

CHAPTER II

LITERARY REVIEW

A. Previous Study

According to Noddings (1995), learning involves acquiring knowledge within a specific subject or skill domain through processes like studying, firsthand experience, or teaching. In parallel, the senior high school education system in Indonesia integrates language and literature activities (Depdiknas, 2008). These literary activities encompass listening, speaking, reading, and writing exercises. The purpose behind these literary activities is to foster a deeper appreciation for literature by cultivating in students a sensitivity toward literary works and a genuine desire to engage with them. This inclination to read subsequently nurtures a habit of reading, leading to enhanced comprehension of human experiences and the broader human condition. Moreover, it facilitates the acquisition of values, the generation of novel ideas, and the augmentation of socio-cultural knowledge.

Numerous authorities recognize this potency, as exemplified by Kelly's assertion (1996:8) that some primary attributes of children's literature encompass delight, aesthetics, comprehension, imagination, information, knowledge, cognition, and language. Succinctly put, this notion can be elucidated as follows: Evidently, well-crafted books provide readers with joy and pleasure during the act of reading. Aesthetic considerations involve the beauty that readers perceive within a literary composition. Literature serves as a verbal form of art, guiding readers to recognize the beauty inherent in language. It contributes aesthetic facets to the reader's existence, prompting them to perceive their personal encounters from diverse perspectives. Works of fiction, nonfiction, and poetry constitute artistic interpretations of experiences, events, and individuals.

As indicated by Violetta-Irene (2015), teachers adhering to this perspective underscore the significance of literature as a vessel for encapsulating accumulated knowledge and embodying the finest thoughts and sentiments prevalent within a society. Instructors guide students to delve into the historical, societal, and political context of the novel or narrative they are engaging with. Consequently, learners gain insight into the backdrop against which the depicted nation's history, society, and politics unfold. This immersive approach enables individuals to grasp and value the ideologies, mentalities, traditions, emotions, and artistic expression intrinsic to the cultural heritage conveyed by such literary works. The utilization of literature as a medium for enhancing EFL students' writing skills in English teaching proves exceedingly beneficial, notably in augmenting their grasp of grammar and mitigating grammatical errors within their writing. This assertion resonates with sentiments expressed by EFL students during interviews. A substantial majority, 27 out of three EFL students, affirmed that employing literature as a medium for English instruction, particularly through novels and short stories, substantially enhances their writing proficiency, primarily by aiding them in identifying and rectifying grammatical errors. Engaging with novels and short stories empowers these EFL students to identify strengths and weaknesses within their writing abilities, thereby facilitating improvement in their written expression.

The research similarities between my research and that of previous researchers are that our research examines the learning of literature, especially in Indonesia for EFL classes. And the difference between my research and that of previous researchers is that our research focuses on the teaching and learning process in the classroom, in the first paragraph, it discusses about learning literature in schools, which focuses on grades 10-11; in the second paragraph, the study of literature focuses on short stories; and then in the third paragraph, the study of literature focuses on novels.

B. Theoretical Framework

Relative to the extensive and firmly established study of the English language, the exploration of English literature can be deemed relatively recent, particularly within EFL nations (Carter & Long, 1991). The integration of language and literary study has become increasingly intertwined. In reality, literature assumes a pivotal role in the pedagogy and acquisition of the English language. Furthermore, literature is regarded as a vehicle for expanding students' cultural awareness, a critical component of language learning (Carter & Long, 1991). The incorporation of literary texts into foreign language classrooms, along with the primary criteria for selecting appropriate literary materials, is emphasized to acquaint readers with the underlying rationales and benchmarks guiding language educators in their utilization and choice of literary content. Moreover, English literature serves as a conduit to expose students to a multitude of facets, not just concerning the English language but also encompassing aspects of English culture.

Regarding language instruction and learning, the inclusion of literature within the curriculum is often not viewed as a cohesive component. Conversely, educators and scholars contend that language and literature are inherently interconnected and can be effectively integrated. An integrated approach facilitates the enhancement of students' language and communication skills (Choudhary, 2016). However, the instruction of English literature to non-native English speakers (ESL/EFL) as an intrinsic element of language acquisition has received limited attention. In essence, English literature is not merely regarded as a tool, technique, or method for cultivating English language skills. Extensive research has been conducted on methodologies for teaching literature at the high school level, indicating its popularity. Examples of such research include the comparison of language-focused and integrated approaches (Aziz & Nasharudin, 2008). Notably, Noddings (1995) defines learning as the acquisition of knowledge or skills through studying, experiencing, or

teaching. Concurrently, the high school language learning environment in Indonesia incorporates language and literature activities (Depdiknas, 2008). The significance of this study is underscored by the novelty of English literature instruction within the Indonesian curriculum. Specifically, the teaching and learning of literature mandated by the 2013 curriculum represent a recent development within the Indonesian educational context.

