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English Department

A Stylistic Analysis of F. Scott. Fitzgerald’s Novel *The Great Gatsby*

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Dedication

This thesis is dedicated to:

to the sake of Allah, The creator almighty

to the soul of my deceased father

to my compassionate mother

to my great husband (Rasheed Bayyoud)

to my sons and daughters

to my daughter’s husband

to my brothers and sisters

to my friends and collegemates

for all, I dedicate my MA thesis
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Abstract

This study is a descriptive and a qualitative one, which aimed at interpret the significance of using stylistics in understanding the literary work. This study, also, aimed at using the Stylistic Approach Theory in analyzing Fitzgerald’s novel *The Great Gatsby*. This study investigated some of the stylistic devices that applied in the novel by the author. these tools include; lexical categories (nouns, verbs, adjectives and adverbs), figures of speech and phonological schemes. The study answered the following questions: 1- What are the most effective stylistic devices used in F. Scott. Fitzgerald’s novel *The Great Gatsby*? 2- Does the use of Stylistic Analysis Approach give the reader a clear understanding of the novel? 3- How does the use of some stylistic tools convey the themes and enhance the meaning of the novel? to answer the questions, the researcher applied the Foregrounding Stylistic Theory after collecting data from Fitzgerald’s *The Great Gatsby*. The results of the study showed that all the analyzed tools contributed for understanding the novel and its themes. Especially, the use of metaphor and simile, which contributed in facilitated the meaning of the novel, as well as symbolism. Finally, the researcher recommended further research on novels and other literary works by applying the Stylistic Approach Theory and its different branches, especially, Foregrounding Theory.

Keywords: Stylistic Approach, Foregrounding Theory, Stylistic Analysis, Stylistic Devices.
الملخص

هدفت هذه الدراسة الوصفية إلى تفسير أهمية استخدام الأسلوبية في فهم العمل الأدبي. فقد استخدمت الباحثة نظرية التحليل الأسلوبي لرواية (غاتسبي العظيم) للكاتب سكوت فیتز جیرالد. تفحصت هذه الدراسة بعضا من الأدوات الأسلوبية التي استخدمتها الكاتبة مثل الحقول المعجمية (الأسماء، والأفعال، والصفات، والظروف)، المجاز اللغوي، والمخططات الصوتية. أجابت الدراسة على الأسئلة التالية: ما هي الأدوات الأسلوبية الأكثر فاعلية التي استخدمت برواية فیتز جیرالد (غاتسبي العظيم)؟ هل استخدام نظرية التحليل الأسلوبي تمنح القارئ فهما واضحا للرواية؟ وكيف يساهم استخدام بعض الأدوات الأسلوبية في نقل وتعزيز المعاني والأفكار بالرواية?

للإجابة على هذه الأسئلة استخدمت الباحثة النظرية الرائدة في التحليل الأسولوي بعد أن قامت بجمع البيانات من الرواية. اشترت النتائج أن الأدوات التي تم تحليلها قد ساهمت في تعميق فهم الرواية وأفكارها خاصة باستخدام الاستعارة والتشبيه بالإضافة إلى الرمزية التي ساهمت في توضيح معنى الرواية. وأخيرا اقترحت الباحثة استخدام نظرية التحليل الأسولوي في تحليل روايات أعمال أدبية أخرى، حيث تعمل على تعميق فهم المعنى العام للعمل الأدبي.

الكلمات المفتاحية: المنهجية الأسلوبية، النظرية الرائدة، التحليل الأسولوي، الأدوات الأسولوي
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1. Chapter One: Introduction

1.1. Background of the Study

Literature is made of language which constitutes the most formidable medium that writers use in their literary creativity. Language and literature are usually unseparated elements in the field of studying any literary text since their combination enhances understanding of both subjects. Watson. G & Zingier. S (2007, p.7) say that “Literature can only be understood through its complex and variable similarities and differences with other discourse types, and discourse stylistics enables the learners to appreciate these rich data better, as meaningful choices of style, register, genre, culture and identities in varying contexts”. Moreover, linguistics is the scientific field which study language through many linguistic approaches among them the stylistic approach. Moreover, (Norgaard et al., 2010, p.1) says that, “Stylistics is a branch of linguistic, which enables stylisticians to study the ways in which meaning is created through language in literature as well as in other types of texts”. Moreover, they state that, “Historically, stylistics may be seen to date back to focus on the style of oral expression, which was cultivated in rhetoric following the tradition of Aristotle’s Rhetoric” (Norgaard et al., p. 2).

Guliyeva (2015, p. 6) says that, “The word "style" derives from Latin ‘stilus’ - a special stick with a sharp end- which Romans used as a letter tool on wax tablets”. In addition, he mentions the following definition of style given by professor Sainsbury which is characteristic in this respect: “Style is a selection and distribution of language means in which an expressed meaning and a given content play some supporting and secondary roles. Style is developed from the choice of the used words, from the further selection and a relative positioning of these words, from the structure of phrases combined by these words, from the arrangement and positioning of
phrases in the sentences and the sentences in paragraphs. Style does not fall out the boundaries of the paragraph, but inside of it reaches the highest level” (Guliyeva, p. 23).

Furthermore, Samron Adane, (2012) mentioned that, Simpson (2004, p. 52) states that “The development of stylistic has begun from the classified period”. And he added to say that “Style, when viewed from the perspective of linguistic, is closely related with stylistics, he elaborated to say “Generally. Stylistics is viewed or considered to be a scientific study of style”.

On the one hand, Stylistics is an approach that investigates the various styles used in language. Literary stylistics, on the other hand, refers to the study of style in literary language, as Niazi, 2013, mentioned ‘It can be regarded as the study of the fusion of form with content’. Stylistic analysis, mainly, plays an essential role in comprehending and understanding a literary work. It, usually, studies the styles and techniques that an author uses in composing his literary work.

Leech and Short (2007) suggest that “The goal of studying style is to explain the relationship between language and its artistic function. Understanding this relation requires analyzing lexical categories, grammatical categories, figures of speech, cohesion and coherence”. This process requires profound understanding of language to enable stylisticians to provide interpretations of different styles and choices of linguistic features used by writers.

Style has been, traditionally, defined by Abrams. (1999, p. 303) as “The manner of linguistic expression in prose or verse, as how speakers or writers say whatever it is that they say”. Furthermore, Leech and Short (2007, p. 9) define the word style saying that “It refers to the way in which language is used in a given context, by a given person, for a given purpose, and so on”. On the other hand, Lucas (1955, p. 9) as mentioned by Ogunsiji, (2013, p. 2) defines style as “The effective use of language, especially in prose, whether to make statements or to
rouse emotions, it involves, first of all, the power of put fact with clarity and brevity”. In addition, Ogunsiji says that, “The concept of style and stylistic variation in language are based on the general notion that within the language system. The content can be encoded in more than one linguistic form” (Ogunsiji, p. 2). Which means that, it is possible to deal with all linguistic levels from; phonological, lexical and syntactical level. Furthermore, style can be regarded as a choice of linguistic means, as deviation from norms of language use, as current features of linguistic forms and as comparisons. Moreover, style is very related to the writer’s choice of words in a text, which reflects his / her ego and his / her social condition in his/ her environment.

The choice of linguistic elements is determined by the pragmatic axis or the syntagmatic axis, for instance, the writer can choose between ‘dead’ and ‘pass away’. His / her choice is determined by his / her personality, since every person has his / her own distinctive features that distinguish him / her from one another. Thus, the style of any person may be shaped by his social and political background, his education, geographical location, etc. Moreover, Ogunsiji, defines stylistics as “ A broad term that has assumed different meanings from different linguistic scholars, but it can simply be the study of style” (Ogunsiji, p. 2).

In literature courses, as stated by Berg & Berg. (2001, p. 2) “The notion of style enables the students to recognize, analyze, interpret, and appreciate the linguistic tools and techniques that the writer manipulates to produce meaning and structure”. Moreover, they say that “Stylistic analysis aims to explain the language used in a text in relation to its creative function”. In the broadest sense, style can be applied to both spoken and written texts, literary and non-literary texts, but by tradition it is associated with written literary text.

Moreover, Leech and Short have defines stylistics in order to understand this concept, “Stylistics, simply, defined as the (linguistic) study of style, is rarely undertaken for its own
sake, simply as exercise in describing what use is made of language” (p.11). In addition, Bradford (1997, p. xi) says that, “Stylistics enables us to identify and name the distinguishing features of literary texts, and to specify the generic and structural subdivisions of literature”.

Norgaard et al., (2010, p. 1) state that, “Stylistics is the study of the ways in which meaning is created through language in literature as well as in other types of text”. She also says that, “Stylisticians use linguistic models, theories, and frameworks as their analytical tools, in order to explain or describe how one comes from the words on the page to its meaning”. The linguistic models divided in phonological, lexical, grammatical and semantic features of texts. In addition, the theories conclude blinding theories, contextual theories, schema theories, and conceptual theories. Norgaard, also, says that, “While some stylisticians focus on text itself, others investigate the style of the author” (p. 1)

Stylistics is often regarded as a linguistic approach to literature because the majority of stylistics studies have been devoted to literary texts. However, in recent days, stylisticians expand the field of study to conclude non-fictional forms such as, advertising, academic writing, news-reports as well as non-printed forms, such as, TV and pictorial advertising films, and multimodal publications etc.

Bradford, R (1997, p. xii) states that “Stylistics provides us with details description of the text in hand and as a result, deepens the process of interpretation and evokes critical thinking. Stylistics can tell us how to name the constituent parts of a literary text and enables us to document their operations, but in doing so it must draw upon the terminology and methodology of disciplines which focus upon language in the real world”. On the other hand, Crystal and Davy (1969, p. 10), as mentioned by Ogunsiji, say that, “The aim of stylistics is to analyze language habits with the main purpose of identifying from the general mass of linguistic features
common to English as used on every conceivable occasion. Those features which are restricted to certain kinds of social context, to explain, where possible, why such features have been used, as opposed to other alternatives, and to classify these features into categories based upon a view of their function in the social context”.

Carter (1988), as cited by Uzede & Orji (2017, p.115), is of the view that “Stylistics is a bridge (link) discipline between linguistics and literature. It is a branch of linguistic which studies the features of situationally distinctive uses (varieties) of language, capable of accounting for particular choices and social groups in their use of language”. Furthermore, Gower (1986, p. 125) citing (M. Halliday: Foreword to Cummings and Simmons 1983, pp. viii-ix) argues that “Literature is a verbal artificial or 'a text' or 'a message' and that the stylistician's job is to find out how it works through linguistic analysis”.

Stylistic Analysis is an approach used in analyzing a text through the view of the language used, and how language reflects power relations, sentimental reactions, and obtaining happiness. Stylistics, however, is not limited to only language, because it has other dimensions like, music, sounds, and gestures. It focuses on revealing implicit and hidden ideologies through uncovering the hidden meanings of symbolism and social influences. For example, Fitzgerald used the color white to describe Daisy’s dress as a symbol to show her innocent character.

Katie Wales as cited by Richard Norquist (2018) states that “The objective of stylistics is to clarify the function of formal features in the interpretation of texts, or to relate literary effects to linguistic ‘causes’ where these are felt to be relevant”. Stylistics dives, deeply, in texts to reveal meanings hidden beneath the surface structures of language. He elaborates to say that “The language of any written work is characterized by analyzing different elements of style such as character’s development, dialogue, tone, form, cohesion, structure, symbolism, themes, and
other”. Moreover, it is suggested that stylistics requests the knowledge of morphology, phonology, lexis, and syntactic, and applying them in a language-based analysis. It is important to comprehend what is meant by style. Its linguistic notion developed within the field of stylistics and can be divided into three schools:

1- style as choice.

2- style as deviation.

3- style as register.

Norgaard et al., (2010, p. 2) say that “Historically, stylistics may be seen back to the focus on style of oral expression, which was cultivated in rhetoric following the tradition of Aristotle’s Rhetoric”. Moreover, she says that, “The real flourishing of stylistics has begun in 1960s, and was largely spurred by work done in the field by proponents of Russian Formalism such as Roman Jakobson and Viktor Shklovsky” (Norgaard et al., p. 2). They devoted their literary stylistic study to phonological, lexical and grammatical forms and structures such as; parallelism, deviation and foregrounding. Also, she manifests that from the late of 1970s emerged the functionalist view of stylistics. An influential modal is Halliday’s functional modal of language, which focuses on language as a social semiotic (Norgaard et al., p. 3). Following Halliday, every analyst, whether linguist or stylist, would investigate the experimental, interpersonal and textual functions of language as it is actually used in specific context (Halliday, 1994). By their focus on social context, the Hallidayan linguists, play an important role in branches of stylistics which have interested in the linguistic manifestation of, ideology, gender, register and genre.
According to Paul Simpson (2004), “Feminist stylistics, cognitive stylistics and discourse stylistics, to name just three, are established branches of contemporary stylistics which have been sustained by insights from, respectively, feminist theory, cognitive psychology and discourse analysis. Stylistics has also become a more valued method in language teaching and in language learning, and stylistics in this ‘pedagogical’ guise, with its close attention to the broad resources of the system of language, enjoys particular pride of place in the linguistic armory of learners of second languages”. Moreover, he mentions that, there is one particular field of academic inquiry, from the early twentieth century, that has had a more direct and lasting impact on the methods of contemporary stylistics. This field straddles two interrelated movements in linguistics, known as Russian Formalism and Prague School Structuralism, which mentioned above.

