

EXAMINING THE EFFECTIVENESS OF TEACHING FIGURES OF SPEECH THROUGH POETRY

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Abstract: Teaching figures of speech refers to the teaching of literary language which generates implied or special meaning in a speech or written form. The prime objective of the research study is to examine the effectiveness of teaching figures of speech through employing diverse poetic lines and poems composed by different poets. The researcher followed a pre-experiment research method, especially one- group- pretest- posttest- design which included a pretest measure followed by a treatment and a posttest for a single group. A set of hundred multiple choice question items were administered to the mass of 50 students at three campuses that were running Education with English as a major subject in Makawanpur District, Nepal in the Academic Year 2011-2012. The simple random sampling technique was used to select 44 students out of 50 students who comprised the population for the study. The result showed there was a statistically significant difference between the Total Pretest Mean Score ($M= 24.977$, $SD= 6.739$ and $N= 44$) and the Total Posttest Mean Score ($M= 68.068$, $SD= 6.024$ and $N= 44$) of the students. The statistics having (df) = 43, $p < .05$, the observed t -value = 46.545 and the table t -value = 2.016 at 0.05 significance level of the test showed that using poetic lines or poems in teaching figures of speech was effective at campuses separately and the campuses as a whole. This article is assumed to be useful to those who are interested in teaching and learning language and literature.

Index Terms: Figures of speech, language, poetry, teaching

1. INTRODUCTION

Figures of speech have been taught to the students majoring English at the bachelor and master levels at Nepalese colleges. They are taught to encourage students primarily to make them accomplish a stylistic analysis of poems or essays. I realize that both teachers and students experience some problems while identifying figures of speech in the given text and analyzing them for making proper appreciation and drawing apt themes. The researcher was interested in examining whether teaching figures of speech through poetry to the bachelor third year education students majoring English was effective.

Teaching figures of speech means teaching special language. Language is a unique tool granted to human beings for conveying their feelings, emotions, ideas, opinions, interests, desires and so on. Using poems and poetic lines in teaching figures of speech is a way of turning an ordinary language into literary one.

The researcher decided to exploit poems and poetic lines to teach figures of speech, because poetry, which retains ample figures of speech, is the oldest and richest genre of literature. It reveals mystery, beauty, feeling, emotion, sentiment etc. of a poet through the artistic language colored with imagination. It is a composition in verse or metrical language. It is, no doubt, a pleasant thing to teach such a special language that is a wonderful asset of human beings.

Teaching is a process of guiding, assisting and facilitating the learners. Teaching is a well-organized process in which a teacher because of his ideal position, status, knowledge and experiences influences the behaviour of the students. Teaching is a form of interpersonal influence intended to change the behaviour potential of another person. The researcher carried out this research by adopting one group pretest posttest design with a hundred multiple choice question items prepared for 44 students who were selected through

simple random sampling technique, especially the lottery method at three colleges in Makawanpur District, Nepal. The research is expected to be significant to the students, teachers and readers to make them evaluate texts through a stylistic point of view. It would make them creative and critical thinkers.

1.1 Specific Objective of the Study

The research objective is the key element of a research which leads the researcher to the proper direction. The specific objective of the research study was to examine the effectiveness of teaching figures of speech through poetry.

1.2 Research Hypothesis

Research hypothesis is the assertion which is formed by the researcher when he/she presumes the result or outcome of the research. The null hypotheses of this study are:

1. There is no statistically significant difference between the Total Posttest Mean Score and the Total Pretest Mean Score of the students at each campus.
2. There is no statistically significant difference between the Total Posttest and Total Pretest Mean Scores of the students at three campuses as a whole.
3. There is no statistically significant difference between the means of the Total Pretest Score of the students at three campuses.
4. There is no statistically significant difference between the means of the Total Posttest Score of the students at three campuses.

1.3 Philosophical Worldview of Research

This research was based on the post-positivist philosophy that is concerned with causes which probably determine effects or outcomes. The Post-positivist worldview deals with the quantitative research method. This research study adopted One-Group Pretest Posttest Design which involved a pretest followed by a treatment and then a posttest of the students.

1.4 Theoretical Perspective for Research Study

In formulation of a theoretical perspective for studying the effectiveness of teaching figures of speech through poetry, Krashen's Monitor Theory provides a useful model. He based his theory around a set of five basic hypotheses: Acquisition-Learning Hypothesis, Natural Order Hypothesis, Monitor Hypothesis, Input Hypothesis and Affective Filter Hypothesis. The research primarily followed Input Hypothesis. Krashen (1985) asserts that speech cannot be taught directly but "emerges on its own as a result of building competence via comprehensive input" (p.2).

1.5 Conceptual Framework

The conceptual framework describes the relationship between specific variables identified in the study.

