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## The Importance of Figurative Speech in Teaching Short Story

### ABSTRACT

Figurative language is significant in the comprehension of any literary text. It affects the understanding of each idea that it reflects. This study aims to:

1. Show if there is a difficulty in figurative language through studying short story.
2. State which kind of figurative language causes difficulty for EFL University students in studying short story.

The sample of this study is 93 students at the second grade of English Department at Tikrit University in the academic year 2020/2021. The data is gathered using an achievement test to determine students' short story achievement. The test includes two questions with 10 items for each.

Finally, to analyze the obtained data, suitable statistical methods are used to analyze the results of the test. The results revealed that the majority of students face some difficulties in using figurative language through studying short story and metaphor and hyperbole are the most difficult rather than the others.

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## أهمية الخطاب التصويري في تدريس القصة القصيرة

أ.د. استبرق طارق العزاوي / جامعة تكريت / كلية التربية للعلوم الإنسانية

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### الخلاصة:

إن اللغة البلاغية مهمة في فهم أي نص أدبي. وإنها تؤثر في فهم أية فكره تعكسها. وتهدف هذه الدراسة إلى:

- ١- بيان فيما إذا كان هناك صعوبة في اللغة البلاغية من خلال دراسة القصة القصيرة.

٢- بيان أي نوع من اللغة البلاغية من الممكن ان يسبب صعوبة لطلبة الجامعة-متعلمي اللغة الإنكليزية في دراسة القصة القصيرة.

لقد تكونت عينة الدراسة من ٩٣ طالبا من طلبة المرحلة الثانية -قسم اللغة الإنكليزية-جامعة تكريت للعام الدراسي ٢٠٢٠/٢٠٢١. وقد تم جمع البيانات من خلال اختبار تحصيلي للحصول على تحصيل الطلبة في مادة القصة القصيرة. وقد تضمن الاختبار سؤالين وبواقع ١٠ فقرات لكل سؤال. أخيرا ولغرض تحليل البيانات التي تم الحصول عليها، تم اتباع الطرق الإحصائية لتحليل نتائج الاختبار. لقد كشفت النتائج أن أغلبية الطلبة يواجهون صعوبات عند استعمال اللغة البلاغية من خلال دراسة القصة القصيرة وأن المجاز والمبالغة هما الأكثر صعوبة من الأجناس البلاغية الأخرى.

## 1. Introduction

MacMillan (1985:53) defines short story as a brief work of prose narrative. It means that short story is a short prose narrative that usually can be read in short time. In other words, the reader does not need much time to comprehend what the short story tells about. It is difficult to distinguish between types of figurative language for weakness of their language and the lack of practice in using them. Figurative language according to Wren and Martin (1995:297) is a departure from the ordinary form of expression, or the ordinary course of ideas in order to produce a greater effect. Figure of speech conveys meaning that cannot be expressed exactly.

Understanding figurative language has a significant impact on the teaching of literature in general, and short stories in particular, and it can cause students to become confused when studying literature if they are not practiced. The goal of my study is to demonstrate that EFL students have difficulty using metaphorical language of various forms.

The study aims to:

1. Show if there is a difficulty in figurative language in studying short story.
2. State which kind of figurative speech causes difficulty for EFL University students in studying short story.

The study hypothesizes that:

- 1- There is no statistically significant differences among EFL university students in using figurative language.

2-There are no statistically significant differences among EFL university students in different types of figurative language.

The present study is limited to:

- 1- English short stories: "The Happy Prince", "The Open Window ", and "Cat in the Rain".
- 2-EFL second-year university students at Tikrit University during the first course of the academic year 2020-2021.

In order to achieve the aforementioned aims, the following procedures are adopted:

- 1- Writing theoretical background about the figurative language.
- 2- Test construction.
- 3- Test the second-year students.
- 4- Make statistical results.

## 2. Figurative Language:

Giroux and Williston (1974:10) describe figurative language as language that deviates from the use of words in their literal sense. It adds a unique impression, clarifies a concept, and makes writing more vibrant and strong. Obtain a unique meaning or impact. It's a phrase or words that are employed in a metaphorical rather than literal sense in the same way (Hedges, 1984: 253).

According to Rozakis (1998: 28), Figurative language is defined as "expressing one thing in terms of another." It signifies that figurative language is a phrase employed indirectly by a person or an author through comparison. It cannot be taken literally because the language deviates from what a speaker of a language considers to be the usual or standard, meaning or sequence of words, in order to compare in figurative language expression has the meaning.

Furthermore, according to Abrams (1981:63), figurative attain some specific meaning or impact. As a result of this explanation, we may conclude that this term is distinct from the language we use on a regular basis. Keraf (1989:129) distinguishes two types of figurative language: direct and indirect meaning. The figure of speech compares one item to another and looks for similarities between the two. We might also discover other examples of the figure of speech to compare. The rhetoric figure of speech is the first, and the allusion figure of speech is the second. Simile, metaphor, allegory, personification, satire, metonymy, synecdoche, irony, symbol, exaggeration, and paradox are all examples of both.

Perrine (1998:565) defines figurative language as language that cannot be taken literally (or should not be taken literally) and expresses itself in ways other than the usual" or language that says one thing but means another. Figurative language is employed in everyday speech and writing in an imaginative rather than literal meaning.

Figurative senses are founded on associative relations with the main sense, argue Beekman and Callow (1974:94). In everyday communication, literary works (novels, poems, poetry, and short stories), speech, and advertising, figurative language is frequently utilized.

Figures of speech, such as metaphors, are a rhetorical technique, according to McArthur (1992:402). Figures of speech are "distinctive means to generate a specific impact," according to McArthur (1992:402).

Figures of speech are divided into four categories by McArthur (1992:402):

Alliteration, assonance, and onomatopoeia are examples of phonological figures.