On the other hand, stylistics as a term covers the analysis of non-literary varieties of language, or register, and critical stylistics which evokes the domain of critical linguistics and critical discourse analysis. (Norgaard et al, 2010) “Stylistics has found a place in the educational system as a discipline that bridges the traditional gap between literature and linguistics in different language degree programmes” (p. 5).

In one of his articles in *stylistics: language and literature* (p. 743) Peter Stockwell gives a brief history of stylistics. He says that, as mentioned by Fowler (1981), “There were three direct influences which produced stylistics: Anglo-American literary criticism, the emerging field of linguistics, and European, especially French, structuralism. Early twentieth century literary criticism tended either to be historical and based in author-intention, or more focused on the texture of the language of literary works”. The latter, though also encompassing textual editing and manuscript scholarship, mainly focused on the ‘practical criticism’ of short poems or
extracts from longer prose texts. Such ‘close reading’ was largely informed by a few descriptive terms from the traditional school-taught grammar of parts of speech. Also, he says that, ‘Fowler (1981) points out, Bloomfieldian structural linguistics evolving between the 1920s and 1950s offered a precise terminology and framework for detailed analyses of metrical structure in poetry. Chomskyan transformational-generative grammar from 1957 onwards provided a means of exploring poetic syntactic structure with far more sensitivity to detail than had ever been possible in literary criticism. And Hallidayan functionalism added a socio-cultural dimension that began to explain stylistic choices in literary texts’(Fowler, p. 744). Moreover, he said that Stockwell mentions that, “The third area which influenced stylistics was European structuralism, arising out of Saussure a semiology and Russian Formalism through the work of Jakobson, Barthes, Todorov, Levi-Strauss, and Culler, among others” (Fowler, p. 744).

Thornborrow and Wareing (1998, p. 183) have provided a checklist for one who is interested in doing stylistic analysis of prose. It is as follows

1- Does the text appear to be readerly or writerly?
2- What kind of narrative voice, or voices, are there in the text? Is it first person or third person?
3- What are the linguistic devices used to present time, place and dialogue in the text?
4- Is there any foregrounding of specific linguistic forms?
5- What is the structure of the plot, and narrative developments?

Stylistics can be applied to different literary genres such as poetry, short stories, novels, movies, and animated moves. In this research the focus will be on F. Scott. Fitzgerald’s novel *The Great Gatsby.*
Novel first appeared in England in the early eighteenth century. The term novel as mentioned by Abrams, (1999) “Is applied to a great variety of writings that have the attribute of being extended works of fiction written in prose” (p. 190)

Novel is distinguished from the short story and from the novella by which it permits a greater variety of characters, complication of the plot, more details, and more details. Moreover, Abrams elaborates to say that “Novel is distinguished from the long narratives of Geoffrey Chaucer, Edmund Spenser, and John Milton, beginning with the eighteenth century, the novel has increasingly supplanted” (Abrams, p. 190).

According to Abrams, there are many kinds of novels in literature, such as; novel of character, epistolary novel, novel of manner, social novel and regional novel. The one in hand is a social novel.

1.2. Statement of the Problem:

There is a need to draw a connection between literary works and modern theories. Stylistic analysis is a modern approach that deals with social issues beyond language boundaries. Readers of literary works, especially novels, find it difficult to unravel the important of linguistic and social issues found in such genres. Because they still affix to traditional ways, such as critical analysis, which is still vague in analyzing any literary work. This study will point out and analyze the stylistic devices that utilized in F .Scott. Fitzgerald’s novel The Great Gatsby.

1.3. Significance of the Study

Since there is a need to shed light on modern theories and its connection to literary works, especially, stylistic analysis as a modern approach. There are many previous studies on stylistic devices used in analyzing the novel. It is important that, there is little attention drawn to
point out and analyze the use of the linguistic stylistic devices regarding the understanding of the themes of the novel. Consequence, this study will focus on analyzing the stylistic devices in Fitzgerald’s novel *The Great Gatsby* and revealing their significance in conveying its themes, in order to enjoy the different styles used by the author. Therefore, this study will talk about the main themes of the novel. Issues such as; the degeneration of the American Dream, corruption, materialism, class struggle, and success and failure, also, will be discussed. In addition to applying Foregrounding Theory, the research also will focus on certain aspects, such as; symbolism, personification, irony, imagery, repetition, foreshadowing techniques, figures of speech, such as; metaphor, simile, hyperbole, which are revealing the feelings and personalities of the characters. Foregrounding theory also will consider lexical categories as well as phonological schemes. So, by exploring the literature written on analyzing the stylistic devices used in the novel, the results show the need to analyze the novel more deeply taking into consideration the implications of stylistic approach.

1.4. Objectives of the Study:

The novel as a literary genre includes several stylistic tools, in which their function is, to give readers experience about these tools and about their significance in interpreting the novel. Stylistic tools include lexis, the structure of plot, grammar, figurative language, characters, settings, imagery. The research aims to point out some of these tools that were employed in Fitzgerald’s *The Great Gatsby*. It, also, aims at reflecting upon their importance in conveying the themes of the novel.

1.5. Questions of the Study:

1- What are the most affective stylistic devices used in F. Scott. Fitzgerald’s novel *The Great Gatsby*?
2- Does the use of stylistic analysis approach give the reader a clear understanding of the novel?

3- How does the use of some stylistic tools convey the themes and enhance the meaning of the novel?

1.6. Summary

The foregoing chapter presented a brief background of the research area. It included a concise introduction of style and stylistics. It, also, discussed the problem of the study and its purpose which is to analyze the novel *The Great Gatsby* in a stylistic framework. Besides, this chapter offered the significance, objectives, and finally, the research questions of the study.
2. Chapter two: Literature Review

2.1. Introduction

This chapter sheds light on various literary studies related to Fitzgerald’s novel *The Great Gatsby*. Many studies were found, some of the studies are informal essays and articles, and others are formal research studies such as: theses and doctoral dissertations, which were concerned with stylistic analyses of the novel for educational, artistic and scientific purposes.

2.2. About the Novel

Different studies were conducted on *The Great Gatsby*. For example,

Gay. J, Reynolds (2001) has conducted a study entitled ‘*Introduction to The Great Gatsby (Wordsworth Edition)*’. In this article, the researcher investigated Fitzgerald’s unique poetic effects in producing the text of the novel *The Great Gatsby*. He talked about his use of stylistic devices such as, images, resonant metaphors to create (a repeated patterns of strangeness) of the story of the novel. Moreover, he talked about his manipulating of other devices like, symbolism and irony. Moreover, he has shown the writer’s informal conversational style and his use of contrast registers, formal and colloquial, to create simplicity and suspense.

In (2008) Lei Lin has written a thesis entitled ‘*An Analysis of the Style and Patterns in The Great Gatsby; How the Novel Shapes Its Own Meanings*’. He aimed to explore *The Great Gatsby* from a linguistic stylistic approach. Moreover, he tried to explain how the theme of this novel is reflected through Fitzgerald’s linguistic choices and narrative techniques. He applied the linguistic stylistic analysis which is an interdisciplinary area of study which takes literary text as its object of study and uses linguistic as means to do his investigation. He focuses two aspects: the micro aspect (authors intended use of lexical items and syntactical features) and the macro
aspect (which examines how the issues of point of view and speech models) help the readers understand the novel better.

On the one hand, he analyzed metaphors, imageries and lexical features describing the main characters in the novel. on the other hand, the researcher revealed how the author employs a formal register in the narrative passage and colloquial one in the dialogues of characters. For example, the register in Gatsby’s speech is formal and refined, while in Nick’s speech, the register is colloquial. Moreover, He repeated the use of appositional phrases, and propositional phrases. He also, noticed that the point of view can be shifted in order to sustain interest, creates suspense or achieves characterization. Accordingly, Nick Carraway is a narrator from first point of view or from a participant perspective. Which gives the story more natural and authentic credibility.

From the micro aspect, the researcher attempted to focus on the author’s choice of lexis and grammar. For example, Lexical categories to present the main characters and events of the novel. They are, also, used to find out how choice of words involves varies types of meaning. on the other hand, grammatical categories are examined such as sentence types, sentence complexity, clause types, clause structure, noun or verb phrases and so on so forth.

In addition, the researcher examined the macro aspect by analyzing the novel from point of view and speech models, which can be seen as powerful techniques at the disposal of the author and help us obtain different moral and emotional judgement on which evaluation of the characters and their actions are based. Furthermore, he revealed how by the employment of different speech models, the author achieves vivid characterization, accomplishes his desired distance, and it helps to reveal the theme of the American Dream and its disillusion well. Through analyzing The Great Gatsby from a literary stylistic perspective, the author had found
that, this method proves to be useful for the learners of English to achieve a deep and insightful understanding and mastering of the English language through the process of appropriating literature.

Lui, in 2010a, had conducted a study entitled ‘Stylistic Analysis of The Great Gatsby From Lexical and Grammatical Category’. He adopted the method used by Leech and Short in their book ‘style in fiction’, to make an objective analysis of the novel’s language from lexical and grammatical category. To find the artistic principles underling writer’s choice of language, he investigated the linguistic features which recommended themselves to the attention in the text. He founded the lexical category such as adjectives which Fitzgerald uses to create romantic sensatory and visualize the scene and highlights the theme. He has shown how Fitzgerald links contradictory adjectives. e.g., sad and lovely, visualizes the character Daisy, also, uses the extensive use of adjectives in sentences describe the character of Daisy, Gatsby and Tom. Moreover, he revealed how Fitzgerald uses abstract nouns to reveal Gatsby’s idealistic aspect of personality, as well as his tragic image.

On the other hand, Lui investigated Fitzgerald’s stylistic formality which demonstrated through his relatively long narrative sentence type, and how these types of sentences, of Fitzgerald’s style of writing, are more demanding and appears more formal. In addition, Lui talked about Fitzgerald’s use of oppositional phrases and prepositional phrases which usually function as adverbials and how these propositional phrases convey much of the scene-setting and atmosphere of a text. Furthermore, contrast of registers has been employed to enhance the reader’s suspense.

On the other hand, Lui, in the same year (2010b) has conducted another study which entitled “Stylistic Analysis of The Great Gatsby from Context Category”. In this thesis, Lui
adopted the same method of Leech and Short to make objective analysis of the novel’s language, but this time, from the context category. To investigate the context perspective, he found that, point of view and modes of speech presentation were used to produce special stylistic effects. The researcher attempted to reveal how Fitzgerald makes use of both limited first person witness perspective and shifts to narrative perspective. In addition, he discovered that the use of these narrative techniques is closely related to the theme of the novel.

Moreover, he revealed how the novel best described as a narration of series of events as viewed from the point of view of ‘I’ Nick Carraway, and how Fitzgerald employs this technique to make the novel becomes more natural, authentic and credible through the narration of eye-witness. After that, he talked about different modes of speech presentations which involve direct speech, indirect speech, free direct speech and free indirect speech, and he discovered that their use served to adjust distance and created stylistic effects that the author aimed to achieve. And to transmit the message through character’s direct speech or indirectly by narrator’s narration. Also, through free direct speech and free indirect speech the author preserved the smooth narrative pace with economy while achieving vivid characterization.

Maya Samkanashvili has conducted a study, in 2012, entitled ‘What Makes the Great Gatsby by Fitzgerald Great’. In this study the researcher dealt with literary criteria to find out the reasons of the high value of a rather thin book with a trivial plot. First of all, the researcher analyzed the title and how Fitzgerald tried many choices before settling on The Great Gatsby. Initially, he preferred ‘Trimalchio’. Then, he changed the name a month before publication, after that, he analyzed Gatsby as the major character or hero, furthermore, he analyzed the book as a genre and why it should be considered a novel rather than novella because of its greatness by emotion, depth and quality of language.
On the other hand, the researcher talked about the writer’s use of many stylistic devices especially those which are much typical for poetry than prose. For example, symbolism, alliteration metaphors, irony, paradox and oxymoron. In addition, she talked about many topics deal with human values and are eternal; Love, Beauty, American Dream War, Heroism, Money in people’s lives, etc.