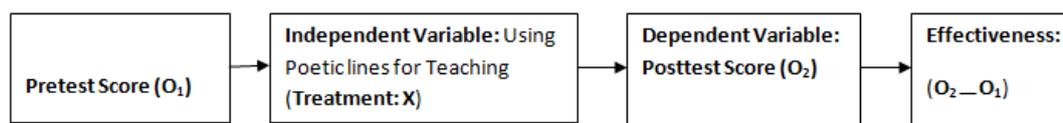


Figure 1.1 Conceptual framework

The conceptual framework of this study employed Krashen's Monitor Theory of second/ foreign language acquisition and learning which was developed by Stephen Krashen in the late 1970s in a series of articles. The conceptual framework holds one group. Teaching refers to activities that are designed and

performed to produce change in students' level. The change in the students' level is measured by calculating the differences in their pretest and posttest scores. It is termed as the effectiveness of teaching. The pretest scores indicate the current level of students' competence (i), whereas the posttest scores show the changed level of students' competence (i+1). The main independent variable is the use of poetic lines that are used for teaching figures of speech. The total pretest and the posttest mean scores of the group are used for determining the effectiveness of teaching the figures of speech through poetry.

1.6 Delimitations of the Study

Delimitations are the choices or characteristics that limit the scope and describe the boundaries that the researcher sets for the study. The researcher attempted to carry out the research under the following delimitations:

1. The research was confined to three campuses in Makawanpur District of Nepal.
2. The study was limited to the B. Ed third year education students' understanding of figures of speech.
3. Only some poetic lines and poems having the figures of speech were used as examples to teach language to the students.
4. The primary data for the research were collected from pre-test and post test items.
5. Only thirty-two figures of speech were taught through poetry.
6. Students were taught for thirty-five days at respective campuses.

2. REVIEW OF RELATED LITERATURE

Review of literature embraces definitions of figures of speech, language, poetry, , levels of teaching task and the Input Hypothesis.

2.1. Review of Figures of Speech

Figure of speech is one of the most important intrinsic elements in a poem. Wren and Martin (1981) state that figure of speech is "a departure from the ordinary form of expression or the ordinary course of ideas in order to produce a greater effect" (p.488). In the words of Halliday (1978), metaphor is "the variation in the use of words such that words have transferred meaning" (p.320). In most cases, metaphorical expressions are semantically odd and syntactically incongruent. Semantic deviation can be taken as a way of twisting meanings for making an assertion unfamiliar to create literariness.

Corbett (1990) defines figures of speech as "a form of speech artfully varied from common usage" (p. 424). It can also be called figurative language or rhetorical figures. Brummett (2008) considers figures of speech as "the sum total of language habit distinguishing one message from another" (p.116). Albert, Katz, Cacciari, Gibbs and Turner (1998) add that figurative language is "a language of imagination that helps to convey meaning in an artistic manner" (pp.131, 164). It breaks language rules, uses colorful words imaginatively or even makes up new words.

Corbett (1990) states that figures of speech can be divided into two main groups: "Tropes and Schemes" (p.424). Trope is an artful deviation from the ordinary or principal signification of a word such as metaphor, simile, metonymy, oxymoron, pun, hyperbole, litotes, synecdoche etc. Scheme is an artful deviation from the ordinary pattern or arrangement of word such as anaphora, epiphora, anadiplosis etc. It can be said that a trope is the transference of meaning while a scheme is the transference of word order grammar structure.

The researcher selected just 32 figures of speech for teaching the students. They were selected because they were in the syllable of the students.

1. **Allegory:** Allegory is a figure of speech in which abstract ideas and principles are described in terms of characters, figures, and events. Cuddon (1999) defines an allegory as "a story in verse or prose with a double meaning: a primary meaning and a secondary meaning" (p.20).

