

EXAMINING LITERARY DEVICES AND RESPONSES OF FORM SIX STUDENTS IN LITERATURE

*Dr Muhantha Paramalingam

**Dr Khatipah Abdul Ghani

Paper Received: 22.05.2023 / **Paper Accepted:** 30.06.2023 / **Paper Published:** 02.07.2023

Corresponding Author: Dr Muhantha Paramalingam; **Email:** drmuhantha@lincoln.edu.my; doi: 10.46360/globus.edu.220232001

Abstract

This research study examines several literary methods in order to examine the complex interaction between aesthetics and language in literature. Language is a potent medium through which writers produce art and arouse emotions, not just a means of communication. This study tries to provide light on how literary elements like metaphor, simile, imagery, symbolism, and rhythm are applied in order to enhance the aesthetic experience of literary works. The research study also examines how language's rhythmic components - such as metre, rhyme, and repetition - affect our perception of beauty. It looks into how rhythm can add musicality to writing and poetry, increasing reader engagement and conjuring up particular feelings or ambiances.

Keywords: Literary Device, Language, English Proficiency.

Introduction

Literature has long been a crucial component of human culture, acting as a vehicle for expression, reflection, and narrative. Literary works have used a variety of strategies and approaches to attract readers and convey meaning throughout time. The term "literary devices" refers to a broad range of literary devices, including metaphors, similes, symbolism, imagery, and more. They are essential for boosting the literary works' aesthetic appeal and for strengthening the reader's comprehension and connection to the text. For many years, literary devices have been the focus of scholarly investigation, with scholars examining their purposes, effects, and importance within the field of literature. Previous research has looked at the employment of particular devices in particular works or explored how they are used in particular genres. However, a thorough analysis of literary devices in a variety of literary works from various genres and historical periods is required. Bennet (2013) supports the view of Wolfgang Iser who claims that there is an interactive space of reading between text and reader. Instead of solely elucidating textual meaning, reading should be considered as an experience. (Ibid) further emphasizes that readers are different. Thus, readers cannot be forced to think likewise. Ian (2018) states that reader-response theory is useful as it foregrounds the creative nature of reading whilst providing a systematic way of analysing language. This theory brings about the critical thinking process in reader and provokes multiple perspectives as reflected in the Learning Outcomes of the Literature in English syllabus (MEC, 2012).

Form Six students' critical appreciation reactions make an awareness of literary devices extremely pertinent. In various educational systems, the term "Form Six" refers to the final year of secondary education, during which time pupils hone their higher-level analytical and interpretive abilities. In this context, critical appreciation entails the assessment and interpretation of literary works, as well as the recognition and analysis of literary strategies used by authors.

There has been some research on the teaching and learning of literature in educational contexts, but little empirical study has particularly looked at how Form Six pupils use literary devices in their critical

***Sr. Lecturer, Faculty of Social Science and Humanities, Lincoln University College, Malaysia.

appreciation responses. Insights regarding these students' literary comprehension, analytical abilities, and overall engagement with literature can be gained by seeing how they read, analyse, and use literary devices in their analytical responses. By investigating the usage of literary devices in critical appreciation responses among Form Six pupils, this study seeks to close this gap. We can learn more about the students' knowledge of and use of literary devices by examining their awareness of and use of these devices, as well as their proficiency in identifying, analysing, and understanding literary works. The results of this study can help curriculum designers, policymakers, and teachers of literature create efficient tactics and instructional techniques to improve students' analytical and critical thinking abilities in connection to literary devices.

Investigating how Form Six pupils employ literary devices in their critical appreciation responses has broader implications for literature teaching. It can provide insight into the efficacy of present teaching strategies, point out areas for development, and add to the ongoing discussion on the value of literary devices in fostering students' literary proficiency and aesthetic appreciation.

The background of this study emphasises the historical and cultural significance of literary devices in literature and the need for thorough research on their use in a variety of literary works, which, in conclusion, is highlighted by the background. It emphasises the importance of examining how literary devices affect Form Six students' critical appreciation reactions, offering insightful information for literature education and pedagogy.

Objectives of the Study

1. Recognise how literary devices affect readers: This study tries to look at how the intentional use of literary devices affects how readers interpret and interact with the text. It aims to investigate how these tools arouse the senses, produce vivid imagery, and elicit thought.
2. Draw attention to the importance of aesthetics in literature: The goal of the research paper is to emphasise the significance of aesthetics in literature by looking at the aesthetics of language. It aims to show how the effective use of literary devices enhances the reading experience and adds to the literature's staying value.

