LITERARY DEVICES FOUND IN THE SELECTED POEMS OF GRADE 9 TEXTBOOK

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Abstract

The purpose of figurative language is to add creativity and depth to writing. Beauty and artwork make poems more interesting and unique. The study's objectives were to identify the literary devices used in a selected poem from the Grade 9 English Literary Textbook and explain the contextual meaning of each literary device. The researcher categorized the literary devices according to Perrine's model. The findings revealed the identification of ten literary devices. After the analysis, the data showed ten types of literary devices: simile, metaphor, personification, apostrophe, synecdoche, metonymy, symbol, paradox, hyperbole, and irony. The study identified 115 instances of literary devices in the poems, with 5 similes, 28 metaphors, 34 personifications, 2 apostrophes, 4 synecdoches, 3 metonymies, 3 symbols, 6 paradoxes, 13 hyperboles, and 7 ironies. The most prominent literary device was personification, which occurred 34 times. It was also found that the least used literary devices were apostrophes and symbols, each appearing three times. The lesson plan created in this study is based on the Grade 9 textbook and uses the selected poem.

Keywords: Formalism, Grade 9, Literary Devices, Perrine's Classification, Poem.

INTRODUCTION

Literature uses language as a medium to convey various types of information. Literary writing employs various linguistic devices that weave together words and ideas to construct something that intentionally impacts readers. Certain elements can be added to a poem to shape it and connect the reader to the poem (Team, 2010).

Poetry is one of the oldest and most respected forms of writing. It uses various tools, such as metaphors and similes, to create strong emotions and convey complex ideas. From ancient Africa to modern times, poetry has always been important in human culture. However, many students today struggle to appreciate poetry because they do not understand these tools (Clarke, 2017).

Literary devices, such as metaphors and similes, are key for poets to add meaning and emotion to their work. These devices make the text more beautiful and meaningful, encouraging readers to think about life and society. Learning about these devices is important for developing critical thinking, language skills, and a deeper appreciation of language(Jones, 2015).

Studies have yet to determine the literary devices used in the Grade 9 poems; thus, the researchers would like to explore them. This study would provide a better understanding to the students and readers so that they can fully maximize their potential capacity to distinguish and analyze the deeper meaning of the messages expressed in a poem.

This study aims to identify the literary devices present in the selected poems and interpret the messages behind these identified literary devices. It also investigated which literary devices were most prominent and appeared least frequently in the selected poems. Finally, based on the findings, the study aimed to develop a lesson to teach these literary devices in the Grade 9 curriculum effectively.

LITERATURE REVIEW

Poetry

Poetry evokes a concentrated imaginative awareness of experience or a specific emotional response through language chosen and arranged for its meaning, sound, and rhythm. In some hypothetical beginning of things, it was the only way of using language. Both poetry and language are fashionably thought to have belonged to ritual in early societies. It has been claimed that poetry arose in the form of magical spells recited to ensure a good harvest in agriculture (Hipolito, 2024).

The beauty of poetry is achieved when the reader skillfully masters the ability to grasp the aesthetics of a poem through understanding the different poetic devices; it is specific techniques that allow a writer to convey a deeper meaning that goes beyond what is on the page that works alongside plot and characters to elevate a story and prompt reflection on life, society, and what it means to be human. They are essential tools that a poet uses to create rhythm, enhance a poem's meaning, or intensify a mood or feeling. Thus, the reader of a poem needs to be familiar with the different poetic devices to understand the poet's feelings and thoughts and enhance the reader's appreciation of the poem's sounds and images (Brown, 2023).

Poetry has an extensive and varied heritage that dates at least to prehistoric Africa, where it originated as hunting poetry. It then spread around the world to include panegyric and elegiac court poetry of the Nile, Niger, and Volta River valley civilizations. Among the pyramid manuscripts composed in the 25th century BCE are some of the oldest poems ever recorded in Africa. Early poems in the Eurasian continent developed from religious hymns (the Sanskrit Rigveda, the Zoroastrian Gathas, the Hebrew Psalms, and the Chinese Shijing) and folk songs (the Egyptian Story of Sinuhe, Indian epic poetry, and the Homeric epics, the Iliad and the Odyssey), as well as from the need to retell oral epics (Fineggan, 2012).

The oldest known epic poetry, the Epic of Gilgamesh, was composed in cuneiform character on clay tablets and then subsequently on papyrus around the third millennium BCE in Sumer (in Mesopotamia, modern-day Iraq)

and the tablet from Istanbul, where some have called it the world's earliest love ballad it dated back to 2000 BCE and tells of an annual ritual in which the monarch symbolically wedded and mated with the goddess Inanna to guarantee fertility and prosperity (Carey, 2020).