With a growing recognition of the significance of reading and literature, particularly since the 1980s, there has been a resurgence of interest in the instruction of English Literature. This renewed focus encompasses both the study of literature as an end in itself and its application as a means to an end, specifically language proficiency (Carter & Long, 1991; Hişmanoğlu, 2005; Vural, 2013; Zhen, 2012). To elaborate further, Zhen (2012) elucidates that the teaching of literature within the EFL context is characterized by a notable emphasis on facilitating the enhancement of English language skills rather than solely prioritizing literary appreciation and cultural knowledge.

1. Literature

a. Definition of literature

In reality, literature assumes a vital function in the education and acquisition of the English language, especially among students engaged in ESL (English as a Second Language) or EFL (English as a Foreign Language) studies, particularly those who do not possess native English proficiency. Additionally, literature is believed to possess the capacity to expand students' cultural consciousness, a pivotal aspect of language acquisition (Carter & Long, 1991). Consequently, a substantial volume of research has been dedicated to exploring the utilization of literature as a tool for instructing ESL and EFL students in the English language.

b. Function of learning literature

Research has consistently indicated that literature proves highly beneficial in enhancing the mastery of the four language skills—reading, writing, listening, and speaking—among students. Moreover, it contributes to the development of vocabulary, grammar, and pronunciation (Elklic, ErGgen, Kayintu, & Karaca, 2011; Floris, 2004; Khatib, Rezaei, & Derakhshan, 2011; Maley, 1989; McKay, 1982; Riverol, 1991; Turker, 1991; Yeasmin & Azad [Cruz, 2010]). Furthermore, numerous studies have delved into specific pedagogical approaches for teaching English through literature. These encompass methods like literary analysis (Van, 2009), task-based learning (Khatib et al., 2011), and integrated learning (Healy, 2010; Zyngier, 1994), among others.

Language serves as a pivotal instrument for individuals to engage in communication with others. It functions as a medium through which people articulate their ideas, emotions, and information. Additionally, English literature has the potential to acquaint students with a diverse array of dimensions, encompassing not solely the English language but also facets of English culture. Within literature, students have the opportunity to grasp allusions and references to various facets of English culture while also gaining insights into the context and meanings of renowned quotations and phrases. The study of literature goes beyond confining students solely to English traditions; it also offers the prospect of acquainting them with traditions that shape English literature, such as delving into ancient Greek drama, as well as exploring literature from different contexts, such as American literature.

The Advantages of Literature in Learning English:

1) For the students

According to Cruz (2011), delving into the world of literature can be a profoundly enlightening experience for students. This is why students who have an interest in studying English literature can benefit from the following courses:

(a) Reading comprehension

Exploring English literature in all its diverse genres hones your ability to comprehend and appreciate the language that surrounds you every day. Renowned authors of drama, poetry, and prose not only aimed to entertain their audiences with captivating words and imagery but also intended to challenge readers with shifts in style and rhetoric. Immersing yourself in great literary works helps you tune in to the various informative, imaginative, persuasive, and manipulative aspects of language, allowing you to grasp both the function and meaning of words.

(b) Improved verbal and written communication skills

As you advance in your reading comprehension, you also develop a more confident command of verbal and written communication skills. By analyzing literary works, you gain insight into how word choices influence tone and how rhetorical techniques bolster arguments, enabling you to wield language more effectively. Proficiency in expressing yourself through both written and spoken words is a valuable asset in various areas,

from job interviews to articulating your political preferences.

(c) Adopted worldviews

Beyond its practical applications, the study of English literature broadens your understanding of the human experience. By temporarily adopting the diverse perspectives of narrators, characters, and even entire philosophical movements while reading literature, you gain insight into the motivations behind human emotions, actions, speech, and global change. This invaluable education, in addition to enhancing your own writing skills, enriches your approach to life. Studying literature fosters the development of new ideas and ethical perspectives, ultimately helping you present yourself as an educated member of society.

(d) Understanding philosophical movements

English literature offers a window into the philosophical movements and ideologies prevalent in specific cultures during specific periods.

(e) Aesthetics validation

Literature is a form of art that has the power to evoke a range of emotions and a sense of spiritual well-being. Poets like William Wordsworth and Percy Shelley discuss this aspect of poetry in their respective works, "Preface to the Lyrical Ballads" and "A Defense of Poetry."

(f) Understanding modern culture

By tracing the historical narratives presented in English literature, it becomes possible to grasp how contemporary Western culture has evolved into its current state.

(g) Vocabulary

Engaging with new words and phrases through literature can expand anyone's vocabulary. Additionally, literature is instrumental in learning the stylistic and artistic conventions of effective communication and writing.

(h) Becoming cultured

Understanding literature and recognizing references to it in contemporary culture can be intellectually satisfying. While not of utmost importance, it can be enjoyable to impress others by acing the "English Authors" category in trivia games like Jeopardy. Furthermore, literature prompts students to engage with books on an emotional level, with each reader's feelings being uniquely tied to their own life experiences. Emphasizing personal involvement in literature nurtures imagination, a sense of wonder, and active participation in the literary journey.

