

**AN ANALYSIS OF STUDENTS' LITERARY DEVICES IN WRITING ENGLISH
DESCRIPTIVE TEXT AT SMA NEGERI 9 MAKASSAR**



A THESIS

*Submitted to Faculty of Teacher Training and Education
University of Muhammadiyah Makassar in Part Fulfillment of the Requirements for the
Degree of Education in English Education Department*

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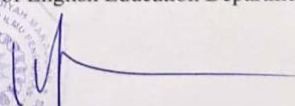
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Day / Date	Chapter	Note	Sign
Tuesday Sep. 17. 24	IV	- Revise chapter IV - Rearrange the content of chapter IV - Give more explanation about the data.	gf ff
Friday Sep. 27. 24.	IV	- Still revising the finding in good connection - Give more explanation to the data - Relate the data with the indicator	gf ff
Monday Oct. 21. 24	IV	- Re fix again the data analysis to be become better - Give straight description to result finding	gf ff
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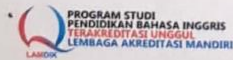
Day / Date	Chapter	Note	Sign
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MOTTO AND DEDICATION

Motto

“The future depends on what you do and think today”

Dedication

I dedicate this thesis to:

I dedicate this thesis to all parties who have provided support, hopes and prayers to the author, from the beginning of preparation to the end of writing this thesis. Infinite thanks to my beloved parents, to my supervisors, siblings, family and friends all and the most special thing is to myself. Because at this point in my struggle I have reached the process of completing my final assignment as a student. I hope that in the future I personally can become someone who can be a good role model and can inspire other people out there. Amen

ABSTRACT

ALFIRA REFKI AULIA 2025, *An Analysis Of Students' Literary Devices In Writing English Descriptive Text at SMA Negeri 9 Makassar.* Thesis Of English Education Departement Faculty Of Teacher Training And Education Muhammadiyah University Of Makassar. (Supervised by Sujariati and Muhammad Zia Ul Haq).

This study investigates the use of literary devices in students' descriptive writing at SMA Negeri 9 Makassar. The main purpose is to identify the most effective literary devices used by students and analyze how effectively those devices improve the descriptive quality of their texts. The method use is descriptive qualitative, then the collecting data is applied by an instrument which involved samples of students' writing and detailed analysis of literary devices such as allusion, exclamation, hubris, imagery, personification, point of view and symbol. The sample is 6 students in grade 10 of SMA Negeri 9 Makassar, whose descriptive texts were examined for the presence and frequency of use of these devices. The findings revealed that students showed the presence of several literary devices in writing descriptive texts namely allusion, exclamation, hubris, imagery, personification, point of view and symbol, but the most effective among literary devices was imagery.

Keywords: Literary devices, Descriptive text, Student writing.

ABSTRAK

ALFIRA REFKI AULIA 2025, *An Analysis Of Students' Literary Devices In Writing English Descriptive Text at SMA Negeri 9 Makassar.* Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. (Dibimbing oleh Sujariati dan Muhammad Zia Ul Haq).

Penelitian ini menyelidiki penggunaan perangkat sastra dalam tulisan deskriptif siswa di SMA Negeri 9 Makassar. Tujuan utamanya adalah untuk mengidentifikasi perangkat sastra yang paling efektif yang digunakan oleh siswa dan menganalisis seberapa efektif perangkat tersebut meningkatkan kualitas teks deskriptif mereka. Metode yang digunakan adalah deskriptif kualitatif, kemudian pengumpulan data dilakukan menggunakan instrumen yang melibatkan sampel tulisan siswa dan analisis rinci tentang perangkat sastra seperti kiasan, seruan, keangkuhan, pencitraan, personifikasi, sudut pandang dan simbol. Sampel yang digunakan adalah 6 siswa kelas 10 SMA Negeri 9 Makassar, yang teks deskriptifnya diperiksa untuk mengetahui keberadaan dan frekuensi penggunaan perangkat-perangkat tersebut. Temuan menunjukkan bahwa siswa menunjukkan kehadiran beberapa perangkat sastra dalam menulis teks deskriptif yaitu kiasan, seruan, keangkuhan, citraan, personifikasi, sudut pandang dan simbol, tetapi yang paling efektif di antara perangkat sastra adalah citraan.

Kata kunci: Perangkat sastra, Teks deskriptif, Tulisan siswa.

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ALFIRA REFKI AULIA

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CHAPTER 1

INTRODUCTION

A. Background

In order to improve their writing and convey deeper meanings in a story or work of literature, authors use a variety of styles, strategies, and strategies known as literary devices. According to Abed (2023) Literary devices are the strategies of authors that uses in their writing in order to elicit certain feelings, transmit meaning, and create particular effects. They are a crucial element of poetry, and the art form would be difficult to understand and appreciate without them. Furthermore, literary devices According to Sanjar (2022) These literary strategies are employed by authors to emphasize or improve certain aspects of their work. In addition, according to Ndunguru (2019) every expression's literary techniques are its heart and soul. All written works of literature, including poetry, drama, nonfiction, and fiction, are given life by these literary techniques. It is evident that an essential element of fiction is the author's choice of "literary techniques." Many literary methods are at the writer's use, such as imagery, alliteration, and allusion. Several popular techniques or strategies include personification, metaphor, simile, imagery, symbolism, and personification.

Additionally, writing that characterizes a particular subject, place, or item is called a descriptive text. Instead of telling the story, it aims to provide

knowledge about the subject by summarizing its features. An object, place, or topic is explained and clarified using descriptive language. All living and non-living objects are covered by it. The two principal parts of the general structure of descriptive texts are identification, which is the subject's introduction, and description, which is a comprehensive explanation of the subject's forms, colors, and other qualities. In addition, according to Purnomo (2023) descriptive text are those that provide details on a person, place, or particular thing. Students who are proficient in descriptive writing can create a variety of texts, such as narrative, recount, and report writings. For example, students need to be able to include enough description in a narrative work to draw readers in. They must explain topics in great detail in order to accomplish this. Students also need to organize their ideas into meaningful paragraphs and make their work readable. According to Husna (2019) students can arrange their ideas to write a descriptive text by selecting a topic and giving descriptions of it.

Additionally, the writer can use any number of literary techniques to tell his or her story. Unlike the other elements of fiction, which must be part of the story, the fiction writer has a choice about the literary techniques to use. The writer's choice often depends on the type of genre he or she is writing and personal preference. According to Ndunguru (2019) elements of literary devices that are commonly used in writing with the aim of creating more

interesting, meaningful, authentic and interesting stories, namely, allusion, exclamation, hubris, imagery, personification, point of view and symbol.

Based on previous research, there are several types of literary devices that are often used by students in writing descriptive text. In this study, researcher will examine what literary devices are used by students at SMA Negeri 9 Makassar.

Referring to the explanation above the research excited to conduct research entitled “An Analysis Of Students’ Literary Devices in Writing English Descriptive Text At SMA Negeri 9 Makassar”.

B. Research Question

Based on the background above researcher formulate problem or questions is “What literary devices are most effectively used by students in descriptive text in English learning at SMAN 9 Makassar?”.

C. Research Objectives

Based on the problem above, the objectives of this study are: "To know what literary devices are most effectively used by students in descriptive text in English learning at SMAN 9 Makassar.

D. Significance of The Research

The following are some of the theoretical and practical contributions that the findings of this study are expected to make:

1. Theoretical significance

This study is expected to provide important new insights regarding literary devices in writing descriptive text.

2. Practical significance

a. For Students

This research is expected to help students to write descriptive text by using literary devices technique in English learning.

b. For Teachers

It is hoped that with this research, teachers can help and encourage students in writing descriptive text using literary devices in English learning.

c. For further research

This research is expected to be a guide for further research that is more effective.

E. Scope of The Research

This research will be conducted at SMA Negeri 9 Makassar. The participants of this research are the students of grade X students who study descriptive text. The focus of this research is literary devices that are mostly used in techniques in writing descriptive texts. There are several types of literary devices that are often used by students in composing descriptive text,

namely, Allusion, Exclamation, Hubris, Imagery, Personification, Point Of View, Symbol.



CHAPTER II

REVIEWS OF LITERATURE

A. Previous Related Studies

According to Ndunguru (2019) literary device elements commonly used in writing are allusions, exclamation, hubris, imagery, personification, point of view, and symbol.

Furthermore, according to Chanh (2021) study results, there is a high frequency of describing figures of speech through every form of similes. The differences in the rate of translation between two languages and the most often used simile word in translated English texts. The target text's comparative terms and themes exhibit identical meanings to those found in the source text. These findings provide insight into how the target text's quality has improved, particularly in terms of the training and continued education of translators.

Moreover, according to Ortiqov (2022) These writing techniques are used by authors to emphasize or improve certain aspects of their work. In this research, foregrounding has been explored in poetry and several examples from the language and systemic functional linguistics perspectives have been attached. A poet may choose to use some or all of the following at different periods in their writing.

In addition, according to Rizal (2023) The four findings that will be thoroughly discussed in the discussion are: the concept of scientific knowledge of poetry writing; the identification and application of the use of web-based online poetic tools; the model, method, and steps of web-based poetic device tools in poetry writing; and English poetry writing simulation.

Additionally, according to Faqih (2023) The results show that criticism challenges recognized ideologies, irony subverts traditional interpretations, metafiction focuses self-reflection, fragmentation changes linear narratives, and interaction improves texts through references and allusions.

Based on the research above, it can be concluded literary devices are often used in a text. In this research, researchers will conduct research in a different context, in this case in the context at SMA Negeri 9 Makassar. The researcher aims to focus on finding “What literary devices are commonly used by students in descriptive texts in English learning at SMAN 9 Makassar?”

B. Some Pertinent Ideas

1. Concept of Literary Devices

a. Definition of Literary Devices

According to Bartling (2019) literary devices are frequently employed for emphasis or clarity. Furthermore, they are used to improve the reader's relationship with the narrative as a whole, with

individual characters, or even with particular topics. In addition, they sometimes serve only to enhance the reading experience, but even that tells much about the writer and their points of view. According to Glatch (2023) literary devices are techniques used to elevate a writing beyond its straightforward, literal meaning. They are methods for helping the reader in understanding how to read the work, in that approach. The ability of connection is at the center of all literary devices: using developing or exploring relationships between things, writers encourage readers to view and understand the world from new perspectives.

Furthermore, according to Yaylali (2024) literary devices are strategies used by writers to convey information, provide an original and focused effect, or help readers in understanding their writing more thoroughly. According to Tan (2023) literary devices are instruments in a writer's portfolio to encourage the creation of a compelling narrative. These tools help your readers understand the entire vision, change their perspective, and delve deeper into the fundamentals of your story.

