Designing a jingle for children’s commercial is one challenging activity that advertisers must do. Since children’s perceptions are not yet well-developed, it makes advertisers have to work extra hard to create effective commercials by using jingles. Snack commercial is one commercial which has a certain market and viewers who are children. In order to create a good jingle, the advertisers need to use certain style that would make the jingle catchy, easy to understand and repeat (Kirkpatrick, 1964). This research deals with the figures of speech in the jingles of children’s snack commercials on television. The objectives of the study are to find the kinds of figures of speech in the jingles of children’s snack commercials on television and to identify the meaning of each figure of speech that is used in the jingles of children’s snack commercials on television.

As stylistics is the product of abstractions, the researcher used the stylistics theories by Widdowson (1975), and Shaw (1972), which explain on the figures of speech and the categorization of kinds of figures of speech. According to the related theories, this study used the review of advertising procedure by Kleppner (1966) for the principles of jingles in the commercials. The research design of this study was descriptive-qualitative. The data were fifteen jingles of children’s snack commercials on television. The commercials were taken in January-October 2010 randomly which were broadcast in INDOSIAR, RCTI, TRANS7, TRANS TV and GLOBAL TV.

The researcher found that the kinds of figures of speech existing in the jingles of children’s snack commercials were: personification, synecdoche, hyperbole, and parallelism and figures of sound were: assonance, repetition, and alliteration. The frequencies of each kind of figures of speech and figures of sound were various. The first rank is repetition. The number was 13 out of 41 jingles (31.7%). The second rank is assonance. It appeared 11 times out of 41 jingles (26.8%). The third rank was hyperbole which appeared 7 out of 41 jingles (17.0%).

From the result it can be inferred that repetition is mostly used in the jingles of children’s snack commercials on television. Finally it is suggested the advertisers in generating the jingles of children’s snack commercials should be more effective, persuasive, interesting, convincing and educating. It is also suggested that educational practitioners can apply the use of figures of speech from a real context that is a jingle as material for teaching. By giving material from the real context, the educational practitioners are to be able to help their students understand the materials more easily. For the other researchers, they are suggested that they use the results of this study as their reference.