Moreover, Hilman et al., (2013) has conducted a study called ‘Translation of Similes in F. S. Fitzgerald’s novel The Great Gatsby’. In this study the researchers aimed in identifying translation strategies which were employed to solve the problems in translating similes from English into Indonesian in Fitzgerald’s novel The Great Gatsby, and to find out the problems that may occur in translating similes from English into Indonesian in Fitzgerald’s novel. In addition, they manifested the characteristics of similes as a figure of speech which comparing two different objects which share the same point of similarity and how these objects use comparison markers. Furthermore, they clarified that simile has three parts ; topic, image and point of similarity. Then, they applied six translation strategies which proposed by Perini;

1. Literal translation

2. Replacement of image.

3. Reduction of the simile, if idiomatic, to its sense.

4. Retention of the same image plus explicitation of similarity features in translating simile.

5. Replacement of the image with a gloss.

6. Omission of the simile.
To achieve their goal in identifying similes, they collected data to describe it and provide the analysis of classification of the data. Then, they discussed the strategies and the problems in translating similes and gave solutions. They focused on what the kind of translation strategies that are employed to solve the problems in translating simile from English to Indonesian.

Also, they examined the problems that may occur in translating similes from English to Indonesian in Fitzgerald’s novel *The Great Gatsby* They found that, the novel *The Great Gatsby* written by F. Scott. Fitzgerald and its translation vison the same name translated by Sri Noor Verawaty, out of 60 similes, 36 similes are literal translation which means that the translator considers the similes are familiar to the target readers. Twelve use retention of the same vehicle plus explicitation of similarity features strategy, five data use replacement of image with a different image strategy: it means that translator considers that image of the similes has to replace the common image to the target readers to comprehend it more easily, three data use reduction of simile and the other three data use retention of simile. Then one datum uses replacement of image with a gloss.

The researchers found that the translator applies all the strategies, but in the meantime, the similes may contain cultural words that the target readers do not know. So, the target readers may find it difficult to understand them. As a result, the similes are lost.

In addition, Nguyen (2014) in one of his studies entitled ‘An Investigation into the Use of Metaphor and Simile Expressing the Concept of Wealth in The Great Gatsby’ has investigated metaphors and similes which is expressing the concept of wealth in the novel *The Great Gatsby*. First of all, he counted the number of metaphor and simile used in the novel. After that, the sentences containing metaphors and similes expressing the concept of wealth were considered,
respectively, and compared with the total number. After that, all the data were arranged into a table by using a qualitative method.

Also, the qualitative method was applied to analyze the use of these two lexical stylistic devices in the novel. He reaches to the conclusion that, the use and application of the two lexical devices of metaphor and simile make a great contribution to the success of the novel. He added that, they make strong expressiveness for every utterance and description of the novel and they play an important role in bringing the aesthetic cognitive value to the novel.

Another study has been written by Guliyeva in (2015) entitled ‘Theme: The Great Gatsby by Fitzgerald: Stylistic Devices and Their Interpretation into The Azerbaijani Language’. In this thesis, the focus has been devoted to the investigation of the problem of translation of stylistic devices from the English language into the Azerbaijani language using the novel of F. S. Fitzgerald The Great Gatsby. Furthermore, the author has defined the complexity of selection of functional relevance while translating, caused by the language conditions, and made it difficult to reproduce both, semantic function and grammatical form. He analyzed the literary work from sociolinguistic point of view.

The significance, also, was given to the necessity of the choice of the possible translator of the variant of translation among the several. Since there is a big semantic and an expressive role played by a choice of the word which by its material meaning appears to be a full synonym to a corresponding word of modern language and differs from the latter one only by its stylistic coloring as a result of an accessory to a certain layer of dictionary structure (to number of archaisms dialecticsisms, loans from foreign languages). The aim of the researcher in this study is defined by that the problems connected with a lexical construction of an expressive speech and
the problems of translation of such a speech, which remain unresolved and are considered to be significant.

The researcher discovered that tropes and figures of speech are the most powerful way of updating the plans of the contexts. Therefore, lexical graphic expressive means in which the word or the phrase is used in the transformed meaning are called as tropes. Finally, the researcher explored the main stylistic devices used in the novel and shown the ways of their translation into the Azerbaijani language and their interpretations. Moreover, he talked about Fitzgerald’s selection of synonyms and antonyms comparisons of the often-repeated keywords in different contexts and in general for the figurative description of the hero’s and situations, and the use of metaphors and the author’s ability to create a certain atmosphere in which there lived characters of the novel.

In their essay ‘Style as Politics in The Great Gatsby’ Giltrow. J & David. S (2015) approached the question of critical intent and execution through an examination of novel’s style. They used traditional accounts of English syntax to describe Fitzgerald’s sentence level. Moreover, they used techniques discourse analysis and linguistic pragmatics that helped them investigate stylistic features that operate beyond the sentence. Their analysis is inspired by advances in critical linguistic that insist that style is motivated by context and by differentials of position, by political interest.

Instead of presenting observed features of Fitzgerald’s style as isolated formalities, they located them in larger context, then they explained how these contexts motivate the book’s wordings. Moreover, they examined the book’s language to prove that the language in the Great Gatsby provides the reader with evidence for the multiple, seemingly, contradictory readings of the book. They clarified that alongside the expose of American materialism, the irresponsible
behaviors of wealthy class, the corruption in business practice there remains a conservatism, a resistance to change, and that both are evident in the novel’s language. For example, (of Nick speaking) they found evidence that, critical inclination of The Great Gatsby is not just towards reform but towards restoration. Restoration of a social order that has been confused and disturbed by reconfigurations of power and property by the disheveling forces of age.

Another paper entitled ‘Stylistic Devices of The Psychological Portrayal of Characters in The Novel by Frances. Fitzgerald’, conducted by Babenko, in 2016, who analyzed stylistic devices of the characters’ psychological portrayal in Fitzgerald’s novel, and their impact on the reader’s perception. He has shown how the use of such stylistic devices reflected the complex phenomena of the epoch and their ambiguous interpretation in the light of the sophisticated descriptions of psychological images. Also, he revealed how the use of stylistic devices helped to create unique images and pointed out the author’s individual style.

Shahed. B (2017) has conducted a thesis intitled ‘Narrating the American Nightmare in F. Scott. Fitzgerald’s The Great Gatsby’. In this thesis, the researcher clarified narrative techniques that used by S. Fitzgerald and how Fitzgerald introduces a new stylistic strategies and techniques. He first introduced social historical context which divided into four sections; Section one, the Roaring Twenties. Section two, the Great Gatsby and the twentieth century. Section three, the twentieth’s century philosophical thought which includes Materialistic Views in Fitzgerald’s work and individualistic view in Fitzgerald’s The Great Gatsby. Section four, literary scene during the Roaring Twenties.

After that, he has shown the literary analysis of Fitzgerald’s style which divided into seven sections. section one, narrative voice in the Great Gatsby, which discuss the different techniques that are used by Nick Carraway as the narrator of the story, section two, relatively of
time between the past and the present in the story. Section three, the greatness of the protagonist ‘Jay Gatsby’ which illustrates the different attitudes that make Gatsby great. Section four, shows the tragic twist in Gatsby’s life, from dream to nightmare. Section five, the Great Gatsby as a Melancholic Atmosphere analyzes the mood of the novel, the sixth section, the power of words in *The Great Gatsby* analyzes the use of diction in the novel and section seven, *The Great Gatsby* as a colored world, illustrates how F. S. Fitzgerald has the ability to use symbolism and figurative language.

As conclusion, the researcher discovered that Fitzgerald’s style in the novel is characterized by the use of imagery and symbolism in order to convey his themes and to introduce his characters. Further he illustrated how Fitzgerald has the ability of using the best expression for the best thought and feeling by using grammatical and lexical structures such as; oppositional and prepositional phrases and contrasted adjectives. Moreover, he stated how Fitzgerald uses many flashbacks, for example, how Nick tells the past and the present of Gatsby and connects between them in a sequence of events. Also, he uses clever narrative tricks to portray Gatsby and the whole story. In addition, Nick uses direct speech in narration to transform himself from a narrator to a character in the novel.

Moreover, Sabariyanto (2018) used a structural approach or library research. In his study entitled ‘*Structural Analysis of Fitzgerald’s The Great Gatsby*’. The principle of structural analysis is to explain inter relation in detail and involvement to all components of the novel. the researcher aimed to describe the intrinsic elements which build the story such as, plot, characters, theme, setting and point of view.

In his article entitled ‘American Dream: *The Concrete Embodiment of Symbolism in The Great Gatsby*’, Yongping. Ch, in 2019, manifested how the author used many symbols to convey
his theme. And how he described the social life of the American Jazz Age very well. In addition, he clarified to readers that, what impresses people in the novel is not the distinct theme, but the use of symbolism. After that, he elaborated to reveal the significance of symbolism to the theme. Also, the artistic effects it plays, has been revealed through the analysis on the specific application of symbolism in the paper.

To elaborate, the researcher analyzed many symbols in which used in the novel by the author. Such as, symbol of color, symbol of things, symbol of green light and other symbols to allow readers deepen their understanding of the work.

In (2019) Wei, in one of his studies entitled ‘Stylistic Markedness and A Stylistic Feature in The Great Gatsby’, investigated the linguistic code choices of person who can be identified as (linguistic virtuosos). Linguistic virtuosos, as the writer mentioned, are speakers or writers who are among those persons whose career depend to a great extent on their use of language. For example, novelist, poets, and essayists, and public speakers, such as politicians, religious readers trial lowers and radio and TV talk show hosts, can be identified as linguistic virtuosos because of their abilities to exploit linguistic choices at the levels of language phonological choice, lexical choice, and syntactic choices. To achieve his aim of literary stylistic, the researcher investigated how style markers are identified for analysis. In other words, he investigated the salient or unusual linguistic features by contrast with those which are non-salient or usual in the same text.

More importantly, he exploited the notion of ‘linguistic markedness’ as a general hypothesis. Linguistic virtuosos exploited marked linguistic choices to convey international meaning in their discourse. As a result, he found that five of the narrative paragraphs were identified as marked. These were paired with five nearby narrative paragraphs showing syntactic
structures which were identified as representative of most narrative passages in the novel, there were identified as unmarked. Primely, the initial objective of the study was to compare these unmarked passages with the crucial passages in order to test the hypothesis that the crucial passages could be defined as marked in their syntactic structures.

He discovered that these five passages which are (crucial) in carrying the authorial message differ syntactically from five matched passages which largely function only to carry the story line forward. Finally, he discovered that the stylistic markedness started out as a stylistic feature in the novel, and such stylistic feature can only become salient beyond surface level considerations of phrase structure.

On the other hand, a study entitled ‘Gaya Bahasa Fitzgerald Dalam the Great Gatsby’ written by Syukri et al., (2019). The authors investigated the language style which used in textual appearance in the literary work of F. Scott. Fitzgerald’s novel ‘The Great Gatsby’. Moreover, they observed the figures of speech and their function in producing the language style of Fitzgerald’s novel. Also, they analyzed speech in mediating the variables and producing the language. And the style of Fitzgerald’s novel has served to enhance and increase the reader’s understanding of the novel. They collected data by listing and categorizing figures of speech based on stylistics approach proposed by Leech and Short’s theory. Then, they identified the collected data according to the good elements of language style in terms of figures of speech categories.

Finally, the researchers classified the data based on the categories of language style in order to get appropriate information related to the topic. Moreover, they used a number of techniques in analyzing the data to answer the research questions. They used Leech and Short’s theory. After that they established categories of the finding in relation to the theories, namely
The researchers proposed only seven types of figures of speech which dealing with the language style. These are figures of comparison (simile, metaphor, and personifications), figures of contrast (irony, hyperbole, and litotes) and figures of association (synecdoche).

2.3. The Literature on The Application of Stylistic Analysis on Literary Works

Many studies were conducted on the application of stylistic analysis on literary works among them a study conducted by Samron Adane. in (2012) entitled ‘Stylistic Analysis of The Beautiful Things That Heaven Bears’. in which the researcher attempted to show how stylistics can be applied in interpreting a novel using stylistic analysis of the novel The Beautiful Things That Heaven Bears by Dinaw Mengestu. He used the analytic method recommended by Leech and Short (1981) in analyzing prose style. From lexical categories and figures of speech.

He found that, the author used more nouns as compared to the word classes, i.e., adjectives verbs and adverbs. Moreover, he found that the writer uses repetition and parallelism as the major grammatical and lexical schemes. With regards to tropes, most the rhetorical devices that used are similes. Phonological schemes such as alliteration is widely used creating a consonant sound effect.

Khan, Rafique and Saddique in (2014) conducted a study entitled ‘Stylistic Analysis of The Poem the Onset’ by Robert Frost. In their study, the researchers said that’ style in writing prose, as a pattern of linguistic features that distinguishes one work from another. It means style includes how the writer thinks about his subject, characteristic and how he has presented it for a particular evidence and purpose’(p. 121).
Moreover, they stated that stylistic is the study of variation in use of language. ‘It is an expressive aspects of language phonology, prosody, morphology, syntax and lexicology’. In this study the stylistic analysis approach is used for the purpose of determining the writing style that is being adopted by an author. The researcher aimed to analyze the stylistic features of the poem *The Onset* written by Robert Frost, who interpreted the poem through diction, imagery and sound devices to elucidate the themes in order to understand the poem. The researchers, firstly, talked about symbolism and how this device represents ideas, indirectly, for example, ‘night’ symbolizes sadness due to fated doom.