Research Methodology

To gather and process the data for this study, a quantitative research design will be used. In order to learn more about how first-semester English literature students use literary devices in their critical appreciation replies, a survey questionnaire will be given to the class. In order to elicit specific replies and gauge the degree of agreement or disagreement among the students with various claims.

R1 is of a German-Chinese mixed parentage. He is very fluent in his English Language and views things quite differently as thinking out of the box compared to the other in the classroom. The literary texts studied in the class appears to be quite easily understood by him due to his nature of being critical. However, he is a reserved person. During class discussion he needs to be initiated to participate. His views are interesting. When it comes to text analysis, he tends to get carried away in his description but relevant. He appears to be a silent reader.

R2 has registered for Literature in English as an additional subject besides the other four core subjects for STPM. She belongs to another class with a different package. Therefore, she does not attend the literature class per se but has contact hours with the teacher-cum-researcher after school. Her interest and passion for the subject is evident as she is able to manage the subject partially on her own with the additional supplementary notes given to her. R2 writes lengthy sentences at times lacking precision. Her command of the English Language is strong. She tends to venture and try out the use of literary devices not attempted by her co-literature students.

R3 is a student who has a deep interest in Literature in English. She possesses a writing style that is interactive with the reader. R3 has a fairly good command of the English Language. She is the editor-in-chief for the college magazine. In classroom activities, R3 provides interesting views of the literary texts studied. R3 is critical in her thinking and her skills in writing literary responses is fairly good.

Results and Discussion

Literary Devices	LDCU	LDWU	LDUU	Frequency
IMY	√√			2
COE			-	
ASE			-	
ALN	√			1
HYE			-	
SYL	√√			2

PAX			-	
MER			-	
DIN			-	
COT			-	
Total	3	0	7	5

Table 1: Literary Devices Used by R1

Table 1 depicts the extent of literary devices used by R1. Three (3) devices have been used namely: imagery, alliteration and symbol. Imagery and symbol have been used twice in the response and used correctly. This totals to a frequency of 5. Alliteration, to indicate “fingers fluttering” has been used once. However, there is room for the use in another option in the poem, “prancing proud”. The device “symbol”, has been used twice and quite aptly to vividly portray the ‘tigers’ and the ‘wedding band’. On the other hand, a total of 7 literary devices specified in the table have been underused. This shows the limited extent of the use of literary devices in the critical appreciation response by R1. For example, the literary device ‘hyperbole’ is missed out or underused in the response even though the lines:

“The massive weight of Uncle’s wedding band sits heavily upon Aunt Jennifer’s hand”

is mentioned in the response (Paragraph 1). In this context, ‘massive weight’ indicates exaggeration in literary term as hyperbole. R1 has not exploited the device well.

In relation to the density of the critical appreciation response, R1 has used limited literary devices in order to give a strong effect. R1 has identified and described limited literary devices for a detailed analysis of the poem to depict the position of women in the society. Therefore, only at a satisfactory level. However, R1 has established a good understanding of the literary device, ‘symbol’ in making clear connections of the symbols and the position of Aunt Jennifer. The use of ‘imagery’ as a literary device by R1 is also developed with somewhat relevant textual evidence pertaining to it. The idea that Aunt Jennifer’s struggles have been developed clearly using the evidence from the poem. Effective use of words fluently and effective varied sentence structure, demonstrated a fairly stylistically sophisticated language use. It must be highlighted that despite the limited number of literary devices used, R1 has critically responded to the poem.

Noticeably, R1 has used a literary device that is not specified in the table. The literary device ‘rhyme scheme’ aabb has been well explained on how it has its effects in the poem. This indicates R1 has attempted to use a minor literary device, though rhyme scheme is the basic part of poetry analysis.

Literary Devices	LDCU	LDWU	LDUU	Frequency
IMY			-	
COE			-	
ASE			-	
ALN	√√			2
HYE	√√			2
SYL			-	
PAX			-	
MER			-	
DIN	√√			2
COT			-	
Total	3	0	7	6

Table 2: Literary Devices Used by R2

Table 2 exhibits the array of literary devices utilised by R2. A total of three (3) literary devices have been used correctly which were repeated in all the three cases which totals up to 6 as frequency. The respective literary devices are: alliteration, hyperbole and diction. For example:

Paragraph 5:

Last but not the least, the literary device of alliteration can be seen in stanza 2 line 1. “fingers fluttering.... The next alliteration would be in stanza 3 line 4. The tigers.... “prancing proud”.