2-Orthographic features are visual shapes designed for the purpose of creating effects.

3- They may be able to turn non-standard language into standard language by using syntactic figures.

4- Lexical figures, on the other hand, stretch the conventional in order to surprise or delight. Although certain linguistics classify figures of speech differently, the notion and principle are almost same.

A according to (Verginia Evans-Lenny Dooly, 2014:6) :

**Simile:** it is a comparison of two things, often using the words like or as: Oliver ran like the wind.

**Metaphor:** a strong comparison made by stating one thing is another, without using like or as: The city is a jungle.

**Personification:** giving human characteristics to objects and phenomena: Lightning attacked the ground from an energy sky.

**Onomatopoeia:** the use of words that imitate the sounds they describe: The bees buzzed from flower to flower and the birds chirped in the trees.

**Hyperbole:** Exaggeration in order to draw attention to something, or for humorous effect: These books weigh a ton!

**Irony:** where the true meaning behind a statement is intentionally quite the opposite of its literal meaning "Lovely weather," said Kate, looking out of the window at the pouring rain.

**Alliteration:** the repetition of the same sounds at the beginning of words or in a stressed syllable: The soldier stood still and still.

**Assonance:** the repetition of vowel sounds in nearby words: The hunter Stepped, cocked his gun, and shot rhetorical effect.

**Pun:** the humorous or rhetorical effect achieved due to the resemblance in sound between two words: Broken pencils are pointless.

**Oxymoron:** a phrase which contains words that seem to contradict one another. It's an open secret that their marriage is in trouble.

**Imagery:** the use of description to draw the reader into the story. Imagery can be visual (pertaining to sight): bright sunshine;

**Auditory (pertaining to sound):** a booming choice: olfactory (pertaining to smell) acrid smoke: gustatory (pertaining to taste): street grapes; tactile (pertaining to touch) soft skin: kinesthetic (pertaining to movement) the bobbing boats or organic/subjective (pertaining to internal bodily sensations. Including hunger, thirst, and fatigue) an exhausted sigh.

### 3. Teaching Literature:

Literature is employed in the teaching of a second or foreign language, as Carter and Nunan (2001:180) assert, since literature is a valid and important resource for language instruction under the classical humanist paradigm. Carter and Long are two words that come to mind when you think about (1998:4) Younis (1998:21) also contends that teaching literature and language are inextricably linked ".. Language is used in literature, and it also allows for the use of language. Language considers literature to be an ally ".. Many literary pieces were utilized as extra passages in English Language classes. The use of literature in language instruction has aided in the development of several skills in students, including creative thinking, motivation, and enjoyment.

Literature as a content subject in EFL ESL language teaching can promote internal as well as international communication among all human beings in the world through literary works because literary texts provide much aesthetic intellectual and emotional pleasure to the student. Literature reflected the various experiences, ideas, and passions of human beings in their daily lives that express on various forms and styles of literary works , since literature directly derives from human beings. After reading a literary work, students may have an opinion about what they have read.

Students have a variety of functions in the learning process thanks to literature as a content topic. In the classroom, literary works may play a significant role in highlighting moral and ethical issues. "Literature plays a significant role in the development of human sentiments, thoughts, and interests," write Rene Welek and Austin Warren (1973:32). Literature serves the following purposes in particular:

1. Literature provides understanding of those particularities with which science and philosophy are unconcerned.

2. Literature has a second role in that it allows people to comprehend what they see and picture what they already know theoretically or practically.

The last role of literature is to alleviate human beings, whether writers or readers, from the stress of emotion.

#### 4. Figurative speech in Teaching Short story

According to Klarer, this is a short story (1998:14) A key characteristic associated with the short tale is its sense of oneness, which is achieved by reading it in one sitting, as opposed to reading a novel. Because of the limited time, the plot of a short story must be very selected, implying an idiosyncratic temporal dimension centered on one focal action point. Short tales vary from poetry in that they lack the features of a poem, such as verse, meter, and rhyme. A short tale is a piece of fiction written in prose, usually in a narrative structure. Longer works of fiction, such as novels, tend to be more sharp in this style. Even among professional authors, the concept of a short story based on length varies, in part due to the fragmentation of the medium into genres. The length of a short story is governed by the author's preference and the submission rules relevant to the story's real market, as the short story format encompasses a broad range of genres and styles. Anecdote is a narrative that is longer than a short story.

A short story, according to Abrahms (1985:28), is a shorter work of prose fiction, and words for assessing the components, kinds, and numerous narrative approaches of the book may also be used to short stories. Plot, character, dialogue, place, language, and style are all important aspects of a good short story. When an author employs figurative language to describe a tale, he is typically attempting to generate an implicit meaning that will compel the readers to reflect carefully on the meaning.

The reader will use his or her imagination to envision and ponder about the meaning behind the figurative language expression while interpreting it. The use of figurative language elevates the artistic worth of literary works. This type of language adds intrigue and poetry to the language. Tajali (in Fadaee, 2011:11) claimed that metaphorical language has three purposes, as he described. Figurative language is a type of language that employs figures of speech. Its goal is to fulfill three elements in the language: clarity, forth, and beauty.

The goal of figurative language is to provide clarity by explaining the comparison of many objects that have meaning behind their statement. Furthermore, the more parallels the author uses in the short narrative, the better the reader will find his work. It demonstrates the author's aptitude and ingenuity in the use of words. Furthermore, it demonstrates that the employment of figurative language has enhanced the language's color, richness, and attractiveness.