In addition, black words symbolize evil and mystery of life. Furthermore, winter and snow stand for destruction and, eventually, causes death. On the other hand, they talked about imagery in the poem and how it represents through visual imagery like ‘gathered snow’ ‘dark words’ ‘snow and heap’ ‘four feet deep’ ‘houses with a church’, and through auditory imagery. The researchers elaborated to analyze simile, metaphor, hyperbole, sound devices such as alliteration, consonance, assonance like ‘feet/ deep’, also, he talked about rhyme scheme. He discovered that, the poem seems about the seasons, but when it is analyzed stylistically it reveals deeper meaning. The theme of the poem is foregrounded through diction, symbols and metaphor.

Ahmed Rameez Ul Huda has written an article in 2014 entitled ‘Stylistic Analysis of *William Blake’s Poem ‘A Poison Tree’*. He stated that ‘Style has different meaning for different people’”. He added that Carter (1989, p. 14) believes that “Style is generally depended on linguistic levels. Due to these levels every text and writing different from the other, hence every genre is different”. He elaborated to say that Hynes (1989, p. 3) is of the view that “The study of distinctions: looking at what was said against what might have been said” (p. 76). In this study the researcher seeks to apply stylistic approach. He analyzed the poem from graphological,
phonological and morphological level. He found that, in his poem, the poet discusses two opposing forces, revealing the inherent weakness in humans and effects of these innate flaws. He uses metaphors and vivid imagery to portray the fundamental flaw though the poem. Also rhyme scheme and meter have been analyzed. The researcher found that, the choice of words by the poet plays a very important role in meaning making.

An article published in 2014 ‘Stylistic Analysis of William Blake’s Poem: Night’, Khan, Batool, Sandhu, Ahmad and Batool, state that “The word stylistics is derived from style. Stylistics is a branch of linguistics that defines different styles and variations in Language/s. It refers to the study of level of appropriateness in the use of words or language in a sentence or writing”. By using a stylistic analysis of Blake’s poem Night, the researchers analyzed the semantic, phonological, graphological and morphological levels in the poem. From the basis of this analysis, the researchers found that by the use of stylistic approach the poet makes poem Night marks an awareness of the environmental crisis. And believes in a strong sense of possible death in nature. However, his style of writing makes him have a presence as perfect imageries.

Another study conducted in (2014) by Batool, Khan, Iqbal, Ali & Rafiq, entitled ‘A Stylistic analysis of Frost’s The Road Not Taken’. In which the poem has been analyzed from the perspective of stylistic approach. They investigated the lexico-syntactic patterns, diction, phonology, graphology and morphology. Besides that, they also, showed how Fitzgerald uses simple words and phrases in order to clarify his intentions. In addition, they mentioned that Fitzgerald employs different devices such as metaphors, symbols and images to make the poem effective and to convey his message to readers.

In their article (Hongping & Zhao, 2015) which entitled ‘A Brief Analysis of E. E. Cumming Poem, From Style as Foregrounding’. They had made a brief stylistic analysis of E. E.
Cumming poem *In Just* by using foregrounding theory which as they said in (p. 1655) “It was, firstly, introduced into the poetry application. Then, gradually, applied in the stylistic analysis”. They analyzed the linguistic features of the poem based on Leech’s theory from the prospective of graphological deviation, stylistic deviation and lexical deviation. They found that in this poem there is accidental deviation from the common norms. It is more oddity in the shape of text, the unconventional forms without titles and punctuation and grammar. On the other hand, the researchers analyzed the shape of the text; the poem divided in 24 lines and each line is not ranged in a regular way.

In one line, there would be many words while in the another, there would be one word. Moreover, some words in the poem are repeated such as ‘whistles far and wee’. Also, capitalization and decapitalization are often used to express writer’s idea and emotion. For example, the capitalization of the word ‘Just’ at the beginning of the poem. The capitalization gives the reader a strong sense and impression that the spring is coming. In addition, they clarified that in line 6 ‘eddieanedbill’ and in line 14 ‘brettyanddisbel’ and how these names of Addie and Bill, Brettie and Disbel are decapitalized to give the reader the sense that those children are so little. They are tender age. The capitalization of Man also, to give more evidence to people that the man who sells the balloon is Faun. On the other hand, the researchers talked about the poem as a whole unit and how the author uses hyphen in line 2 and conjunction word in line 15.

In a simple article entitled ‘Symbolic Meaning of Colors in The Great Gatsby’ Zhang Haibing, in 2015, applied an analysis of the major symbols of colors and their symbolic meanings in *The Great Gatsby*. He investigated how Fitzgerald employs these symbols to develop the plot, to shape the personality of characters, and deepen the theme. In order to make
the novel more profound and significant. He investigated the employment of six symbols of color, among them, green, red, white, blue, grey and yellow. And how Fitzgerald uses these symbols to make the novel more vivid, more authentic, more colorful, and more profound. The researcher recognized that, the use of novel goes beyond the surface world and associates its subjectivity with objectivity. In addition, the employment of these symbols is the most important feature of the novel.

Among other studies in the field, analytical study written by Khan, Ahmad, Ahmad & Ijaz, (2015) ‘Stylistic Analysis of Short Story, The Last Word by Dr. AR. Tabussum’. The researchers’ aim is to analyze the short story The Last Word how particular choices made by the writer conveys particular meanings. To elaborate on the study, the researchers provided a more detailed discussion about point of view, characters and allegorical elements of the story. Features of parallelism, alliteration, repetition, assonance, consonance and rhyme were analyzed too. However, they used a stylistic analysis in analyzing the story and they focused on figures of speech of the story. They found that, the writer has focused on the use of rhetorical questioning and the use of apostrophes to give the story its form of speech.

Another study conducted in 2015 an article written by Abdubari et al. entitled ‘Stylistic analysis of Daffodils by William Wordsworth’. They state that the word ‘style’ is a word derived from Latin word which means ‘lexis’ in Greek. They elaborate to say, ‘style is the way of doing something or the way of living is also style. Style is also related to personality of person. Style reflects the thoughts of person’s mind. It describes the way of persons writing’.

In this study the researchers attempted to analyze the poem ‘Daffodils’ by Wordsworth from the perspective of stylistic analysis. They aimed at reflecting Wordsworth’s style of writing in the poem by analyzing certain patterns such as, syntax, grammar and phonology. The
study showed that Wordsworth tries to capture the beauty of nature through his style of writing Daffodils. The researchers reflected his style through his use of rhyme scheme, musical devices such as, consonance, assonance, apostrophe, figures of speech, personification, simile, alliteration and metaphors have been analyzed too. To draw the reader attention on the beautiful comparison, made by Wordsworth, between the beautiful world and the materialistic world of men. Further, their specific choice of words succeeded in reflecting the poet’s thoughts. Through their analysis, they revealed the glamorous effect of the poem on readers who are expected to understand the point that the poet is trying to convey.

\textit{‘A Literature Review of the Novel The Great Gatsby in China’} is a study written by Wenjing, in 2015, focuses on the topic of disillusion of American Dream. The researcher analyzed the unique narrative style of the novel and the arrangement of its different narrative levels. He analyzed the narrative techniques from the angle of narratology. Moreover, he analyzed the features of the novel, the use of symbolism from the angle of comparison between English version and Chinese one to have the rhetoric reading for different translation versions with the generalized rhetoric knowledge and the relative translation theory.

Isti’anah, in 2017, conducted an article entitled \textit{‘A Stylistic Analysis of Maya Angelou’ Equality’}. She concerned about language style. She didn’t describe the language used in the text, but she figured out the language user’s intention and the text effects by analyzing the poem from the four levels as proposed by Simpson (2004), the researcher made a representation of rhyme elements, alliteration, consonance, and assonance. Also, was analyzed. Repetition of certain sounds were concerned. In addition, figurative language was analyzed to reveal the poet’s purpose why certain ideologies were reflected by means of metaphorical expressions.
In an analytical study entitled ‘Stylistic Analysis of the Poem During Wind and Rain by Thomas Hardy’ written by Putri (2018), the researcher implemented a stylistic analysis on the poem During Wind and Rain by Thomas Hardy. She aimed at investigating the poet’s choice of language. He analyzed the poem from graphological, phonological, morphological and lexico-syntactical levels. To give a better insight into the novel, she analyzed punctuations as a graphological level. rhyme, alliteration, consonance, assonance as phonological level. Affixes and compounding as morphological level and semantics as a lexico-syntactical level. She found that, from the use of stylistic tools the poet wants the reader to feel the emotions that he has in the beauty of life which, in sudden, is taken away by death.

In her qualitative study, ‘Representation of the American Dream in Scott. Fitzgerald’s The Great Gatsby’, Bellahcene analyzed the novel from many angles. However, she analyzed how it represents the failure of the American dream. She analyzed the characters, symbolism and irony, and how these techniques contributed in manifesting the meaning of the story. Furthermore, she talked about the main themes of the novel and how Fitzgerald depicts them, especially, the theme of the American dream. Which turns to be a symbol of achievement, since it rises in era of prosperity and economic renaissance. Moreover, she elaborated to discuss the corrupt of wealth and money which destroyed morals and dreams.

2.4. Stylistics Analysis Theory and Literature

Stylistics, as a term, has been applied to many literary works, which replace what is said with what is intended. In other words, stylistics replaces the subjectivity of standard analysis with objective or scientific analysis of style of literary text. Much of the endeavors toward these analyses were provided by the writings of Russian Formalists such as Jakobson, as well as, by European Structuralists. However, there are two modes of stylistics which differ in concept and
in the scope of application: The narrower mode of formal stylistics which define style by the distinction between what is said and how it is said, or between the content and the form of a text. In the second mode of stylistics, stylistic is the study of the use of language in literature.

(SAT) can be applied in many genres of literature, poetry, drama, novel, and short story. Moreover, it can be applied in literary and not literary texts. More importantly, it covers two distinct domains, linguistics which domain approaches literature as a text, and criticism which reviews literature as a message. Nevertheless, the purpose of stylistics analysis is to attract awareness of how language is being in literature.

Stylistics Analysis is a branch of linguistic that scrutinizes the proper use of language in writing. Style as an essential feature of literary text implements a unique acknowledgement to the writer, since every writer tries to personate his/her thoughts, in his literary piece of writing, by applying stylistic analysis to his/her product, in away differs from others. Usually, most of them convey the same message or idea by several techniques and different meanings, since each one has his own way of capturing and displaying things.

Individuals are usually affected by their own style of writing. Further, listeners would be able to understand the speaker’s point of view if they are familiar with his or her style of writing. But sometimes, listeners couldn’t be able to interpret his or her intended meaning. However, they may explain it differently, because the elements that attract the attention of someone may not be considered by another. In stylistics, style can be displayed in the way of speaking, selection of words, grammar, and tone voice.

Stylistic Analysis Approach has been regarded as a mean of examining and analyzing the meaning and the purpose beyond the literary work. Also, it has extended to go beyond this
structuralistic way to depart for a more pragmatic trend to link the meaning of the text to social and cultural context. Consequently, stylistic analysis is an approach that operates as an analytical tool for the purpose of understanding the significance of the used textual patterns. Furthermore, the intention of stylistic analysis is to explore how the used language, vocabulary and syntax operates to bring the interpretations of the text.

Subsequently, every writer has his/her distinctive way of defining and modifying their views. Moreover, each of them has his/her special technique that they employ to literary work. The stylistic analysis approach is used for the objective of determining and discovering the writing style that being decorated by an author. Furthermore, this approach measures the level of appropriateness of the used language in a written work. Hence, every written text is distinguished from one another. In addition, every writer has his/her own style of exploring the proposed meaning.

2.5. Summary

The previous chapter presented a literature review about the novel *The Great Gatsby*. There are many studies conducted in formal (educational, artistic and scientific…). Only some short studies from few numbers of critics are found in which they considered either their overall opinion of the novel or of some character’s performance. Moreover, the most discussed studies are formal and concerned with different issues such as character development, linguistic analyses and stylistic analyses.
3. Chapter Three: Research Methodology

The previous chapter is a literature review of the previous literary studies that applied Stylistic Analysis Theory on Fitzgerald’s style in *The Great Gatsby*, in order to show its effectiveness in creating the meaning and interpreting the work.

This chapter gives a framework of the research methods that were followed in the study. The researcher describes the research design and methods of analysis that were chosen for this study.

3.1. Introduction

In this chapter, the methods and procedures of analyzing prose were introduced. Stylistic Analysis Theory (SAT), which will be referred to for now, is a great theory in regard to its usage in the study of styles and languages used in literature. More importantly, it enhances readers’ abilities in comprehending. Thus, Stylistic Analysis Theory can be a useful framework to analyze stylistic devices in *The Great Gatsby*.