Furthermore, according to Rafiq (2020) literary devices are devices that writers use to improve their creative writing and more effectively convey their ideas. These devices help in recognizing unique ideas and concepts in literature. It therefore improves the

reader's comprehension of the content. In Addition, according to Foster (2020) explains how literary techniques are important tools for storytelling instead of just elements of decoration. They help move the plot along, create an ideal environment, and develop the main characters. Alliteration, or the repeated usage of consonants at word beginnings, gives prose and poetry a rhythmic character that improves the reading experience for the reader. Furthermore, foreshadowing increases anticipation and builds anticipation by hinting at what will happen later in the narrative.

Furthermore, according to Jones (2022) literary devices are methods used by authors to convey their thoughts and reference to more complex themes and meanings in their works. These literary techniques are great strategies to improve writing, enhance the narrative, and attract readers in so they can relate to the ideas the characters are exploring. In addition, according to Ellis (2021) identifies a literary device as "a broad term that includes all the styles, techniques, and strategies an author uses to improve their writing."

Writing tools have been developed over millennia by humankind and are still being used now, with hundreds of languages featured in the literature.

b. Types of Literary Devices

Ndunguru (2019) identifies the literary devices used by author several Ndunguru as follows:

1) Allusion

A figure of speech described as an allusion happens when a writer immediately allusions to a subject, setting, object, or literary work. It is up to the reader to create a connection between the given topic and themselves. This literary method can be used to describe every occurrence or happening, real or imagined. According to Dilso (2021) define an allusion as the name of a real person, historical event, or literary find that is mentioned in an approach that is above an ordinary reference.

Additionally, according to Adam (2020) an allusion can be used in a more technical sense to make a critical comment on an object by comparing it to something that is dissimilar. Allusions can also be used as an easy way to improve a text with additional meaning. As readers' and writers' collective knowledge changes over time, allusions can also reveal implicit assumptions and prejudices. According to Neil (2020) a figure of speech that makes a direct or indirect reference to a recognized person, location, or historical event is referred to as an allusion in literature. For example, that you are friends with a friend who is

so smart that you sometimes refer to them as "Rose is a real Einstein." The statement refers to the claimed physicist Albert Einstein.

2) **Exclamation**

It's employed to convey a short sound, word, or words that is pronounced fast to elicit a certain emotion. The punctuation mark known as an exclamation point, or exclamation mark, is used to indicate the end of a word. It typically occurs below an interjection or exclamation to indicate strong emotions or loud noises, such as shouting. Exclamations are used to convey strong emotions or responses. They provides a clear means of expressing emotions that an author might otherwise desire to keep muted. Exclamatory sentences, according to Harmon (2021) may convey a sense of urgency and immediacy in the writing and draw readers into the characters' emotional worlds.

In addition, According to Newton (2020) emphasizes that the exclamation mark is an effective tool for writers as it conveys strong feelings or strong statements. Exclamatory statements, interjections, and commands can all be punctuated with it to give the writing an additional energy and emphasis. On another conjunction, using sufficient exclamation points can make them look dramatic or overused. For example, "How far, how far up

this road!," for instance This vehicle doesn't go any quicker! When we catch the other wagon, we'll find out if they know anything! But they don't know nothin' more'n we do."In this paragraph, the exclamations "How far, how far up this road!" and "This truck doesn't go any faster!" convey a sense of tiredness, anger and frustration with the complicated, hot use. The exclamations punctuate the descriptive prose, introducing emotion into the narrator's voice. The concluding statement "But they don't know nothin' more'n we do." demonstrates the feeling of helplessness.

3) **Hubris**

Recently, confidence is just another term for excessive attitude. The fact that the character seems to have let reality escape them is a telltale symptom of hubris as opposed to simply typical arrogance or pride. The hubristic persona might have suddenly achieved a large lot of authority and a naive notion that they are untouchable. According to Akstinaite (2021) hubris is an extreme form of confidence that is characterized by preoccupations with success, feelings of excessive pride and self-importance.

According to Hamilton (2020) hubris a literary stereotype that refers to an amount of pride or self-confidence, which commonly

leads a character to break moral laws, reject warnings, or question the gods, all of which lead to their demise. It is a recurring motif in classical literature, especially Greek tragedies, where it serves an important part in the tragic defect (hamartia) of the protagonist. In many classic stories, hubris is seen as a major contributing element to the protagonist's downfall, emphasizing the dangers of arrogance and the need of humility.

According to Hamilton (2020), Hubris is a literary device that refers to excessive pride or self-confidence, often leading a character to disregard warnings, violate moral codes, or challenge the gods, resulting in their downfall. It is a common theme in classical literature, especially in Greek tragedies, where it serves as a crucial element of the protagonist's tragic flaw (hamartia). Hubris is considered a key factor in the protagonist's demise in many classic stories, highlighting the dangers of overreaching pride and the importance of humility. For example Jason was standing on the cliff's edge, looking out at the great ocean. He had traversed the most dangerous waters and ascended the highest peak. His self-assurance had no boundaries. "I am unstoppable," he announced to the wind. He decided to take his small boat into the storm despite the dark clouds building on the horizon and the distant roar of thunder. "I am unstoppable," he

said. But the storm was unforgiving, and the massive waves finally overtook his boat. Jason was never seen again because of his pride, which caused him to underestimate the power of nature. The writing illustrates Jason's hubris through its arrogance and disrespect for the storm's warning measures, as ultimately lead to his

4) Imagery

One of the most important literary devices is imagery, in which the writer uses words and phrases to create "mental images" in the reader's mind. The author uses imagery to make his or her words simpler for the reader to visualize and, as a result, more authentically experience. The use of similes, metaphors, allusions, and descriptive language to "tickle" and stimulate readers' senses is referred to as imagery, among other literary methods. According to King (2020) asserts that imagery is a distinct kind of imagery. Literal and figurative imagery are the two types. Literal refers to precisely describing what you perceive.

Furthermore, According to Kirszner (2020) imagery use of colorful or figurative language to depict events, things, or ideas in a way that stimulates the senses of touch, taste, smell, sight, or sound. As an illustration The beach was a radiant, light-filled,

golden tapestry. The salty breeze carried the briny taste of the ocean, slightly tinged with coconut sunscreen, and the fine sand slipped past my toes like thousands of tiny precious stones. Gulls screamed loudly overhead, their white wings contrasting sharply with the deep blue sky. The reader's senses are stimulated by the vivid images in this descriptive paragraph: View: "azure sky," "fine sand," and "golden tapestry." The imagery takes the reader to the beach scene by the use of precise details and figurative language such as similes and metaphors, enabling them to vividly envision and experience it through the multiple senses engaged. As a result, reading becomes captivating and immersive.

5) Personification

Personification is a popular and commonly used literary device. It describes the ability to give inanimate objects, events, and animals human characteristics and traits. According to Ali (2021) personification is a significant figure of speech that is frequently employed in literature. Using personification as a literary method, it is possible to create symbolic images with hidden meanings that must be unraveled to understand the message that each personification is trying to hide.

Furthermore, according to Kirszner (2020), personification is a figurative language technique in which an abstract idea or inanimate thing is described as though it were endowed with human characteristics or abilities. For example, the incredible Pelangi Waterfall is located in the midst of a beautiful tropical forest. The waterfall twirled happily, shooting out jets of water that gleamed in the sunlight like precious stones. The trees in the area whisper slowly, luring each guest with memories from earlier days. The large stones that are spread all around the waterfall's base seem content, almost as though they were grateful to be a part of this amazing natural wonder. The flowers along the path laugh brightly, asking visitors to get closer and enjoy their scent. Every element of the natural world here sings a song of joy that touches the hearts of people who come. This place is actually alive. The waterfalls are described as "dancing," "sending forth splashes," "whispering," "welcoming," "smiling contentedly," and "proudly" in this literature. The flowers are described as "blooming with bright smiles" and "inviting," and the natural elements as "singing songs of happiness." These are all instances of personification, which imbues the natural components in these tourist destinations with human traits.

6) Point of View

The sentences that the characters in a show, essay, narrative, or novel say, particularly while they are conversing with one another, are known as dialogue. Dialogue that is poor serves no purpose. Excellent dialogue furthers the plot or adds to the characters. Stage directions are frequently hinted at in conversation in plays. According to Lapointe (2022) point of view is the perspective from which an author tells a story. It's one of the most important decisions authors make in shaping a story. The narrator can be unnamed or a specific character. Authors also choose whether to write in first, second, or third person. Readers can determine this partly by which pronouns refer to each character. Dialogue is the vocabulary used by characters in a play, essay, narrative, or novel, particularly as they are speaking to one another. Ineffective dialogue is pointless. Good conversation enhances the characters or advances the story. In conversation, stage directions are often alluded to in plays. According to Lapointe (2022) point of view as the view point that an author uses to present a story. It's among the most crucial choices writers make when crafting a narrative. The storyteller may be an anonymous figure or a particular persona. In addition, writers have the option of writing

in the first, second, or third person. The pronouns used to refer to each character can help readers make this determination in part.

Furthermore, point of view, according to Kennedy (2020), is the viewpoint that is used to tell a story. It influences the narrative voice and the quantity of information provided about the characters and events, so determining the reader's experience with the story, which are as follows:

a) First-person point of view: The narrative is given by one of the story's characters, usually the protagonist, and they use pronouns like "I" and "we." Although it is restricted to the narrator's knowledge and experiences, this point of view offers a connected glimpse into their thoughts and emotions. Example: "My heart was racing with each step as I strolled down the gloomy, poorly illuminated street.

b) Second-person point of view, the author of the narrative addresses the reader directly using the pronoun "you."

This point of view is less prevalent and produces an intense, sometimes aggressive, experience. Example: "A mysterious figure suddenly appears in front of you as you turn the corner."

c) Third-Person Point of View: An outsider narrates the tale using pronouns such as "he," "she," and "they." This

point of view's scope can vary: Third-Person Limited: Offers a closer, but still external, viewpoint by focussing on the ideas and emotions of one individual. For instance: "She wondered if she would ever see him again as she gazed out the window." Third-Person Omniscient: The narrator provides a god-like viewpoint on the narrative by being fully aware of all of the characters' thoughts, emotions, and deeds. For instance: "While John struggled with his decision, Mary felt a sense of impending doom she couldn't shake."

