LANGUAGE STYLE IN STUDENTS' SHORT STORY WORK

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Abstract

This study aimed to describe the style implemented based on direct and indirect meaning, namely rhetorical style and figurative language short story by high school students of class XII Brawijaya Smart School (BSS) Malang based on (1) use and (2) function. The study uses qualitative method with descriptive design. The approach used is a stylistic approach. The use of the stylistic approach in this research is to see the form of the beauty of the language used in the students' short stories. The data sources of this research are short stories by the students of class XII A2 SMA Brawijaya Smart School (BSS) Malang in the 2020/2021 academic year, as many as 15 short stories. The instruments used to collect data are worksheets/LKS, language style codification guides, and rubrics for data collection and analysis. The result of this research show that the short story of students use rhetorical style and figurative language. The rhetorical style detectable 18 type and the most is eufemismus style and the figurative language detectable 10 type and the most is metaphor style. The function of the rhetorical style is to present ideas in a more lively and interesting way, to describe the atmosphere in a more lively and interesting way, to support or refute an idea, and to convey ideas indirectly. In addition the function of figurative language style is to present ideas in a more lively and interesting way, to describe the atmosphere in a more lively and interesting way, to suppress or refute an idea, and to convey ideas indirectly.

Keywords: *language style, rhetorical, figurative, short story*

INTRODUCTION

Language style is an interesting thing in literary works, especially short stories. One author with another can express the feelings with a distinctive and different language towards the author through language style. Keraf, (2010, p. 113) states that language style is a way of using language. Through language style, it allows readers to assess a person's personality, character, and ability to use language. The better the language, the better people will judge it. The worse a person's style of language, the worse the assessment given to him.

Language style is defined as beautiful language that is used to increase the effect by introducing and comparing a certain object or thing with other objects or things that are more general. According to Tarigan (1985, p. 5), language style is a form of rhetoric, namely the use of words in speaking and writing to convince or influence listeners and readers. The use of certain language styles can change and cause certain connotations. In addition, language style is the expression of thoughts through unique (imaginative) language which creates certain connotations while at the same time showing the soul and personality of the language user so as to enhance the effect of speech (Kusno, 2016, p. 4).

According to Kridalaksana (2001, p. 25), a broad explanation of language style is the use of the wealth of language by a person in speaking or writing, the use of certain varieties to obtain certain effects, and the overall characteristics of the language of a group of literary writers. Language style and vocabulary have a close reciprocal relationship. The richer a person's vocabulary, the more diverse the style of language he uses. The increase in the use of language styles enriches the vocabulary of its users. Therefore, language teaching is one way to develop students' vocabulary. Language style has important elements that represent the form of literary language including diction or lexical choices, sentence structure, figure of speech and imagery, rhyme patterns, and spells used by a writer or contained in a literary work (Sudjiman, 1993, pp. 13–14).

The use of language style in short stories has a function, namely as a bearer of the aesthetic value of the work itself to cause certain effects, generate thought responses to readers, and support the meaning of a story. Short story as a form of prose fiction which is often also referred to as a short story requires a more complicated disclosure. Short stories are required to look for interesting moments, then expressed through personal language so that it creates aesthetic value. It's just that in a short story there is a process of condensing ideas that is always directed but can form an impression.

A student has characteristics in each of their work. Characteristics of short stories made by students in terms of language style affect the sentences in students' essays and the impression of the reader. Each student has his own language style characteristics which are the hallmark of the student's work. A student can learn the styles of other authors by reading and studying books. However, the style of the author's language depends on the character of the author himself. Each author develops his own writing style, which is a style that suits his character by considering thoughts and feelings in determining the focus in his work. One of the characteristics of an author can be seen from the style of language used to describe the characters in his work. The researcher chose short stories because writing short stories is included in the learning curriculum, as stated in the content standard for the first semester of class XII SMA, namely writing short stories based on the lives of other people (actors, events, backgrounds) (Kementerian Pendidikan Nasional, 2006). Therefore, the researcher considers that writing short stories cannot be separated from literary learning, so this research is useful for language and literature learning in schools.