R2 has only used limited number of literary devices as specified in the table. However, R2 has utilised two (2) additional literary devices that are: rhyme scheme and pun. For example:

Paragraph 4:

Besides that, there is the use of a pun in this poem... the pun can be seen in stanza 3 line 2 ... still “ringed” with ordeals she was mastered by.

The researcher is of the opinion that the uses of other literary devices indicate R2’s ability to demonstrate

critical response. Therefore, the extent of the use of literary devices can be considered as satisfactory.

The density of the critical appreciation response provided by R2 displays a moderate understanding of the poem. The effects of the devices used are discussed with some ideas developed more fully than the others. The literary devices ‘alliteration’ used to show ‘fingers fluttering’ could have been treated further to intensify the position of Aunt Jennifer and women in society. The effect of the device would have been enhanced if further developed rather than mere mention of ‘trembling with great fear’. Nevertheless, the alliteration ‘prancing proud’, R2 has linked Aunt Jennifer to the

tigers which is a relevant interpretation. The effect of the use of hyperbole was well elaborated. The two-evidence linked to hyperbole by R2 reflects the position of women in the society. R2 has highlighted the evidence in the poem to depict the use of appropriate diction that gives a subtle effect are ‘screen’, ‘denizens’, ‘prancing’.

The use of two other literary devices such as ‘pun’ and ‘rhyme scheme’ has contributed density to the response as it has accentuated the effects of the mood and feelings of Aunt Jennifer. The use of language is fluent with varying structure that adds rhythm and pacing of reading.

Literary Devices	LDCU	LDWU	LDUU	Frequency
IMY	√			1
COE			-	
ASE			-	
ALN			-	
HYE	√			1
SYL			-	
PAX			-	
MER			-	
DIN	√			1
COT			-	
Total	3	0	7	3

Table 3: Literary Devices Used by R3

Table 3 shows the distribution of literary devices used by R2. A total of three (3) literary devices namely: imagery, hyperbole and diction were used and all three correctly utilised. The frequency for once for each device. Nevertheless, seven (7) literary devices stated in the table were underused. The extent of the use appears to be limited. R3 overlooked the opportunity to use the literary device, alliteration, in the second paragraph where the mention of the word ‘prance’ proudly, fingers ‘fluttering’ to indicate the apt effect of the diction to compare tigers, confidence and courage. The researcher is of the opinion that, alliteration would have been effective if stated as ‘prance proudly’ and ‘fingers fluttering’ to portray the position of women in the society.

The use of three literary devices other than the ones stated in the table were evident in R3’s response. Punctuation, tone and rhyme scheme were touched on and justified to show its effect. Example: Paragraph 3 (Refer to Appendix 3)
Punctuation also plays a role...Frequent use of full stops gave the poem a controlled tone and feeling... like the subject Aunt Jennifer.
The rhyme scheme of aabb, ccdd, eeff continue to show controlled...

It can be said that the extent of the use of literary devices in R3’s response to be satisfactory. The conclusion of other literary devices are relevant as

they were interpreted moderately well. R3 demonstrate basic critical response.

The use of the literary devices by R3 has a moderate effect on the density of critical appreciation on the whole. Some underused, very relevant literary devices such as alliteration, symbol, contrast could have contributed to the development of the idea of the position of women in the society. R3 has used the literary devices such as imagery and hyperbole quite effectively. The focus on ‘topaz’, ‘ivory’ and ‘wedding band’ which implies the metal gold, as precious materials, gave the image of women as gems. R3’s reader response element was well treated as it was linked to the position of women in society. Besides that, the use of hyperbole to indicate exaggeration of male dominance was satisfactorily elaborated. The choice of words and language used were appropriate. Varied structures had added some moderate effect.

Conclusion

In addition to highlighting the importance of aesthetics in literature, the research report also highlights how the deliberate and expert use of literary techniques enhances the reading experience. These techniques foster a multidimensional engagement with the text by arousing the senses, prompting emotions, and inspiring thought. In literature, the aesthetics of language offer a potent

medium for artistic expression, giving readers an engaging and energising experience.