## 5. Activities and stages of Teaching Short Story:

The process of putting the teaching plan into action is known as teaching activities. Teaching activities include a variety of activities that are employed in the classroom. Simply said, activities are a generic lesson plan that contains structure, derived learner behavior in terms of the instructional goals, and an overview of tactics required to carry out the activity. Several academics have mentioned various language teaching methods. Some language teaching activities are listed by Brumfit and Carter (1996:110). Three phases may be identified in the teaching of short stories. According to Lazar (1993:22), tales tend to depict a complete development with a sequence of action with distinct beginnings, middles, and ends.

### Activities are:

#### 1- Prediction:

According to Brumfit and Carter(ibid), this is one of the most significant aspects of narrative teaching. It is the teacher's responsibility to pause the reading at important times and provide predictions about how the story will unfold. This exercise may be used to deliver the tale in the following ways.

a -The title can be removed, and students can be asked to guess what it should be once the narrative is read.

b- At the end of the first paragraph, students may be asked to guess the plot of the novel.

c- During the course of teaching the narrative, students may be invited to make predictions regarding the character's part.

d- After the reading, the teacher may ask different questions in order to forecast the likely responses.

#### 2- Cloze Procedure:

This is a type of prediction as well, but the focus is on specific words or paragraphs. The quantity of words removed should be carefully monitored by the teacher. to the relative, multi\_ valency of the selected things, to a group's language competency, and to preparation exercises on non-literary material in order to provide practice in an environment with a higher degree of predictability.

#### 3- Summery:

This is one of the most crucial aspects of the story's message. Its purpose is to draw attention to the story's main point or message.

#### 4- Forum. Debating opposite viewpoints

This is a teaching exercise that lends itself to small group activities, with groups being assigned to defend one of the propositions, even if it is not their own personal opinion.

### 5- Guided Re-writing

It's yet another popular story-telling exercise. Its goal is to assist students in recognizing larger discourse patterns in texts as well as the right style.

#### **Stages:**

1- The pre-reading stage is the beginning of the story-telling process in the classroom. The student is required to prepare for the lesson and the work at hand by the teacher. The following are the tasks that must be completed at this time.

-Assisting students with general background information.

-Generating interest in the story among pupils.

-Predictions regarding the story's genre and topic.

-Assigning a duty or posing questions about the topic.

-Pre-teach vocabulary and talk about the story's language.

#### 2 - During the reading stage

At this point, the teacher explains the work that has to be completed.

The instructor must keep a close eye on the children and evaluate their activity while remaining silent and attentive.

The following actions are completed at this point.

- Encouraging students to read.

-Asking pupils to summarize or offer a title for each paragraph to assist them in understanding the narrative.

-Composing the story's textual analysis... -Deduce the meaning based on the context

#### 3- Post –reading stage

The teacher checks the pupils' answers directly or indirectly. If the pupils are perplexed at any moment, the teacher clarifies the ambiguities. The following are some of the activities:

-Providing pupils with a variety of critical interpretations and allowing them to discuss and create comparable ones.

-Writing a critique of the narrative and interpreting the novel's primary topic describing the character and concludes.-

## 6. Pervious study:

-M Sulkhan Habibi (2016)

Ander Hirada's an examination of metaphorical language in Edensor Novel is the first research. The goal of this research is to determine what sorts of metaphorical language may be discovered in the novel Edensor. Also, in the novel Edensor, to examine the meaning of metaphorical language. The test was employed in the research. As a consequence, simili, metaphor, personification, exaggeration, necdoche, and symbol are the six types of figurative language utilized in Edensor's story. Simile is one of the six types of appear used in figurative language.

- Ratna Yuri.A and Rusdi Noor Rosa (2013)

An investigation of varieties of figurative language employed in Internet ads is the subject of the second research. The study's goal is to determine what types of figurative language are commonly employed in Internet advertisements. The test was employed in the research. The findings reveal that there are sixteen different kinds of metaphorical language. Because only four forms of figurative language are commonly employed in advertising, the analysis primarily concentrated on those four. They are personification, exaggeration, simile, and metaphor.

## 7. Population and Sample of the study:

According to Polit and Hungler (1999:37), the population is defined as the whole or aggregate of all things, topics, or individuals that meet a set of criteria. For the academic year 2020-2021, the population of the study includes 130 second-year college students (male and female) attending morning studies in the Department of English at the College of Education for Humanities/University of Tikrit. A sample is a subset of a population that has been chosen to engage in a study; it is a proportion of the total population that has been chosen to take part in the research effort (Polit and Hungler 1999: 227). As shown in table 2, the sample for this study consisted of 93 second-year college students (male and female), representing 71.53 percent of the population: The students in the second stage are the sample (See table 1)

**Table (1) The Population and Sample of Students in the Study**

| College                                 | Population | Involved in the Sample | Percentage |
|-----------------------------------------|------------|------------------------|------------|
| the College of Education for Humanities | 130        | 93                     | 71.53      |

## 8. Test Construction:

In this study three stories selected from the second stage short story textbook which are " The open window", " Happy Prince", and "The Cat in the Rain". The test contains two questions: true \ false and multiple choices. Each questions contains ten points. This item of the test tested the students knowledge of different types of figurative language as shown in the table 2

**Table (2 )Test Content**

| No. of question | No.of item | Figurative speech | Degree   |
|-----------------|------------|-------------------|----------|
| <b>Q1</b>       | <b>5</b>   | <b>Simili</b>     | <b>5</b> |
|                 | 3          | Irony             | 5        |
|                 | 2          | Metaphore         | 5        |
|                 | 6,10       | Personifiction    | 10       |
|                 | 4          | Hyperbole         | 5        |
|                 | 7          | Alliteration      | 5        |
|                 | 9          | Onomatopoeia      | 5        |
|                 | 1,8        | Imagery           | 10       |
| <b>Q2</b>       | <b>1</b>   | <b>Metaphore</b>  | <b>5</b> |
|                 | 2          | Irony             | 5        |
|                 | 3,5        | Simili            | 5        |

|  |    |              |   |
|--|----|--------------|---|
|  | 4  | Alliteration | 5 |
|  | 6  | Symbole      | 5 |
|  | 7  | Allusion     | 5 |
|  | 8  | Synecdoche   | 5 |
|  | 9  | Metonymy     | 5 |
|  | 10 | Allegory     | 5 |