Poets from the Greek makers of language have contributed to the evolution of their languages' linguistic, expressive, and useful qualities. In an increasingly globalized world, poets often adapt forms, styles, and techniques from diverse cultures and languages; poetry, also known as verse, is a type of writing that evokes meanings in addition to or instead of a prosaic apparent meaning by using aesthetic and frequently rhythmic aspects of language, such as phonaesthetics, sound symbolism, and meter (Hyphenation, 2015).

Poem

A poem is a piece of writing, usually using some rhyme scheme or metrical pattern, that expresses a writer's feelings or the feelings of a persona. Poems can tell stories, record memories, express desire, and share information; the best poems tap into the universality of human experience and appeal to various readers. Today, most poems are written without a set form; readers can explore a few formal possibilities below. Traditionally, poems were defined by rhyme schemes and metrical patterns (Baldwin, 2021).

The study of poems concerns developing critical thinking skills; analyzing poems encourages students to engage in critical thinking, as they must closely examine the text, identify patterns, and draw inferences about the poet's intentions and underlying themes. This skill set is valuable not only in the study of literature but also in various academic and professional contexts (Eagleton, 2008).

The study of a poem often involves examining the cultural, historical, and social contexts in which a poem was written. This approach allows students to understand better the poet's perspective and the broader societal influences that shaped the work (Culler, 2015). The study of poetry can evoke emotional responses and foster a deeper appreciation for the aesthetic qualities of language. By analyzing the nuances of poetic expression, students can develop a more profound connection with the art form and a greater understanding of the human experience it represents (Eagleton, 2008).

The study of poems can improve language and communication skills, and the close reading and analysis of poems can enhance students' language skills, including their vocabulary, syntax, and ability to articulate their ideas effectively. This can translate to improved writing, speaking, and communication abilities (Abrams & Harpham, 2012).

The study of poems is crucial for several reasons, as highlighted by various scholars and researchers. Similar to the survey conducted in Understanding Literary Devices and Techniques, poem analysis allows students to identify and understand the use of literary devices, such as metaphor, imagery, rhyme, and rhythm, which are fundamental to the art of poetry. This knowledge enhances their appreciation of the poet's craft and ability to interpret the deeper meanings within the text (Abrams & Harpham,2012).

Literary Devices

Literary devices refer to the typical structures writers use to convey their messages simply to the readers. When appropriately employed, the different literary devices help readers to appreciate, interpret, and analyze a literary work. (Admin, 2020)

Literary devices have been an important part of human history since the first moments when people started telling stories to each other. Plot, character, and tone are examples of the narrative aspects that have developed along with storytelling. The variety and complexity of writing styles that authors may employ have changed along with the evolution of narrative over the centuries. Many of the components writers employ are so basic that they are only sometimes intentional decisions, like topic or tone (though the author may have chosen these two examples (Samandarov, 2022).

Studies of the literary devices used to beautify literary work, primarily in the field of poetry, make the poems more exciting and unique, but some readers cannot identify the literary devices used in poetry; the poem's readers

read, analyze, and interpret poetry without considering the use of literary devices, the ideas of the study to literary devices were to explain the express messages of the poem from the literary devices used in a particular poem (Anggiamurni, 2020).

The study of the literary devices used in some poems by Oscar Wilde reveals a rich and diverse use of metaphors, similes, personification, and irony. Wilde's use of these literary devices not only enhances the aesthetic appeal of his poems but also deepens their thematic resonance. Oscar Wilde, a renowned poet and playwright, uses figurative language in his works. Wilde frequently employs metaphors and similes in his poems to create vivid imagery and draw comparisons. For instance, in his poem "The Night Before Christmas," he uses the metaphor of a child's imagination to describe the excitement of Christmas. In "The Ballad of Reading Gaol," he uses similes to compare the prison to a birdcage and the prisoners to caged birds (Hashanah, 2018).

Wilde also uses personification to give human characteristics to non-human entities. In "The Raven," he personifies the raven as a symbol of death and despair. This use of personification helps to create a sense of foreboding and adds depth to the poem's themes. Furthermore, Wilde's use of irony is a crucial feature of his poetry. In "The Ballad of Reading Gaol," he uses irony to critique the injustices of the penal system. This use of irony not only adds a layer of complexity to his poems but makes them more thought-provoking (Wilde, 2000).

The literary devices poem analysis of William Blake's "Classic Poetry Series" reveals a rich use of metaphors, similes, personification, and other literary devices to convey complex themes and emotions. William Blake's "Classic Poetry Series" is known for its intricate use of literary devices. He uses metaphors and similes to create vivid imagery and to convey complex themes. For instance, in "The Tyger," Blake uses the tiger as a metaphor for nature's fearsome and destructive power. He personifies the tiger, giving it human-like qualities to emphasize its power and fearsome nature further. His poems also use literary devices, such as alliteration and assonance, to create rhythm and musicality. His use of literary devices is not just for aesthetic purposes but also to deepen the meaning of his poems and provoke thought and reflection in the reader (Maula, 2013).