2. **Alliteration:** Wales (2001) opines that alliteration is “the repetition of the initial consonant in two or more words” (p.14). Alliteration is the repetition of initial sounds in neighboring words.
3. **Anadiplosis:** Anadiplosis is a form of repetition in which the last word of one clause or sentence is repeated as the first word of the following clause or sentence. Cuddon (1999) affirms anadiplosis as “the repetition of the last word of one clause at the beginning of the following clause to gain a special effect” (p.34).
4. **Anaphora:** The deliberate repetition of the first part of the sentence in order to achieve an artistic effect in writing or speech is known as Anaphora. Wales (2001) considers that anaphora is “a popular figure of speech involving repetition of the same word at the beginning of successive clauses, sentences or verses” (p.19).
5. **Apostrophe:** Apostrophe is an exclamatory rhetorical figure of speech when a speaker or writer breaks off and directs speech to an imaginary person or abstract quality or idea. Cuddon (1999) defines apostrophe as “a figure of speech in which a thing, a place, an abstract quality, a dead or absent person, is addressed as if present and capable of understanding” (p.51).
6. **Assonance:** Assonance is the repetition of the same vowel sounds within words, phrases, or sentences. Assonance is the repetition of a vowel sound or diphthong in non-rhyming words. Abrams (1993) contends assonance as “the repetition of identical or similar vowel sounds –especially in stressed syllable in a sequence of nearby words” (p.7).
7. **Climax:** Climax refers to a figure of speech in which words, phrases, or clauses are arranged in order of increasing importance. Cuddon (1999) opines that climax is “the part of a story or play at which a crisis is reached and resolution is achieved” (p. 141).
8. **Consonance:** Consonance is the” close repetition of the identical consonant sounds before and after different vowel sounds” (Cuddon, 1999, p. 176). Consonance is the close repetition of the consonant sound within the words and such a repetition often occurs at the end of the words.
9. **Epiphora:** Epiphora is a stylistic device in which a word or a phrase is repeated at the ends of successive clauses. Cuddon (1999) defines epiphora as “a figure of speech in which each sentence or clause ends with the same word” (p.279).
10. **Euphemism:** Abrams (1993) asserts that “euphemism is an inoffensive expression used in place of a blunt one that is felt to be disagreeable or embarrassing” (p.60). A euphemism is a polite and pleasant expression using a word or phrase that is substituted for a word or phrase that is considered to be too straightforward, blunt.
11. **Fable:** Fable is a literary device that can be defined as a concise and brief story intended to provide a moral lesson at the end. In prose and verse, a fable is described through plants, animals, forces, nature, and inanimate objects by giving them human attributes wherein they demonstrate a moral lesson at the end. Cuddon (1999) asserts that fable is “a short narrative in prose or verse which points a moral” (p.300).
12. **Hyperbole:** Hyperbole is a figure of speech that involves an exaggeration or overstatement of ideas for the sake of emphasis. Abrams (1993) asserts that the “figure of speech or trope, called hyperbole is a bold overstatement, or the extravagant exaggeration of fact or of possibility; it may be used either for serious or ironic or comic effect” (p. 85),
13. **Imagery:** Abrams (1993) mentions imagery as “images taken collectively” (p.86). It is used to signify as the objects and qualities of some perception referred to in a poem or other work of literature.”

14. **Irony:** Irony refers to the use of words whose meanings are the opposite of what they literally mean. It is an indirect way of criticizing things. Cuddon (1999) views irony to be “the most precious and efficient weapon of the satirist” (p.431).
15. **Isocolon:** Longaker and Walker (2011) define isocolon as “the repetition of equivalent phrase or clause structures” (p. 148). Isocolon is a rhetorical device that involves a succession of sentences, phrases, and clauses of grammatically equal length. It means isocolon is the repetition of similar grammatical forms.
16. **Litotes:** Litotes is a figure of speech which uses a negative construction to foreground an intended positive emphasis. Harmon (2009) views litotes as “a form of understatement in which a thing is affirmed by stating the negative of its opposite” (p.297). Litotes is a figure of speech that employs an understatement by using double negatives for a positive statement.
17. **Metaphor:** Metaphor is a figure of speech that makes an implicit, implied, or hidden comparison between two things that are unrelated, but which share some common characteristics. A metaphor is a rhetorical figure of speech that compares two subjects without the use of “like” or “as.” Metaphor is a figure of speech in which one thing is described in terms of another. Barber (1985) defines that metaphor is “one of the powerful tools that poets use, but it is but no means confined to poetry: it also occurs in prose and speech” (p.42).
18. **Metonymy:** It is a figure of speech that replaces the name of a thing with the name of something else with which it is closely associated. Cuddon (1999) considers metonymy as “a figure of speech in which the name of an attribute or a thing is substituted for itself” (p.510).
19. **Onomatopoeia:** Simpson (2004) views onomatopoeia as a “feature of sound patterning which is often thought to form a bridge between style and content” (p.67).
20. **Oxymoron:** Oxymoron is a figure of speech in which two opposite ideas are joined to create an effect. The common oxymoron phrase is a combination of an adjective proceeded by a noun with contrasting meanings. Other structures may be noun + noun, adverb + adjective and adjective + adjective Cuddon (1999) views that oxymoron is a figure of speech which “combines incongruous and apparently contradictory words and meanings for a special effect” (p.627).
21. **Parable:** Parable is a figure of speech, which presents a short story, typically with a moral lesson at the end. A parable is a short, didactic story that is meant to teach a moral or principal. Parables use human characters in believable situations so that the reader or listener feels able to relate. Cuddon (1999) defines parable as “a short and simple story, related to allegory and fable, which points a moral” (p.654).
22. **Paradox:** Paradox is a statement that appears to be self-contradictory or silly, but which may include a latent truth. It is also used to illustrate an opinion or statement contrary to accepted traditional ideas. A **paradox** is a statement that contradicts itself or a situation which seems to defy logic. Paradox for Abrams (1993) is an assertion which seems on its surface to “be self-contradictory or absurd yet turns out to make good sense” (p.140). A paradox is a contradictory statement which seems to be illogical on the surface but turns out to make a good common sense in its depth.
23. **Parody:** Wales (2001) views that parody can be seen as a kind of imitation which borrows the style and technique of a text or the writer’s idiolect and fits new subject matter to it, often for a “humorous or satirical purpose”(p.286). Parody is an imitation of style of something or someone done intentionally to generate a comic or satiric effect in the readers or audience. Parodies can target celebrities, politicians, authors, a style or trend, or any other interesting subject.
24. **Personification:** Personification is the projection of characteristics that normally belong only to humans onto inanimate objects, animals, deities, forces of nature or abstract nouns. Wales (2001)

assumes personification as “a figure of speech or trope in which an inanimate object, animate non-human or abstract quality is given human attributes” (p. 294).