## 9. Validity:

The term validity relates to how well a test truly measures what it's supposed to assess (Harmer ,2001: 322). Validity can take several forms, including face validity, content validity, and so on. Face and content validity are employed in the current study. Validity of the situation Is deemed the appropriate kind for determining if the instruments are legitimate for achieving the current study's goal or not. As a result, the exam was evaluated by a jury of experts, consisting of university teaching staff members with extensive expertise in the fields of TEFL and literature. The validity of the test items has been established. Except for some comments and revisions that are taken into account, the test items are appropriate to measure the purposes for which they were developed and get agreement from the whole jury. The members of the jury are organized alphabetically (see table 3)

**Table (3) Jury Members**

| Professor`s name        | Scientific Rank   | Specification | College / Unversity                         |
|-------------------------|-------------------|---------------|---------------------------------------------|
| Afraa Husam             | Assist instructor | Methodology   | College of Education for Girls\ Tikrit      |
| Amra Sultan Ibrahim     | Assist prof       | Methodology   | College of Education for Humanities\ Tikrit |
| Awfa Hussain (PhD)      | Assist prof       | Literature    | College of Education for Humanities\ Tikrit |
| Dunia Taher Hamid(PhD)  | Assist prof       | Methodology   | College of Education for Humanities\ Tikrit |
| Ibrahim Al-Khalaf Saleh | Assist instructor | Methodology   | College of Education for Humanities\ Tikrit |
| Marwan Muzher Sahab     | Assist prof       | Methodology   | College of Education for Humanities\ Tikrit |

|                              |             |             |                                             |
|------------------------------|-------------|-------------|---------------------------------------------|
| Najwa Yassin Ismaeel(PhD)    | Assist prof | Methodology | College of Education for Humanities\ Tikrit |
| Zainb Abdullah Hussein (PhD) | Assist prof | Literature  | College of Education for Humanities\ Tikrit |

It looks at whether the measuring method contains all of the key aspects that are essential to the construct being tested. This information was gathered from the literature, relevant population representatives, and content specialists (Babbie 2005:149; Burns and Grove 2005:377,732). Burns and Grove (2003:274,482) define content validity as the extent to which the technique of assessment incorporates all of the primary aspects relevant to the construct being assessed. Table of Contents was attained in this investigation (See table 4).

**Table (4) The Specifications of the Contents and Behaviours of the Test**

| Level       | No. of Q. | No. of Item | Content          | Behavioral objectives                       | Scores |
|-------------|-----------|-------------|------------------|---------------------------------------------|--------|
| Recognition | 1         | 10          | Multiple choices | Write true of false in front each statement | 10     |
|             | 2         | 10          | True\ False      | Choose the correct answer                   | 10     |

## 10. The Pilot Study and the Discrimination Power

According to Johnson (1998:2), pilot studies are short investigations that allow for the solidification of methodologies and approaches while also collecting preliminary data. A pilot test was undertaken before it took its final shape. The test was administered to twenty second-graders. From the start of the study's population.

The percentage of students that properly answer the question reveals how difficult the exam issue is. The items become more difficult as the number of pupils who pick the correct option decreases. And the simpler the things are, the more likely students are to select the correct answer.

Discrimination and exploratory difficulty (50)

Difficulty (0,20\_ 0,80) are acceptable

Discrimination 0,25 and more

**Table (5) The Difficulty Level and Discrimination Power of the Test Items**

| No. question | No. Item | Upper | Lower | Difficulty | Discrimination |
|--------------|----------|-------|-------|------------|----------------|
| Q1           | 1        | 22    | 9     | 0,62       | 0,52           |
|              | 2        | 19    | 6     | 0,50       | 0,52           |
|              | 3        | 21    | 8     | 0,58       | 0,52           |
|              | 4        | 19    | 7     | 0,52       | 0,48           |
|              | 5        | 20    | 9     | 0,58       | 0,44           |
|              | 6        | 17    | 8     | 0,50       | 0,36           |
|              | 7        | 19    | 7     | 0,52       | 0,48           |
|              | 8        | 17    | 6     | 0,46       | 0,44           |
|              | 9        | 14    | 5     | 0,38       | 0,36           |
|              | 10       | 18    | 10    | 0,56       | 0,32           |
| Q2           | 1        | 16    | 8     | 0,48       | 0,32           |
|              | 2        | 19    | 7     | 0,52       | 0,48           |
|              | 3        | 20    | 9     | 0,58       | 0,44           |
|              | 4        | 16    | 6     | 0,44       | 0,40           |
|              | 5        | 14    | 7     | 0,42       | 0,28           |
|              | 6        | 19    | 8     | 0,54       | 0,44           |
|              | 7        | 16    | 7     | 0,46       | 0,36           |
|              | 8        | 18    | 6     | 0,48       | 0,48           |
|              | 9        | 14    | 7     | 0,42       | 0,28           |
|              | 10       | 17    | 8     | 0,50       | 0,36           |

## 11. Statistical Methods

20 students are chosen to be the test subjects in our investigation. The reliability of the Alph Cronbach technique is 0.87. After verifying the pilot administration, the validity and reliability, the test is finally applied on the 5<sup>th</sup> june 2021 to students (second year students ). The test is administrated electonically by using google form .The time of the test is 30 minutes.

The test consists of two questions which are divided into true and false and multiple choise questions answer. The scoring of such items is easy since they are objective. The total score of the test is 40 scores, since the test includes 20 items, so 2 marks are given for any correct answer.In this study, the electronic correction is used .