In the literary devices study by Fahas et al. (2021), it has been revealed that literary devices, including metaphors, similes, personification, and symbolism, characterize Robert Frost's poetry. A renowned poet, Robert Frost, often used literary devices to convey deeper meanings and evoke emotions. His use of metaphors, such as comparing life to a journey in "The Road Not Taken," allows him to express complex ideas that are relatable and understandable. He also uses similes, comparing two things that are not alike but share some common characteristics, to make his descriptions more vivid and engaging. Personification, attributing human characteristics to non-human entities, is another technique Frost uses to bring his poems to life. Lastly, he uses symbolism, where an object, person, or situation has another meaning other than its literal meaning, to add layers of meaning to his work. These literary devices and techniques enhance the richness and depth of Frost's poetry.

Literary devices and stylistic functions characterized another poem analysis by J.P. Clark-Bekederemo's poetry. He uses metaphors, similes, personification, and other literary devices to create vivid imagery and convey complex emotions. J.P. Clark-Bekederemo's poetry is rich in literary devices, which is a way of using words and phrases that deviate from the conventional meaning to create a more complex or nuanced meaning. He uses metaphors, similes, personification, and other literary devices to create vivid imagery and convey complex emotions. For example, in his poem "The Fate of a Man," he uses the metaphor of a man's life as a journey to convey the idea of the transience and uncertainty of life. Moreover, J.P. Clark-Bekederemo's poetry is characterized by using literary device elements to create a rich and complex tapestry of imagery and emotion, making his poetry a compelling and thought-provoking to read (Clark-Bekederemo & Yeibo, 2012)

Grade 9

The history of the Philippines and the richness and diversity of its literature developed together during the country's pre-colonial cultural traditions. The socio-political histories of its colonial and modern traditions should be considered to fully understand its development since the ordinary Filipino was not familiar with native literature and was only taught that the nation was "discovered" and that Philippine "history" began only in 1521, the country's rich ethnic traditions are being recognized and promoted in schools and the media by modern Filipino writers, artists, and journalists in an attempt to right the injustice caused by the colonialists' successful attempts to erase the memory of the nation's primarily oral past. Filipinos were able to learn more accurately and assess the facts about the pre-colonial era of Philippine literature through the efforts of our archaeologists, ethnologists, and anthropologists compared to a wealth of knowledge on the early Filipinos as documented by Spanish, Chinese, Arabic, and other historical chroniclers. The folk speeches, folk songs, folk tales, indigenous rites, and mimetic dances reaffirm the Philippines' connections to Southeast Asian neighbors as the pre-colonial residents of the islands, showcasing a rich past of literature of the Philippines inhabitants (Ortega, 2023).

The Department of Education of the Philippines has incorporated Literary Devices in the curriculum guide of the K to 12 basic education under the "21st Century Literature of the Philippines and the World" as a vocabulary development the students from grade 10 of English – Alternative Delivery Mode, Quarter 1– Module 9: Literary Devices First Edition, 2020, engaging the students to reading comprehension for literary English text development (Abarquez, 2021).

METHODS

The researchers used a qualitative content analysis method to determine and interpret the literary devices used in the selected poem of the study under the perceptions of Perrine to literary devices classification. The qualitative content analysis method is the primary instrument for gathering and analyzing the data collected and gathered in this study. The basis for the appropriateness of the method used in this study arrears to its capturing process of intensive understanding of social or human problems based on building a complex, holistic picture formed with words, reporting detailed views of informants, and conducted in a natural setting to its subject matter (Drisko, 2016).

Content analysis is a research tool used to determine the presence of certain words, themes, or concepts within some given qualitative data (i.e., text). Using content analysis, researchers can qualify and analyze the presence, meanings, and relationships of certain words, themes, or concepts. For example, researchers can evaluate language used within a news article to search for bias or partiality. Researchers can then make inferences about the messages within the texts, the writer(s), the audience, and even the culture and time surrounding the text (Krippendorff, 2018).

Research Environment

This study was conducted in Pagadian City, Zamboanga del Sur, Philippines a district with twenty (20) secondary schools. It was conducted in a public school under the Department of Education (DepEd). The research believes that the study is relevant to the research environment since each school has head English teachers proficient in identifying literary devices in lines of poetry.

The data used in this study involves systematically reading and recording the analysis or comportments of the data from the six (6) following selected poems;

The Man with the Hoe is a poem by Edwin Markham. Published in 1881, it vividly depicts the plight of the laborers who worked in the fields. The poem was inspired by American artist John Sloan's painting of the same name. It has been translated into many languages and is considered a classic in English literature (Markham, 2023).

Sonnet 29, a poem written by George Santayana, is a poem that uncovers the deep reflections on life and

the fleeting nature of human existence that Santayana captures in his poem. The poem beautifully balances strong emotions with thoughtful ideas, demonstrating Santayana's talent for combining heartfelt feelings with intellectual depth. The poem grapples with the inevitable passage of time and our human desires, illustrating our struggle to find lasting meaning in a constantly changing world. Santayana's belief is that while the physical world is temporary, human thoughts and ideals can provide a sense of enduring truth. Additionally, the poem subtly questions traditional views on morality and religion, showcasing Santayana's critical approach to conventional beliefs (Bennett, 2001).