*The Great Gatsby* is a work of fiction that portrays the disillusion and corruption of the American Dream during its early part at the twentieth century, which presented through its protagonist character Gatsby. The concept of American Dream is that, it is an ideal, it is a quest of wealth, prosperity and a high position in society. Or even having a family with nice house and freedom. This materialistic aspect of the American dream is presented in the novel *The Great Gatsby* through Fitzgerald’s style of writing, in which he aims to reveal it through the employment of stylistic tools that enrich the understanding of the novel and its themes.

Through the review of previous studies in the previous chapter, (SAT) succeeded in analyzing the novel from different angles. the researchers, in those studies, investigate the
writer’s literary inheritance, his literary creativity and linguistic analysis. Among them, Giltrow who says that “Style in *The Great Gatsby* is a motionless, unitary condition, or object of afterthought, but is substance itself, incessantly shifting, forming and engendering the novel’s political and psychological complexity”.

However, Syuki et al., 2019, in their analysis of The Great Gatsby states that the use of stylistic analysis of the language style increases the reader’s taste to persuade the readers to increase the artistic effect, to clarify idea, to influence the reader’s feeling and thinking and to emphasize idea of the author. Moreover, Wei, 2019, states that marked choices, as a stylistic choice, draw attention to themselves and to the content they convey. In so doing this, they clearly signal a higher degree of authorial involvement at this point. Further, marked stylistic choices are negotiations to change the writer’s relationship with the reader. And they are, socially and psychologically, motivated.

On the other hand, Yongping, after applying stylistic analysis of symbolism in *The Great Gatsby* shows that, this employment of symbolism, allowing readers to deepen their understanding of the work. Whereas, Bebenko & Marchukov, 2016, assume that Fitzgerald creates mental images of characters, their psychological portrays using a variety of creative techniques and stylistic devices which help the reader to receive the authors message and grasp the reader attention.

### 3.2. Design of The Study

The Stylistic Analysis Theory is applied to *The Great Gatsby* novel to analyze the stylistic devices and techniques used in novel to show the stylistic devices overall effects on the reader’s understanding of the overall of the novel.
In order to achieve the objectives of the study, *The Great Gatsby* is analyzed through applying the (SAT). In other words, the stylistic devices used in the novel are pointed out and analyzed according to the (SAT), such as, themes, plot, setting, language style, figurative language, lexis, point of view, symbolism and other stylistic devices.

### 3.3. Data Description

To meet the objectives of the study, *The Great Gatsby* is used to get data. It is composed of nine chapters that reflect upon the story of Jay Gatsby, the representer of the American Dream. The story primarily concerns the mysterious millionaire Gatsby, who throughout the story is in pursuit of a dream; the love of Daisy Buchanan and the American Dream. The novel written by American author F. Scott. Fitzgerald. It is considered to be one of the greatest novels ever written. *The Great Gatsby* explores themes among them; American dream, corruption, class struggle, materialism and success and failure. Fitzgerald produces something new, something extravagant, beautiful, with simple patterns. in the first of publication, the book sold 20,000 copies. The novel thrived during World War II and became a part of American Curricula and film adaptation in the following decades. Today, The Great Gatsby considered to be a literary classic. Weng Wenjing (2015) mentions that, *The Great Gatsby* was a representative work of Francis Scott Key Fitzgerald Who was named as Crown Poet on the Jazz times and spokesman of the noisy 1920s.

### 3.4. Procedures of Analysis

The researcher pursued the following procedures:

The novel has been read deeply by the researcher.

The themes of the novel been identified.

The content of the novel has been classified by these themes.
The researcher selected the stylistic devices to be adopted in the analysis of the study/Content samples have been categorized by these stylistic devices
After the analysis the questions of the study have been answered through discussion.

According to Leech and Short (1981:74), every analysis of style, in our terms, is an attempt to find the artistic principles underlying a writer’s choice of language. Every writer has his individual qualification in writing. Therefore, the features which recommended themselves to the attention of readers in one text will not necessarily be important in another text to the same or another author. There is no a specific technique for selecting what is significant. Therefore, Leech made a checklist of categories that reader should follow which serves a heuristic purpose:

“It enables us to collect data on a fairly systematic basis. It is not exhaustive, of course, but is rather a list of ‘good bets’: categories which, in our experience, are likely to yield, stylistically, relevant information. The stylistic values associated with the linguistic data must be largely taken on trust at present’.

These categories, according to Leech and Short, are placed under four general headings: lexical categories, grammatical categories, figures of speech, and cohesion and context. Short (1996, P. 356) in his book entitled ‘Exploring the Language of Poems, Plays and Prose’, also cites the checklist that was mentioned by Leech and Short. It says that, going carefully through the checklist will mean you collect some data which will turn out not to be of real interpretative interest. Clearly, it would be sensible, when you write up your analysis, only to present the findings which are significant, in the sense that they bear reasonably applied directly on your account of the text. This does not mean only presenting finding which support your interpretation. The researcher, also, needs to take into account significant details or patterns which appear to work against her view. As a consequence, the researcher may modify her
interpretation, or admit finally that, she can’t successfully integrate interpretatively what she discovered.

Foregrounding Theory is a new field of stylistics used by Leech and Short in their book ‘Style in Fiction’ (2007) and aims to develop analytical frameworks that will allow a systematic analysis of literature or other types of texts. Leech & Short (2007, p 38) says that “The remarkable characteristic of foregrounding is language deviation, and divided into two kinds; qualitative: deviation from the code, which manifested by tropes such as; metaphor, hyperbole, oxymora, and lexical deviation (neologisms). In addition to quantitative: deviation from the expected frequency such as parallelism and linguistic repetition of lexical, phonological, and syntactical structures. This analysis is assumed to be a good procedure in explaining the effects of using foregrounding theory presented by stylistic tools in the novel, in addition to their role in creating the overall meaning and themes of the novel.

In his book, A Linguistic Guide to English Poetry (1969) Leech divided the foregrounding theory into two parts; one is syntagmatic foregrounding, and the other is paradigmatic foregrounding, Leech (1969, p. 42-51) categorized deviation into eight types; lexical deviation, grammatical deviation, phonological deviation, graphological deviation, semantic deviation, dialectical deviation, deviation of register and deviation of historical period. However, the analysis in this research based on Leech’s theory, will analyze Fitzgerald’s The Great Gatsby from the perspective of Stylistic Analysis Approach using Foregrounding Theory.

According to Wales, K (2014, p. 166) foregrounding can be achieved by a variety of ways, which have been grouped under two types: Deviation and repetition that is “paradigmatic” and “systematic foregrounding”. Further, she explains that, “Deviations are violations of linguistic norms, e.g. grammatical/ semantic norms. Metaphors, similes or collections that are
deployed to achieve special effects in a text, especially, poetry amount to foregrounding”. Repetition is also said to be a kind of deviation because it flouts the normal rules of usage by over-frequency repetitive patterns (of sound or syntax, for example) are superimposed on the background of the expectations of normal usage, and to attract readers’ attention as unusual.

Although stating the novel’s themes is not the objective of stylistic analysis. However, the employment of stylistic devices and tools is very important to understand the impeded messages and themes in the novel. For so, themes will be discussed at the following chapter of analysis. The analysis will consider the stylistic tools used in the novel, specifically, it will use the analysis of lexical categories, figures of speech and phonological schemes.

3.5. Summary

This chapter clarified the methodology of this study. It started by exploring the relation between the proposed theory of analysis and literature. Then, explaining the design and nature of the study. The application of Stylistic Approach was highlighted as a theoretical framework to fulfill the objectives of the research and to answer the research questions. Data description was also explored. Finally, this chapter highlighted the procedures that the researcher followed to analyze the novel, in order to answer the research questions.
4. Chapter Four: Analysis and Discussion of The Great Gatsby

4.1. Introduction

In this chapter, the researcher displays the analysis of Fitzgerald’s *The Great Gatsby*, using Foregrounding Stylistic Theory. The researcher will approach this analysis by providing a brief review of the novel’s plot, setting, and point of view; followed by a discussion of the novel’s themes. The second section of this chapter presents the stylistic analysis of the novel. It will consider (lexical categories, figures of speech, and phonological schemes).

4.2. The Plot

The novel begins by the narrator Nick Carraway giving the reader advice of his father, which impeded not to criticize others. Then, he represents his cousin Daisy and her husband (Tom Buchanan). Immediately, introduces the reader to Jordan Baker which quickly becomes his mistress. Then, acquaints him/her with Mr. Gatsby. The main theme of the novel is that, Great Gatsby is a poor young man lives in the middle eastern part of the United States, who fell in love with Daisy. When the First World War started, Gatsby went overseas to take part in the war.

After his return from war with military medal, Daisy had married the rich Tom Buchanan from Chicago. Gatsby believed that it was his poverty that prevented him from Daisy. So, he decided to be rich and began his painful struggle to accumulate his great deal of wealth promptly. He bought a beautiful mansion on the bay, on the opposite side of Daisy’s house, and held (a frequent-grand) parties to attract Daisy, with the help of his neighbor, Nick Carraway (Daisy’s cousin). He met her with his unchangeable love. She has no courage to discard her husband, who, deeply, disappointed her with his rude and unfaithful treatment after many fierce confrontations between Tom and Gatsby. The worried Daisy killed Tom’s mistress, Mrs. Wilson.
driving her car on her way home. After Tom and Daisy planned very well, they decided to make Gatsby be responsible for this accident. As a result, Gatsby was killed by Mr. Wilson who came to take revenge, then Daisy and Tom went to spend holiday leisurely without giving a message.

4.3. Setting

Setting refers to the time and place in which the events of the novel take place. The setting is divided into two types which are, the setting of place and setting of time.

4.3.1. Setting of Place

In the first chapter of the novel, Fitzgerald introduces two of the most important locations, in Long Island, near New York, East Egg and West Egg. The former is connected to aristocracy, breeding, the decayed moral and social cynicism, while the latter is connected to more traditional social values and ideals. The two regions are nearly the opposite in the value they indorse.

Moreover, another place was presented in the novel is the halfway between West Egg and New York City stretches a desolate plain, Valley of Ashes. In which Doctor T. J. Eckleburg, George Wilson and his wife Myrtle (Tom’s mistress) live. It is a picture of absolute desolation and poverty. Moreover, it symbolizes the moral decay, also, it is the home to only the poor characters in the novel.

The final setting of place to talk about is New York City. Which in every way is the opposite of the Valley of Ashes, it is glittering, loud, abundant, radiant but lacking a moral center.
4.3.2. Setting of Time

The events in the novel conducted in summer 1922. Sabariyanto (2018, p. 190), states that “in the 1920s, America as a whole, in particular the disintegration of the American dream in an era of unprecedented prosper and material access”. Further he says that “America in the 1920s is an era of decayed social and moral values. Evidenced in its overarching cynicism, greed, and empty pursuit of pleasure”.

Throughout the novel, corruption of time is obviously shown in many parts. Nick narrated *The Great Gatsby* two years after that summer. In which there were Myrtle’s accident, Gatsby’s murder and Wilson’s suicide. “After two years I remember the rest of that day, and that night and the next day, only as an endless drill of police and photographers and newspapers men in and out of Gatsby’s front door” (G. G, p. 170). Furthermore, Nick narrates the love story between Daisy and Gatsby before war time, five years before that summer.

Fitzgerald represents through the novel Gatsby’s dilemma as how he struggles against time. And this is shown when Nick warns Gatsby that past can’t be repeated; Gatsby replies “can’t repeat the past? He cried “why of course you can! I am going to fix everything just the way it was before”. Daisy also is changed through time. Her feelings changed toward Gatsby after he went to W.W.I. she cuts her relation with Gatsby and makes a new relation with Tom and married him.

4.4. Point of View

In order to give the whole novel a greater touch, Fitzgerald writes the story mainly from limited first-person point of view. ‘I’ Nick Carraway is the narrator, who through his eyes and ears, the reader learns about all characters in the novel. He is the center narrator, since he is the only character that exists in the novel. Moreover, he is both, narrator and character, involved in
the story. His first-person perspective allows reader to discover desires and dreams of characters of the novel. much of the events of the novel devoted to Nick’s behaviors of listening and looking. It describes the experience he witnesses and produces the mood, tone and dimensions that bring the whole story into a unity. The whole story is just interpretation of the events that took place as Nick remembered from his past adventures.

Liu, X (2010, p. 418) said that “Nick’s eyes provide not only a skillful but also a necessary framework for the entire novel. But much as Booth (1961) puts it, a story could not have been written from a consistent point of view without stretching its length and losing its taut comic force”. Nevertheless, Fitzgerald employs more than one point of view throughout the novel to sustain interest, create suspense and to achieve characterization. Moreover, he sometimes finds the first-person perspective inadequate for the credibility and authenticity of the story, so he constantly draws back on different points of view.