To highlight this notion, the extensive use of literary devices need not necessarily produce density in the critical appreciation responses. On the same note, there are critical appreciation responses of the LSs who favoured to use limited number of literary devices.

The regular occurrence of repetition in the use of the literary devices, implies that the LSs are not interested in using different types of relevant literary devices for some reasons such as the problems of recalling, understanding the function of the literary devices. Even though, a critical appreciation can be written without much literary devices, it affects the density in terms of elaboration of the effects of the devices on the meaning of the poem. Repetition is common to make the critical appreciation appear dense with some elaboration. The LSs limited knowledge and insufficient understanding on the use of literary devices is a factor. Repetition is resorted to as LSs find it difficult to recall as there are numerous literary devices introduced in the syllabus.

In the end, this study illustrates the persistent ability of literature to enthrall and evoke emotions while also advancing our understanding of language aesthetics. Readers and academics can have a deeper and more nuanced grasp of the artistry and beauty of

language in literary works by recognising and delving into the literary devices used in literature.

Conflict of Interest

The authors declare no conflict of interest in the conduct of this research.

References

1. Bennet, Andrew. (2013). Readers and reading. London & New York: Routledge.
2. Bryman, A. (2008). Social research methods. Oxford: Oxford University Press.
3. Carter, R. & McRae, J. (2014). Language, literature and the learner: Creative classroom practice. Routledge.
4. Castiglione, D. (2017). Difficult poetry processing: Reading times and the narrativity hypothesis. *Language and Literature*, 26(2), 99-121.
5. Ian, C. (2018). Reader response and English education. *Research Journal of the National Association for the Teaching of English*, 2(1).
6. Majlis Peperiksaan Malaysia (Malaysian Examination Council). Literature in english syllabus and specimen papers. This syllabus applies for the 2012/2013 sections and thereafter until further notice. Majlis Peperiksaan Malaysia (2012). Printed: Tihani Cetak Sdn. Bhd.

Appendix 1

CRITICAL APPRECIATION RESPONSE – R1

The poem Aunt Jennifer's Tigers, written by the late Adrienne Rich, is about a nephew or niece telling the story of his or her aunt who was a great artist but was bound to her husband. In an effort to escape her torment, Aunt Jennifer made tigers that gave her hope of freedom from her husband and the bravery to continue on. Here, Adrienne Rich has literary devices, sprinkled around the poem to represent women and to depict their position in society as well as today's world.

One of the more notable use of literary devices is the use of imagery. With the use of imagery, Adrienne Rich was able to paint a vivid image of Aunt Jennifer's life, her struggle and her sad end. Using the line 'The massive weight of Uncle's wedding band sits heavily upon Aunt Jennifer's hand' it is shown that Aunt Jennifer was bound to her husband and could not leave even if she wanted to. This could be reflected on the real world as women are forever bound to a man just because they were afraid to leave or have nothing, if they did, even when the husband is abusive. Even if the husband wasn't abusive, society believes that women can't have their husband, by doing so they are seen as unfaithful and frowned upon leaving them stuck in what is loveless marriage. But another line 'They do not fear the men beneath the trees', shows how Aunt Jennifer wished to be strong and leave her husband. This line can too be used in today's society as we can see many woman's rights activist protesting for change, with great steps taken to free women from roles thought up in medieval time in places such as in Saudi and Middle Eastern countries.

Another great example is symbolism, giving something a greater meaning, than when it originally is. One dark use of this literary device is 'The massive weight of Uncle's wedding band'. In truth, a wedding band is never heavy for anyone, what Adrienne Rich was implying by 'massive weight' as the pain and hardship Aunt Jennifer had felt being together with her husband. The wedding band was the symbol of their marriage, but to Aunt Jennifer, it was a symbol of ownership to her husband, unable to leave as she was bound by the band. This is a mirror to the real world as a married woman is by law required to forever be with and please the man without question. This is why marriage is seen as a trap by some women, locking them into a world they wish they could get away from but is unable to. In the poem the 'tigers' too is a symbol, but instead of a dark representation, it is used as a symbol of hope and strength. Aunt Jennifer creates these tigers to give her hope that one day she will be

free and is able to 'go on prancing, proud and unafraid'. In real life, women could be seen as Aunt Jennifer's tigers, standing up for what they believe in and in unafraid of the consequences of their actions as they believe they have the same rights as everyone else.