### 3.10:

The following statistical tools are used :

1. Item discriminating power to calculate the DP of each subj . and obj . item .  
The following formula is used

$$DP = \frac{RU - RL}{T}$$

Where

DP = discriminating power .

RU = the number of testees in the upper group who answered the item correctly .

RL = the number of testees in the lower group who answered the item correctly

T = the total number of testees included in the item analysis= discriminating power .

2. Difficulty level formula is used to calculate the DL of each subj . or obj . item .  
The following formula is used :

$$DL = \frac{HC + LC}{N}$$

Where

HC = high correct

LC = low correct

N = total number of testees

(Bloom, 1971: 181).

3. T – test for one dependent sample is used to find out the level of the achievement of the EFL College students in the subj . and obj . testing techniques

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S / \sqrt{N-1}}$$

Where

X = Mean

S = Standard deviation

N = Number of subjects ( Guilford , 1965-185)

## 12. Data Analysis and Discussion of Results

This section is devoted to the statistical analysis and discussion of the data obtained in order to test the following hypotheses:

**- The First Hypothesis: There are no statistically significant differences among EFL university students in using figurative language**

To verify the first hypothesis the mean scores of the two questions are obtained. Results show that the mean scores of total level is (14,16) by using the one sample t-test formula, the calculated t-value is found to be (10.36), while the tabulated t-value is found to be (1.98) at the degree of freedom (91) and level of significance (0.05), The calculated value is greater than the tabular value ,which means that there is a significant difference . Therefore the Hypothesis is rejected.The sample level is high as shown in Table 6.

**Table (6) The Means Scores, Standard Deviations, and T-Values of Total Level**

| Qi | Mean  | Std. Deviation | Theoretical mean | Df | Calculated t | Tabled t | Sig  |
|----|-------|----------------|------------------|----|--------------|----------|------|
| 1  | 14,16 | 5,41           | 10               | 91 | 10.36        | 1,98     | Sig. |

The mean scores of the first question are obtained. Results

show that the mean scores of the first question is (7.4130)

By using the one sample t-test formula, the

calculated t-value is found to be (5.547), while the tabulated t-value is found to be

(1.98) at the degree of freedom (91) and level of significance (0.05), The calculated value is greater than the tabular value ,which means that there is a significant difference .. The sample level is high as shown in

**Question one**

| Q. | Mean   | Std. Deviation | Theoretical mean | Df | T-Value      |          | Level of Significance |
|----|--------|----------------|------------------|----|--------------|----------|-----------------------|
|    |        |                |                  |    | Calculated t | Tabled t |                       |
| 1  | 6.7500 | 3.02599        | 5                | 91 | 5.547        | 1,98     | Sig.                  |

**Question two**

| Qi | Mean   | Std. Deviation | Theoretical mean | Df | Calculated t | Tabled t | Sig  |
|----|--------|----------------|------------------|----|--------------|----------|------|
| 2  | 7.4130 | 2.66500        | 5                | 91 | 8.685        | 1.98     | Sig. |

The calculated value is greater than the tabular value ,which means that there is a significant difference .. The sample level is high

The calculated value is greater than the tabular value ,which means that there is a significant difference .. The sample level is high

- **The second Hypothesis: There are no statistically significant differences among EFL university students in different types of figurative language.**

To verify the second hypothesis the percentage correct and incorrect answers of each item and question. The total error answers with the first question is 310( 34%) while the correct are 610(66%). Errors with question number two are 212(23%) and correct ones are 708(77%). The total number of errors 522(28%) and the total number of correct answers is 1318 72%) as shown in table 7

**Table (7) Number of errors in the two Questions**

| Total  |         | Question two |         | Question one |         |            |
|--------|---------|--------------|---------|--------------|---------|------------|
| Errors | Correct | Errors       | Correct | Errors       | Correct |            |
| 522    | 1318    | 212          | 708     | 310          | 610     | The number |
| 28%    | 72%     | 23%          | 77%     | 34%          | 66%     | The ratio  |

Table 10 illustrates the type of the figurative language with each item and the number of incorrect answers for each to clarify the difficulties that the students face with each item. The following table illustrates the number of error with each item in the first question. Item number 6 and ten got 67 incorrect answers. This indicates that personification is the most difficult type of figurative language in question number one. While in the second question simile is the most difficult one as it got 47 incorrect answers for the item number 3 and 5(See table 9).

**Table (8) Errors in each Item in the first Question**

| Sequence | No.of errors | The ratio | Sort by errors |
|----------|--------------|-----------|----------------|
| 1. 8     | 57           | %27       | 10             |
| 2.       | 45           | %49       | 1              |
| 3.       | 26           | %28       | 8              |
| 4.       | 27           | 29%       | 6              |
| 5.       | 28           | %30       | 5              |
| 6. 10    | 67           | 45%       | 2              |
| 7.       | 33           | 36%       | 3              |
| 8.       | 32           | 35%       | 4              |
| 9.       | 27           | %29       | 7              |
|          |              | 28%       | 9              |

**Table (9) Errors with the second question**

| Sequence | No.of errors | The ratio | Sort by errors |
|----------|--------------|-----------|----------------|
| 1.       | 19           | 21%       | 5              |
| 2.       | 22           | 24%       | 4              |
| 3. 5     | 16+31=47     | 17%       | 7              |
| 4.       | 15           | 16%       | 8              |
| 5.       | 31           | 34%       | 2              |
| 6.       | 37           | 40%       | 1              |
| 7.       | 15           | 16%       | 9              |
| 8.       | 28           | 30%       | 3              |
| 9.       | 18           | 20%       | 6              |
| 10.      | 11           | 12%       | 10             |