Research on language style has been conducted by Vitiana (2012) and Agustin (2009). Vitiana (2012) examines the style of language in Javanese writing for sixth grade elementary school students. Based on the results of the analysis, it is known that the sixth grade elementary school students use a lot of parallelism, repetition, and prolepsis or anticipation. Meanwhile, Agustin (2008) examined diction and language style in President Suharto's speech. Based on the results of the analysis, it is known that President Soeharto used more abstract diction, special diction, popular diction, repetition language style, and parallelism style. In addition, other research regarding language style was carried out by Lestari & Aeni (2018). This research focuses more on describing the results of the analysis of the use of comparative language styles. The findings reveal that the most frequently used figurative language is metaphorical figurative language and the least used is prolepsis figurative language. Apart from short stories, language style research was also carried out on poetry literary works, as is the case with research conducted by (Hasanah et al., 2019). The research focuses on the use of figurative language in Fadli Zon's poems. The results showed that the most dominant language styles used by Fadli Zon were personification, innuendo, sarcasm, cynicism, epithet, alliteration, epizeukis, anaphora, and andiplosis. Some of the styles of language found in Fadli Zon's poems aim to emphasize meaning, one of which is to satirize government policies that he considers not in accordance with his wishes.

This study is different from the two studies. The difference lies in the focus of the research. Whereas previous research focused on language style based on sentence structure and word choice in Javanese essays and speeches by the President, this study focuses on rhetorical and figurative language styles in short stories by class XII students of SMA Brawijaya Smart School (BSS)

Malang. The purpose of this study was to describe the style of language based on the direct or indirect meaning, which includes rhetorical and figurative language styles in short stories by class XII students of SMA Brawijaya Smart School (BSS) Malang in terms of usage and function.

METHOD

This study uses a type of qualitative research. The approach used was a stylistic approach. The use of the stylistic approach in this research is to see the form of the beauty of the language used in the students' short stories. Stylistics is a research approach that has a tendency towards literature and is focused on literary works as a source of language style and the use of complex language (Pradopo, 2012, p. 94) (Ratna, 2013, pp. 13–14). Furthermore, qualitative research is a study that examines a quality of relationships, activities, situations, or various materials (Fadli, 2021, p. 50). Qualitative methods are used in conjunction with a stylistic approach because in this study numbers are not needed, but data in the form of word descriptions are needed. The point is that this research seeks to provide objective data about the style of language and the peculiarities of what language styles are used in short stories by students.

The data sources of this research are short stories by the students of class XII A2 SMA Brawijaya Smart School (BSS) Malang in the 2020/2021 academic year, as many as 15 short stories. Short stories by students of class XII A2 were chosen as data sources because research on the use of language style in short stories by students had never been done before. The instruments used to collect data are worksheets/LKS, language style codification guides, and rubrics for data collection and analysis. LKS contains commands and instructions for writing short stories that are used to retrieve data from students. The style codification guide is used to classify the data. The data collection and analysis rubric is used to identify sentences from the data.

Data collection techniques were carried out by (1) giving students the task of writing short stories, (2) collecting all short stories by students, (3) making data collection tables and data codification, namely providing codes to the data, (4) entering data that had been collected. collected into data collection tables, and (5) presenting data based on the theories that form the basis of this research.The data in this study are verbal data in the form of language style in short stories by students of class XII A2 of Senior High School of Brawijaya Smart School Malang. The data are then analyzed with the aim of obtaining a description of the language style in the short stories by students which includes rhetorical language style and figurative language style in terms of use and function.

The data that have been collected are then analyzed using data analysis techniques which consist of three activities, namely data reduction activities, data presentation, and drawing conclusions. Activities carried out at the data reduction stage include data identification, data classification, and data codification. Furthermore, data presentation was carried out with the aim of obtaining conclusions about the style of language in students' short stories, namely the use and function of rhetorical language styles and figurative language styles used in students' short stories as research findings. The final stage in the data analysis of this research is drawing conclusions. The conclusion in this study is to check the suitability of the results of data analysis with the language style in the students' short stories studied, namely the use of rhetorical language styles and figurative language styles based on the descriptors that have been made.

FINDINGS AND DISCUSSION

Based on the results of data analysis that has been carried out, two findings were obtained, namely (1) the use and function of rhetorical language style and (2) the use and function of figurative language style in short stories by class XII students of Senior High School of Brawijaya Smart School (BSS) Malang. The more complete results in this study are as follows.

Use and function of rhetorical style. The use of rhetorical language styles in students' short stories is quite varied. The rhetorical language style found in the short story by class XII students of SMA BSS Malang is the euphemism language style, which is as many as 22 sentences. An

example of a sentence that uses a euphemistic style is *his brain is below the poverty line*. Asindeton style found 15 sentences. Sentences that use the asindenton style are *not a few trials that he experienced, harsh words he often got from his classmates, another bitter fate he also experienced several times when he worked as a laborer*. Erotic language style and anastrophe language style found as many as 14 sentences. An example of erotic language style is *Why didn't the recess bell ring right away? I'm hungry, come on I beg you*. An example of an anastrophe style is *that afternoon the alley right in front of the house was filled with villagers*.