7) Symbol

A symbol is a literary device that conveys ideas, characteristics, and more than just what appears in the specific translation. Symbols typically include hidden layers of meaning behind the surface. According to Kramer (2022) symbolism as the use of a word or image, sometimes called a symbol, to convey a certain notion. Our surroundings are filled with symbols, such as flags, icons, and even colors, which we use to guide us through them. Consider this: almost all public restroom doors and signs use the same simple, featureless human figures that you would look for when you needed to use the restroom in public. Alternatively, the color red indicates that you should stop

and the color green indicates that you can continue when navigating through virtually any area, whether it be online or offline. A symbol is a figure, item, color, or character that is used to convey an idea or concept that is abstract.

According to Meyer (2020) symbol as an item, figure, character, or color that is used to stand in for thoughts or concepts that are abstract. Symbols often add to a work's thematic complexity by conveying deeper meanings beyond their literal sense, which are as follows:

- a) Physical items that represent something greater than themselves are known as object symbols. As an illustration, consider how Gatsby's aspirations for the future are symbolized by the green light at the end of Daisy's dock in F. Scott Fitzgerald's *The Great Gatsby*.
- b) Character symbols are individuals who represent particular concepts or attributes. For instance, Napoleon, a figure in George Orwell's *Animal Farm*, stands in for autocracy and the corrupting effect of power.
- c) Color symbols are colors that convey particular feelings or meanings. Example: Red represents both passion and sin in Nathaniel Hawthorne's *The Scarlet Letter*.

d) Actions that indicate more general ideas are called action symbols. For example, Ahab's search for the white whale in Herman Melville's *Moby-Dick* represents man's obsession and resistance to fate.

c. Characteristic of Literary Devices

According to Faqih (2023) First of all, a crucial component found in a large number of the studied postmodern literary works is fragmentation. Postmodern authors frequently divide their stories into amorphous chunks, showcasing a nuanced realism and ambiguity that mirrors the unstable nature of the universe. Second, a recurring theme in the studied postmodern literary works is intertextuality. These authors give their own works new interpretations by referencing and incorporating aspects from earlier works. Intertextuality enhances readers' critical thinking and creative faculties by increasing their knowledge of diverse academic fields and cultural viewpoints.

Moreover, metafiction plays a significant role in the studied postmodern literary works. Metafiction is the term for introspective strategies that push readers to consider the fictitious aspects of stories and to challenge the authority and veracity of narratives. This study discovered that the idea of objective truth is frequently questioned and conventional narrative structures are criticized through the usage of metafiction. Finally, the studied postmodern literary works also contain

skepticism and irony. Skepticism challenges established narratives and power systems, while irony exposes the limitations of language and challenges readers' preconceptions. Through critical engagement with the intricacies of the postmodern world, these two components help readers achieve a deeper comprehension of social, cultural, and political issues.

d. Function of Literary Devices

According to Sanjar (2021) the aim of these literary strategies is to increase the significance or potency of certain passages in their writing. Literary techniques play a crucial role in elaborating and highlighting ideas within a piece of literature, as stated by Eagleton (2020). Symbolism, for instance, gives the story more depth by allowing things, people, or events to stand in for larger ideas and themes.

Furthermore, According to Lodge (2021), literary techniques are important in characterization since they shed light on characters' motivations, inner thoughts, and feelings. The utilization of dialogue, monologue, and particular storytelling methods like stream of consciousness enables readers to establish a more profound connection with characters. A character's speech patterns, for example, can reveal something about their personality and worldview through the employment of similes and metaphors.

e. Advantages of Literary Devices

According to Rodrigo (2022) writers employ a variety of literary devices, to elicit certain moods, highlight concepts, and add vividness to their writing. Metaphor, simile, personification, imagery, hyperbole, oxymoron, metonymy, alliteration, assonance, and rhyme are a few of the primary devices that are covered. These techniques use sight, sound, touch, taste, and movement to appeal to the reader's senses and succinctly describe an image or scenario.

2. Concept of Descriptive Text

a. Definition of Descriptive Text

A descriptive text is one that describes a person, place, or thing in detail. According to Djuharie (2021), Descriptive texts concentrate on precisely illuminating a subject's qualities so that the reader can picture it. This involves not just the subject's physical characteristics but also their emotional and psychological aspects. In addition, according to Knapp (2020) highlights that proficient descriptive writing necessitates meticulous observation and the ability to convert such insights into language that effectively connects with the reader. Moreover, descriptive texts are organized to logically highlight particular characteristics and qualities. According to Tompkins (2023) writing as a description develops vocabulary, sharpens sensory

perception, and strengthens one's ability to write in general. These abilities are important for academic and professional communication in addition to being essential for creative writing. According to Loka (2020) descriptive text as one that provides information about something. A descriptive text provides explicit information on a person, place, or object.

There are two types of descriptions: subjective and objective.

In descriptive writing, the author evokes the sensation, sound, taste, smell, and appearance of objects in order to aid readers in comprehending a feeling or an emotion. The author of the descriptive prose employs colorful language to bring the object they are describing to life. It also describes a sensory-appealing object. According to Isti (2020) states that when writing a descriptive text, the author must apply certain guidelines to describe an object to the reader as though the reader were standing in front of it. The goal is to create a strong, dominant impression of the object that is portrayed.

Furthermore, According to Basri (2020) making a strong first impression is the first principle. For instance, in order to provide a strong first impression, the author must decide whether to depict a snake as a dangerous creature or as a friendly and playful pet. The reader will choose details based on this prevailing impression, and if the facts are logically placed within the sentence, the reader will be

able to draw a clear conclusion. Writing descriptive prose in both an objective and subjective manner is the second principle. For instance, the author of an objective description text on a lion might include details about the animal's size, weight, color, and other attributes. According to Isti (2020) critique is still necessary for objective description texts, though, since the goal is to highlight the author's emotions. For example, in a descriptive essay on fish and their habits, the author describes peaceful, harmonious fish that are always in the water and are unable to survive or defend themselves on land.

In addition, according to Suryanto (2022) descriptive writing aims to give accurate details of a particular person, place, thing, or event. Anything can be described, including our pets, our favorite spot, our favorite movie, or a familiar face. Additionally, according to Wijayanti (2019) writing descriptive prose involves describing an object in a way that makes it easy for readers to understand and visualize—that is, something that clearly resembles the genuine thing.

b. Generic Structure of Descriptive Text

Moreover, according to Sipayung (2021), identification and description are part of the generic structure of descriptive texts, as follows:

1) Identification

The purpose of this section is to list the items or topics that the writer must describe. The things or subjects being described should be clear before the writer delves deeper into them.

2) Description

This section, which usually follows in the second paragraph and so on, serves to provide a more detailed description of the object the writer is describing, including its traits, physical characteristics, and other attributes.

c. Language Features of Descriptive Text

According to Rizkiani (2020) descriptive text also has some linguistic characteristics that set it apart from other types of texts. It makes use of an adjective, the simple present, and a particular participant. Conjunction is also used in it. It employs the basic present tense in terms of tenses.

3. Conceptual Framework

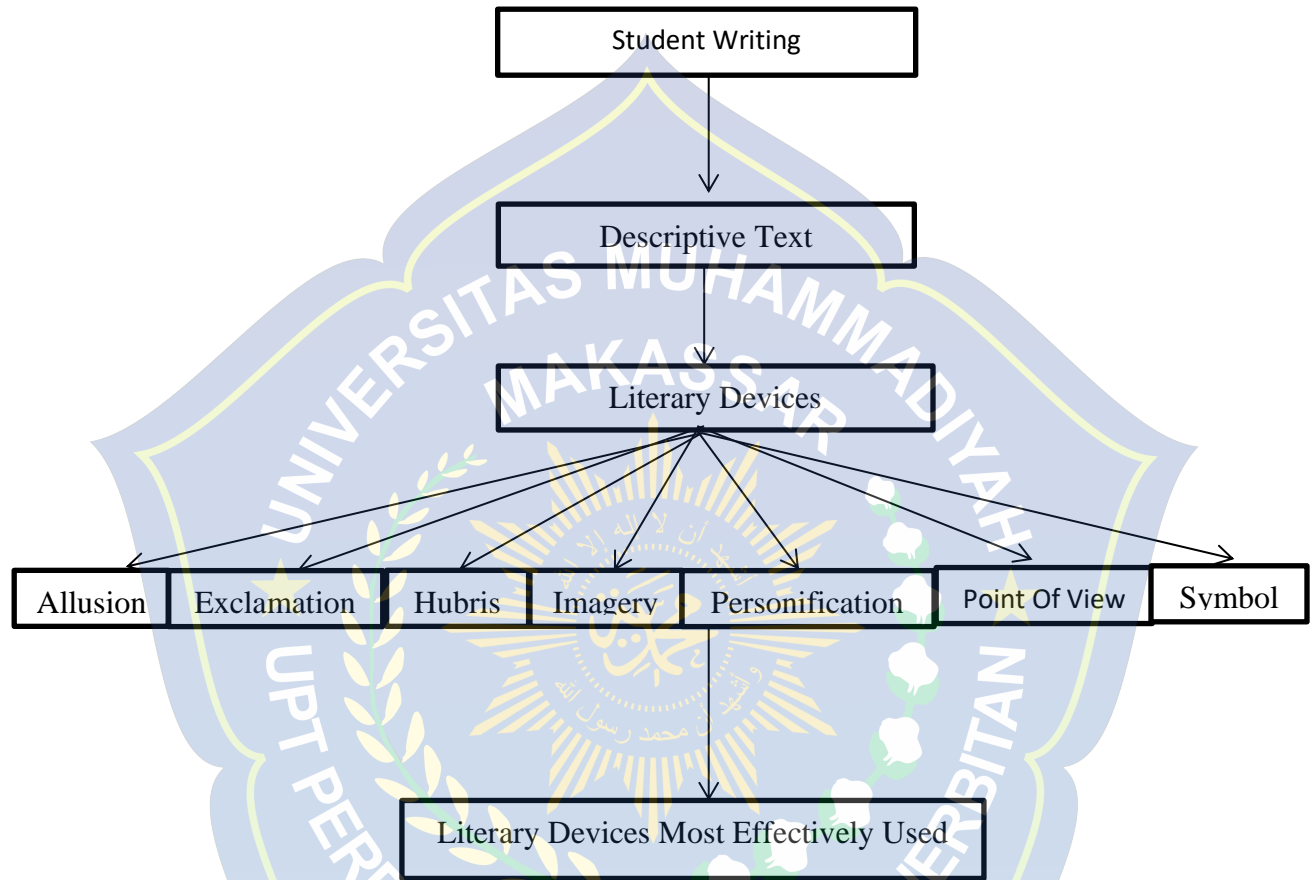


Figure 2.1: Conceptual framework

In this study, researchers used several types of literary devices namely, Historical allusion refers to references made to a person, event, or period in history that carry a certain significance and meaning. Exclamation is the speaker's purpose in uttering a particular sentence, which can be a statement, question, command, wish, or exclamation. Hubris is a manifestation of

extreme self-confidence described by a preoccupation with success, feelings of excessive pride and self-importance. Imagery is a sentence that creates a mental picture in the reader's mind by using words and phrases. Personification is an influential and widely used trope in literature. Point of view is the perspective from which an author tells a story. Symbolism is the use of symbols, which can be words or images, to communicate different ideas. In this study, researchers will give tests to students as research instruments in the form of descriptive texts. In this study, the researcher will examine what literary devices are most effectively used by students in descriptive texts in English learning at SMAN 9 Makassar. After investigating and analyzing the data, the researcher will draw a conclusion.