25. **Pun:** A pun is a play on words that produces a humorous effect by using a word that suggests two or more meanings, or by exploiting similar sounding words that have different meanings. Cuddon (1999) defines pun as “a figure of speech which involves a play upon words. The pun is wide spread in many literatures and gives rise to a fairly universal form of humor” (p.711). Pun is a foregrounded lexical ambiguity which involves the use of a homonymy or polysemy that suggests two or more meanings. It may also involve the use of homophony.
26. **Rhetorical Question:** Wales (2001) assumes the rhetorical question as “a question which does not expect an answer, since it really asserts something which is known to the addresser and can’t be denied” (p.346)
27. **Rhyme:** A rhyme is a figure of speech which involves the repetition of a same vowel sound followed by the same consonant sound in two or more words. Harmon (2009) defines the rhyme as “the identity of terminal sound between accented syllables, usually occupying corresponding positions in two or more lines of verse” (p.449).
28. **Sarcasm:** Brown (1993) defines sarcasm as “a bitter or wounding expression or remark, a taunt, esp. one ironically worded” (p.268). Sarcasm is a sneering or cutting remark. It can hurt someone’s feeling. It is like a satire which is wrongly or rightly used.
29. **Satire:** Satire is a technique employed by writers to expose and criticize foolishness and corruption of an individual or a society. Cuddon (1999) defines satire as “a kind of protest, a sublimation and refinement of anger and indignation” p.780).
30. **Simile:** Wales (2001) views simile as “a figure of speech whereby two concepts are imaginatively and descriptively compared” (p.358). Simile is a figure of speech in which a comparison is made between two dissimilar things by using the syntactic words “like”, “as....as” or “so”. It is an explicit comparison which is Common in prose and verse writings.
31. **Symbol:** Cuddon (1999) assumes symbol as “an object, animate or inanimate, which represents or stands for something else” (p. 885). The word “symbol” is derived from the Greek word “Symbolon” which stands for mark, token or sign. It is an object, animate or inanimate, which stands for something else. It is applied to a word or a phrase that signifies an object, concept, person or event which has a deep meaning. A symbol is normally a concrete object which describes an abstract aspect which has an expressive significance.
32. **Synecdoche:** Synecdoche is a figure of speech in which a part of something is used to represent the whole or the whole of something is used to represent part of it. It is considered to be a special kind of metonymy. Wales (2001) opines synecdoche as “a trope in rhetoric in which part of a referent is named and stands for the whole or vice versa” (p.382).

2.2 Review of Language

Language is a unique tool granted to human beings for expressing their feelings, emotions, ideas, opinions, interests, desires and so on. It is a means of communication. Sapir (1994) views the language to be “purely a human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily reduced symbols” (p.8). Sweet (1992) considers language as “an expression of ideas by means of which speech sounds are “combined into words, words are combined into sentences and combination of sentences gives answers to ideas and thoughts” (p.45). Agrammal (1995) takes language as “a vehicle of thoughts and lack of command over it is bound to make the thoughts inexpressible” (p.32). Human language is unique and it differs from animal communication. Hockett (1958) mentioned seven characteristics of language. They are “duality, productivity, arbitrariness, interchangeability, specialization, displacement and cultural transmission” (pp.574-679).

We use language for interaction. Language is social and we are constantly involved in the process of social interaction. Nicholas (1982) opines that “the social interaction is possible because of language” (p.56). All the definitions mentioned here indicate that language is a special human property in the forms of words which are used to convey our feelings, emotions, ideas, opinions etc. for social interaction by exploiting certain sentence patterns governed by a language system.

2.3 Review of Poetry

Johnson (1965) assumes poetry to be “the art of uniting pleasure with truth by recalling imagination to the help of reason” (p.57). Hudson (2002) considers poetry as “an interpretation of life through imagination and feelings”(p.80). Poetry is a “musical thought” for Carlyle (1956, p.317).

Wordsworth (1800) considers poetry to be an expression of a powerful feeling. Poetry is the “spontaneous overflow of powerful feeling; it takes its origin from emotion recollected in tranquility” (p.317). Eliot (1951) states that poetry is not “an assertion of truth, but the making of that truth more fully real to us” (p.22). Frost (1957) points out the one of the characteristics of poetry and views that it provides the one “permissible way of saying one thing and meaning another.” (v.5). For Widdowson (1984), poetry has been characterized as “deviating from the norms of language” (p.146). Lazar (1993) opines that poetry tends to break rules of language to communicate with us in a “fresh and original way” (p.99).

2.4 Review of Levels of Teaching Task

“Teaching task” stands for all those activities that are carried out by a teacher in his act of teaching a real teaching-learning situation. A teaching task essentially involves the act or process of teaching aimed at achieving certain teaching objectives. The task of teaching in the formal classroom setting carried out by the teacher along with his pupils. According to Bigge (1967), teaching can be performed at “various levels ranging from the least thoughtful to the most thoughtful behaviour or mode of action” (p.316). Psychologists and educationists have clearly identified three levels of teaching learning act, namely memory level, understanding level and reflective level.