In the novel, there are certain shifts of narrative perspective, either switches to third-person point of view or to second-person point of view. The following example is one of the many examples in which the point of view is shifted from first-person to third-person point of view:

“For over a year, he had been beating his way along the South Shore of Lake Superior as a clam-digger and a salmon-fisher or in any other capacity that brought him food and bed. His brown, hardening body lived naturally through the half-fierce, half-lazy work of the bracing days …. But his heart was in a constant, turbulent riot. The most grotesque and fantastic conceits haunted him in his bed at night … Each night he added to the pattern of his fancies until drowsiness closed down upon some vivid scene with an obvious embrace. For a while these reveries provide an outlet for his imagination; they were a satisfactory hint of the unreality of
reality, a promise that the rock of the world was founded securely on a fairy’s wing” (G.G. p. 106).

Although the second-person narration is rare in the novel, but one can cite this example:

“Occasionally a line of grey cars crawls along an invisible track, gives out a ghastly creak and comes to rest, and immediately the ash-grey men swarm up with leaden spades and stir up an impenetrable cloud, which screens their obscure operations from your sight. But above the grey land and the spasms of bleak dust which drift endlessly over it, you perceive, after a moment, the eyes of Doctor T. J. Eckleburg . . .” (p. 29)

In general, the novel is not consistent to one point of view, the author changes the narrative perspective according to the situation. And this is one of most wonderful techniques that Fitzgerald uses in his style of writing.

4.5. Themes

The objective of stylistic analysis is to reveal how themes in a literary work are conveyed through stylistic tools. So, the novel’s themes are to be discussed in this chapter. These themes include; the American Dream, class struggle, corruption, materialism, success and failure.

4.5.1. The American Dream

The American Dream is the central theme of the novel. The American dream is an ideal one, emerged during the early part of the twentieth century. However, Fitzgerald presents it through the novel’s protagonist Jay Gatsby. It offers a snapshot of the American society of its time. A society who considers money and wealth to be of a significant role in the individual life. Sachan, in 2014, says that “freedom, equality and opportunity for all, are the characteristics
which summarize what America and The American Dream stands for”. and this is what their founding fathers had in their mind. That “individual can succeed in life regardless of his race, religion and family background, if he has the ability to work hard and follow a set of certain roles and principles”.

The American dream is intended to be about personal achievement, but not necessarily about financial wealth, although it is often assumed that it provides economic security. According to Gatsby, he achieved his wealth and became rich in short time under illegal work. Therefore, the poor Gatsby became completely different now from before, he is a man from the upper class. Wearing expensive cloths, has luxury car, and lavish villa. He is fascinated by material things. All these things only to attract his beloved, Daisy Buchanan, the one who appreciates people only by their appearance.

Gatsby, in fact, represents the American dream. He succeeded to earn money and be rich obtaining everything he needs except Daisy. He tries to gain her back, but at the moment he asks her to confess Tom Buchanan, her rude husband, but she refuses. She chooses her husband, because he is old money and rejects Gatsby as he is a new money owner. In fact, Daisy is materialistic. Consequently, Gatsby’s innocent dream is disturbed when he finds that his mistress Daisy marries another man. She destroys Gatsby’s dream of being a part of the upper class.

4.5.2. Class Struggle

After the rejection by Daisy, Gatsby determines to become a wealthy man. Consequently, he works hard, suffers a lot in order to achieve his dream. He learns much about business and becomes rich, obtaining a great fortune even by illegal activities such as bootlegging wine. Gatsby struggled very much, and his personal struggle is, basically, determined by his firm, brave, and sober personality, which helps him in his struggle for his dream. Accordingly,
Fitzgerald’s style in this work conveys the fact that, Gatsby’s struggle is a reflection of the American dream which existed among young people. Moreover, dreams are considered to be as a kind of a valuable ability and talent by Americans, who are not merely dreamers but also, men of actions instead. They seek to make their dreams come true.

Gatsby is, also, a successful man who has acquired his huge fortune by illegal dealings. but he is not an evil doer, but he is forced to do that by his situation. His success is shaped by ideas and self-courage. Moreover, Gatsby is very great as he struggles against his fate in love. his struggle is converted him to be more sober, passionate to gain back his long-lost love Daisy. But even he makes his big fortune he fails to be one of the members of the upper class, the parties’ hosts are always making gossip about his origin and how he became rich. Further, he fails to get Daisy back, since she is selfish and materialistic. She refuses to marry him because he is a new money man and prefers to be with her husband Tom, who is old money man, although he is rude and crucial. So, all his struggles in his life went with the wind without any benefit for him. Fitzgerald reflects this struggle during the novel with many stylistic tools and expressions which will be revealed in the upcoming sections of this chapter.

4.5.3. Corruption

Among the different themes, that Fitzgerald addresses about in The Great Gatsby, is corruption. He represents this theme by most of the characters in the novel. The first character to talk about is the protagonist, Gatsby, who works hard to become rich and makes his life fake in order to gain Daisy. He achieves his dream by illegal ways, he inters in relation with criminal organization and even he became a bootlegger. He loses his moral values and corrupts his personality in order to achieve his long-lost love Daisy.
Besides Gatsby, Tom Buchanan and Daisy are representative of the corruption of the American society. Since they are selfish and rude. Daisy married Tom for his wealth and left Gatsby back because he is poor. She represents the corrupted women in society because she doesn’t care about moral values and honest love. But she prefers Tom’s wealth and money instead, although she doesn’t love him yet. In other words, Daisy is the central corruption of Gatsby’s dream. The following extract shows some of the corruptible behaviors of Tom and Daisy:

“They were careless people, Tom and Daisy- they smashed up things and creatures and then retreated back into their money or their vast carelessness or whatever it was that kept them together, and let other people clean up the mess they had made” (G. G, p. 186). Furthermore, Tom seizes on Daisy despite he knows that she doesn’t love him and that is a proof of his corrupted personality. Tom and Daisy, both of them, are representative of corruption because they murder Myrtle and accuse Gatsby. Then, they escape without any anxiety which reveals their selfish and corrupted personalities. They destroy Gatsby’s life and continue their life like nothing happens.

Myrtle Wilson is, also, a corrupted character in the novel. She betrays her husband George Wilson, the owner of garage in the valley of ashes, through immoral affairs with the wealthy Tom Buchanan, without any sympathy to her husband Wilson. She seeks to gain money to be a member of the upper class. On the other hand, after her death, Tom conspired with his wife against Gatsby and told her husband that Gatsby who killed her, in belief that, he may revenge to her. All these behaviors are an obvious evidence of their corrupted personalities and a reflection of their materialistic life. In other words, Gatsby, Tom, Daisy, Myrtle and Jordan
Baker are examples of moral corruption throughout the novel. And they are the major reason of the corruption and failure of American dream.

The traditional American dream is to achieve their goal through honest and hard work. But throughout the novel Gatsby quires, quickly, his eminence amount of money and became rich man in short time by illegal activities. As a result, his dream corrupted and this corruption is, obviously, shaped through his murder. Further, Myrtle who was killed by selfish Daisy is another example of this corruption.

Furthermore, Fitzgerald shows us how society and people corrupted the real dream by their selfish and materialistic affairs. Gatsby’s dream, at first, was innocent, but after he returns from war his dream was destroyed. Even his personality was corrupted. He became criminal and bootlegger in the hope that he might gain his beloved Daisy back. But daisy destroyed his dream of being with her and being part of the upper class. He also organized, a weekly, parties which show the corruption of American dream. These parties show the corruption that stems from the rise of materialism and the down of moral values. Gatsby’s struggle for his wealth was ended by his death.

4.5.4. Materialism

Tunali, in 2009, says that “The American society was changed very much after W.W.1. One of the most fundamental changes was the inclination of traditional values of cultural progress with materialism”. Materialism, this issue has its influences on society as well. Fitzgerald depicts the historical period of America and how the society’s values are transformed in the negative sense and how people turn out to be materialistic. They believe that they can buy everything by money.
At that era, society cares only for money and this is the idea of the American dream. This American dream emphasizes a sense of hope and faith that looks forward to fulfillment of human wishes and desires. This dream first linked to success and happiness. But people in that time look only for material success to live better and wealthy life. The American dream has been corrupted by materialism. Most of the characters in the novel, Gatsby, Daisy, Tom and even Myrtle represent the corrupted American dream which can be money, luxury, and prestige love.

According to Tunali (2009, p. 52), “Materialism as one of the general issues in the novel has its influences largely in society as well. The Great Gatsby was a reflection of historical period of America. When the society’s values were transformed in the negative sense and when people turned out to unscrupulous resulting in an inclination towards materialism, pleasure and loss of values”.

Fitzgerald represents the theme of materialism by these characters. for example, Daisy married Tom because of his high social status and money, since he is from the aristocratic high class. Also, Gatsby, the protagonist, plays a significant role in shaping the image of material life. Gatsby, the penniless man, who created a new self for himself in order to achieve his dream. He even changed his name to be Jay Gatsby instead of Jimmy Getz. He tries to make eminence fortune by illegal activities just to gain Daisy back. Though, by obtaining his money he believes that he will achieve his happiness.

His goal is materialistic, he loses moral values in order to achieve his imaginable dream. Gatsby owns huge mansion, fashionable car and clothes and playing lavish parties. These material things show how Gatsby changes his morals in order to reach his goal, which is gaining Daisy back. By material things one can gain everything, but not what Gatsby desires. His money brings sorrow and not happiness or love.
Moreover, Myrtle has an affair with Tom Buchanan, since she lives a miserable live of middle class and wants to be one of the members of the high upper class. Furthermore, Daisy is portrayed as sweet and innocent, but even though, she is selfish and materialistic. Since she has multi-dimensional personality. On one side, she is a woman of promises without fulfillment. For example, she promised Gatsby that she will wait him until return from war, but she married Tom. Her apparent sweetness and innocence attract Gatsby to fall in love with her, but she ignored his love and married Tom without any sympathy to Gatsby. However, Gatsby is still in love with her, she married Tom who gave her wedding gift which was been a string of pearls. She is from wealthy family, but even though, she likes money and social status. Nick says that, “her voice full of money” (G. G. p. 38), which reflects her materialistic and empty personality and her love of money.

Tom Buchanan, on the other hand, has ephemeral personality, an aggressive man with a cruel body. He is from an extremely wealthy family. He has lost all senses of virtue and kindness. Fitzgerald tells us that “he was a study straw-haired man of thirty with a rather hard mouth and supercilious manner” (G.G, p. 13). Moreover, his marriage to Daisy is rather artificial. Tom’s wealth distances him from his morals and family, and this is what embodies materialism. Tom and Daisy are shallow people concern only with material objects and physical matters.

Fitzgerald depicts characters in the novel as people who form their identities through money and possessions. Such dependence on money reflects the weakness tainted by materialistic motives and quests.
4.5.5. Success and Failure

Fitzgerald’s creative style of writing gives him the opportunity to elaborate in his theme to represent another theme in the novel which is the success and failure of Gatsby’s dream. In fact, Gatsby’s dream first is, more or less, the same as the American dream. Gatsby was honest in his love for Daisy. He wants to be rich in order to turn Daisy back. But his dream to be achieved, he has to obtain money. So, his dream begins to take shape when he meets with his friend Dan Cody, but the dream is transformed and takes different directions. At the surface, the dream seems succeeded.

Gatsby has huge mansion, swimming pool, new shirts and clothes, and beautiful car. Every Sunday he holds an opulence and lavish parties in hope to attract Daisy’s attention. By these things which are obtained by illegal business, Gatsby wants to be a part of the upper class of which Daisy is a member. He seeks to be rich in any expense. So, he collects his fortune but after that he fails to turn Daisy back, since Daisy wants to stay with his old money husband who belongs to the same aristocratic class.

Gatsby’s dream destroyed him, he was killed by George Wilson, Myrtle’s husband, who believes that, he is the responsible of his wife murder. Daisy killed her husband’s mistress Myrtle, then allied with her husband Tom against Gatsby to tell Wilson that Gatsby in the criminal of his wife. As a result, Wilson killed Gatsby. Unfortunately, his pursuit for the imaginable dream destroyed him. He became a criminal and a lair. He is too foolish to realize that money doesn’t bridge the gap between him and Daisy. Consequently, his dream which converted into a nightmare at the end of the novel resulting in his death.

Gatsby makes many mistakes that result in the failure of the American dream. One of the major reasons for the corruption of this dream is Gatsby’s replacement of the American dream’s
spiritual ideals with materialism. Moreover, his fallacious relations and obsessions with the wrong people are, another, factors that reinforcing the understanding of his failure.

4.6. Stylistic Analysis of The Great Gatsby

This section will represent an analysis of the novel based on foregrounding theory as a branch of Stylistic Approach Theory. It will consider the stylistic tools used in the novel and their effects in understanding and grasping the themes of the novel. The focus will be on lexical categories, figures of speech that found in the novel. Also, the analysis will consider phonological schemes that used in the novel.