CHAPTER III

RESEARCH METHOD

A. Research Design

This type of research method was a qualitative descriptive research. The research was qualitative in nature. According to Murdiyanto (2020), qualitative research was an approach for examining social phenomena and human issues. Furthermore, according to Sidiq (2019), qualitative research was a multimethod, focused, natural, holistic approach that emphasized quality in scientific research through the use of multiple methods and a narrative presentation style for examining concepts, meaning, symptoms, symbols, and descriptions of a phenomenon.

In finding the right data about “An Analysis Of Students’ Literary Devices In Writing English Descriptive Text At SMA Negeri 9 Makassar”, the researcher used a qualitative research.

B. Research Subject

The research subjects in this study were students of SMA Negeri 9 Makassar in the academic year 2024-2025. The research subjects were class X students at SMA Negeri 9 Makassar in the 2024/2025 school year. The researcher selected 6 students who were used as research samples.

C. Research Instrument

A research instrument, according to Sugiyono (2020), is a device used to quantify observed social and natural phenomena. The instrument used in this research is:

Writing Test (Descriptive Text) : Writing test is a tool or instrument used in research to measure a person's writing ability, especially in the context of this study, to assess the use of literary devices in descriptive text writing by students. Writing test serves as a tool to measure the extent to which students understand and are able to apply literary devices in writing descriptive texts. The main purpose of this writing test is to analyze how students use literary devices in their descriptive texts, as well as to determine their level of understanding of the use of these literary devices.

Table 2.1: Indicators of Literary Devices

Components of Literary Devices	Indicators
Allusion	A figure of speech described as an allusion happens when a writer immediately allusions to a subject, setting, object, or literary work. This literary method can be used to describe every occurrence or happening, real or imagined.
Exclamation	The punctuation mark known as an exclamation point, or exclamation mark, is used to indicate the end of a word.

	It typically occurs below an interjection or exclamation to indicate strong emotions or loud noises, such as shouting.
Hubris	Hubris is an extreme form of confidence that is characterized by preoccupations with success, feelings of excessive pride and self-importance.
Imagery	That is in which the writer uses words and phrases to create "mental images" in the reader's mind. The author uses imagery to make his or her words simpler for the reader to visualize and, as a result, more authentically experience.
Personification	Personification is a popular and commonly used literary device. It describes the ability to give inanimate objects, events, and animals human characteristics and traits
Point of View	Point of view is the perspective from which an author tells a story. The sentences that the characters in a show, essay, narrative, or novel say, particularly while they are conversing with one another
Symbol	A symbol is a literary device that conveys ideas, characteristics, and more than just what appears in the specific translation. Symbols typically include hidden layers of meaning behind the surface. symbolism as the use of a word or image, sometimes called a symbol, to convey a certain notion such as flags, icons, and even colors, which we use to guide us through them.

Table 2.2 : The Criteria of Writing Devices

Criteria	High	Middle	Low
Use of Literary Devices	Use literary devices, accurately and contextually.	Use sliterary devices but lacks consistency or relevance	Very limited or no use of literary devices
Cohesion and Coherence	Ideas flow smoothly, and transitions between paragraphs are seamless.	Some paragraph transitions exist, but not always smooth. Ideas are generally connected.	Paragraphs lack strong connections, leading to a confusing flow.
Sentence Variety	Effectively uses a variety of complex and compound sentence structures for dynamic writing.	Some sentence variety, mostly simple sentences with occasional complex ones.	Repetitive and simple sentences with little variation.
Vocabulary	Rich vocabulary used to express emotions, atmosphere, and situations clearly.	Adequate vocabulary, though lacks strength in conveying emotional or descriptive nuance.	Limited vocabulary, often repetitive and not suitable for the context.

Creativity and Originality	Highly creative, showing originality in developing new ideas.	Shows some creativity, but still relies on clichés or conventional ideas.	Little creativity or originality in the writing.
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Adopted and modification by Myhill (2020)

According to Brookhart (2021), the importance of category-based formative assessment to improve student learning, where categories such as “High,” “Middle,” and “Low” are used to provide more effective feedback. In addition, according to Andrade (2020) emphasizes the importance of qualitative feedback in assessment, including the division of categories based on student achievement levels, such as “High,” “Middle,” and “Low.”. Additionally, According to Nicol (2020) highlights the concept of category-based assessment, where “High,” “Middle,” and “Low” provide clear guidance for students to improve their writing skills through self-reflection and feedback.

D. Data Collection

According to Merriam (2019) data collection strategy is determined by the study topic and the data source that provides the most information to address the inquiry. The researcher used a writing test instrument for data collection, the researcher asked students to write a text by choosing a predetermined topic. This instrument is useful for measuring students' writing

skills and evaluating the use of literary devices used in descriptive texts. After the texts were collected, the researcher examined and analyzed the students' writing to identify and assess the use of literary devices, such as Allusion, Exclamation, Hubris, Imagery, Personification, Point of View, and Symbol and finally the researcher summarized the data. The analysis was conducted according to the indicators of literary devices designed to measure writing skills and literary creativity.

E. Data Analysis

To evaluate the data after they are collected, the researcher adopted the Gay (2012) procedure, data analysis in qualitative research leads to the findings of previous studies relating to the supported title, where the research result have an undeniable atmosphere, and in summarizing is carried out reflective in understanding various data sources in the form of writing test. The data analysis technique in this study goes through four stages, as stated by (Gay 2012):

1. Data Analysis

Analysis can be defined as a process that involves data transformation, data modeling and data cleaning to facilitate the process of obtaining a more accurate and useful description. A more accurate description to make statements. The purpose of data analysis is to collect description of a set of data and develop conclusions based on data analysis. In the first step of

analysis, researchers analyze the data in the field through student writing tests. In this stage, the researcher focused on analyzing regarding the most effective literary devices for writing descriptive texts were selected and considered.

2. Classifying Data

Classifying data is the process of organizing and grouping raw data into meaningful categories or themes based on similar characteristics or patterns. The goal is to help researcher manage large amounts of information by grouping similar data points, making it easier to analyze and identify relationships. By classifying the data, researcher can focus on specific relevant aspects of their study, which facilitates the process of interpretation and conclusion drawing. After the data is collected, the results of students' writing in writing descriptive texts are then classified and grouped according to categories, namely high, middle, and low. After that, the writing identified in the high category is the most effective literary device used in writing descriptive texts and finally the conclusion.

3. Data Display

Data displays create detailed and extensive descriptions of participants, environments, and phenomena under investigation to illustrate the rich complexity of research. The purpose of this step is to build a narrative picture of the scenes and events that occurred at the location so that the researcher can understand the setting of the investigation. Data Display is where researchers present more data by focusing on words or actions that

occur in a particular context, on the result findings part or chapter four in this research. However the study display the findings based on the research question then describer or display the findings that which literary devices are most effective for student in writing descriptive text.

4. Confirmation and Conclusion Drawing

Drawing and verifying conclusions is the fourth step in qualitative data analysis according to Gay (2021). After the data in the field is collected through qualitative approach on the students, the researcher will analyze the data using the writing test instrument, then the last stage is to draw conclusions and the results of data analysis in the form of analyzing what literary devices are most effective for students to use in writing descriptive texts.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with the result of the research which divided into two terms, they were research findings and discussion where the finding outline the result of the data analysis was taken by writing test while discussion presented the result of the research findings.

A. Research Findings

The researcher found several findings regarding literary devices used by students in writing descriptive texts. To obtain data, the researcher used a test as a research instrument, the researcher gave several pictures about a place to find out what literary devices were most effectively used by students. The subjects of this study were students of class X SMA Negeri 9 Makassar. The data were taken from 6 students from class X students of SMA Negeri 9 Makassar.

Based on the research question which is conducted at SMA Negeri 9 Makassar, the answer to the research question of what type literary devices most effectively used by students are:

1. Imagery

P1: Based on the research finding, when the research analyzed the results of students' writing about the place they described, in this case the participant described Tanjung Bira Beach, The research found that imagery is in the high category, this can be seen from the students' effective writing and the research

found that the participant used several literary devices in his writing, namely imagery, which we can see from the sentence. “Bira beach is soft and the water is safety you can see a beautiful sunset you can have fun in tanjung bira beach with banana boat or you can swim in the water and if you are bored you can make a sand castle.” Tanjung Bira beach is very attractive that you can see fishermen with small boats come and go to fishing at the night. There are many fishermen to go fishing in bira beach when you have a holiday you can go to Tanjung Bira beach because it is fun when you are with youre family”. This sentence gives a picture to the reader about the beauty of Tanjung Bira beach which is included in the imagery because the participant gives a picture to the reader so that it creates thoughts and images about the situation or atmosphere written by the reader.

P2: Based on the research finding, when the research analyzed the results of students' writing about the place they described, in this case the participant described mesjid 99 kubah The research found that imagery is in the high category, this can be seen from the students' effective writing and the research found that the participant used several literary devices in his writing, namely imagery, which is a type of literary device, this can be seen from the sentence “The 99 domes are decorated with bright colors, namely red, orange and yellow, like the color of the evening sky” which is the sentence this provides a parable to the reader.

Because it covers the indicators and Imagery is a literary device that uses descriptive language to appeal to readers' senses and help them visualize what is happening in the story. Imagery is found in student writing where the use of literal or figurative language to add symbolism and allow readers to imagine the world of the literary work. In other words, imagery engages the senses to deepen the reader's understanding of what is happening and how to feel it refers to words that trigger the reader to recall images, or mental pictures, involving any of the five senses: sight, sound, taste, smell, and touch. Imagery is one of the strongest literary techniques because it relates to the personal experience, or memory, of the reader.

Based on the results of the student's writing, it can be concluded that the student's writing uses imagery with a high category and there are criteria, namely providing clear and detailed descriptions that evoke clear images in the reader's mind, involving various senses (sight, sound, smell, etc.) for a more profound effect, and making the story more real and clear to the reader.