Another rhetorical style that is also found in students' short stories is a hyperbole style of 11 sentences, for example, *his long hair is occasionally blown by the wind, fluttering and showing his graceful rays*. There are 8 sentences of proleptic language style, for example, *he thinks so unlucky if their friend has such short thoughts*. There are also 7 sentences of pleonasm language style, for example *I believe I put my foot closer to him*. The kiasmus style of language is found in 6 sentences, for example, *it is not only patience that must be accepted, but the sense of accepting what is is a way of life that must be taken by him*. Each assonance style and polysindenton style were found in 5 sentences. An example of assonance style is *after washing the car, you can only watch either Doraemon or Digimon, maybe Pokemon*. An example of a polysindenton style of language is *a village girl, at most returning to her nature, becoming a cook and housemaid*. Periphrasis 4 has as many sentences, for example, *He begins to string each letter into a sentence*. Paradox language style and syleptic language style were found in 3 sentences each. An example of a paradoxical style of language is *He learned that time is more valuable than gold*. An example of sylepsis style is *the eyes and ears as if locked tightly to see and hear Gaha's mood*. The ellipsis style and the litotes style were found in 2 sentences. An example of an ellipsis style of language is *Then we also exchanged cellphone numbers, and…*. An example of a litotes style of language is *Wong, I'm stupid, just relax*.

The dominant rhetorical style used is euphemism. The function of the rhetorical style is to present ideas in a more lively and interesting way, to describe the atmosphere in a more lively and interesting way, to suppress or refute an idea, and to convey ideas indirectly. This is in accordance with the statement made by Florentina & Nurhadi (2022, p. 419) which states that rhetorical language style is an ordinary deviation from the arrangement and relationship of words to achieve certain effects.

Use and function of figurative language. The use of figurative language styles by students is quite varied. The figurative language style found in the short story by the XII grade students of Senior High School of BSS Malang includes the metaphorical style found in 39 sentences, for example, *suddenly people around the house scattered out of the house*. The personification language style is found in 10 sentences, for example, *those are the seconds where the stomach has started to demonstrate*. There are 6 sentences of cynical language style, for example. *Finally, there is also a guy who wants to ask my best friend on a date*. The irony language style is found in 6 sentences, for example *See my friends, they passed, passed with their dishonesty*. The style of sarcasm was found in 6 sentences, for example, *his brain was already brainless*.

Another figurative language style that was found was metonymy with 6 sentences, for example, *he wore a blue polo shirt*. Simile style and synecdoche style were found in 4 sentences. An example of simile style is *But the bell for recess never rings like a snail that runs very slowly*. An example of a synecdoche style is *One class is silent and tense*. Antonomasia style and epithet style, each of which is found in 1 sentence. An example of an antonymous style is *It was there who was wearing a pink dress, sitting alone waiting for the prince to come*. An example of an epithet style is *the Sun King smiling so cheerfully this afternoon*.

The dominant figurative language used is metaphorical language style. The function of figurative language style is to present ideas in a more lively and interesting way, describe the atmosphere in a more lively and interesting way, suppress or refute an idea, and convey ideas indirectly. This is in accordance with the statement made by Abrams (dalam Putri, 2015, p. 33) which states that figures of thought, or tropes (meaning "turns,""conversions"), in which words

or phrases are used in a way that effects a conspicuous change in what we take to be their standard meaning. The standard meaning, as opposed to its meaning in the figurative use, iscalled the literal meaning.

Use of Rhetorical Language Style

Rhetorical language style is a style of language with reference to the actual meaning, but uses a different construction than usual. This language style has various functions, including: explaining, reinforcing, animating inanimate objects, causing laughter, or for decoration (Nurfadhilah et al., 2021, p. 74). This is in line with Keraf (2010, p. 129) which states that rhetorical style is a language style that is merely a deviation and an ordinary construction to achieve a certain effect. It is called an ordinary construction in the statement because the technique used in applying language style to literary works is not as complicated as in the variety of figurative language styles. In literary works in the form of prose, be it novels, short stories, or others, the dominant rhetorical style is used because the language in novels or short stories is different from the poetic and indirect language of poetry. Likewise with the use of rhetorical language styles in student short stories by students, rhetorical styles are widely used. The use of language style by students is very simple. The simplicity of the language used by students is one of the characteristics of the use of language style in short stories by class XII students of Senior High School of Brawijaya Smart School (BSS) Malang.