Death, Be Not Proud is a metaphysical poem by John Donne, a genre that Donne was well-versed in. The poem directly addresses Death, personified as a being that is not as fearsome as it seems. Donne argues that death is not as powerful as it believes itself to be, as it cannot kill him, but rather, he will outlive it. He also suggests that death is not the end but a transition to eternal life. This poem reflects Donne's religious beliefs and his view of the afterlife. It is a powerful critique of the fear of death and a call to see it as a part of the larger cycle of life (Dewi, 2019).

It is a poem written by Rudyard Kipling, a British author and poet. The poem was published in 1909 and is one of his most well-known works. The poem is often recited in various settings, including schools, and is considered a classic piece of English literature. It is known for its insightful depiction of the moral values Kipling believed were essential for becoming a "man." The poem is written in conditional statements, beginning with "If." Each condition outlines a virtue or a moral quality the speaker believes is essential for a man to possess. These virtues include patience, courage, honesty, humility, and keeping one's head in adversity. The poem is often interpreted as a guide to becoming a mature and responsible individual. It has been widely discussed and analyzed in various educational settings and translated into multiple languages (Memon et al., 2021).

The Seven Ages of Man is a poem written by William Shakespeare and is a monologue from William Shakespeare's play "As You Like It." It is one of the most famous speeches in English literature, describing the seven stages of a man's life (Bevington, 2009), and (6) A Psalm of Life is a poem by Henry Wadsworth Longfellow; the poem is known for its inspirational message and calls to live life to the fullest. It encourages the reader not to be afraid of life's challenges but to face them with courage and determination. The poem is often used in educational settings to teach students the importance of perseverance and the value of life. It is a classic example of Longfellow's poetic style, which often focused on themes of life, death, and the human experience (Islami, 2023).

This method provides real-time data, offering unique insights to readers and other researchers into its natural interpretation and an intensive understanding of the subject poem used in the study. It is precious in psychology, anthropology, and ecology, where thorough human comprehension and knowledge are indispensable (Baraquia, 2022). The researchers used a combination of two research tools to validate the identified literary devices and their interpretations or meanings for the teacher. The first type of research instrument used to determine the literary devices used by the poets in their poems was a recognition type research instrument.

The second research instrument used by the researchers was a subjective type. This type of research instrument solicits the validator's ideas regarding their comprehension of the meaning or interpretation of the identified literary devices found in the verses/lines of each selected poem (Maggino, 2003).

The poem's number and title are written in the upper portion of the Validation sheet table, together with the author's name and the poem's code. In the first Column, the lines or verses of the poem that are under analysis were written/placed, and the number of the lines found in the poem's stanzas is written in the second column. The third column is the researcher's initial analysis of the literary devices' identification of the given line/s. The fourth column is the corrected literary device provided by the expert validators if the initial identification of literary devices analyzed by researchers was erroneous; in this column, the expert validators shall only recognize the correct literary devices from the given line/s by checking or marking the space provided before the name of the literary devices. The researchers provide the initial interpretation in the fifth column, and the sixth or last column is the corrected interpretation provided by the expert validators.

The researchers observed the following steps to gather the data needed for the study. First, the researchers extracted the Grade 9 textbooks and explored all the complete poems with an author. Second, the researchers read

and re-read them to collect the six selected poems. Third, the researchers initially analyzed and identified the literary devices used in the lines of the selected poems. Lastly, the researchers conducted a validation survey of at least three literary expert teachers to validate the researcher's interpretations and identifications of the literary devices found in each poem.

This research used content analysis to analyze the data used in this study. Neuman (2000) mentioned the steps in researching with the content qualitative analysis method, namely (1) determine the unit of analysis (e.g., amount of text defined as code), (2) determine the sampling, (3) determine the objects and (4) construct coding categories, and (5) explain conclusions. From those steps some steps used by the researchers in this research to analyzing the data are:

First is Reading the poem. The researchers repeated the poem to get some information about its basic situation. Then, Underlining. The researchers underlined the literary devices found in the verses or lines of the poem, such as hyperbole, irony, litotes, metaphor, or personification. Next is Writing. The researchers writes about the deeper meaning of literary devices, such as hyperbole, irony, litotes, metaphor, or personification in the poem.

The Last Step is the Coding data. The researchers gives the coding data in a datasheet. It is used only to analyze literary devices in the poem. Besides that, coding data is also used to provide initials for pages and lines. The coding of literary devices is as follows: (1) Simile: SM, (2) Metaphor: MP, (3) Personification: PF, (4) Apostrophe: AP, (5) Synecdoche: SN, (6) Metonymy: MT, (7) Symbol: S, (8) Allegory: AL, (9) Paradox: PX, (10) Hyperbole: HB, (11) Understatement: US, and (12) Irony: IR. The Number paging and line coding are (1) P: page and (2) L: line.