2. Allusion

P3: Based on the research finding, when the research analyzed the results of students' writing about the place they described, in this case the participant described mesjid 99 kubah, The researcher found that allusion is in the middle category, this can be seen from the students' less effective writing, which we can see from the sentence. “This mosque ranks among the ten unique mosques in Indonesia. This mosque is also the largest mosque in Sulawesi which has a

two-story building". This sentence suggests to the reader that the 99-dome mosque is unique and includes the largest mosque in Makassar and even falls into the category of the tenth most unique mosque in Indonesia.

Because it is cover the indicators and Allusions are references, usually brief, to people, places, things, events, or other literary works with which the reader may already be familiar. As a literary device, allusion allows an author to condense a lot of meaning and significance into a single word or phrase. However, allusions are only effective to the extent that they are recognized and understood by the reader, and can be correctly inferred and interpreted by the reader. If allusions are unclear or misunderstood, they can lose their effectiveness as they confuse the reader.

Based on the results of the student's writing, it can be concluded that the student's writing uses allusion with the middle category and there are criteria, namely Implied references that are not explained in detail, but rely on the reader's knowledge to understand the meaning of the reference.

3. Exclamation

P2: Based on the research finding, when the research analyzed the results of students' writing about the place they described, in this case the participant described mesjid 99 kubah, The research found that exclamation is in the middle category, this can be seen from the students' less effective writing, which we can see from the sentence. "Isn't it beautiful, of course! The 99 domes are decorated with bright colors, namely red, orange and yellow, like the color

of the evening sky." This sentence uses an exclamation mark which makes the sentence unique, this is one type of literary device, namely exclamation.

Because it is cover the indicators and exclamation refers to a rhetorical expression of strong emotion, usually in the form of an exclamatory sentence. It often ends with an exclamation mark (!) and is used to convey excitement, urgency, surprise, anger, or other intense emotions. Exclamations can make the writing more vivid and engaging, drawing attention to the speaker's emotional state or the significance of an event.

Based on the results of the student's writing, it can be concluded that the student's writing uses exclamation with the middle category and there are criteria, namely A punctuation mark that appears at the end of a word, phrase, or sentence filled with emotion, an intense response towards some unexpected or immediate expression, identify which parts of the sentence need to be stressed for emphasis, and it helps the reader in deciphering the tone of the speaker, such as surprised, joyful, serious, annoyed, or humorous.

4. Personification

P1: Based on the research finding, when the research analyzed the results of students' writing about the place they described, in this case the participant described pantai tanjung bira, The researcher found that personification is in the middle category, this can be seen from the students' less effective writing, which we can see from the sentence. "Bira Beach has soft waves" this includes personification because the participant describes objects or places like humans.

Because it is cover the indicators and Personification is a type of figurative language that assigns human characteristics to non-human or inanimate objects. Non-human objects can be animals, things, or even concepts. The human characteristics given to these objects can be emotions, behaviors, or actions that make non-human objects come alive and use non-literal language to convey abstract ideas in a way that can be understood.

Based on the results of the student's writing, it can be concluded that the student's writing uses personification with the middle category and there are criteria, namely Giving non human objects human qualities, giving non human objects human qualities, and enhance the reader's emotional connection to the object or idea.

5. Symbol

P4 : Based on the research finding, when the research analyzed the results of students' writing about the place they described, in this case the participant described Losari beach, The researcher found that symbol is in the middle category, this can be seen from the students' less effective writing, which we can see from the sentence. "Losari Beach is the most icon of Makassar". This sentence gives the reader an idea that Losari beach is an icon or symbol of Makassar, which when someone hears or reads the word Losari beach, the person must imagine Makassar.

Because it is cover the indicators and Symbolism is a literary device in which a writer uses one thing—usually a physical object or phenomenon—to

represent something more abstract. A strong symbol usually shares a set of key characteristics with whatever it is meant to symbolize, or is related to it in some other way. Characters and events can also be symbolic.

Based on the results of the student's writing, it can be concluded that the student's writing uses symbols with the middle category and there are criteria, namely Have a clear and relevant meaning connected to the text's theme, recognizable and easily understood by the reader, and enrich the theme and add a deeper layer of interpretation to the text.

As for the type of ineffective literary devices as for the types of ineffective literary devices are :

1. **Hubris**

P6: Based on the research finding, when the research analyzed the results of students' writing about the place they described, in this case the participant described pantai losari, The researcher found that hubris is in the low category, this can be seen from the students' low effective writing, which we can see from the sentence. "This beach is a place for many people to spend their time in the morning, afternoon and evening by enjoying the beautiful sunset". this includes hubris which the participant writes the sentence excessively, why is that? As we know, when we enjoy the view of the sunset, it is only in the afternoon, but the participant wrote that from morning to evening we can enjoy the beauty of the sunset.

Because it doesn't cover the indicators and hubris is a literary device used by writers that refers to excessive pride or overconfidence that can lead to one's downfall. So when the use of hubris in writing descriptive text is not effectively used because it makes the student's writing make the reader uninterested in reading it.

Based on the results of the test conducted by the researcher. The researcher found that there are several literary devices used by the participants, namely allusion, imagery, symbol, personification, exclamation and hubris. From 6 participants, there are some participants who use more than one type of literary devices in their descriptive text writing. Based on the results of tests conducted by researchers in class X2 SMA Negeri 9 Makassar where the subject consists of 6 participants, It can be concluded that imagery belongs to the high category, while allusion, personification, exclamation, and symbol belong to the middle category and it can be concluded that the most effective literary devices used in writing descriptive texts are imagery, this can be seen from the series of sentences composed by the participants where the sentences make the reader interested and indirectly the reader can imagine and feel what is happening in that place.

B. Discussion

Based on the results of the research conducted by the researcher, the researcher found that Imagery is a type of literary device that is high while,

Allusion, personification, exclamation, and symbol are included in the middle category, this finding is supported by previous findings namely Supported by Hyland (2020) Ideas flow smoothly, and transitions between paragraphs are seamless. Supported by Myhill, (2020) Effectively uses a variety of complex and compound sentence structures for dynamic writing. Supported by Richards (2020) Uses some literary devices but lacks consistency or relevance.

Based on the results of the research conducted by the researcher, the researcher found that there are several types of literary devices used by X2 grade students of SMA Negeri 9 Makassar in writing descriptive texts, namely: allusion, imagery, exclamation, hubris, personification and symbol. This finding is supported by the previous findings, namely: Supported by Hillocks (2020) examines how the use of literary devices in descriptive writing can develop students' writing skills. Supported by Williams (2020) In her study, Williams noted that the use of exclamations in descriptive texts makes the writing more dynamic and full of emotion. Exclamations are often used by students to emphasize feelings or reactions to something they are describing, giving their writing a livelier feel.

Based on the results of research conducted by researcher in class X2 SMA Negeri 9 Makassar, researcher found that there are several effective Literary devices used in writing descriptive texts because they make the sentences in the text interesting to be read by readers of the writing. This

finding is supported by the previous findings, namely: Supported by Ellis (2020) found that the use of personification and imagery can help students create more lively and interesting texts.

Based on the results of research conducted by researcher in class X2 SMA Negeri 9 Makassar, researcher found that the most effective type of literary devices used in writing descriptive texts is imagery, this can be seen from the results of student writing where when using literary devices of the imagery type the writing looks more interesting to read, readers can indirectly imagine what the writer describes, This finding is supported by previous findings, namely: Supported by Smith (2020) This research shows that students who consistently use imagery can create more vivid and imaginative descriptions, which in turn increases reader interest and engagement. Supported by Harper (2020) found that imagery is a powerful tool in descriptive writing. When students use imagery, their writing becomes more vivid and captivating, helping readers to visualize the scenes and emotions described. Supported by Thompson (2021) found that imagery is particularly effective in helping students create rich, detailed descriptions. When students use imagery, their writing becomes more dynamic and compelling, capturing the reader's attention more effectively. This research can be a novelty from previous research. Supported by Rahmayenti (2020) the use of mental imagery strategies has a significant effect on students' reading comprehension skills.

Based on the results of tests conducted by researcher in class X2 SMA Negeri Makassar, it can be concluded that imagery is included in the high category, then figures of speech, personification, exclamation, and symbol are included in the medium category, while hubris is included in the low category as for literary devices that do not appear, namely points of view and it can be concluded that the most effective literary devices used are imagery. This can be seen from the results of student writing.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in the previous chapter, it can be concluded that literary devices are effective to use in writing descriptive texts, this can be seen from the results of the descriptive text writing test of SMA Negeri 9 Makassar students conducted by researchers, where in the test results there are several types of literary devices used by students, namely allusion, exclamation, hubris, imagery, personification, and symbol. In addition, the test results of writing descriptive texts from students conducted by researchers, It can be concluded that imagery belongs to the high category, while allusion, personification, exclamation, and symbol belong to the middle category, and where the test results show that the most effective type of literary devices used by students in writing descriptive texts is imagery.

Based on the results of the data above, it can be concluded that students in class X2 SMA Negeri 9 Makassar use several types of literary devices in writing descriptive text, namely, allusion, exclamation, hubris, imagery, personification, and symbol. The results of the data above can also be concluded that the most effective literary device used is imagery. Students get a variety of advantages when they employ literary elements when producing descriptive writings. First of all, it fosters their creativity by enabling students to use personification, imagery,

and symbolism to convey concepts more creatively, producing texts that are more interesting and captivating. Second, it improves their language proficiency by assisting students in comprehending and skillfully using linguistic intricacies, especially when writing. It also enhances their analytical and literacy comprehension skills, allowing students to recognize and evaluate literary devices in other texts. The most efficient technique for helping students produce vivid and in-depth descriptions is the use of imagery, which improves their descriptive writing abilities. Additionally, when students write stronger pieces that they are proud to share, it increases their writing confidence. Students can also engage emotionally with readers through literary elements like symbolism and exclamation, which increases the impact and meaning of their writing. Last but not least, choosing and utilizing suitable literary methods helps students develop critical thinking skills as they discover the best ways to express their thoughts and ideas. These advantages enhance students writing abilities while also extending their knowledge and enhancing their language and literature education.

B. Suggestion

Based on the conclusion before, the researcher proposed the following suggestion:

1. For English Teacher

The English teacher can encourage students to work in groups and discuss the use of literary devices in their descriptive texts. This discussion could involve giving each other feedback and sharing ideas.

2. For The Other Researcher

For the other researcher could explore the use of literary devices in other writing genres, such as narrative, exposition, or argumentation. This could provide insight into whether students are more likely to use certain literary devices in certain genres compared to others.