The use of language style in the form of repetition of vowel sounds in an array or sentence is called assonance style. According to Keraf, (2010, p. 130), assonance style is a language style in the form of repetition of the same vowel sound. The use of assonance style is usually used in poetry or prose to add the effect of emphasis or beauty. Students who use assonance style are 4 or 26.6% of students. This style of language emphasizes the repetition of vowel sounds in sentences. In the use of assonance style, the dominant student repeats vowels *a*. For example in the sentence *Actually the problem of answering or arguing is very great*, there is *a* vowel repetition *a*. The vowel *a* in the sentence is used frequently and stands out from the rest of the vowels. The vowel *a* combined with the consonant *t* makes the phrase in the sentence have a euphonic effect so that it creates beauty and interest.

Alliterative language style discusses the form of sentences or phrases in which there are repeated consonants. Alliteration style is a language style in the form of repetition of the same consonants (Keraf, 2010, p. 130). Alliteration style is only used by 2 students or 13.3% of students. The consonants used by students are consonants *t* and *h*. The infrequent use of this alliteration style is because students do not pay too much attention to the beauty of each word. Students only write simple words. Overall, alliteration and assonance styles create euphony and cacophony to attract the reader's attention. For example in the sentence *Doraemon or Digimon, maybe Pokemon*.

Anastrophe language style is a rhetorical style that is obtained by reversing the usual word order in sentences (Keraf, 2010, p. 130). There are 26.6% or 4 out of 15 students who use the anastrophe language style. From the student data, most students put the adverb in the first order, followed by the subject, predicate, and object. The adverb used by students is an adverb of time, an explanation of how, and an adverb of place. Sentence *That afternoon, the alley that is right in front of the house filled with villagers* is said to be an anastrophe style of language because there is a reversal of sentence elements. In general, the adverb of time, namely noon, is usually placed at the end of the sentence, in this sentence it is placed at the beginning of the sentence. The sentence in the grammatical level is not wrong. The sentence consists of *Ket, S, P*, and *O*. Judging from the order of the sentence patterns, these sentences are not in general, usually S is placed at the beginning of the sentence, but in these sentences *S* is placed after *Ket*.

Asindenton style is a style of language that states something in details without connecting words. Asindenton language style is a style in the form of a solid and incompressible reference in several words, phrases, or equal clauses that are not connected by conjunctions (Keraf, 2010, p. 131). Students use commas to separate words, phrases, or clauses, meaning that the use of the

ascendent language style in sentences, students do not use conjunctions at all even though there are several explanations. The use of the Asindenton language style in the short stories of students is 50.0% or 9 out of 15 students. Asindenton language style is used because the majority of students often mention something more than two things. For example, in the sentence, *he has experienced many trials, harsh words he often gets from his classmates, he also experienced another bitter fate several times when he worked as a laborer*. The sentence is said to be an asindentonian style because three clauses are solid and incompressible which are equal and are not connected by conjunctions. The clauses are only separated by commas. These clauses are considered equal because they both explain the character's condition.

Polysindenton is a style which is the opposite of asyndenton. Polysindenton language style is a style of language that states several things in a row by using conjunctions or conjunctions. In polysindentonal style, the separator is in the form of conjunctions such as *and, with, as well as*, and so on. There are 5 students or 33.3% of students who use polysindenton language style. Based on the data that has been found, students tend to use conjunctions *and*. Of the five sentences in the polysindenton style, four of them use the conjunction *and*, and one sentence uses the conjunction *even*.

The chiasmus style is a kind of reference or style of language that consists of two parts, both phrases or clauses that are balanced and opposed to each other, but the arrangement of the phrases or clauses is reversed when compared to other phrases and clauses (Keraf, 2010, p. 132). There are 5 or 33.3% students who use the chiasmus style of language. Students use antonymous words to express contradictions but are balanced. For example in the sentence *There are many reasons that can make me happy, but happiness produces sadness*. In this sentence there are two clauses that are balanced but contradicted. The clause there are many reasons that can make me happy is challenged with the *happy clause producing sadness*. The contradiction is what makes it interesting, so there is a deep impression and implied meaning in the sentence.

Prolepsis or anticipation is a language style in which people use words or a word before events or ideas that actually occur. Prolepsis language style is used by 6 students or 40.0% of students. This style of language is widely used because students tell a lot about memorable events made by characters, such as when describing the atmosphere or when introducing new characters. The sentence *He thinks so unlucky if their friend has such a short thought, can be called a proleptic style because the sentence uses words before the actual idea occurs*. The sentence uses the word naas before the actual idea occurs, which is such a short thought. Before arriving at the short thought event, the author has used the word unlucky, even though unlucky only happened later.

