiasmus shows the contrast between more than two meanings (Al-Harashsheh, 2021). Then, the second stylistics element of Chiasmus is found in Snow White’s utterance “Frost to fire and fire to frost”. This utterance has a symmetry structure or pattern, which is A-B-B-A. This is also in line with a research conducted by Prusse (2012) who revealed that the use of chiasmus showed a balance that is the consequence of repetition in the reverse order (Prusse, 2012). As a result, these two stylistics elements of Chiasmus found in the movie show that the speakers applied the utterances or the words that are repeated in the reverse order consisting of a symmetry structure or pattern of A-B-B-A (Nurhadi, 2016).

#### **4.2 The implications of the stylistics elements of figurative language in Snow White and the Huntsman movie toward EFL teaching**

The second research question is related to implementing the stylistics elements of figurative language for English language teaching or English as a Foreign Language (EFL) teaching in the classroom context. Here, the researchers present some recommendations and ideas for English teachers who want to implement the stylistics elements of figurative language in the classroom context based on some related previous studies. First, teachers could implement stylistics elements of figurative language like Epizeuxis when teaching some materials to the students in the classroom as using Epizeuxis consists of repetition that could strengthen words, sentences, or phrases so that the materials could be more easily accepted in the students’ mind (Nurhadi, 2016). Moreover, Yahia (2020) argued that the students need to improve their cognitive and linguistic abilities in order to comprehend and interpret figurative language in literary works correctly (Yahia, 2020). In other words, by analyzing figurative language, the students can also widen and enrich their knowledge on language learning (Fatimah et al., 2020). Therefore, it is essential for teachers to encourage students as well as to make students able to analyze figurative language in various literary works as it can support the success of the students’ language learning.

Teachers may also introduce figurative language theory such as Epizeuxis, Parallelism, Prolepsis, Simile, and Chiasmus in teaching reading and writing to their students in the classroom because it can make the students use their understanding and imagination more than understanding the other simple literary works (Hutauruk, 2019). For example, for reading assignments, students could be asked to identify those five kinds of figurative language in the texts correctly as it requires context to analyze the real meaning of utterances containing figurative language (Amna, 2019). Besides, for writing assignments, students could be asked to write texts that contain figurative language theory to make the body texts become more coherence, so that the texts could be more communicative (Nurjannah, 2015). Moreover, Amna (2019) argued that using figurative language can deliver ideas in more powerful and interesting ways, so that it can attract and influence the readers (Amna, 2019).

The last but not least, teachers could also implement figurative language of Chiasmus in the texts like some utterances or words repeated in the reverse order (Alm-Arvius, 2003), so that the students could be asked to identify the figurative language because Chiasmus can be defined as a specific sort of parallelism. Thus, the explanations and examples above show that the stylistics elements of figurative language have some useful implications toward English language teaching or English as a foreign language (EFL) teaching.

## 5. CONCLUSION

Based on the results of this study, the stylistics elements of figurative language were found in the conversations among the main characters in Snow White and the Huntsman movie. In other words, the main characters in Snow White and the Huntsman movie implemented some stylistics elements of figurative language in their conversations which contain Epizeuxis, Prolepsis, Simile, and Chiasmus. The total of the stylistics elements of figurative language found in the movie is 26 elements consisting of 15 Epizeuxis, 5 Prolepsis, 4 Simile, and 2 Chiasmus. Furthermore, the results also reveal that the stylistics elements of figurative language have some useful implications toward English language teaching or English as a foreign language (EFL) teaching so that the teachers can implement some stylistics elements of figurative language in the classroom through some activities for teaching and learning. Finally, as the stylistics elements of figurative language in this research focused on Epizeuxis, Parallelism, Prolepsis, Simile, and Chiasmus, future researchers who want to conduct a research that is similar to this field of research are highly encouraged to analyze more stylistics elements of figurative language, so that the results of the research can reveal more various results.

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