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Appendix I Writing Test

Instruction:

1. Write down your name, class, address on the answer sheet
2. Choose one of the interesting topics provided below, and then, write a simple descriptive text
 - a. Pantai Losari
 - b. Pantai Tanjung Bira
 - c. Rumah Tongkonan
 - d. Mesjid 99 Kubah



b. Pantai Tanjung Bira



d. Mesjid 99 Kubah



Note:

1. This test is used for scientific research purpose only.
2. It is used to investigate your ability in writing a descriptive text.

Adopted and modification by Rahmadiyah (2020)

Appendix II Indicators of Literary Devices

Components of Literary Devices	Indicators
Allusion	A figure of speech described as an allusion happens when a writer immediately allusions to a subject, setting, object, or literary work. This literary method can be used to describe every occurrence or happening, real or imagined.
Exclamation	The punctuation mark known as an exclamation point, or exclamation mark, is used to indicate the end of a word. It typically occurs below an interjection or exclamation to indicate strong emotions or loud noises, such as shouting.
Hubris	Hubris is an extreme form of confidence that is characterized by preoccupations with success, feelings of excessive pride and self-importance.
Imagery	That is in which the writer uses words and phrases to create "mental images" in the reader's mind. The author uses imagery to make his or her words simpler for the reader to visualize and, as a result, more authentically experience.
Personification	Personification is a popular and commonly used literary device. It describes the ability to give inanimate objects, events, and animals human characteristics and traits
Point of View	Point of view is the perspective from which an author tells a story. The sentences that the characters in a show, essay, narrative, or novel say, particularly while they are conversing with one another
Symbol	A symbol is a literary device that conveys ideas, characteristics, and more than just what appears in the specific translation. Symbols typically include hidden layers

	of meaning behind the surface. symbolism as the use of a word or image, sometimes called a symbol, to convey a certain notion such as flags, icons, and even colors, which we use to guide us through them.
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Adopted and modification by Ndunguru (2019)

The Criteria of Writing Devices

Criteria	High	Middle	Low
Use of Literary Devices	Uses various literary devices (metaphor, simile, personification) accurately and contextually.	Uses some literary devices but lacks consistency or relevance.	Very limited or no use of literary devices.
Cohesion and Coherence	Ideas flow smoothly, and transitions between paragraphs are seamless.	Some paragraph transitions exist, but not always smooth. Ideas are generally connected.	Paragraphs lack strong connections, leading to a confusing flow.
Sentence Variety	Effectively uses a variety of complex and compound sentence structures for dynamic writing.	Some sentence variety, mostly simple sentences with occasional complex ones.	Repetitive and simple sentences with little variation.
Vocabulary	Rich vocabulary used to express emotions, atmosphere, and situations clearly.	Adequate vocabulary, though lacks strength in conveying emotional or descriptive nuance.	Limited vocabulary, often repetitive and not suitable for the context.

Creativity and Originality	Highly creative, showing originality in developing new ideas.	Shows some creativity, but still relies on clichés or conventional ideas.	Little creativity or originality in the writing.
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Adopted and modification by Myhill (2020)



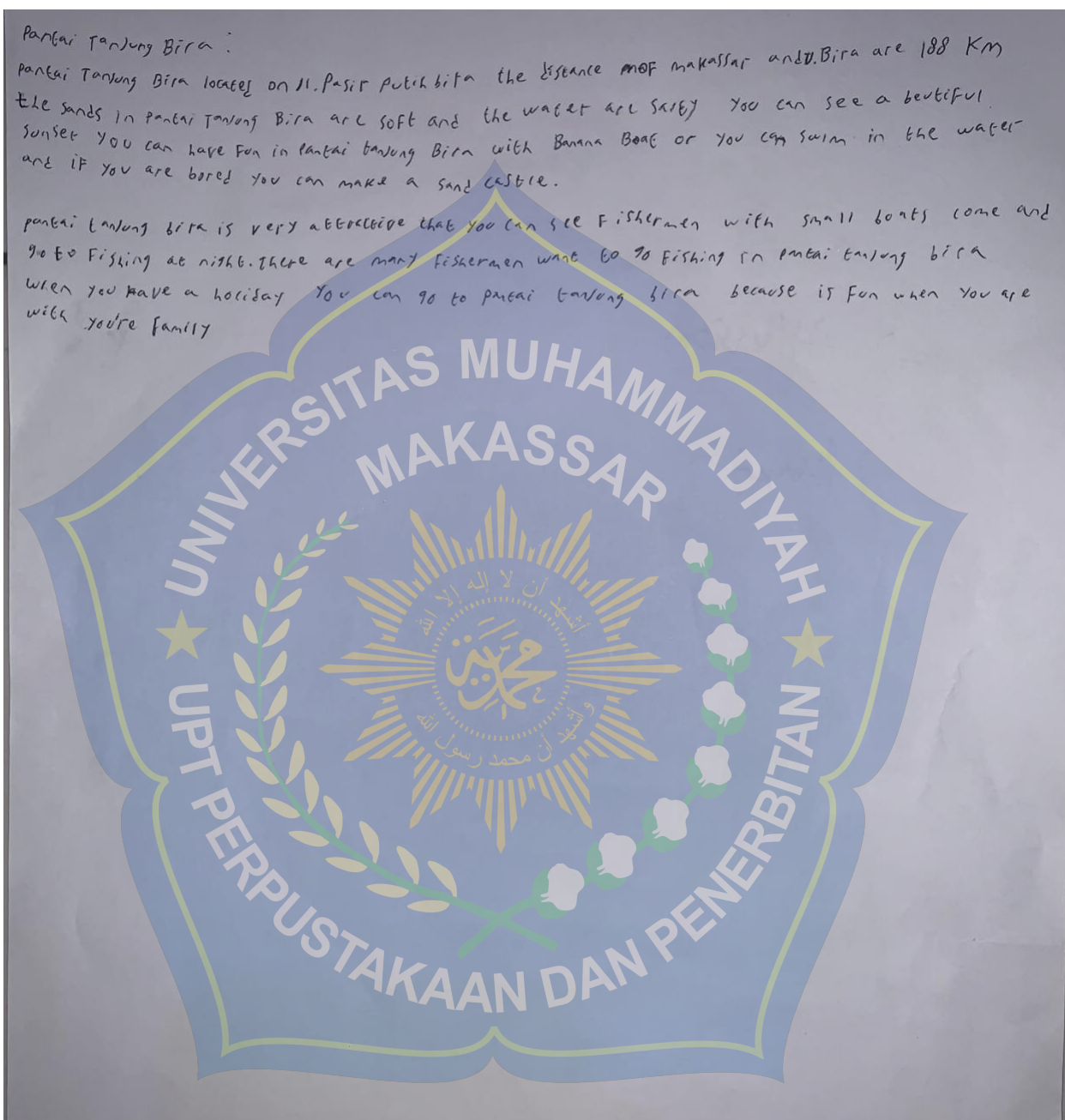
Appendix III Category of Literary Devices Assesment

Components of Literary Devices	Criteria	Category		
		High	Middle	Low
Allusion	A reference that attempts to suggest similarities between people, places, or events.			
	Implied references that are not explained in detail, but rely on the reader's knowledge to understand the meaning of the reference.			
	A covert, implied, or indirect reference.			
Exclamation	A punctuation mark that appears at the end of a word, phrase, or sentence filled with emotion.			
	An intense response towards some unexpected or immediate expression		✓	
	Identify which parts of the sentence need to be stressed for emphasis.			

	It helps the reader in deciphering the tone of the speaker, such as surprised, joyful, serious, annoyed, or humorous.			
Hubris	<p>Clearly depicted in the character, showing their strengths and flaws.</p> <p>Often have an inflated sense of their own abilities or importance, and they disregard the warnings of others or the consequences of their actions.</p> <p>Influence the plot and lead to conflict or tragedy.</p> <p>Contain a moral message about the consequences of excessive pride.</p>			✓
Imagery	<p>Provide clear and detailed descriptions that evoke vivid pictures in the reader's mind.</p> <p>Involve multiple senses (sight, sound, smell, etc.) for a deeper effect.</p> <p>Makes the story more real and vivid to the reader</p>	✓		

Personification	Giving non human objects human qualities.			
	giving non human objects human qualities.		✓	
	Enhance the reader's emotional connection to the object or idea.			
Point of View	Remain consistent throughout the text for a coherent narrative.			
	Effectively develop characters and plot.			
	Shape how the reader understands characters and events.			
Symbol	Have a clear and relevant meaning connected to the text's theme.			
	Recognizable and easily understood by the reader.		✓	
	Enrich the theme and add a deeper layer of interpretation to the text.			

Participants 1



Participants 2

MESJID 99 KUBAH

Beautiful isn't it? Of course! It is a 99 dome mosque in south Sulawesi, Makassar. 99 dome mosque, also known as the Asmaul Husna mosque. This mosque is included in the ranks of the unique mosques in Indonesia. This mosque is also the largest mosque in Sulawesi which has a two story building. Its construction also requires quite a lot of funds. Reported from various sources, this multi-colored mosque cost more than 160 billion rupiah. Not only is there a large amount of money, the time required to build this 99 domed mosque is also not small considering the details are quite complicated.