The last literary device that Adrienne Rich use in her poem to depict women and their position in society is her use of rhyme scheme and alliteration. Using the rhyme scheme aabb, it might be seen as a use of a simple rhyme scheme but in my opinion it is as a simplistic tool to show not much change just like in Aunt Jennifer's life. Aunt Jennifer's wishes to be free but like a broken record is repeatedly stuck with her husband, trapped in an endless loop till the end of her life. The alliteration Adrienne Rich uses can be seen as complex but it could also be seen as repeating 'fingers fluttering' like how Aunt Jennifer only sees the same thing over and over again, never changing. Unfortunately, the real world has some glaring similarities as some parts of the world deny women the same right as men do and will never change no matter how much they fight against of protest.

In conclusion, Aunt Jennifer's Tigers represent the hardship and struggles that not only married women have to face but women too. It can be seen as a sad story that women are trapped by men and never have freedom but I believe what Adrienne Rich's true message was that if women keep their fighting spirit of wanting to be free, then one day women of the future will be seen as an equal to men in every part of the world, as supported with 'The tigers in the panel that she made, will go on prancing, proud and unafraid'.

Appendix 2

CRITICAL APPRECIATION RESPONSE – R2

The poem 'Aunt Jennifer's Tigers' is a deep and thought provoking poem written by Adrienne Rich. This poem revolves around the theme of oppression faced by women in our world today. This poem depicts a lady, Aunt Jennifer, sewing or stitching a pattern onto a canvas that she holds in her hand, therefore it is a small piece of work. The design that she has come up with is of tigers. This is not merely a piece of art with tigers and no meaning. Instead, her work of art is a very close reference to her life. The literary devices used in this poem depict women and their position in society and not just Aunt Jennifer's experiences as a woman in her life.

First of all, the rhyme scheme is inconsistent in the first stanza as it is 'aabc'. The first two lines show a rhyme in the words "screen" and "green". The next two lines do not rhyme as they end with the word "trees" and "certainty". The other stanzas on the other hand, are consistent being 'ddee' and 'ffgg'. Regardless of the rhyme scheme, the words give off a deep depiction of the women in society. The first line that ends with "screen", refers to Aunt Jennifer creating the image of tigers on the canvas for her stitching. Aunt Jennifer has placed the tigers in their natural habitat, being "a world of green" referring to the jungle. From just the two lines, we can see that those "denizens" of citizens are extremely comfortable and confident in that world of green. They seem to be "prancing" in their little world as it is their comfort zone it is their home.

Next, the literary device that is a hyperbole, is used in the poem. Hyperbole refers to an exaggeration of the real occurrence. In stanza two, line 1, the writer shows us that Aunt Jennifer's fingers are "fluttering". In fact, the word fluttering is not commonly used to describe the action of a part of a body. The word fluttering, is used very commonly to describe the movement of butterfly wings. Therefore, we can say that Aunt Jennifer's finger mirrored the movement of butterfly wings, meaning, she was trembling. This hyperbole gives us, readers, the impression that she is living in great fear. Who does she fear so greatly? It is shown to us clearly in stanza 2 line 3 where "Uncle" is mentioned. Therefore, we can say that she fears her husband. Another hyperbole is shown in "the massive weight of Uncle's wedding band". In real life, a ring can only be so heavy and wouldn't really burden the finger of its wearer. However, this line shows us that her heavy wedding band or ring depicts the burden she has to with-hold being married to Uncle. Many women in society lives in unhappy marriages and suffer in silence just like Aunt Jennifer.

Besides that, there is the use of a pun in this poem. The pun can be seen in stanza 3 line 2. Aunt Jennifer, even when she dies, will be still "ringed" with ordeals she was mastered by. The word "ringed" has more just one meaning. Firstly, it tells us that she, even on her death bed, will be surrounded by all the ordeals she has gone through in her unpleasant life as a women oppressed. Another meaning would be, no matter how unhappily married she was to "Uncle" and grudging wearing the "massive weight of Uncle's wedding band, she would still take it to the grave with her probably because she has no choice to do otherwise or because she is a loyal woman to her husband. Many women stay loyal to their husband no matter the ill-treatment.

Last but not least, the literary device of alliteration can be seen in stanza 2 line 1. "Fingers fluttering" are an alliteration as there is the repetition of the sound 'f' in both words. Her "fluttering fingers" refer to her trembling with great fear. The next alliteration would be in stanza 3 line 4. The tigers, ever after Aunt Jennifer's immerse death, will go on "prancing, proud" and unafraid. The repetition in the "p" sound can be classified as an

alliteration. The tigers signify the person she wanted to be all her life. Proud, prancing with confidence and unafraid. However, she lies on her death bed not having accomplished it. Nevertheless, her tigers would still be prancing and that's what's important.