Teaching learning act at the memory level represents the involvement of the least thoughtful behaviour. The classroom task at this level is confined merely to the memorization of the facts or associations related to the content material of a subject. Bigge (1967) considers this level as “that type of act which supposedly embraces committing factual materials to memory and nothing else” (p.316).

The understanding level of teaching represents relatively a high level of in the teaching process as compared to the memory level. It calls for the use of one’s thought processes and cognitive abilities in the form of reasoning and thinking powers, powers of imagination, analysis, synthesis, comparison, application, generalization, and drawing inferences. Bigge (1967) has defined the understanding level of teaching as “the one that seeks to acquaint students with the relationships between a generalization and particulars between principles and solitary facts and which shows the use to which the principles may be applied” (p.323).

Teaching at the reflective level represents the highest level of the teaching act that can be carried out at the most thoughtful modes of operation providing the desirable quality of teaching-learning situation and experiences to the learner for utilizing and enhancing their cognitive abilities to the maximum.

2.5 Review of the Input Hypothesis

The Input Hypothesis holds the idea that language learners acquire language when they understand messages or receive “comprehensible input”. Krashen also suggests that this comprehensible input should be one step beyond the learner’s current language ability, represented as $(i+1)$, in order to allow learners to continue to progress with their language development. Learners move from their current level of competence (i) to their next stage $(i+1)$ by understanding input which contains $(i+1)$. These structures above the existing level of competence are understood by using context, knowledge of the world together with the existing competence. Krashen (1985) asserts that “speech cannot be taught directly but emerges on its own as a result of building competence via comprehensive input’ (p.2).

3. RESEARCH METHODOLOGY

Research methodology involves the research design, population / universe, sampling, sample size, formation of the Group, variable in the study, validity and reliability of instruments and collection of data.

3.1 Research Design

In order to examine the relative effectiveness of independent variable, the pre-experimental research design, especially the One Group Pretest Posttest Design was followed. The students from a campus were placed in a group. The design can be presented in the following way:

One Group: $O_1 \dots X_1 \dots O_2$

Where,

- ◆ O_1 refers to an observation /measurement (pretest scores of the Group)
- ◆ O_2 refers to an observation/ measurement (Posttest scores of the Group)
- ◆ X_1 represents an exposure of a group as Intervention/Treatment
- ◆ Left to right order indicates temporal sequence.

3.2 Population / Universe of the Study

B.Ed. Third year students studying English as a major subject at three campuses in Makawanpur District of Nepal constituted the population of the study.

Table 3.1 Total number of campuses and students as universe

District	Campuses	No. of Boys	No. of Girls	Total
Makawanpur	Makawanpur Multiple Campus Hetauda (MMC)	10	18	28
	Hetauda School of Management, Hetauda (HSM)	4	10	14
	Hetauda Campus, Hetauda (HC)	2	6	8
	Total	16	34	50

3.3 Sampling Design

The researcher followed the simple random sampling design, especially the lottery method to select students from 3 campuses situated in Makawanpur District according to the sample size determination formula or the table of sample size by maintaining 95% confidence level and 5% margin of error.

3.4 Sample Size

The sample size of the research study consisted of 44 students studying at three campuses.

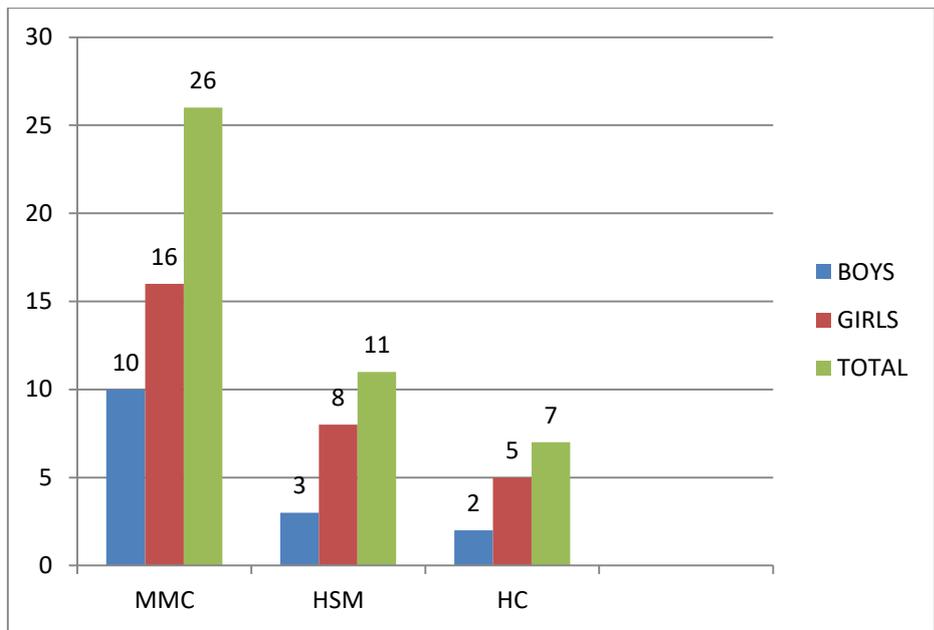


Figure 3. 1 Number of students from three campuses

26 students (10 boys and 16 girls) from Makawanpur Multiple Campus, and 11 students (3 boys and 8 girls) from Hetauda School of Management and 7 students (2 boys and 5 girls) from Hetauda Campus formed the sample size of the study. This figure shows that the number of girls was higher than that of boys at every campus.