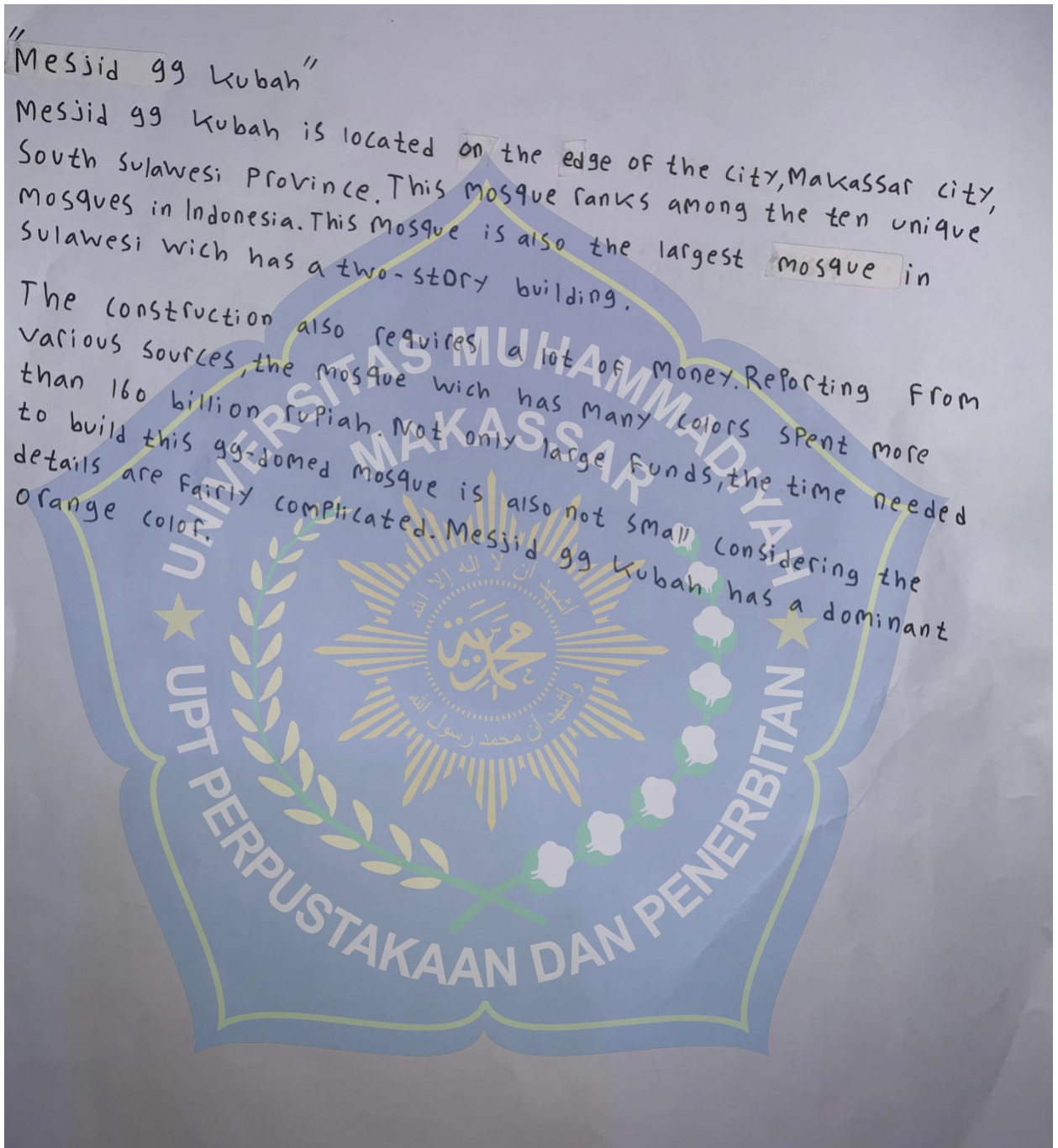
The 99 domes are decorated with bright colors, namely red, orange, and yellow, like the color of the evening sky. The 99 domes mosque has a building area of 72×45 square meters. The mosque is divided into three areas, namely the prayer room which can accommodate 3,880 worshipers, the mezzanine room which can accommodate 1,005 worshipers, and the holy courtyard which can accommodate 8,190 worshipers.

Participants 3

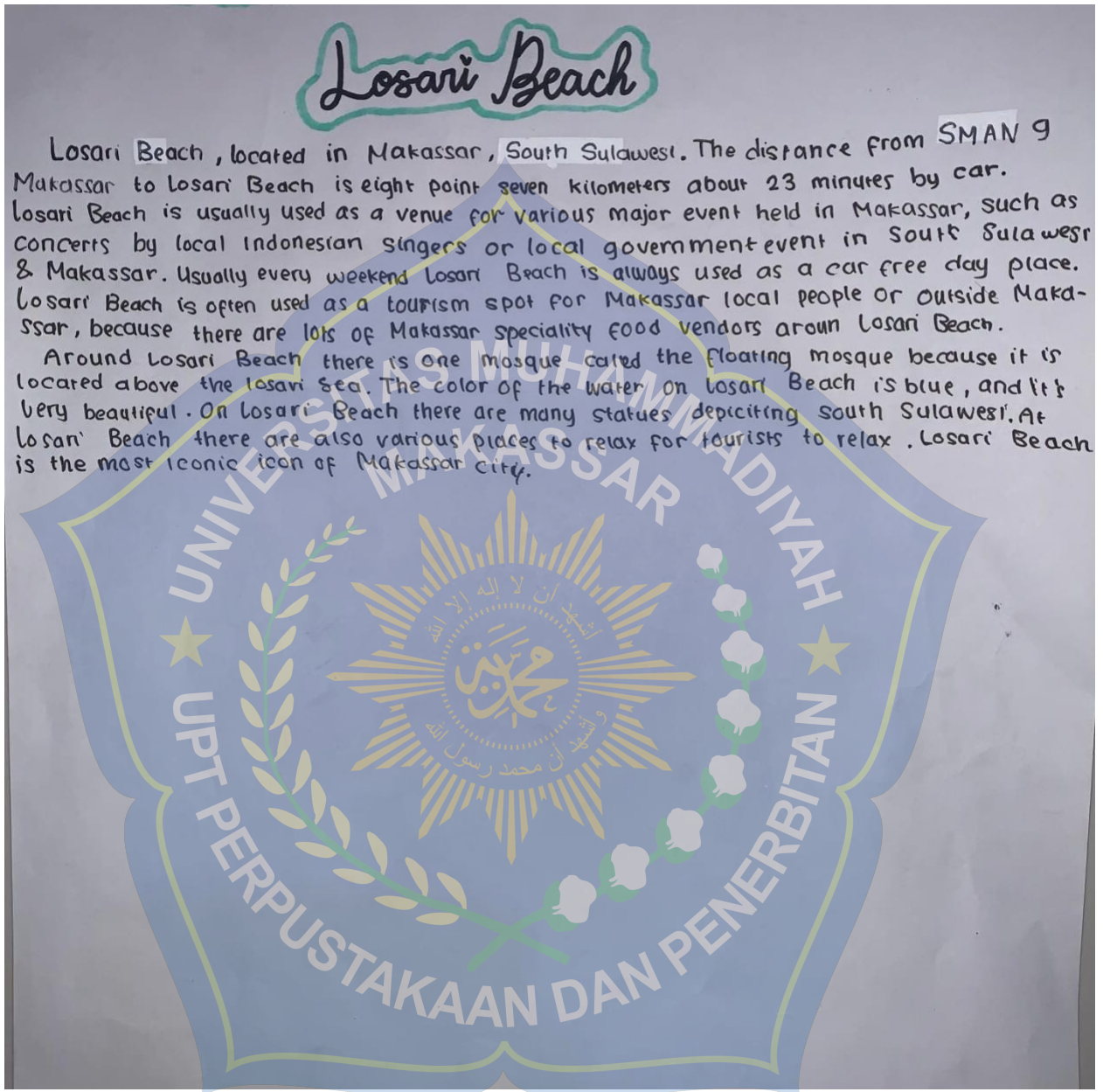
"Mesjid 99 Kubah"

Mesjid 99 Kubah is located on the edge of the city, Makassar city, South Sulawesi Province. This mosque ranks among the ten unique mosques in Indonesia. This mosque is also the largest mosque in Sulawesi which has a two-story building.

The construction also requires a lot of money. Reporting from various sources, the mosque which has many colors spent more than 160 billion rupiah. Not only large funds, the time needed to build this 99-domed mosque is also not small. Considering the details are fairly complicated. Mesjid 99 Kubah has a dominant orange color.



Participants 4



Participants 5

C. Tongkonan House

Tongkonan is a traditional house of the Toraja tribe in south Sulawesi Province, Indonesia. The appearance of this traditional house originally came from a boat. That's why the Tongkonan House is shaped like a boat. The Toraja people used to use boats as vehicles before inhabiting their current region. The boat-shaped house then continued to develop in function and architecture. These changes are based on customary rules which are also increasingly developing.

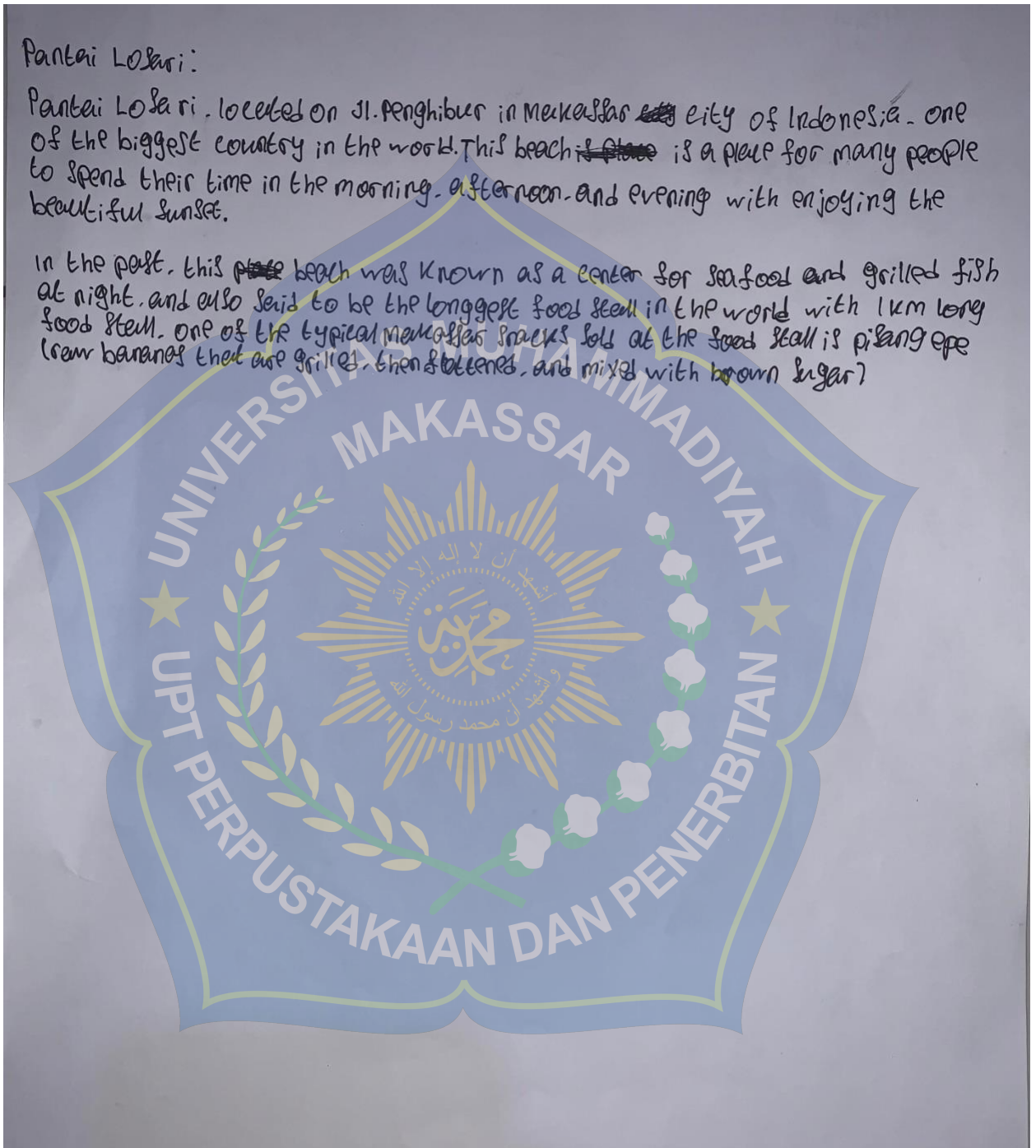
Tongkonan itself comes from the word tongkon which means to sit. Meanwhile, Tongkonan can mean the residence of traditional rulers which is also used as a gathering place. At the front of the house, under a towering roof, Toraja people put up buffalo horns. The roof of this house has an arc-shaped tip. The 'Tongkonan' structure is built on wooden poles. The roof is made of layered bamboo, and the wooden construction of the house is assembled without nail.