**Table (10) the type of the figurative language with each item and the number of incorrect answers**

| No. of question | No. of item | Figurative speech | Number of incorrect |
|-----------------|-------------|-------------------|---------------------|
| Q1              | 5           | Simile            | 28                  |
|                 | 3           | Irony             | 26                  |
|                 | 2           | Metaphor          | 42                  |

|           |          |                 |            |
|-----------|----------|-----------------|------------|
|           | 6,10     | Personification | 41, 26= 67 |
|           | 4        | Hyperbole       | 27         |
|           | 7        | Alliteration    | 33         |
|           | 9        | Onomatopoeia    | 27         |
|           | 1,8      | Imagery         | 25, 32= 57 |
| <b>Q2</b> | <b>1</b> | Metaphor        | 19         |
|           | 2        | Irony           | 22         |
|           | 3,5      | Simile          | 16, 31=47  |
|           | 4        | Alliteration    | 15         |
|           | 6        | Symbol          | 37         |
|           | 7        | Allusion        | 37         |
|           | 8        | Synecdoche      | 15         |
|           | 9        | Metonymy        | 28         |
|           | 10       | Allegory        | 18         |

### 13. Conclusion

The researcher has arrived at the following conclusions:

- 1- Weakness of students in using figurative language .
- 2- The importance of figurative language in teaching literature .

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## Appendix (1)

A Letter to Jury members

Dear Mr\Mrs

The researcher intends to conduct a study entitled " The importance of figurative speech in Teaching literature vs short story "

The study aimed to

- 1- show if there is a difficulty in fig. Speech through studying short story
- 2- state which kind of fig. Sp.Causes difficulty for EFL University students in studying short story

I would be grateful if you ,as a specialist in the field of methods of teaching English as a foreign language and literature pass your judgement on the suitability of the ( Test )

Any comments or modifications would be highly regarded and appreciated.

Thanks you in advance for your assistance and cooperations

The researcher

Ebtessam Hashim Essa

The suprevisor

Prof.Istabraq Tariq Al-azzawi(PhD)

## Q1) Choose the correct answer

1- " Here they are at last ! she cried . just in time for tea , and don't they look as if they were muddy up eyes ! " The open window story , what kind of figurative speech ?

a- Symbolism

b-Imagery  
c\_Synecdoche

d – Simili

2- what does the title of open window story refer to ?

a- symbolism

b- Metaphore

c- Paradox

d- Irony

3- Irony of situation is when an event occurs that violates the expectations of the character ,the reader , or the audience.which event feom the story provides the best example of irony?

a- Mrs, Sappletons' husband and brother come walking a cross the lawn towards the window

b- Framton enjoys talking about his ailments even though Mrs , Sappleton pays him very little attention

c- Vera becamas emotional as the tells Framton a bout the death of her aunts' husband and brothers .

4- What is a hyperbole ?

a-Comparing two things using like or as

b- An extreme exaggeration .

c- Giving human traits to objects or ideas.

d- Words that are contradictory when used together

5- What kind of figure of speech here " They have eyes like green bery ! "

a- Simili

b- Metaphore

c- Symbolism

6- Which is of these example consider as personfication ?

a- Swallow, Swallow , Little Swallow

b- Lady –love

c- " Shall I Love you ? said the swallow "

d- " He looks just like an angel "

7- Which is example of Alliteration?

a- Lady – love

b- " We have bread now! "

c- " Swallow, Swallow , Little swallow"

8- When the small first arrives in the town of the Happy Prince and takes refuge under the statue ,he says , " I have a golden bedroom ." What is figure of speech used here ?

a- Metaphore

b- Imagery

c- Metonymy

d- Irony

9- Onomatopoeia is

a- An exaggerated statement

b- Atype of bug

c- A comparison of two things using like or as

d- The use of a word associated with a sound .

10- "The eyes of the Happy Prince were filled with tears , and tears were running down his golden cheeks " example

a- Imagery

b- Personfication

c- Symbolism

**Q2) State which one of the following Statements is true or false**

1- A metaphor is a comparison of two unlike things without using the words words "like " or "as" .

2- One example of irony in " is Saki 's use of situational irony . In this case ,Saki provides this story with all the trappings of gothic story and builds up reader s' expectations a long such as lines , only to provide a for more mudane explanation at the end .

3- Example of the simily " the town admires the gorgeous and ornate statue of the Happy prince so much that one person states that he is as beautiful as a weathercock " .

4- Alliteration is repetition of a sound in a group of words

5- A simili is a figure of speech in which two things are directly compared . We use the word like or as to make the comparison .

37

6- The name Pluto means " The God of Death " in Roman , example of imagery in Black cats story .

7- The narrator in the Black Cat story, calls his cat Pluto an allusion to the god of the underworld .

8- Paradox is a figure of speech a part refers to the whole of something or vice versa .

9- Metonymy is a word which is used for something related to that which it usually refers to.

10- Allogery it is a story or picture with a hidden meaning .The characte in allegories are symbole which represent particular ideas.

## Appendix( 2)

| No. Student | Total Mark | No.of question | No.o f item | No .of correct answer | No .of wrong answer |
|-------------|------------|----------------|-------------|-----------------------|---------------------|
| 1           | 9\20       | 1              | 1           | 67                    | 25                  |
| 2           | 10\20      |                | 2           | 47                    | 45                  |
| 3           | 10\20      |                | 3           | 66                    | 26                  |
| 4           | 14\20      |                | 4           | 65                    | 27                  |
| 5           | 6\20       |                | 5           | 64                    | 28                  |
| 6           | 9\20       |                | 6           | 51                    | 41                  |
| 7           | 9\20       |                | 7           | 59                    | 33                  |
| 8           | 10\20      |                | 8           | 58                    | 32                  |
| 9           | 9\20       |                | 9           | 65                    | 27                  |