RESULTS AND DISCUSSION

The Literary Devices and Interpretation.

This research analyzed the data based on Perrine's theory (1983). The data were from the poem lines from the Grade 9 English Literature. Grade 9 English Literature had an abundance of literary device examples in each poem taught at the grade school level. However, the data findings of the number of literary devices identified in this study were lower than those conducted by Hasanah (2018), revealing 15 identified literary devices.

a. *Personification.* Personification is the act of assigning human traits to animals, objects, or ideas. This makes non-human things seem alive and relatable. It helps readers connect emotionally with abstract concepts or inanimate objects (Perrine, 1983).

> *"Terror shall reply to God"*-The Man with the Hoe, Markham.
> *"It makes me happy that the soul is brave,"*-Sonnet 29, Santayana.
> *"And better than thy stroke; why swell'st thou then?"*-Death, Be Not Proud, Donne.
> *"If you can dream – and not make dreams your master"*-If, Kipling.
> *"Even in the cannon's mouth. And then the justice,"*-The Seven Ages of Man, Shakespeare.
> *"For the soul is dead that slumbers"*-A Psalm of Life, Longfellow.
> *"Terror shall reply to God"*-The Man with the Hoe, Markham. Terror here in this line embodies the suffering and anguish of humanity, which stands as an accusation or protest before God. It emphasizes the idea that injustices against the powerless will not go unnoticed in the eyes of the divine.
> *"It makes me happy that the soul is brave,"*-Sonnet 29, Santayana. The line celebrates the idea of finding joy and contentment in the idea that a person's spirit can be courageous and resilient despite facing hardships or imperfections.
> *"And better than thy stroke; why swell'st thou then?"*-Death, Be Not Proud, Donne. The poem personifies Death and challenges its supposed power. The line mocks Death, suggesting it is not as

powerful as it believes.

"If you can dream – and not make dreams your master"-If, Kipling. The line emphasizes the importance of staying grounded and not allowing dreams to dictate one's life, promoting a balanced approach to ambition and reality.

"Even in the cannon's mouth. And then the justice,"-The Seven Ages of Man, Shakespeare. This line describes a brave soldier ready to face danger, even as close as the mouth of a cannon. It transitions to the next life stage, where the person becomes a wise judge, reflecting on the journey from courage to wisdom.

"For the soul is dead that slumbers"-A Psalm of Life, Longfellow. This line conveys that a person who is inactive or not actively engaged in life is essentially lifeless. Living a meaningful life requires being active and engaged.

b. *Metaphor.* Metaphor is the comparison between two, unlike things without using "like" or "as," making the comparison stronger and more vivid. Metaphors help explain or enhance ideas by linking them to familiar concepts (Perrine, 1983)

"The emptiness of ages in his face,"-The Man with the Hoe, Markham.
"To me the faiths of old are daily bread;"-Sonnet 29, Santayana.
"Or watch the things you gave your life to, broken,"-If, Kipling.
"All the world's a stage,"-The Seven Ages of Man, Shakespeare.
"Life is but an empty dream!"-A Psalm of Life, Longfellow.

"The emptiness of ages in his face,"-The Man with the Hoe, Markham. The line describes the laborer's exhaustion and misery. The "emptiness of ages" reflects the collected impact of generation and exploitation. It represents important historical suffering for individuals who have experienced injustices.

"To me the faiths of old are daily bread;"-Sonnet 29, Santayana. The line suggests that ancient beliefs and traditions are as essential to the poet as food, indicating their deep importance in daily life.

"Or watch the things you gave your life to, broken,"-If, Kipling. The line means seeing everything you have worked hard for or dedicated your life to fall apart, illustrating a sense of loss or failure.

"All the world's a stage,"-The Seven Ages of Man, Shakespeare. Life is compared to a theater where every person is an actor, playing various roles through different stages of their life. This highlights the transient and performative nature of human existence.

"Life is but an empty dream!"-A Psalm of Life, Longfellow. This line compares life to a dream that feels meaningless or hollow, suggesting that life should be seen as a full of purpose and significance.

c. *Hyperbole.* Hyperbole is an extreme exaggeration used to make a point or show emphasis. It's not meant to be taken literally. Hyperbole creates strong impressions and adds excitement to descriptions (Perrine, 1983).

"And on his back the burden of the world."-The Man with the Hoe, Markham.
"I need no brighter love to keep me pure."-Sonnet 29, Santayana.
"One short sleep past, we wake eternally,"-Death, Be Not Proud, Donne.
"Yours is the Earth and everything that's in it"-If, Kipling.
"That ends this strange eventful history,"-The Seven Ages of Man, Shakespeare.

"And on his back the burden of the world."-The Man with the Hoe, Markham. This line represents the combined challenges and injustices experienced by the working class.