In general, Fitzgerald uses a simple and plain language in his novel. He uses different techniques to convey his themes and ideas. The story is narrated by Nick in the first-person perspective. He tells the story sometimes in the past tense and sometimes in the present tense. Also, it is observed that, the author uses long paragraphs and simple vocabulary which can be easily understood without referring to a dictionary. He has used dialogues and monologues. Moreover, he uses very descriptive words and phrases that contribute in the vividness of the story and make a clear image in the reader’s mind about the characters. Pichova (2017, p. 26) said that “one of the reasons why The Great Gatsby is considered a classic is its use of language”. Moreover, he elaborated to say that “Fitzgerald’s use of language is very graphic, figurative with the power to appeal to all the senses” p.26. Keshmiri, & Mahdikhani (2015, p. 78) said that “Fitzgerald, who accurately shows life and its problems attempts to give a comprehensive picture of modern life by presenting the entire word picture”.

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4.6.1. Lexical Categories

Lexis deals with the words/vocabulary of a language. Leech and Short (1981, p. 75) as mentioned by Adane (2012) divides the lexical categories into five points; general, nouns, adjectives, verbs and adverbs.

A. General

Fitzgerald’s rich and idiomatic language represents the most interesting material for lexical analysis. He uses synonyms and antonyms, repetition, figurative description of characters and situations, metaphors and symbols and many tools and devices to create the whole seen. As the following examples:

- Synonyms: house/mansion.
- Antonyms: unreality of reality.
- Repetition: old sport.
- Figurative description of characters: “Only Gatsby who gives his name to this book…. something gorgeous about him. Some heightened sensitivity to the promises of life” (G. G, P. 8).
- Metaphor: “My house was an eyesore” (G. G, P. 11).
- Symbol: Valley of Ashes symbolizes the moral and social decay and poverty.

The vocabularies that are used in the novel are very simple to the degree that, readers can understand it without referring to dictionary. Fitzgerald uses formal register in monologue side by side to colloquial language when he wants to reveal the personality of the characters in their dialogue. For example, Gatsby’s speech seems to be formal all the time to reflect his artificial character as a new rich man.

Whereas, Jordan baker Wilson and Nick use colloquial phrases in their speech such as ‘take’em’ ‘how’s business’ etc. sometimes he uses exclamations at the beginning of the
sentence, for example ‘Oh, I will stay in the East’ (G.G, p. 16). ‘Oh, yes. She looked at me absently’ (G.G, p. 23). Moreover, he begins some of the sentences with conjunctions like ‘and’ ‘But’ etc. for example, ‘but how did it happen?’ (G. G, p. 60), ‘But the wheels off’(G. G, p. 62), ‘And Daisy ought to have something in her life’( G. G, p. 86). In addition, he used to write elliptical sentences as a way of his particular style.

An example; ‘Louisville in June’ this sentence has neither subject nor verb. He also prefers to use a strange compound words like; ‘rose-beds’ ‘dog-days’ and ‘long-shore’. He manipulates all his techniques to convey the whole picture perfectly.

A.1. Nouns

Fitzgerald uses nouns very much in the novel. According to him, every single word is of great importance within the context. Therefore, he chooses nouns of the novel very carefully. He uses many abstract nouns to reveal his characters’ personalities, for example, he describes Gatsby’s character by abstract words like ‘bootlegger’

Moreover, he uses concrete nouns in a longer number such as ‘food’ ‘the drink’ ‘alcohol’ …. etc. Furthermore, he uses French words such as ‘hors d oeuvre’, ‘salon’. To give the text a touch for the affectedness of the upper class. He uses many nouns and modifies them with adjectival words, to give a vivid image of the characters and places in the navel. He also, uses proper nouns, mainly, to refer to the names of the major characters ( Jay Gatsby, Tom and Daisy Buchanan, Nick Carraway) and minor characters ( Jordan Baker, Myrtle and George Wilson, Wolfsheim, Cody). Also, names of countries (New York, Oxford, Chicago, Long Island, San Francisco, France, Europe ), towns ( East Egg, West Egg, Middle West, Louisville, Yale), months (February, April , June, August), Places (Plaza Hotel, Muhlbach Hotel ).
A.2. Adjectives

On the adjectival level, Fitzgerald’s way in using unexpected adjectives is very obvious. He collects some of them with nouns in a way that are not collected before. For instance, blue garden, monstrous car, a brute of a man. Sometimes he uses extraordinary adjectives to create the complete scene. As in the following example,

“her voice was sad and lovely with bright things in it, bright eyes and bright passionate mouth, but there was an excitement in her voice that men who had cared for her found difficult to forget” (G. G, p. 15).

In this extract, sad and lovely are opposite adjectives that let the reader uncertain about Daisy’s feeling and intentions. Moreover, his successive use of the adjective ‘bright’ brings to the reader’s mind the beautiful image of Daisy which attracts all men meet her.

In some paragraphs, he links adjectives with incompatible nouns. For example, Gatsby’s garden is blue instead of green. Also, there are ‘triumphant hat-boxes’ at the top of the car. Besides his use of extensive and innovative adjectives. Fitzgerald also, creates vivid images for the reader to visualize the scene, his choice of adjectives makes his style more subtle.

“It was a rich cream color, bright with nickel, swollen here and there in its monstrous length with triumphant hat-boxes and tool-boxes, and terraced with a labyrinth of windshields that mirrored a dozen suns, sitting down behind many layers of glass in a sort of green leather conservatory we stated to town (G.G, p. 70).

In this extract, the author uses many adjectives to evoke the reader’s imaginations. For example, he describes the car as monstrous because it hits Myrtle and she died. Also, he
describes it as ‘rich cream color’ to show how much it is beautiful, and ‘bright with nickel’ to suggest softness. Also, ‘windshields that mirrored a dozen suns’ to evoke the opulence.

A.3. Verbs

As one can notice, Fitzgerald uses, in the novel, past tense and past perfect most the time. In addition, he uses sometimes present-tense specially in dialogue, as in the following dialogue, ‘Hello, Wilson, old-man,’ said Tom, slapping him, jovially, on the shoulder, ‘how’s business?’ ‘I can’t complain, answered Wilson unconvincingly, ‘when are you going to sell me that care?’ ‘Next week; I’ve got my man working on it now.’ ‘works pretty slow, don’t he? No, he doesn’t, said Tom coldly, ‘And if you feel that way about it, maybe I’d better sell it somewhere else after all. I don’t mean that, explained Wilson quickly. ‘I just meant.( p. 31)

Moreover, he uses dynamic verbs, stative verbs, verbs of repetition and verbs of cognition that help to give a sense of continual movement and change to the passage.

As a kind of suspense, he also uses present progressive in dialogue to let the reader feel that he lives the actions with characters of the story as in the following dialogue: “I’m going to call up Daisy tomorrow and invite her over here to tea” (G. G, p. 88).

He uses model verbs to convey the theme of materialism as in the following line “you can’t live forever; you can’t live forever” (G. G, p. 38)
B. Adverbs

When the reader looks at the novel, generally, he will find that the writer uses many adverbs which indicates that the dynamic verbs are used with modifiers to express actions that are being taken place.

All most of the paragraphs were begun with adverbial of place as in the following paragraph, “Across the courtesy bay the white palaces of fashionable East Egg glittered along the water, and the history of summer really begins on the evening I drove over there to have dinner with the Tom Buchanan’s” (p. 11). Or adverbial of time as in the following paragraph, “It was nine o’clock- almost immediately- after word I looked at my watch and found it was ten” (p. 43). Also, the writer has used, intensively, adverbs of manner as in the following example, ‘ Did he go?’ I asked innocently.

‘Sure, he went.’ Mr. Wolfsheim’s nose flashed at me indignantly.(p. 77).

However, the reader can notice the excessive use of adverbials as in the following example, ‘ I, certainly, an awfully glad to see you again,’

A pause; it endured horribly, I had nothing to do in the hall, so I went into the room (p. 93).

Here, the excessive use of adverbial expressions employed by the writer to attract the attention of the reader and to the stocked scene of the lovers, the romantic moment.

4.6.2. Figures of Speech

Figurative language is a type of language speech that helps the writer in reflecting his /her emotions. It also considered semantic deviation.

In this novel, the writer has used numerous examples of figures of speech among them (metaphor, simile, personification, irony, hyperbole, repetition and symbolism…etc.). Simile is an effective figure of speech that used frequently in the novel, as in the following example;

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“There was music from my neighbor’s house through the summer nights, in his blue
gardens men and girls came and went like moths among the whisperings and champagne and the
stars” (p. 45). In this simile Fitzgerald ought to describe the huge number of the gest that attend
parties in Gatsby’s garden. He compares them with moths which known for flying at night
around light, because they appear only at night at his parties which are decorated with lights.

Another example was manifested by the following simile; “His massed suits and
dressing-gowns and ties, and his shirts, piled like bricks in stacks a dozen high.” (G. G, p. 99).
here the author wants to convey the materialistic character of Gatsby, who believes that he can
obtain everything by money even Daisy.

Moreover, the author used another technique which was very effective for conveying his
themes, that is foreshadowing. Here is an example, “I saw that I was not alone -fifty feet away a
figure had emerged………. was standing with his hands in his pockets regarding the silver
pepper of the stars” (G. G, p. 27 ). This imagery foreshadows that Gatsby’s character has
something mysterious. With his hands in his pockets when he is standing it seems that he hides
something about himself especially his past.

In addition to the above techniques, Fitzgerald used personification as in the following
extract, “He looked around him wildly, as if the past were lurking here in the shadow of his
house, just out of reach of his hand” (G. G, p. 117). In this extract, Fitzgerald portray the past as
a man that Gatsby believes in it and he is waiting all the time but unfortunately, he can’t seize it.
And this could make the reader be very sympathy with him because of his devotion for his past
dream.
Moreover, the author used another effective device which is metaphor. He used it many times in the novel in order to simplify his ideas and to convey his themes as in the following extract, “Her voice is full of money,” he said suddenly. That was it. I’d never understood before. It was full of money -that was the inexhaustible charm that rose and fell in it, the jingle of it, the cymbals’ song of it… High in a white palace the king’s daughter, the golden girl…” (G. G, p. 126). In this extract, Fitzgerald used two metaphorical expressions. The first is, ‘her voice full of money’ actually voice is abstract thing, and can’t be full of money. The other metaphor is ‘golden girl’, but it is impossible for human to be made from gold since all human beings are made from clay. However, he used these metaphorical expressions to show that, Daisy is very materialistic and loves money very much. So, he conveyed the theme of materialism.

Fitzgerald, also, puts his efforts to use more than one stylistic device in the same paragraph as in the following one. “The younger of the two was a stranger to me. She was extended full length at her end of divan, completely motionless, and with her chin raised a little, as if she were balancing something on it which was quite likely to fall. If she saw me out of the corner of her eyes, she gave no hint of it—indeed, I was almost supervised into murmuring an apology for having disturbed her by coming in” (G. G, p. 14-15).

In this paragraph, Fitzgerald used two similes, and one metaphor through the whole imagery of the paragraph. He resembled his, carefully, raised chin to the balancing of something on it which wants to fall. This simile reflects the arrogant character of Jorden baker. Then, he confirmed this arrogant with the metaphor ‘if she saw me out of the corner of her eyes’. This metaphorical expression ‘the corner of her eyes’ shows how much Jordan Baker is arrogant and snob. Through this imagery of the whole paragraph, Fitzgerald conveys the theme of corruption in the morals of the high class in the American society at that time.
The description of Gatsby’s gorgeous car is, also, metaphorical as in the following extract, “I’d seen it. Everybody seen it. It was a rich cream color, bright with nickel, swollen here and there in its monstrous length with triumphant hat-boxes and supper-boxes and tool-boxes, and terraced with a labyrinth of wind-shields that mirrored a dozen suns. Sitting down behind many layers of glass in a sort of green leather conservatory, we started to town” (G. G., p. 70). Through this descriptive imagery and through these phrases; monstrous length, triumphant hat-boxes, labyrinth of wind shield that mirrored a dozen of suns: the author tried to convey a metaphorical view of wealth and luxury which reflect corruption in Gatsby’s character, who finds his life full of corrupted wealth that might change his life into a nightmare.

During the first chapter, Fitzgerald used a hyperbole technique to express the extravagant of the situation. As in the following example, “That’s what I get for marrying a brute of man a great big hulking physical specimen of a-” (G. G., p. 18).

In the example above, Fitzgerald used the expression ‘great big hulking’ which conveys the meaning that, he is nonsense person. Because how can a person have tons of weights and like a giant? This is an extravagant description of Tom used by the author to convey his selfish and cruel character.