Hyperbole is a style of language that contains an exaggerated statement, by exaggerating something. According to Kusumawati (2010, p. 12), hyperbole is a language style that is symbolized by words that carry exaggerated statements with the aim of affirming or emphasizing views, feelings, and thoughts. In short stories by students, there are 33.3% of students or 5 students who use hyperbole language style. One of the things that students exaggerate in short stories is long hair that makes it shine, even though the reality is not what the student described. For example in the sentence *His long hair occasionally blows in the wind, flutters and reveals his graceful rays*. The sentence is said to be hyperbole because there are words that exaggerate, even though they only want to convey long hair. *Long hair* is expressed in superfluous words. With such an exaggeration, *long hair* seems to be an exquisite item, jewels that are likened to shining gems.

Paradox language style is a kind of language style that contains a real contradiction with the facts. This is in line with the opinion of Kusumawati (2010, p. 23) which states that paradoxical language style is a style of language whose words contain contradictions with existing facts. Students who use paradoxical language style are 2 students or 13.3% of students. In the sentence *He learned that time is more valuable than gold*, students contrasted time with gold. It is as if *time* is an object that is the same as *gold*, even though time in the dictionary meaning is a unit for the length of time doing something, not an object. By equating the two things, a contradiction is

formed. The contradiction is intended by students to attract the reader's attention because of the truth.

Euphemism is a style of language that aims to refine an expression. Nurdin et al., (2004, p. 25) argue that the euphemism style is a comparative language style that replaces one meaning with another word that is almost the same to smooth the intent. For example in the phrase *his brain is below the poverty line*. This phrase is a refinement of the word stupid. By revealing their brains below the poverty line, it is considered not offensive and is not considered insulting or suggesting something unpleasant, so it seems more polite. Euphemism is the language style that is most often used. This happens because as much as possible the author arranges whether the words he chooses are worth reading or not. With students using this language style, students' writings seem polite and reflect students who take into account the feasibility of their writing to be read by others. There were 12 students or 80.0% students who used the euphemism language style.

Pleonasm is a language style that uses more words to convey one thought. According to Keraf (2010, p. 133), pleonasm is a style of language in the form of a reference that uses more words than necessary to express a thought or idea. A reference is called a pleonasm when a redundant word is removed, but the meaning remains intact. There are 5 students who use the pleonasm language style or 33.3% of students. By using pleonasm language style, students waste words. In fact, the redundant word when not used, its meaning can still be understood. Students use pleonasm language style to attract readers and describe ideas in detail. For example, in the sentence *I believe I put my foot close to him*. The sentence is said to be a pleonasm style because the word "stepped" is a waste of words. The word stepping should already represent the meaning without being accompanied by feet, because naturally, stepping already uses feet. The use of pleonasm language style so that the sentence can imply a deeper meaning.

Sylepsis is a form of deviation that functions to combine two words to strengthen a meaning. Syleptic language style is a style in which people use two dense constructions by connecting a word with two other words which actually only one of them has a relationship with the first word (Keraf, 2010, p. 135). The syleptic language style is used by 3 people or 20.0% of students. The language style is used by students because students want to have a deep effect on the sentence. The second sentence construction is to strengthen the first construction. For example in the sentence *angry face flushed*. The sentence is said to be syleptic language style because the phrase *angry red* is two words that are not the same but only one word, namely *angry* which has a relationship with the previous word. Actually, the word *angry* already represents the meaning, but in this climate the word angry plus the word *blush* causes the meaning to get stronger, namely very angry.

Erotic language style is a language style that uses interrogative sentences that do not require an answer. According to Kusumawati (2010, p. 26), the style of erotica or rhetorical questions is a kind of question that is used in speech or writing with the aim of achieving a deeper effect and reasonable refutation, and does not require an answer at all. In students' short stories, 6 students or 40.0% of students use eroticism. Erotic language style is used by students to tell monologue characters. Most students use these sentences as murmurs of the character's heart being told. Sentence *Why did the recess bell not ring immediately? I'm already hungry, come on, I beg you* to say it's an eroticism style because the sentence is a form of monologue from a character. This question is impossible to answer because there is no one to talk to who will answer. The question is just a murmur in the heart that does not require an answer from another character.

Periphrasis language style is a language style that uses more words than necessary (Keraf, 2010, p. 134). Actually, the periphrasis style is similar to the pleonasm language style. The difference lies in that the redundant words can actually be replaced by one word. Students who use the periphrasis language style are 3 students or 20.0% of students. From the student data, it can be seen that students just want to make their ideas flow beautifully and in detail so that they attract readers. For example, in the phrase *where to drink coffee as well as to take a break*. The

phrase is said to be a periphrasis style because it can be replaced with *warung*. Long explanations can be replaced with the word *warung*.