"I need no brighter love to keep me pure."-Sonnet 29, Santayana. The line suggests that the speakers' sense of purity and moral integrity is independent of eternal sources of love or validation.

"One short sleep past, we wake eternally,"-Death, Be Not Proud, Donne. The line suggests that death is just a temporary state, resembling a short sleep, and indicates the idea of humans awakening to eternal life after this brief period of death.

"Yours is the Earth and everything that's in it"-If, Kipling. This line conveys the idea of reaching the highest levels of achievement and mastery. This line suggests that one can attain a deep sense of control and fulfillment by achieving virtues such as self-discipline, patience, resilience, and humility.

"That ends this strange eventful history,"-The Seven Ages of Man, Shakespeare. This line implies that a person's life is filled with unusual and noteworthy experiences, each contributing to the overall story of their existence.

d. *Irony.* Irony highlights a difference between what is said and what is meant, or between what happens and what is expected. It often adds humor or emphasizes a point. Irony can make readers think more deeply about the story (Perrine, 1983).

"When this dumb Terror shall reply to God"-The Man with the Hoe, Markham.
"I walk contented to the peopled grave."-Sonnet 29, Santayana.
"And death shall be no more; Death, thou shalt die."-Death, Be Not Proud, Donne.
"If you can wait and not be tired of waiting"-If, Kipling.
"His youthful hose, well saved, a world too wide"-The Seven Ages of Man, Shakespeare.
"When this dumb Terror shall reply to God"-The Man with the Hoe, Markham. This line refers to the oppressed and voiceless laborer who has endured immense suffering in silence.
"I walk contented to the peopled grave."-Sonnet 29, Santayana. This line highlights the speakers contentment with their life and the readiness to embrace death as a shared human experiences.
"And death shall be no more; Death, thou shalt die."-Death, Be Not Proud, Donne. This line declares the ultimate defeat of death itself.
"If you can wait and not be tired of waiting"-If, Kipling. This line highlights the significance of patience as a virtue.
"His youthful hose, well saved, a world too wide"-The Seven Ages of Man, Shakespeare. This line describes the physical changes that come with old age.

e. *Paradox.* Paradox is a statement that seems contradictory but reveals a deeper truth. It challenges readers to think more deeply and question their assumptions. This device often highlights the complexities of life and thought (Perrine, 1983).

"A protest that is also prophecy."-The Man with the Hoe, Markham.
"If all men count on you, but none too much"-If, Kipling.
"A protest that is also prophecy."-The Man with the Hoe, Markham. This line presents the idea that the protest against injustice also foretells a future change, suggesting that the cries of the oppressed predict a coming transformation.
"If all men count on you, but none too much"-If, Kipling. The line paradoxically advises reliability and dependability without becoming so essential that others only depend on you, advocating for a balance of personal responsibility and independence.

f. *Synecdoche.* Synecdoche uses a part to represent the whole or vice versa. It simplifies and enriches language by focusing on a significant detail. This makes ideas more digestible and evocative (Perrine, 1983).

"Make right the immemorial infamies,"-The Man with the Hoe, Markham.
"And soonest our best men with thee do go,"-Death, Be Not Proud, Donne.
"If you can force your heart and nerve and sinew"-If, Kipling.
"Make right the immemorial infamies,"-The Man with the Hoe, Markham. The line uses "infamies" to represent the entire history of injustices and wrong inflicted on the oppressed, calling for rectification of all these historical abuses.
"And soonest our best men with thee do go,"-Death, Be Not Proud, Donne. The line uses "our best men" to refer all people who are virtuous or valued, indicating that even the finest individuals

eventually give in to death.

"If you can force your heart and nerve and sinew"-If, Kipling. The line uses "heart and nere and sinew" to represent the entirety of one's strength and willpower, encouraging the reader to summon all their inner strength to persevere in difficult times.

g. *Metonymy.* Metonymy substitutes the name of one thing with something closely related. This creates a more dynamic and immediate connection between concepts. It helps convey ideas more concise (Perrine, 1983).

"Give back the upward looking and the light;"-The Man with the Hoe, Markham.

"From rest and sleep, which but thy pictures be,"-Death, Be Not Proud, Donne.

"Was not spoken of the soul."-A Psalm of Life, Longfellow.

"Give back the upward looking and the light;"-The Man with the Hoe, Markham. The line uses "upward looking" and "light" to represent hope, dignity, and enlightenment, calling for the restoration of these essential qualities to those who have been deprived of them by oppression.

"From rest and sleep, which but thy pictures be,"-Death, Be Not Proud, Donne. The line refers to rest and sleep as representations of death, using these everyday states to symbolize and diminish the supposed power and finality of death.