|    |       |   |    |    |    |
|----|-------|---|----|----|----|
| 10 | 12\20 |   | 10 | 66 | 26 |
| 11 | 9\20  |   |    |    |    |
| 12 | 7\20  |   |    |    |    |
| 13 | 10\20 | 2 | 1  | 73 | 13 |
| 14 | 9\20  |   | 2  | 70 | 22 |
| 15 | 10\20 |   | 3  | 76 | 16 |
| 16 | 10\20 |   | 4  | 77 | 15 |
| 17 | 20\20 |   | 5  | 61 | 31 |
| 18 | 18\20 |   | 6  | 55 | 37 |
| 19 | 20\20 |   | 7  | 77 | 15 |
| 20 | 18\20 |   | 8  | 64 | 28 |
| 21 | 17\20 |   | 9  | 74 | 18 |
| 23 | 5\20  |   | 10 | 81 | 11 |
| 24 | 19\20 |   |    |    |    |
| 25 | 19\20 |   |    |    |    |
| 26 | 20\20 |   |    |    |    |
| 27 | 19\20 |   |    |    |    |
| 28 | 7\20  |   |    |    |    |
| 29 | 9\20  |   |    |    |    |
| 30 | 12\20 |   |    |    |    |
| 31 | 12\20 |   |    |    |    |
| 32 | 4\20  |   |    |    |    |
| 33 | 19\20 |   |    |    |    |
| 34 | 18\20 |   |    |    |    |
| 35 | 20\20 |   |    |    |    |
| 36 | 15\20 |   |    |    |    |
| 37 | 19\20 |   |    |    |    |
| 38 | 20\20 |   |    |    |    |
| 39 | 8\20  |   |    |    |    |
| 40 | 18\20 |   |    |    |    |
| 41 | 19\20 |   |    |    |    |
| 42 | 20\20 |   |    |    |    |
| 43 | 11\20 |   |    |    |    |
| 44 | 11\20 |   |    |    |    |
| 45 | 20\20 |   |    |    |    |
| 46 | 20\20 |   |    |    |    |
| 47 | 17\20 |   |    |    |    |
| 48 | 19\20 |   |    |    |    |
| 49 | 19\20 |   |    |    |    |
| 50 | 6\20  |   |    |    |    |
| 51 | 10\20 |   |    |    |    |

|    |       |  |  |  |  |
|----|-------|--|--|--|--|
| 52 | 9\20  |  |  |  |  |
| 53 | 17\20 |  |  |  |  |
| 54 | 18\20 |  |  |  |  |
| 55 | 8\20  |  |  |  |  |
| 56 | 20\20 |  |  |  |  |
| 57 | 19\20 |  |  |  |  |
| 58 | 18\20 |  |  |  |  |
| 59 | 13\20 |  |  |  |  |
| 60 | 17\20 |  |  |  |  |
| 61 | 20\20 |  |  |  |  |
| 62 | 19\20 |  |  |  |  |
| 63 | 13\20 |  |  |  |  |
| 64 | 20\20 |  |  |  |  |
| 65 | 19\20 |  |  |  |  |
| 66 | 18\20 |  |  |  |  |
| 67 | 19\20 |  |  |  |  |
| 68 | 16\20 |  |  |  |  |
| 69 | 17\20 |  |  |  |  |
| 70 | 6\20  |  |  |  |  |
| 71 | 9\20  |  |  |  |  |
| 72 | 12\20 |  |  |  |  |
| 73 | 19\20 |  |  |  |  |
| 74 | 13\20 |  |  |  |  |
| 75 | 20\20 |  |  |  |  |
| 76 | 19\20 |  |  |  |  |
| 77 | 19\20 |  |  |  |  |
| 78 | 19\20 |  |  |  |  |
| 79 | 10\20 |  |  |  |  |
| 80 | 9\20  |  |  |  |  |
| 81 | 6\20  |  |  |  |  |
| 82 | 20\18 |  |  |  |  |
| 83 | 20\20 |  |  |  |  |
| 84 | 14\20 |  |  |  |  |
| 85 | 19\20 |  |  |  |  |
| 86 | 20\20 |  |  |  |  |
| 87 | 10\20 |  |  |  |  |
| 88 | 14\20 |  |  |  |  |
| 89 | 8\20  |  |  |  |  |
| 90 | 8\20  |  |  |  |  |
| 91 | 19\20 |  |  |  |  |

|    |      |  |  |  |  |
|----|------|--|--|--|--|
| 92 | 9\20 |  |  |  |  |
|    |      |  |  |  |  |

### Appendix (3)

|    |    |
|----|----|
| 35 | 20 |
| 36 | 15 |
| 37 | 19 |
| 38 | 20 |
| 39 | 8  |
| 40 | 18 |
| 41 | 19 |
| 42 | 20 |
| 43 | 11 |
| 44 | 11 |
| 45 | 20 |
| 46 | 20 |
| 47 | 17 |
| 48 | 19 |
| 49 | 19 |
| 50 | 6  |
| 51 | 10 |
| 52 | 9  |
| 53 | 17 |
| 54 | 18 |
| 55 | 8  |
| 56 | 20 |
| 57 | 19 |
| 58 | 18 |
| 59 | 13 |
| 60 | 17 |
| 61 | 20 |
| 62 | 19 |
| 63 | 13 |
| 64 | 20 |
| 65 | 19 |
| 66 | 18 |
| 67 | 19 |
| 68 | 16 |
| 69 | 17 |
| 70 | 6  |

|    |    |
|----|----|
| 71 | 9  |
| 72 | 12 |
| 73 | 19 |
| 74 | 13 |
| 75 | 20 |
| 76 | 19 |
| 77 | 19 |
| 78 | 19 |
| 79 | 10 |
| 80 | 9  |
| 81 | 6  |
| 82 | 18 |
| 83 | 20 |
| 84 | 14 |
| 85 | 19 |
| 86 | 20 |
| 87 | 10 |
| 88 | 14 |
| 89 | 8  |
| 90 | 8  |
| 91 | 19 |
| 92 | 9  |