The ellipsis style is a style that takes the form of eliminating an element of a sentence that can easily be filled in or interpreted by the reader or listener, so that the grammatical structure or sentence meets the prevailing pattern (Keraf, 2010, p. 132). Ellipsis is a style of language that removes one element or several elements of a sentence, perhaps a subject, predicate or description. The ellipsis style eliminates an element of the sentence that can easily be interpreted by the reader. There are only two sentences at once 2 or 13.3% of students who use the ellipsis style. Judging from the context of the conversation, these two sentences are used by students to tell a character who is joking or in a happy state. For example the sentence *Then we have also exchanged cellphone numbers, and…*. The sentence is said to be an ellipsis style because the sentence takes the form of eliminating an element of a sentence that can easily be filled in by the reader, namely after the word *and…* The filling of the omitted sentence element cannot be arbitrary, but must consider the reference to the previous sentence so that the filling of the sentence element is not out of the context of the problem.

Litotes style is a language style used to express something with the aim of humbling oneself. According to Nurdin et al. (2004, p. 26), litotes style is a language style that is intended to reduce or minimize the actual reality, the aim is to humble oneself. Students who use litotes language style are 2 students or 13.3% of students. Students use litotes style to convey an idea but it is stated by denying the opposite. For example, in *Wong I'm stupid like this, just relax*. Students say stupid, when in fact the character is not stupid. The conclusion that the sentence is demeaning is stating that it is *stupid* but in fact it is not stupid, referring to the previous sentence.

Rhetorical language styles that are not found in short stories by class XII students of Senior High School of Brawijaya Smart School (BSS) Malang are apofascist or preterisio language style, apostrophe style, hysterone proteron style, zeugma style, correction or epanorthosis style, and oxymoron style. The language styles were not found because the sentences in the short stories by students did not meet the requirements to be classified in that language style.

Rhetorical Style Functions

The beauty of language in short stories by class XII students of Senior High School of Brawijaya Smart School (BSS) Malang so that readers feel entertained in enjoying the short stories. The beauty of the language can be applied to a writing using a certain language style. Language style is a combination of both aspects of language and literature, because literature cannot be separated from the language that forms it.

According to Keraf (2010, p. 129), language style based on direct or indirect meaning has various functions, namely explaining, reinforcing, animate inanimate objects, stimulating associations, causing laughter, or for decoration. Rhetorical language style in short stories by class XII students of Senior High School of Brawijaya Smart School (BSS) Malang also does not escape its function. Alliteration style and assonance style serve to emphasize a word that you want to highlight. This is evidenced by the repetition of certain letters. Asindenton and polysindenton language styles are used to better explain anything that is an explanation of a sentence that requires explanation, so that this style of language has a function to present ideas in a more lively and interesting way.

Anastrophe language style serves to make ideas more lively and interesting. This can be seen from the information that is built to be strengthened. The chiasmic style of language serves to highlight something that is compared in a sentence, so that in the story a more interesting picture of the storyline is obtained. The ellipsis language style has the function of simplifying sentences, so that in short stories by students, the use of this language style makes sentences more efficient and dense without changing the meaning to be conveyed. This ellipsis style is used to emphasize an idea, the emphasis can be seen from the comparisons in the sentence.

The euphemism language style has the function of presenting ideas in a more lively and interesting way by considering the politeness of writing. The litotes style of language has a function as a denial of something real. This denial makes the effect of using language style in students' short stories to be more polite by not bragging. The function of pleonasm and periphrasis language style is to make it clearer to the reader by using more words so that it is more detailed in expressing the ideas desired by the author.

Erotic language style serves to contradict or convince an opinion that is being doubted by a character who is having a monologue or a question that does not require an answer. Sylepsis is used to combine two words to strengthen the meaning of a sentence. Paradox language style serves to concretize or emphasize a situation that is currently happening. Hyperbole is used to give the effect of exaggerating or exaggerating ideas. While the prolepsis style of language serves to surprise the idea by conveying introductory words first.

Use of Figurative Language

Figurative language style is a style of language that is a form of further deviation, especially in the field of meaning. Figurative language style has a higher level than rhetorical style. This is because what is played in the scope of language style has involved aspects of meaning or semantics. According to Aminuddin (1995, p. 227), figurative language is defined as the replacement of one word with another based on a comparison or analogy of the general semantic characteristics with the general, the general with the special or the special with the special.

Metaphor is a comparison or analogy by comparing two things directly, but in a concise and concise way. Metaphor is a kind of analogy that compares two things directly, but in a short form (Keraf, 2010, p. 138). This metaphorical language style is most often used by students. There are 9 students who use metaphorical language style or 60.0% of students. From the data, it can be seen that students simply connote their ideas so that they become metaphorical language styles. For example, students convey the idea of a *city center* by using the expression *heart of the city*. This has an interesting effect on the reader.