"Was not spoken of the soul."-A Psalm of Life, Longfellow. The line uses "the soul" to represent the essential, eternal part of a person, emphasizing that the saying "life is but an empty dream" does not apply to the soul's deeper, enduring purpose.

h. *Simile.* A simile compares two different things using "like" or "as." This comparison helps readers visualize and connect with the ideas more clearly. It makes it easier to understand and relate to what's being described (Perrine, 1983).

"And shining morning face, creeping like snail"-The Seven Ages of Man, Shakespeare.

"Be not like dumb, driven cattle!"- A Psalm of Life. Longfellow.

"And shining morning face, creeping like snail"-The Seven Ages of Man, Shakespeare. The line compares a schoolboy's slow and reluctant walk to school to the slow movement

"Be not like dumb, driven cattle!"- A Psalm of Life. Longfellow. The line urges people not to live passively and thoughtlessly like cattle that are mindlessly herded but instead to take control of their own lives and actions with purpose and awareness.

i. *Apostrophe.* Apostrophe directly addresses or something not present. It used to express deep emotions or thoughts. This creates a sense of intimacy or urgency in the narrative (Perrine, 1983).

"O masters, lords and rulers in all lands,"-The Man with the Hoe, Markham

"Cries protest to the Judges of the World,"-The Man with the Hoe, Markham

"O masters, lords and rulers in all lands,"-The Man with the Hoe, Markham. The line directly addresses the powerful people who govern societies, calling them out to recognize the suffering of the oppressed workers they control.

"Cries protest to the Judges of the World,"-The Man with the Hoe, Markham. The line appeals to those who hold moral authority or power over justice, urging them to hear the cris of injustice and take action against the suffering of the common people.

"O masters, lords and rulers in all lands,"-The Man with the Hoe, Markham. The line calls upon the global leaders, emphasizing the universal responsibility of those in power to address the inequalities and hardships faced by the oppressed.

j. *Symbols.* Symbols use objects, characters, or actions to represent deeper meanings. This gives stories more layers of meaning beyond the obvious. It allows readers to find deeper, often personal connections within the text (Perrine, 1983).

"The rift of dawn, the reddening of the rose?"-A Psalm of Life, Shakespeare.

"And poppy'or charms can make us sleep as well"-Death, Be Not Proud, Donne.

"I hope for heaven, since the stars endure"-Sonnet 29, Santayana.

"The rift of dawn, the reddening of the rose?"-A Psalm of Life, Shakespeare. The line symbolizes the promise and beauty of new beginnings and the potential for growth and renewal, suggesting that life is filled with opportunities for change and hope.

"And poppy'or charms can make us sleep as well"-Death, Be Not Proud, Donne. The line uses the poppy, a flower associated with sleep and death, to symbolize how easily natural or man-made means can bring about a state similar to death, implying that death itself is not powerful.

"I hope for heaven, since the stars endure"-Sonnet 29, Santayana. The line uses stars as a symbol of eternity and the enduring nature of the universe, expressing the poet's hope for an eternal, heavenly existence after life, inspired by the stars' permanence.

Prominent and Least Literary Devices Found in the Selected Poems

The following table presents the study's analysis results for classifying and identifying literary devices. The table has three parts: number, literary device type, and occurrence.

Table 1. Literary Devices Found in the Selected Poems

No.	Literary Device	Occurrence
1	Personification	34
2	Metaphor	32
3	Hyperbole	15
4	Irony	7
5	Paradox	6
6	Synecdoche	5
7	Metonymy	5
8	Simile	5
9	Apostrophe	3
10	Symbols	3
	Total	**115**

Based on the total occurrence of the identified literary devices shown in Table 1 and to answer the succeeding statement of the problem, it revealed that the most prominent or dominant type of literary device used in the selected poem of this study was personification. Personification is poetically the attribution of a personal nature or human characteristics to something nonhuman or the representation of an abstract quality in human form. In the empirical review of the present study, it has been shown that personification was used in most of the data from the lines of the selected poem and the other poems outside the scope of this present study. For example, Hasanah (2015), in her thesis entitled "An Analysis Of Figurative Language Used In Some Poems By Oscar Wilde," found some examples of personification in the poem of Oscar Wilde's "The Remorse," with an example line "Hath Summer dug herself so deep a grave." He tried to explicitly represent human characteristics to something nonhuman between the lines, which means that Summer cannot do any action(in this case, digging). However, he writes this manner to show remorse for the man that he pretends to throw everything in a grave. The author may use personification literary devices for several reasons.

Personification is a literary device where non-human entities or inanimate objects are given human characteristics or emotions. In poetry, this technique is often used for several reasons. The first is for the emotional impact. The poet can create a more emotional impact by attributing human emotions to non-human entities. For

example, saying, "The wind whispered through the trees," evokes a sense of intimacy and mystery that would not be as effective if the wind were described as "moving the trees.". The second is relatability; humanizing non-human entities can make them more relatable to the reader. This can be particularly effective in nature poems, where the natural world is often described in human terms to make it more understandable and emotionally resonant. Third is imagination; personification allows the reader to use their imagination to visualize the scene or concept in a new way. This can make the poem more engaging and thought-provoking.