2) For the teaching-learning process

English literature, as an academic pursuit, holds significant value in both cognitive and life-enhancing dimensions (Crujar and Briffa, 2004). When comprehended effectively, it sheds light on various aspects of human existence, allowing learners to deepen their perspectives on the quality of life. It actively

contributes to one's approach to life and can even transform an individual's worldview. Through the study of literature, learners acquire modes of thinking that equip them with cognitive abilities transferable to other facets of human behavior, ultimately reshaping their outlook on life in a broader sense. Literature plays a pivotal role in molding learners' attitudes and broadening their comprehension of humanity. To ensure proper assimilation, it is essential to systematically pursue the subject, enabling learners to develop mental frameworks that influence their attitudes toward other aspects of life. This aligns with the concept of 'education for life,' as a well-educated individual in literary studies will continue to refine their conceptual frameworks and evaluative strategies beyond their academic years.

The primary objective of studying literature is to enable students to explore and immerse themselves in the lives of others from different eras, locations, value systems, and diverse world cultures. The rich language and diverse cultural perspectives found in literature can expand students' cultural awareness. Incorporating literature into the literacy program provides meaningful social contexts that encourage students to compare and contrast literature with their own experiences, thereby enriching their background knowledge.

Literature not only serves as a catalyst for students to speak, think, and read effectively but also enhances their writing skills. The study of quality literature exposes students to authors' adept use of language. Moreover, by learning about others' experiences through

literature, students can develop their vocabulary and acquire the ability to listen, identify, and appreciate effective writing models. Exposure to various forms of writing, such as poetry, prose, drama, and informative nonfiction, along with the development of effective reading strategies, encourages students to think about experiences and storytelling from fresh perspectives.

Literature empowers students to perceive the classroom as a social context where they are active participants in shaping their own learning experiences. It is crucial for students to feel comfortable using their native discourses in the classroom, enabling them to discuss, infer, predict, persuade, and critique their reading and writing effectively. Students should have access to various forms of language and literacy, including folklore and oral traditions from their cultural backgrounds. Additionally, they should be provided with opportunities to advance cognitively by expanding their concepts and content through the application of higher-order thinking skills. As students gain proficiency in written language, they become more adept at examining discourse within their homes, classrooms, media, and other environments (Harman & Edelsky, 1989: 392-406).

Eisner (1990) expanded on the educational potential of literature by detailing the inner cognitive processes it stimulates. Operating at the intersection of art and education, Eisner explained that literature can empower readers to:

(a) Cultivate their imagination

Encourage the creation of new worlds, exploration of fresh possibilities, and the development of innovative visions.

(b) Gain insight as observers

Enable the examination of the previously unseen, penetration beyond the limitations of language, unveiling of the familiar, or, as Coleridge phrased it, "drawing attention to that which we have overlooked."

(c) Solidify the fleeting

Provide a means to concretize internal thoughts, grasp elusive concepts, and anchor slippery ideas.

(d) Exchange their world for others

Offer a glimpse into another person's perspective and the recognition of their reality, fostering an understanding of one's own identity and past experiences while broadening one's capacity for empathy.

(e) Exercise judgment without predefined criteria or standards

Allow for evaluation without relying on pre-established rules or predetermined interpretations.

(f) Discern the universal within the specific

Facilitate the recognition of significance in the seemingly insignificant and harness the power of metaphor.

(g) Embrace the spirit of play

Encourage a playful, nimble, and strategic approach to thinking and problem-solving, challenging Ciardi's assertion that "There is no poetry for the practical man."

Incorporating these elements into one's understanding and application of language not only promotes recognition and appreciation but also enables individuals to wield language effectively. Beyond enhancing reading and writing skills, literature exposes individuals to a diverse range of human experiences, enriching their own characters with empathy and understanding.

Recognizing the significance of English literature has the potential to be a self-actualizing experience. Literature can function as a tool for comprehending various facets of life, serve as a vehicle for exploring distant realms one might have hesitated to venture into, and act as a mirror through which individuals can gain insight into themselves, their families, and others, ultimately bridging differences through shared literary experiences. In conclusion, uniting students with literature represents one of the most profound acts of humanity within the realm of education.

c. Factor that influence learning literature

English literature encapsulates facets of English culture, a fact that becomes particularly evident when examining the creations of Shakespeare or authors, poets, and playwrights from the eighteenth and nineteenth centuries. Nonetheless, this dynamic holds true for various other pieces of English literature as well.

Conversely, educators and scholars assert the inseparable connection between language and literature, advocating for their integration. This holistic approach facilitates students' enhancement of language and communication skills (Choudhary, 2016).

C. Conceptual Framework