Personification or prosopopeia is a kind of figurative language that describes inanimate objects or inanimate objects as if they have human characteristics. According to Pradopo, (1997, p. 75) personification is a figure of speech that equates objects with humans, inanimate objects are made to act, think, and so on like humans. There are 7 or 46.6% students who use personification language style. The student personification language style contains similarities. The thing that is equated is inanimate objects such as the sun, stomach, fate, questions, and some atmospheres are equated with humans. These things are treated like humans. For example in the sentence *That is the seconds where the stomach has started to demonstrate*. The sentence is a personification style because there is a stomach word that is given a human-like behavior. The stomach is declared to be able to demonstrate, even though the stomach is only a member of the body that cannot do things like humans. For this reason, the word *demonstrate* is not a real word.

Synecdoche style is a kind of figurative language that uses part of something to express the whole or uses the whole to state a part. Nurdin et al. (2004, p. 24) state that synecdoche is a kind of figurative language that uses part of something to state a part. Synecdoche style is used by 3 students or 20.0% of students. Synecdoche style is used by students with the intention of mentioning a partial name as a substitute for the whole name, or vice versa. This creates the effect of a sentence that is simpler and more efficient because the reader can interpret what the students meant by the writing. Sentence *One class is silent and tense*, is said to be a synecdoche style because there is figurative language that uses the word *one class* to express all students in one class. In other words, *one class* already represents all the students who are members of that class.

According to Keraf (2010, p. 143), ironic language style is a reference that wants to say something with a different meaning or purpose from what is contained in the series of words. In irony, words are used that are opposite to the real meaning. There are 26.6% of students or 4 students who use irony language style. For example, in the sentence *See comrades, they passed,*

passed with their dishonesty. The sentence is said to be an ironic style of language because the sentence is a satire that contains a hidden intention, namely *cheating to pass*.

Cynicism is a satire in the form of doubt that contains ridicule of sincerity and sincerity. Nurdin et al. (2004, p. 27) argue that cynicism is a satire language style that is expressed in a more crude way. There are 3 students who use cynical language style or 20.0% of students. Finally, *there is also a guy who wants to ask my best friend on a date.* This one is said to be a style of cynicism because there is a phrase *finally there is also a guy who wants* it which is a satire in the form of doubt that contains ridicule of willingness and sincerity.

The style of sarcasm is a reference that contains bitterness and bitter reproach. Sarcasm is a cruder reference than irony and cynicism (Keraf, 2010, p. 143). There are 5 students who use sarcasm language style or 33.3% of students. For example, in the sentence *His brain is buffalo brain.* The sentence is said to be a sarcasm style because there is the word brain kebo which contains a bitter reproach and hurts the heart because the character's brain is equated with the *buffalo brain*. The *human brain*, which should be able to think, is likened to a *buffalo brain* which cannot be used to think. Based on student data, the use of irony language style, cynicism style, and sarcasm language style aims to tell a sarcastic character, but with a different level of rudeness. The use of these three language styles is relatively rare because students consider the worthiness of their writing to be read. Most students use this language style to express meanings that tend to be negative.

The metonymy style is a style of language that uses a word to express something else, because it has a very close relationship. Nurdin et al. (2004, p. 23) argue that metonymy is a style of naming an object by using the name of the factory, trademark, name of the inventor, name of type, and others. The metonymy style was used by 6 students or 40.0% of students. Students use the relationship in the form of a trademark to mention a product, for example students mention *Blackberry 10* to mention cellphones.

Simile language style is a language style that means a metaphor or figure of speech that compares two objects that have the same nature and value. According to Keraf (2010, p. 138), simile style is an explicit comparison. Students who use the simile style are 4 students or 26.6% of students. Students strengthen this language style by using words that are commonly used to equate something, namely words like, *as though, as if, just like, as,* and *a kind of.* The words used in the short stories by students are the words *as though, as if, like*, and *a kind of.* For example, the sentence *But the recess bell never rings like a snail that runs very slowly* is said to be a simile style because the sentence shows the same word as the last phrase. The similarity occurs because of the presence of the word like in the sentence. The word *never* is equated with *a snail that runs very slowly*, even though these two things are two very different things. The first is a verb, and the other is an animal.

The style of language that mentions people's names by other names according to their physical characteristics or the person's character or states something by using possessive compound words. Antonomasia style is a special form of synecdoche in the form of the use of an epitheta to replace one's name or official title or position to replace one's name (Keraf, 2010, p. 142). Based on the data, antonomia language style is rarely found. There is only 1 student or 6.7% of students who use the antonomia style of language. The use of antonymous language style in students' short stories to replace their own names, namely the name of the character *Steven* is replaced with *prince*. Antonomasia style is difficult to find because students prefer to mention the name of the character directly without a title or nickname.