3.4.1 Age Groups of the Students

There were 15 male and 29 female students aged between 22- 24 years.

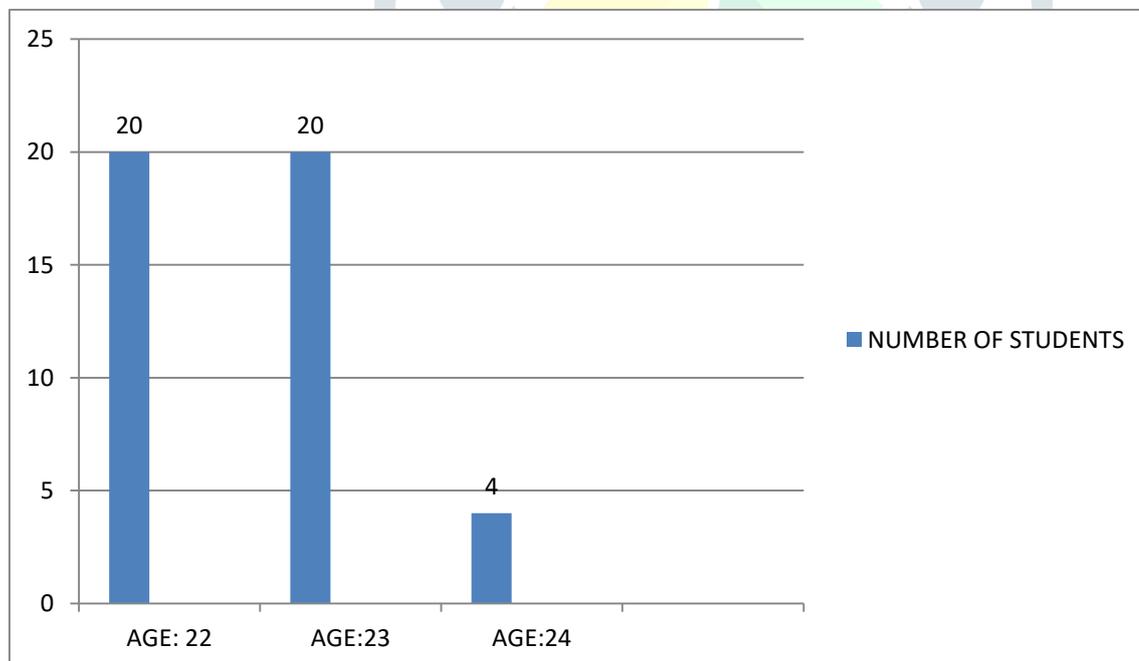


Figure 3.2 Number of the students with their age

This figure shows that highest number of students who belonged to the age 22 and 23 was the same.

3.4.2 Religions of the Students

33 students belonged to Hinduism, 8 students belonged to Buddhism and 3 students belonged to Christianity.