In conclusion, these literary devices all point towards women and their position in society. Aunt Jennifer probably live during time when women were very clearly oppressed and was a norm in society. However, sadly, even during the modern times, women are still oppressed. Many women face sexual harassment at work places and even above at home. Therefore, this poem is a very relevant poem to women in society then and even now.

Appendix 3

CRITICAL APPRECIATION RESPONSE – R3

“Aunt Jennifer’s Tigers” is a poem written by the ingenious Adrienne Rich. Focusing around the theme of male dominance and the submissiveness of women Adrienne Rich tells the tragic tale of Aunt Jennifer who embroiders unique piece of art in order to escape her controlled life. This poem is filled with literary devices that depict women and their position in society.

Firstly, the appropriate diction used to compare the tigers with Aunt Jennifer materialize the fear and uncertainty most women live with. In the first stanza, the tigers “prance proudly”, illustrating their courage and confidence, while Aunt Jennifer’s fingers are said to be “fluttering”, showing the uncertainty embedded within her. Her hands are also described as “terrified” in the third stanza, once again proving the sheer terror and fear she has to go through. Aunt Jennifer’s feelings are still relevant to today’s women in modern society. Women and girls all over the world live their lives in constant fear and worry, especially when they leave their houses. Till today, violence against women such as emotional and physical abuse as well as sexual assault cases are displayed in the media. Men who feel dominant often involve themselves in these crimes, thinking that women are supposed to be submissive towards their horrible acts. This depicts how women are degraded in society.

Punctuation also plays a big role in “Aunt Jennifer’s Tigers”. Full stops are strategically placed at the end of every second sentence. A comma and a semi colon fill up the empty spaces in stanza one. The frequent use of full stops give the poem a very controlled tone and feeling, just like its subject, Aunt Jennifer. Aunt Jennifer is “still ringed with ordeals she was mastered by”, further displaying how she is trapped by her own husband, or “Uncle”. Women of all ages are forced to succumb to society’s expectations, making them feel trapped and controlled by society. Women are expected to act, talk and walk a certain way in order to be accepted by everyone else. Even then women fit perfectly into those pre-determined titles, society will see their efforts as not enough. Break the norms, and women will be discriminated till their last breath. The rhyme scheme of “aabb ccdd eeff” continue to show the controlled and predictable life of Aunt Jennifer, as well as today’s modern women.

“Aunt Jennifer’s Tigers” display a wide variety of imagery, but mainly focusing on “topaz”, “ivory” and “wedding band”. These items can be said to be precious and rare materials. Women are the gem stones of society. Unfortunately, a woman’s worth can only be seen by herself and also by other women. The male population, however, treat women as mere sexual objects who must do as they say. A woman’s self-worth, which can be compared to those three precious materials, is very much special and unique. Every woman needs to recognise her importance and validation in today’s modern society, especially with the uprising of crime against women that continues to flourish right before our eyes. Luckily, the feminism movement and women empowered movement have both allowed young women to recognise their strengths and the voices to speak out against gender discrimination.

Adrienne Rich cleverly uses hyperboles in the poem. The exaggerated use of a “massive weight of Uncle’s wedding band” vividly illustrates Aunt Jennifer’s struggle within her own marriage. The second line of the third stanza, “rings with ordeals she was mastered by” continue to display her submissiveness towards her husband. Much like Aunt Jennifer, many women are also heavily controlled by their relationships. These women face obstacles and challenges in their relationships but are too afraid to speak out due to men’s dominant and abusive nature. Domestic abuse is a serious issue that is extremely difficult to escape, hence why many women just do what their husbands want. This shows how women are seen as the weaker gender in society, while men continue to overthrow their pleas for help.

In conclusion, “Aunt Jennifer’s Tigers” contains many literary devices that display women’s position in society. Due to the patriarchy, men are often depicted as the stronger gender, the main breadwinner, and overall more dominant than women. This system hinders women from using their talents and intelligence. We women have to work hand in hand to overcome this problem. Encourage each other to become better and stronger members of society, in hopes that one day, women “will go on prancing, proud and unafraid”.