Epithet style according to is a kind of reference that states a special trait or characteristic of a person or thing. According to Nurdin et al. (2004, p. 25), epithet language style is a language style in the form of a person or a certain object so that his name is used to express these characteristics. Epithet style is also rarely found. Students who use epithet style are 1 or 6.7% of students. In the short story, students use the term *Raja Matahari* to describe the characteristics of the sun. *Raja Matahari* is a descriptive phrase that replaces the sun. By entering this relatively

new phrase, students seem to be trying to make the readers of the short story entertained and not boring.

Language styles that are not found in short stories by class XII students of Senior High School of Brawijaya Smart School (BSS) Malang are allegory language style, parable language style, fable style, allusion style, eponymous language style, hypalase style, satire language style, language style inuendo, antiphrasis, and pun or paronomasia. The language style was not found because the sentences in the short stories by students did not meet the requirements to be classified in that language style.

Functions of Figurative Language

In the short story by class XII students of Senior High School of Brawijaya Smart School (BSS) Malang, the function of figurative language is also found. Simile style has a function as an effect to dramatize, so that ideas are more alive. The metonymy style serves to emphasize or refute an idea. Personification language style serves to dramatize as a real effect or animate an object in a sentence, so that it seems interesting.

Epithet language style in short stories by students has the function of strengthening the meaning to be displayed so that it can emphasize or refute an idea. Synecdoche style has a function to expand the meaning, so that the impression that is generated is more impressive. This means that the synecdoche style is used to emphasize meaning or ideas. Antonomasia language style serves to obscure or clarify characters. While the metaphorical style serves to compare two things directly and in a short form, so that it gives an interesting and lively effect.

Irony language style, cynicism style, and sarcasm language style in short stories by students are used to satirize to a certain degree. The irony style serves to satire by keeping the other person's feelings at bay. Cynicism serves to satire so that the interlocutor is aware of the satire. The sarcasm style serves to suppress the meaning of satire that seems to question what is being discussed.

The style of language in short stories by class XII students of SMA Brawijaya Smart School (BSS) Malang in general can be used to (1) describe ideas in a more lively and interesting way, (2) describe the atmosphere in a more lively and interesting way, (3) to emphasize or refute an idea, and (4) to convey ideas indirectly. In short, the function of language style in short stories by students is to support things in short stories with the language of choice or language deviations that students want. The language style in each short story work can represent students because the language style in literary works in this context is short stories depending on the background of the author or the students themselves who can give value to character, personality, abilities, and others.

CONCLUSIONS

Based on the results of research and data analysis conducted, two conclusions can be obtained as follows. First, the rhetorical language style used in the short stories of the XII grade students of Senior High School of Brawijaya Smart School (BSS) Malang is sixteen, namely (1) alliteration style, (2) assonance style, (3) anastrophe style, (4) asindentonese style, (5) polysidentonic style, (6) chiasmic style, (7) ellipsis style, (8) euphemism style, (9) litotes style, (10) prolepsis style, (11) language style eroticism, (12) pleonasm, (13) hyperbole, (14) periphrasis, (15) sylepsis, (16) and paradox. The dominant rhetorical style used is euphemism, which consists of 22 sentences. The function of the rhetorical style is to present ideas in a more lively and interesting way, to describe the atmosphere in a more lively and interesting way, to support or refute an idea, and to convey ideas indirectly.

Second, there are ten types of figurative language styles used in short stories by class XII students of SMA Brawijaya Smart School (BSS), namely (1) metaphorical language style, (2) personification style, (3) synecdoche style, (4) cynicism, (5) irony, (6) sarcasm, (7) metonymy, (8) simile, (9) antonymous style, (10) and epithets. The dominant figurative language style used

is metaphorical language style, which is 39 sentences. The function of figurative language style is to present ideas in a more lively and interesting way, to describe the atmosphere in a more lively and interesting way, to suppress or refute an idea, and to convey ideas indirectly.

Suggestion

Suggestions for this research are conveyed to Indonesian language teachers, students, further researchers, to the general public, and short story writers. It is recommended that Indonesian language teachers improve their knowledge and increase their understanding of the types of language styles that can later be taught to students. Students are advised to study more deeply about language style and increase practice using language style appropriately. Further researchers are advised to conduct research on other aspects related to language style. The public or general readers are advised to love Indonesian literature more, especially prose. Short stories, it is recommended to pay attention to the use of language style, so that it creates the effect of beauty and dramatization.

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