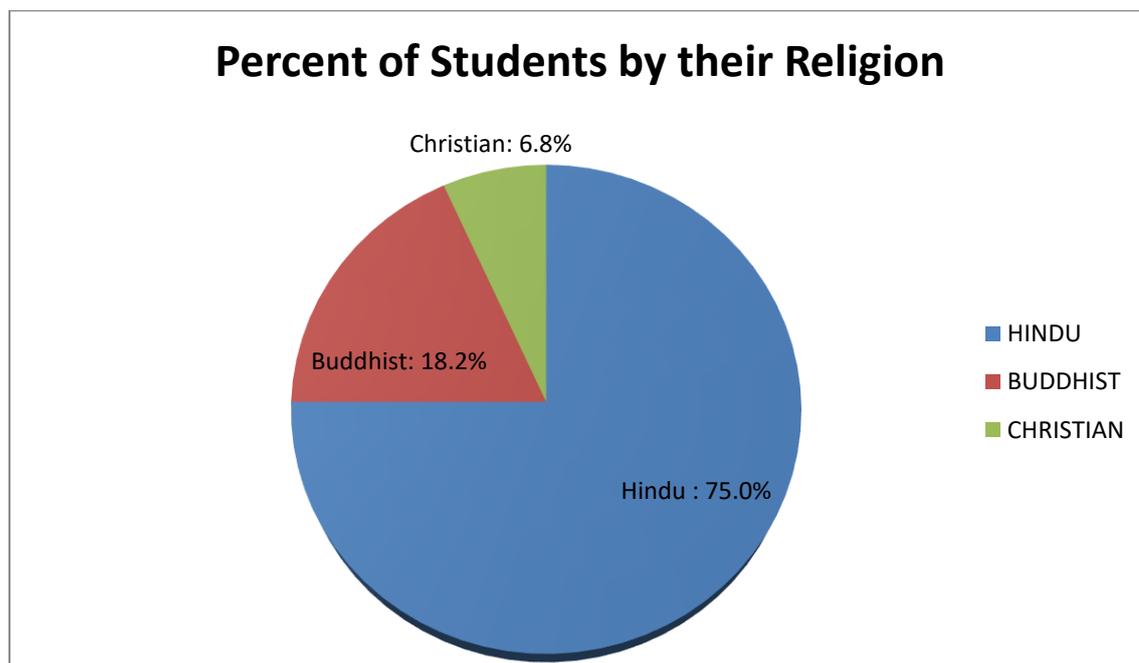


Figure 3.3 Percent of students belonging to different religions in the study

This figure shows that highest number of the students in the study belonged to Hinduism.

3.5 Formation of the Group

After getting the consent of the campus authorities of the concerned campuses, the researcher consulted B.Ed. Third Year Students and told them about the purpose of his work. He selected the students through the simple random technique, especially the lottery method to form a group at each campus.

3.6 Variables in the Study

In the pre-experimental research design, there were four types of variables, but two types of variables were very crucial. In this research study, use of poetic lines or poems to teach figures of speech was the independent treatment variable. The dependent variables were the pretest and the posttest scores that indicated the students' achievement or learning.

3.7 Validity of the Instruments

Validity refers to the state of being valid, authentic or genuine. To measure the validity of the instruments, the researcher received opinions and judgments from subject experts and authorities.

3.8 Reliability of the Instruments

Reliability can be defined as the accuracy that a measure has in producing stable and consistent measurements. The researcher used the Split-Half model of reliability to check the reliability of the instruments. The reliability of the instruments based on the posttest scores of the students of the pilot study was .999 and that of the research study was .891. The data showed us that the instruments were very highly reliable in measuring students' achievement in learning figures of speech through poetry.

3.9 Collection of Data

The primary data were collected through the pretest and the posttest scores of the students. The test items involved hundred multiple choice items based on figures of speech. The researcher made use of different books, journal articles, theses, magazines, websites and other related materials as the secondary sources of data.

4. ANALYSIS AND INTERPRETATION OF DATA

All the data were analyzed by using Statistical Package for Social Sciences (SPSS) 20 version. The researcher used both descriptive statistics such means and standard deviation to analyze the pretest and posttest scores, and the inferential statistical tests to examine the hypothesis in the study. The researcher used the paired samples t- test and analysis of variance (ANOVA) at the significance level of 0.05. The researcher made use of G Power 3.1 Software to measure the power of the hypothesis test.

4.1. Paired Samples T- Test

The Paired-Samples T Test was employed to compare the means of two variables for a single group. In this research study, the Total Posttest Score and the Total Pretest Score were two dependent variables whose means were to be compared for analysis.

4.1.1 Paired Samples T- Test of the Students at Makawanpur Multiple Campus, Hetauda School of Management and Hetauda Campus.

The Null Hypotheses

H0 1: There is no statistically significant difference between the Total Posttest Mean Score and the Total Pretest Mean Score of the Students at Makawanpur Multiple Campus.

H0 2: There is no statistically significant difference between the Total Posttest Mean Score and the Total Pretest Mean Score of the Students at Hetauda School of Management.

H0 3: There is no statistically significant difference between the Total Posttest Mean Score and the Total Pretest Mean Score of the Students at Hetauda Campus.

**Table 4.1 Significance of difference between the total posttest and the total pretest mean scores of the students at Makawanpur Multiple Campus, Hetauda School of Management and Hetauda Campus.
Paired Samples T- Test**

.Paired Variables: Total Posttest Score and Total Pretest Score		Group: Single Group within each Campus							
Campuses	Score	Mean	N	Std. Deviation	Std Error Mean	Table Value	Observed Value	Df	Sig. (2-tailed)
MMC	Total Posttest	66.884	26	3.536	.693	2.059	62.853	25	.000
	Total Pretest	21.653	26	4.029	.790				
HSM	Total Posttest	74.272	11	1.272	.383	2.228	23.092	10	.000
	Total Pretest	33.545	11	6.377	1.922				
HC	Total Posttest	62.714	7	9.759	3.688	2.446	9.979	6	.000
	Total Pretest	23.857	7	2.478	.936				

The table of paired samples t- test, which employed the Total Posttest Score and the Total Pretest Score as Paired Variables, indicated that there was a remarkable difference between the Total Pretest Mean Score (M= 21.653 , SD= 4.029 and N= 26) and the Total Posttest Mean Score (M= 66.884 and SD= 3.536) at Makawanpur Multiple Campus, Total Pretest Mean Score (M= 33.545 , SD= 6.377 and N= 11) and the Total Posttest Mean Score (M= 74.272 , SD= 1.272 and N= 11) at Hetauda School of Management and the

Total Pretest Mean Score ($M= 23.857$, $SD= 2.478$ and $N= 7$) and the Total Posttest Mean Score ($M= 62.714$, $SD= 9.759$ and $N= 7$) at Hetauda Campus,

The table further showed that the probability figure marked as Sig (2-tailed) or p - value in the table was .000 which was smaller than 0.05 at each campus. Similarly, the observed values were greater than the table value at each campus. Therefore, the null hypotheses were rejected. It implied that there was a statistically significant difference between the Total Pretest Mean Score and the Total Posttest Mean Score of the Students. It showed that using poetry in teaching figures of speech was effective at each campus..