On the other hand, Fitzgerald employed another powerful stylistic device as a linguistic technique which is irony. First, he used this stylistic device during the title, ‘The Great Gatsby’. At the first glimpse, the reader believes that Gatsby is very great, a kind and good person, who devoted his life to regain his lover Daisy that doesn’t deserve his love. But after reading the whole novel, the reader grasps that, the Great Gatsby is not great. since he collected his wealth by bootlegger and illegal dealings. And after that, the reader will understand the ironical meaning of the title that the author wants to convey.
Imagery is an effective tool that was used by the author throughout the novel. The following extract is a successful example. “A pair of enormous eggs, identified in contour and separated only by a courtesy bay. Just out into the most domesticated body of salt water …………to the wingless arresting phenomenon is their dissimilarity in every particular except shape and size” (G.G, p. 11). This imagery highlights the idea that Fitzgerald concerned with the distinction between rich and poor. Distinction between people not only by their social status, but also by their morals and values.

This imagery portrays the difference between the two eggs. The comparative between old money like Tom Buchanan and new money like Jay Gatsby. Both of them rich, but their nature of their fortune is very different. Tom is from the aristocratic American who inherited his fortune from his ancestors, on the contrary, Gatsby represents the new money, who dreams for better life and obtains his fortune by bootleg and illegal business

Repetition was used for many purposes in the novel, either to emphasis and idea or to attract the reader’s attention, o; r to convey the theme of materialism as in the following line; ‘you can’t live forever, you can’t live forever” ( G. G, p. 38). Fitzgerald repeated the sentence to emphasize the materialistic life that Myrtle wants to live.

Furthermore, the author used repetition of phrases. The most frequently phrase that used by Fitzgerald is the phrase ‘ Old sport’. This phrase was used many times by Gatsby, and the reason why he used it a lot is that, he may be struggle to be close from people.

“I wouldn’t ask too much of her,’ I ventured. ‘You can’t repeat the past.’ ‘Can’t repeat the past?’ he cried incredulously. ‘Why of course you can!”( G. G, p. 117).
Here the writer used the phrase ‘you can’t repeat the past’ by Nick to emphasize that Gatsby lives an allusive dream and he will not achieve it any way. So, this repetition emphasizes the theme of success struggle.

“This is a terrible mistake,” he said, shaking his head from side to side, ‘a terrible, terrible mistake” (G. G, p. 94). The repetition of the phrase ‘terrible mistake’ is used to emphasize the confusion of Gatsby when he met Daisy for the first time.

The repetition of words also is used as in the following example;

“You’re just embarrassed, that’s all,’ and, luckily, I added: ‘Daisy’s embarrassed too.’

‘She’s embarrassed?’ he repeated incredulously” (G. G, p. 94).

The repetition of the word embarrassed was used to give Gatsby some rest, because he is very confused.

Another repetition was used to make parallelism of lexical items as in the following examples,

1. “One thing’s sure and nothing’s surer

The rich get richer and the poor get-children.

In the meantime,

In between time” (G. G, p. 102).

2. “He could climb to it, if he climbed alone” (G. G, p. 118).

3. “You always have a green light burns all night at the end of your dock” (G. G, p. 110).

4. “his bedroom was the simplest room” (G. G, p. 98).

5. “They were a satisfactory hint of the unreality of reality.” (G. G, p.106)
4.6.3. Phonological Schemes

Phonological schemes were used in the novel in order to reveal the uniqueness of the writer style of writing. The most noticeable and frequent phonological schemes that the author uses are alliteration. Alliteration: is the occurrence of the same letter or sound at the beginning of adjacent or closely connected words.

These alliterations are used first for the title The Great Gatsby. This is an alliterative noun and if the reader ask himself why does the author use this kind of alliteration, it is because this kind of alliteration could give the writer a good impression about the major character (the protagonist). There are many other alliterations in the novel some of them are the following:

1- “A damp streak and her hand were wet with glistening drops as I took it to help her from the car…” (G. G, p. 92). The /h/ sound in her, hand, help and her. Also, the /w/ sound in were, wet and with.


3- “We haven’t met for many years’ said Daisy,” (G. G, p. 94). The /m/ sound in met and many

4- “I had them both on their feet with the desperate suggestion that they help me make tea in the kitchen…” (G. G, p. 94). The /th / sound in them and their, also, that and they, and the /m/ sound in me and make.

5- “Amid the confusion of cups and cakes a certain physical decency established itself…” (G. G, p. 94). The /c/ sound in confusion, cups and cakes.
Most of the above examples have something in common, e.g., the alliteration occurs having the same consonant sound. In employing this technique, the author wants to give interest to the sentence.

Assonance is another phonological device that was used in this novel. Assonance: is the repetition of the sound of a vowel or diphthong in nonrhyming stressed syllables near enough to each other for the echo to be discernible. Here is an example;

“Our eyes lifted over the rose-beds and the hot lawn and weedy refuse of the dog-days a long-shore” (G. G, p. 124)

“But outside Gatsby’s window it began to rain again, so we stood in a row looking at the corrugated surface of the sound” (G. G, p. 99). The words rain and again, stood and looking and the /s/ sound in surface and sound.

4.6.4. Symbolism

Fitzgerald used his imagination to reflect the glitter of color and to convey the artistic image thoroughly. The most effective color that used as a symbol is ‘the green light’. Fitzgerald used the green light, which represents the vigor and vitality of spring life, to convey a new meaning and a new symbolic value. “there is a green light at the dock of long Island lamp- where Daisy lives”.

Another symbolic color used in the novel is ‘white’ which symbolizes beauty and innocence. And royalty ‘The only completely stationary object in the room was an enormous couch on which two young women were buoyed up as though upon an anchored balloon’ (p. 14). Here the author used the white color as a symbol to show the pure and innocent appearance of
Daisy and Jordan Baker, which is clarified later, during the novel that their whiteness is from the surface but in fact both of them are selfish and materialistic.

‘Grey’, also, was a color that used to describe the valley of ashes. Usually, symbolizes death and disappointment. Moral and social decay that results from persuasion of wealth. Also, the valley of ashes symbolizes the dilemma of the poor people like George Wilson, who lives among the dirty grey ashes.

‘Gold’ was used to symbolize the great wealth of Gatsby, when the author described Gatsby’s garden. In addition, the color ‘blue’ was used to symbolize the over materialistic life of Gatsby and his mansion. These color words were used to bear implications of the destroying of the dream that Gatsby follows for many years.

4.7. Summary

This chapter illustrated The Great Gatsby plot. Then, it describes setting, moved to elaborate on different themes conveyed in the novel including; The American Dream, class struggle, corruption, materialism and success and failure. The chapter, then, shifted to illustrate the point of view. Afterward, the researcher shifted to analyze the novel, stylistically, as the main purpose of the novel. He considered the lexical categories, figures of speech, phonological schemes and, he considered the use of symbolism.
5. Chapter five: Conclusion, Recommendations and Suggestions.

5.1. Conclusion

After analysis in the chapter above, the researcher noticed that, novels are the most effective genre that should receive a great attention in terms of studying them under the framework of literary theories such as stylistic as well as applied linguistic. Therefore, this study presented on analysis of the famous novel *The Great Gatsby* based on foregrounding theory as a branch of the Stylistic Approach Theory.

This study aimed to investigate the effects of some stylistic devices in conveying themes and meanings in the novel *The Great Gatsby*. The study is an analytical one. To apply the analysis, the researcher applied Foregrounding Theory from lexical categories, figures of speech and phonological schemes.

Thus, the analysis focused on investigating some stylistic tools including; lexical categories (nouns, verbs, adjectives and adverbs) and some figures of speech such as simile, metaphor, personification, foreshadowing, imagery, repetition, irony, hyperbole and symbolism). The analysis also considered some of the phonological schemes.

The analysis of these stylistic tools illustrates that these tools work efficiently to deliver the main themes of the novel such as; the American dream, materialism, corruption, class struggle and failure and success. However, the analysis of the investigated tools contributed to the novels themes and also participated in building the whole picture of the characters of the novel, in addition to their relationships and their attitudes to one another. Furthermore, all of these stylistic tools integrated to deliver the themes and meanings of the story and contributed in the comprehension of the story.
In the first chapter, the researcher presented background of the study with a brief review of the Stylistic Approach Theory. Followed by the statement of the problem, significance of the study, objective of the study and finally the questions of the study.

In the second chapter, the researcher shed lights on the literary studies that related to Fitzgerald’s *The Great Gatsby*, in which Reynolds (2001) investigated Fitzgerald’s unique poetic effects in producing the text novel. Also, she provides literature review of *The Great Gatsby* novel, in which Lei Lin (2008) explores *The Great Gatsby* from linguistic stylistic approach, and tries to explain how the theme of novel is reflected through Fitzgerald’s linguistic choices and narrative techniques. In addition to literature review to other studies that focused on the same theory. Among those studies: Lui, X (2010a), Lui, X (2010b) Samkanashvili, M (2012). Hilman et al., (2013), Nguyen (2014), Guliyeva (2015), Giltrow. J David, S (2015), Babenko (2016), Shahed, B (2017), Sabariyanto (2018), Wei (2019), and Syukri et al., (2019). Moreover, the researcher mentioned the application of stylistic analysis on literary works on other literary works.

In chapter three, the researcher focused on methodology, in which she gives a framework of the research methods that were followed in the study. She describes the research design and methods of analysis that were chosen for this study. Furthermore, she represents the procedures of analysis.

The fourth chapter considered the main part of the thesis, which included an in-depth analysis of the novel *The Great Gatsby*. The researcher analyzed the stylistic devices used in the novel, the plot, setting, point of view, style of writing, figurative language, symbolism and themes were the main stylistic devices to be analyzed in order to understand the novel.
The final chapter consists of concluding part, in which the results and recommendations are stated.

Throughout this study, it is noticed that, Fitzgerald, in the novel, used several stylistic devices that contributed effectively in transforming the overall meaning of the novel. However, these stylistic devices enabled Fitzgerald in stating his themes effectively and produce a work of fiction that is named as the greatest masterpiece of his literary works.

The novel reflected the image of disillusionment of the American Dream that represented by the illusive dream of Gatsby. It also, represented many themes such as materialism, corruption, class struggle, success and failure, the American Dream. All these themes are comprehended through the researcher’s investigation of the stylistic tools that applied through the novel.

During this analysis, certain elements were discussed such as: lexical categories, figures of speech and phonological schemes. Moreover, Fitzgerald’s The Great Gatsby explores the theme of American dream by representing the notion that, Gatsby believes that one can buy everything by money. Fitzgerald attempted at clarifying how things work in real life and not everything can be bought with money.

Throughout the discussion, it showed that the stylistic devices under investigation contributed in the fulfillment of the presentation of the novel. Moreover, through the novel, stylistic tools were highlighting the themes of the novel and suggesting the distinguishing features of the characters of the novel.

The emphasis on the stylistic tools enables the reader to understand the story as well as it should be. The analysis also suggested that, the investigation of some stylistic tools is not to
understand the whole story and it is necessary to analyze all the stylistic tools in the novel for integrate understanding.

After finishing the analysis, the researcher finds that, if the goal of most stylistic studies is to guide the reader and researcher in investigating the linguistic organization of a literary text in order to achieve understanding. So, this stylistic analysis is very important for the reader since it provides him/her with literary text with various benefits, among them:

This stylistic analysis increases the reader’s comprehension. In addition, it provides the reader with facilities to understand the idioms and figurative language. Further, it aims at developing language skills and offers help to second language learners, in which it facilitates the process of interpreting meanings.

Moreover, the stylistic analysis theory has improved its ability to help learners and readers to comprehend literary work. However, it gives learners the ability to distinguish language elements that are used in the literary work. However, stylistic analysis can reflect the style of the writer that is displayed through his selection of lexical items, grammar, coherence and cohesion.

In light of this, all the stylistic devices should be taken into consideration if the researcher seeks for holistic comprehension of the literary work. Furthermore, the stylistic analysis theory has proved its effectiveness as a very useful tool that enabled the researcher to fulfill his purpose of the study.

Pedagogical Implementations

After this analysis the researcher would like to give her opinion in this research. In fact, this study is very interesting experience that the researcher ever dived. Pursuing this study, one
could understand the importance of learning (SAT). Therefore, this approach is an excellent theory to be taught in university level and it could be used at schools as primary simple lessons to give learners simple idea about the theory and its benefits, in order to simplify the theory and help the learner understand it easier.

5.2. **Recommendations and Suggestions**

Based on this study, the researcher recommends that:

1. Stylistics and its different branches including foregrounding theory are excellent theories to be taught at the university level.

2. Teachers should provide learners with sufficient awareness of the stylistics theories as well as the applied linguistic theories.

3. Schools also should dedicate a special course that give more attention to novels as literary genre and begin to provide student with simple idea of stylistics.

However, in light of this study, further research is suggested to be done. While this study shed light on lexical categories, figures of speech and phonological schemes in The Great Gatsby novel, further research can be done by investigating grammatical categories and cohesion and coherence. Furthermore, different research might consider holding the compression between the novel as well as its film. Another suggestion is to analyze other genres. In terms of Foregrounding Theory, as a framework, it is suggested that further research needs to be done to overcome the challenges of applying it.
References