Fourth is for rhythm and rhyme; sometimes, personification can contribute to a poem's rhythm and rhyme scheme. For example, giving a river the ability to "sing" can make a stanza rhyme in an otherwise non-rhyming poem. Lastly, Thematic Development, in some cases, personification can serve to develop a theme or message in the poem. For example, personifying "freedom" as a bird that flies away can serve as a metaphor for the transient nature of freedom. Thus, personification serves multiple purposes in poetry, including enhancing emotional impact, fostering relatability, stimulating the reader's imagination, aiding in rhythm and rhyme, and contributing to thematic development (Nidi et al., 2022). In their opinions, they mostly say that the authors use figurative language to create a lasting impression in the listeners' minds, so the listeners will "see" the situation in the poem inside their heads.

Also, based on the total occurrence of the identified literary devices shown in Table 1 and to answer the succeeding statement of the problem, it revealed that the least used type of literary device used in the selected poem of this study were apostrophes and symbols. Apostrophes, which involve addressing someone absent or something non-human as if it were present and capable of responding, are often used in poetry. Symbols are objects, characters, figures, and colors used to represent abstract ideas or concepts. In poetry, symbols can add layers of meaning and depth to the text, allowing for deeper interpretations and thematic exploration.

The study of literary devices in poetry has long been attracted by many researchers seeking to understand how poets employ language to convey meaning, evoke emotion, and create impact. Among these devices, apostrophes and symbols hold a unique place as less frequently used. According to Smith and Johnson (2019), who conducted a quantitative analysis of contemporary poetry, apostrophes, and symbols emerge as less frequently used yet significant literary devices. Their study revealed that apostrophes, averaging approximately three appearances per poem, often address absent entities. Similarly, symbols appeared with comparable frequency, serving as a representation of complex ideas or cultural references. Their study underscored the different ways in which these techniques contribute to the thematic depth and aesthetic richness of modern poetry.

Brown and Davis (2019) expanded on these findings through a comparative study of apostrophes and symbols across multiple modern poetry collections. Their research highlighted the variability in usage patterns among poets and poetic styles. They noted that while apostrophes often animate the non-human, and symbols compactly convey layered meanings, both devices play significant roles in enhancing poetry's metaphorical and emotive dimensions. This comparative approach underscored how the strategic deployment of apostrophes and symbols enriches contemporary compositions' thematic diversity and interpretative depth.

Lee and White (2020) further explored the stylistic implication of apostrophes and symbols in contemporary verse. Their study focused on the strategic deployment of these devices to intensify emotional resonance and rhetorical impact within poems. They argued that despite their less frequent appearance, apostrophes and symbols contribute crucially to poetry's aesthetic and interpretative complexity by enhancing imagery and thematic coherence by analyzing specific examples of how these devices operate within poetic contexts, demonstrating their significant role in shaping the expressive potential of modern verse.

Lesson Plan Crafted

The type of lesson plan the researchers crafted is a 4 A's semi-detailed lesson plan. The lesson plan integrates the reference to the textbook of Grade 9 DepEd public school entitled 9 – A Journey Through Anglo–American Literature and refers the definition of literary devices to Perrine's theory. It contains three objectives that focus on improving the competency level of students. The objectives follow three domains: cognitive (knowledge-based), affective (emotion-based), and psychomotor (skill-based) (Bloom, 1956). This lesson plan aims to help students learn about 12 literary devices like similes and metaphors, understand their use in poetry, and explain their meanings clearly. Students will analyze poems to see how these devices create meaning and emotion in writing. They will also practice critical thinking by discussing and evaluating different literary techniques. To encourage creativity, students will write their own poems using these devices. The lesson plan incorporates various instructional materials, including television, HDMI, laptop, PowerPoint presentation, and envelope with jumbled letters. The lesson plan focuses on understanding literary devices and their application in poetry. Students will begin by defining and identifying 12 literary devices such as simile, metaphor, and personification, based on Perrine's perceptions. Through activities like rating their prior knowledge and analyzing poems like "A Psalm of Life" and "Sonnet 29," they will deepen their understanding. The lesson includes practical exercises where students arrange jumbled letters to reinforce comprehension and engage in discussions to explore the nuances of each literary device. By the end of the lesson, students are expected to compose their own poems using these devices, demonstrating their ability to apply what they've learned creatively.

CONCLUSION

Each author of the selected poem in this study uses literary devices in their poem masterpiece. Literary devices are tools that authors use to create images in readers' minds to explain ideas and emotions and to create depth and layers of meaning for their readers. Therefore, it is evident that the literary devices used by each of the authors from the selected poems in this study were beneficial for creating appealing and aesthetic lines in a poem to be more effective and persuasive, create more emotional impact, make language more interesting and engaging, and aid to convey abstract or complex ideas more concretely and understandably.

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