4.1.2 Paired Samples T- Test of the Students at campuses as whole.

The Null Hypothesis

HO 4: There is no statistically significant difference between the Total Posttest and the Total Pretest Mean Scores of the Students at Campuses as a whole.

Table 4.2 Significance of difference between the total posttest and the total pretest mean scores of the students at campuses as a whole

Paired Variables: Total posttest score and total pretest score

Group: Single

Campuses	Score	Mean	N	Std. Deviation	Std Error Mean	Table Value	Observed Value	Df	Sig. (2-tailed)
As a Whole	Total Posttest	68.068	44	6.024	.908	2.016	46.545	43	.000
	Total Pretest	24.977	44	6.739	1.015				

The researcher carried out the paired samples t-test to compare the Total Pretest Mean Score and the Total Posttest Mean Score of the students of three campuses as a whole. The table of Paired Samples Statistics, which employed the Total Posttest Score and the Total Pretest Score as Paired Variables, indicated that there was a noticeable difference between the Total Pretest Mean Score ($M= 24.977$, $SD= 6.739$ and $N= 44$) and the Total Posttest Mean Score ($M= 68.068$, $SD= 6.024$ and $N = 44$).

The table of Paired Samples Test showed that the probability figure marked as Sig (2-tailed) in the table was .000 which was smaller than 0.05. The df was 43. Observed value of t was 46.545, which was greater than the table value of t (2.016) at 0.05 significance level of the test, and $p < 0.05$. Therefore, the null hypothesis was rejected. It implied that there was a statistically significant difference between the Total Pretest Posttest Mean Scores of the Students at campuses as a whole. It showed that using poetry in teaching figures of speech was effective at campuses as a whole.

4.2 Analysis of Variance (ANOVA)

The one-way analysis of variance (ANOVA) was used to determine whether there were any statistically significant differences between the means of three campuses as independent or unrelated groups.

4.2.1 Analysis of Variance Involving Campuses as Independent Groups and Total Pretest Mean Score as a Dependent Variable.

The Null Hypothesis

HO 5: There is no statistically significant difference between the means of the Total Pretest Score of the students at three campuses.

Table 4. 3 Significance of difference between the means of total pretest score of the students at three campuses.

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between	1103.508	2	551.754	26.631	.000

Groups					
Within Groups	849.469	41	20.719		
Total	1952.977	43			

$$F(2, 41) = 3.23$$

The table shows that there was a statistically significant difference between groups as determined by one-way ANOVA that $F(2, 41) = 26.631$, which was greater than the table value (3.23) and Sig. $P = .001$, which was smaller than 0.05. This shows that three campuses as groups were different. It means the students' level of previous knowledge of figures of speech was different at different campuses. It rejected the null hypothesis.

4.2.2 Analysis of Variance Involving Campuses as Independent Groups and the Total Posttest Mean Score as a Dependent Variable.

The Null Hypothesis

HO 6: There is no statistically significant difference between the means of Total Posttest Score of students at three campuses.

Table 4. 4 Significance of difference between the means of total posttest score of the students at three campuses
ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	660.531	2	330.266	15.041	.000
Within Groups	900.264	41	21.958		
Total	1560.795	43			

$$F(2, 41) = 3.23$$

The table shows that there was a statistically significant difference between groups as determined by one-way ANOVA that $F(2, 41) = 15.041$, which was greater than the table value (3.23) and Sig. $P = .001$, which was smaller than 0.05. This shows that three campuses as groups were different. It means the students' level of knowledge of figures of speech was different at different campuses after teaching. It rejected the null hypothesis.

4.3 Power of Hypothesis Test

The researcher made use of G Power 3.1 Software to measure the power of the hypothesis test. The power of the hypothesis test ($1 - \beta$ err prob) involving the Total Pretest Mean Score and the Total Posttest Mean Score of the students within each campus and campuses as a whole was 1. It indicates that the test was considered to be working perfectly well. It implies that there was 100% chance of correctly rejecting the null hypothesis (H_0) and accepting the alternative hypothesis (H_1) with 44 students.

5. CONCLUSION

The paired samples t-test confirmed that the difference between the Total Pretest Mean Score and the Total Posttest Mean Score of students was statistically significant within each campus and campuses as whole. The analysis of variance justified that the students' level of previous knowledge and understanding level after teaching of figures of speech was different at different campuses.

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Appendix
Plagiarism Report

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