#### Appendix(4)

| No. students | No. question 1     |                  | No. question 2     |                  |
|--------------|--------------------|------------------|--------------------|------------------|
|              | No. correct answer | No. wrong answer | No. correct answer | No. wrong answer |
| 1            | 3                  | 7                | 2                  | 8                |
| 2            | 4                  | 6                | 6                  | 4                |
| 3            | 6                  | 4                | 4                  | 6                |
| 4            | 7                  | 3                | 7                  | 3                |
| 5            | 1                  | 9                | 2                  | 8                |
| 6            | 3                  | 7                | 2                  | 8                |
| 7            | 4                  | 6                | 5                  | 5                |
| 8            | 5                  | 5                | 4                  | 6                |
| 9            | 2                  | 8                | 7                  | 3                |
| 10           | 3                  | 7                | 9                  | 1                |
| 11           | 3                  | 8                | 5                  | 5                |
| 12           | 2                  | 7                | 5                  | 5                |

|    |    |   |    |   |
|----|----|---|----|---|
| 13 | 3  | 6 | 7  | 3 |
| 14 | 4  | 6 | 5  | 5 |
| 15 | 4  | 3 | 6  | 4 |
| 16 | 7  | 0 | 4  | 6 |
| 17 | 10 | 1 | 10 | 0 |
| 18 | 9  | 0 | 10 | 0 |
| 19 | 10 | 1 | 10 | 0 |
| 20 | 9  | 1 | 10 | 0 |
| 21 | 9  | 8 | 8  | 2 |
| 22 | 2  | 1 | 3  | 7 |
| 23 | 9  | 1 | 10 | 0 |
| 24 | 10 | 0 | 9  | 1 |
| 25 | 10 | 0 | 10 | 0 |
| 25 | 9  | 1 | 10 | 0 |
| 26 | 3  | 7 | 4  | 6 |
| 27 | 4  | 6 | 4  | 6 |
| 28 | 4  | 6 | 10 | 0 |
| 29 | 5  | 5 | 7  | 3 |
| 30 | 1  | 9 | 4  | 6 |
| 31 | 9  | 1 | 10 | 0 |
| 32 | 8  | 2 | 10 | 0 |
| 33 | 10 | 0 | 10 | 0 |
| 34 | 8  | 2 | 7  | 3 |
| 35 | 9  | 1 | 10 | 0 |
| 36 | 10 | 0 | 10 | 0 |
| 37 | 3  | 7 | 6  | 4 |
| 38 | 9  | 1 | 9  | 1 |
| 39 | 10 | 0 | 9  | 1 |
| 40 | 10 | 0 | 10 | 0 |
| 41 | 7  | 3 | 4  | 6 |
| 42 | 3  | 7 | 7  | 3 |
| 43 | 10 | 0 | 10 | 0 |
| 44 | 10 | 0 | 10 | 0 |
| 45 | 10 | 0 | 10 | 0 |
| 46 | 7  | 3 | 7  | 3 |
| 47 | 9  | 1 | 9  | 1 |
| 48 | 10 | 0 | 10 | 0 |
| 49 | 2  | 8 | 2  | 8 |
| 50 | 3  | 7 | 3  | 7 |
| 51 | 3  | 7 | 3  | 7 |
| 52 | 8  | 2 | 8  | 2 |

|    |    |   |    |   |
|----|----|---|----|---|
| 53 | 8  | 2 | 8  | 2 |
| 54 | 3  | 7 | 3  | 7 |
| 55 | 10 | 0 | 10 | 0 |
| 56 | 9  | 1 | 10 | 0 |
| 57 | 9  | 1 | 10 | 0 |
| 58 | 9  | 1 | 9  | 1 |
| 59 | 6  | 4 | 7  | 3 |
| 60 | 8  | 2 | 9  | 1 |
| 61 | 10 | 0 | 10 | 0 |
| 62 | 9  | 1 | 10 | 0 |
| 63 | 6  | 4 | 7  | 3 |
| 64 | 10 | 0 | 10 | 0 |
| 65 | 10 | 0 | 9  | 1 |
| 66 | 9  | 1 | 9  | 1 |
| 67 | 9  | 1 | 10 | 0 |
| 68 | 7  | 3 | 9  | 1 |
| 69 | 9  | 1 | 8  | 2 |
| 70 | 2  | 8 | 4  | 6 |
| 71 | 5  | 5 | 4  | 6 |
| 72 | 5  | 5 | 7  | 3 |
| 73 | 10 | 0 | 9  | 1 |
| 74 | 4  | 6 | 9  | 1 |
| 75 | 10 | 0 | 10 | 0 |
| 76 | 10 | 0 | 10 | 0 |
| 77 | 10 | 0 | 10 | 0 |
| 78 | 9  | 1 | 10 | 0 |
| 79 | 9  | 1 | 10 | 0 |
| 80 | 7  | 3 | 3  | 7 |
| 81 | 3  | 7 | 6  | 4 |
| 82 | 4  | 6 | 2  | 8 |
| 83 | 8  | 2 | 10 | 0 |
| 84 | 10 | 0 | 10 | 0 |
| 85 | 8  | 2 | 6  | 4 |
| 86 | 10 | 0 | 9  | 1 |
| 87 | 10 | 0 | 10 | 0 |
| 88 | 4  | 6 | 6  | 4 |
| 89 | 2  | 8 | 6  | 4 |
| 90 | 2  | 8 | 6  | 4 |
| 91 | 10 | 0 | 9  | 1 |
| 92 | 4  | 6 | 5  | 5 |