Participants 6

Pantai Losari:

Pantai Losari, located on Jl. Penghibur in Makassar ~~the~~ city of Indonesia, one of the biggest country in the world. This beach ~~is place~~ is a place for many people to spend their time in the morning, afternoon, and evening with enjoying the beautiful sunset.

In the past, this ~~place~~ beach was known as a center for seafood and grilled fish at night, and also said to be the longest food stall in the world with 1 km long food stall. One of the typical Makassar snacks sold at the food stall is pisang epe (raw bananas that are grilled, then steamed, and mixed with brown sugar)



APPENDIX IV CERTIFICATE TURNITIN

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Nim : 105351107120
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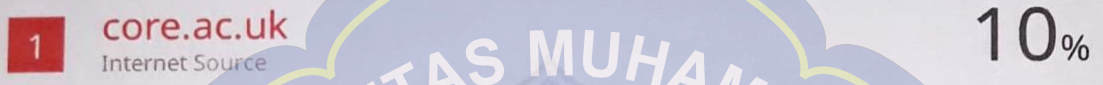
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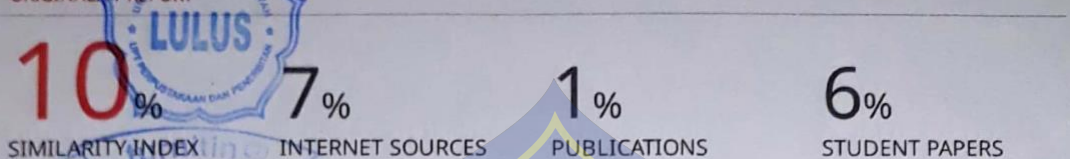
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APPENDIX V LP3M COVER LETTER FROM THE FACULTY



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/ 860132 (Fax)
Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id



Nomor : 16570/FKIP/A.4-II/VII/1445/2024
Lampiran : 1 (Satu) Rangkap Proposal
Perihal : Permohonan Kesediaan Membimbing

Kepada Yang Terhormat

1. Dr. Sujariati, S.Pd., M.Pd.
2. Muhammad zia UI Haq, S.Pd., M.TI.

Di -
Tempat

Assalamu Alaikum Warahmatullahi Wabarakatuh

Sebelumnya kami sampaikan hasil persetujuan Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada tanggal, 04-02-2024 perihal pembimbingan penyusunan tugas akhir mahasiswa. Berdasarkan hal tersebut di atas, kami mohon kepada Bapak/Ibu Dosen kiranya berkenan memberikan bimbingan penyusunan tugas akhir mahasiswa tersebut di bawah ini :

Nama : Alfira Refki Aulia
Stambuk : 105351107120
Judul Penelitian : An Analysis of Student's Literary Devices in Writing English Descriptive Text at SMA Negeri 9 Makassar

Demikian surat ini disampaikan, atas kesediaan dan kerjasamanya kami ucapkan terima kasih *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum
Warahmatullahi Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H
08 Juli 2024 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

APPENDIX VI LETTER FROM LP3M



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 4869/05/C.4-VIII/VIII/1445/2024

24 August 2024 M

Lamp : 1 (satu) Rangkap Proposal

20 Safar 1446

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16808/FKIP/A.4-II/1446/2024 tanggal 22 Agustus 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **ALFIRA REFKI AULIA**

No. Stambuk : **10535 1107120**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"AN ANALYSIS OF STUDENTS' LITERARY DEVICES IN WRITING DEVICES IN WRITING DESCRIPTIVE TEXT AT SMA NEGRI 9 MAKASSAR"

Yang akan dilaksanakan dari tanggal 27 Agustus 2024 s/d 27 Oktober 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

Arief Muhsin, M.Pd.
NBM 1127761

APPENDIX VII RESEARCH CONTROL



MAJELIS DIKILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بسم الله الرحمن الرحيم
KONTROL PELAKSANAAN PENELITIAN

: Alfira Refki Aulia
 : 105351107120
 : *An Analysis Of Students' Literary Devices In Writing English Descriptive Text At SMA Negeri 9 Makassar*
 : 8 Agustus 2024
 : SMA Negeri 9 Makassar

Nama Mahasiswa
 NIM
 Judul Penelitian
 Tanggal Ujian Proposal
 Tempat/Lokasi Penelitian

Jalan Sultan Alauddin No. 259 Makassar
 Telp : 0811 1782101 (Secretary)
 Email : prodi@unismuh.ac.id
 Web : bg.fkip.unismuh.ac.id

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	27 Agustus 2024	Membaca Surat Pengantar ke kepala Sekolah	Ariswan, S.Pd., Gr	
2	28 Agustus 2024	Pembinaan guru wopel yang akan mempersiapkan	Ariswan, S.Pd., Gr	
3	29 Agustus 2024	Bertemu dengan guru wopel yang telah ditunjuk	Ariswan, S.Pd., Gr	
4	30 Juni Agustus 2024	Mentor kelas X2	Ariswan, S.Pd., Gr	
5	02 September 2024	Meneliti di kelas X2	Ariswan, S.Pd., Gr	

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1732101 (Secretary)
Email : prodib@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

**MAJELIS DIKILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

6	Silase 03 September 2024 Jurat	Mewartsa hasil tulisan siswa	Ariswan, S.Pd., Gr	/
7	04 Oktober 2024	Tanda tangan abstrak Penelitian kepada guru Mapel	Ariswan, S.Pd., Gr	/

2024

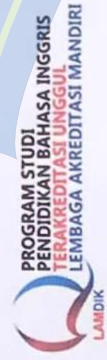
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Ketua Program Studi,
FKIP Unismuh Makassar

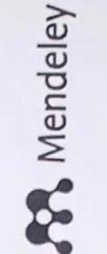
Dr. Ummy Kherati Syam, S.Pd., M.Pd
NBM: 977 807

Dr. H. Muh. Asrar, M.Pd.I
NIP: 19670617 199 412 1 003

Pimpinan/Kepala sekolah/Instansi



PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TENAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI



APPENDIX VIII CERTIFICATE OF HAVING CONDUCTED RESEARCH

 PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 9 MAKASSAR
Alamat: Jl. Karunrung Raya No. 37 Email: sekolah.sman9makassar@gmail.com
Web: <https://sman9makassar.sch.id/> 

SURAT KETERANGAN
Nomor : 420/321/XI/UPT.SMAN.09/MKS/DISDIK

Yang bertanda tangan di bawah ini Kepala SMA Negeri 9 Makassar :

Nama : **Dr. H. MUH. ASRAR, M.Pd.I.**
NIP : 19670617 199412 1 003
Jabatan : KEPALA UPT SMA NEGERI 9 MAKASSAR

Menerangkan bahwa :

Nama : **ALFIRA REFKI AULIA**
Nomor Pokok : 105351 107120
Program Studi : Bahasa Inggris
Pekerjaan/ Lembaga : Mahasiswa (SI)
Alamat : Jl. Slt Alauddin No 259, Makassar

Yang bersangkutan telah selesai mengadakan penelitian di SMA Negeri 9 Makassar pada tanggal 28 Agustus 2024 s/d 02 September 2024, berdasarkan surat Pemerintah Provinsi Sulawesi Selatan Dinas Pendidikan Modal Pelayanan Terpadu Satu Pintu Nomor : 22377/ S.01/PTSP/ 2024, Tanggal 26 Agustus 2024, untuk Penelitian Penyusunan SKRIPSI dengan judul :

“AN ANALYSIS OF STUDENT’S LITERARY DEVICES IN WRITING ENGLISH DESCRIPTIVE TEXT AT SMA NEGERI 9 MAKASSAR”.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Makassar, 01 November 2024
Kepala UPT SMA Negeri 9 Makassar


Dr.H.MUH.ASRAR.M.Pd.I
Pangkat : Pembina Tk.I
NIP. 19690617 199412 1 003

APPENDIX XI LETTER OF ACCEPTANCE



**MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
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Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE
0936/BG-FKIP/LOA/B/XII/1446/2024

Dear ALFIRA REFKI AULIA

It is our pleasure to inform you that, after reviewing your paper:
**AN ANALYSIS OF STUDENTS' LITERARY DEVICES IN WRITING
DESCRIPTIVE TEXT AT SMA NEGERI 9 MAKASSAR**
The manuscript ID: 1671

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Language Teaching and Assessment**, ISSN (online) 2809-5707. ISSN (printed) 2810-0468 . We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jlta@bg.unismuhmakassar.ac.id

Makassar, 26 December 2024 M
25 Jumadil Akhir 1446 H

**Head of English Education Department
Faculty of Teacher Training and Education**



Dr. Ummi Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807

APPENDIX X DOCUMENTATION



Discussion with the host teacher and students



The researcher explains how to take the test



Students work on descriptive text worksheet



With the students in class X2 SMA Negeri 9 Makassar

CURRICULUM VITAE



ALFIRA REFKI AULIA was born on July 28, 2001 in Tosampa, Pammana District, Wajo Regency. The author is the second of three children of Mr. Ambo Upe and Mrs. Sitti Ramlah. The author took the first education at primary school at 99 Lampulung Elementary School in 2008-2013, then the author continued to the next level of education at 6 Wajo Junior High School in 2014-2016. After that the author continued to the next level of education at 1 Wajo State High School in 2017-2019, and in 2020 the author continued his education at one of the universities in Makassar, namely at Muhammadiyah University of Makassar. The author majored in English education at the Faculty of Teacher Training and Education. Praise be to Allah SWT who has given strength to the author, as well as motivation and prayers from the author's parents and inspiration from siblings, as well as support from all family and friends who always accompany the author, so that the author is able to complete this entitled "An Analysis Of Students' Literary Devices in Writing English Descriptive Text At SMA Negeri 9 Makassar".