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## The Role of Literature Teaching in Improving Students' Language Skills

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**Abstract.** Students' views on language learning are an important foundation in formulating language learning plans and processes. This study aims to look at students' views about the benefits of learning literature in language learning at the high school level. This study also seeks to reveal differences in the views of students from several schools. Researchers use a comprehensive approach to analyse students' views about the benefits of learning literature in learning. Researchers used a survey research method involving an open-ended questionnaire to see students' views on the benefits of learning literature in language learning. The research participants were 555 high school level students from fifteen schools. The research findings show that most students provide a positive view, that is, learning literature in learning Indonesian really supports the linguistic aspects of language learning. Generally, students' views of the benefits of literature are based on the teaching approach used sequentially from the largest to the smallest percentage, namely the language approach, the context approach, followed by the reader's approach and the text approach. The most proportionate combination of approaches is the language approach with context. Some differences from the research sample regarding the benefits of learning in aspects of supporting language skills are caused by differences in the style of approach or pedagogies used by teachers. The results implied that teachers can see and consider students' perspectives or views regarding the benefits of learning literature which are then used to support language learning.

**Keywords:** students views; teaching literature; language skills; teaching approach

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## 1. Introduction

The involvement of students in formulating language learning designs is very important. Students can provide input on how language learning is designed to meet the needs of students. At present, students' perspectives in the formulation of language learning designs in other countries have begun to be used, especially in second language learning. Input and views from students are very useful in determining competency indicators because students directly experience it for themselves (Bellis & Garcia, 2018; Tucker, 2022). Literature learning is often underestimated in language learning because of its less functional role in everyday life and is rarely used as a reference in assessing language skills. In fact, learning literature greatly contributes to students' language skills. The percentage of learning literature in schools is not greater than learning language competence, so that many students do not have knowledge of the vocabulary used in literary works (McConn & Blaine, 2022; Yoon & Uliassi, 2018). There are still many students who have difficulty interpreting the meaning or understanding the intrinsic message of literary works. Teaching literature in language learning cannot be eliminated because it has an equally important role. In addition, learning literature also has a very large role in supporting students' language skills.

Questions that are often raised by students include "What are the benefits of reading poetry, short stories, novels, drama, or folklore?" This question is input that must be answered. Obviously, the language skills learnt must be functional in supporting life and education in the future. This question encourages researchers to reveal the benefits of learning literature from the students' point of view. This research investigates the effect of learning literature on the character of students in elementary schools and proves that learning literature is very effective in teaching character to children at the elementary school level (Martin & Spencer, 2020; Sawyer & McLean Davies, 2021). In addition, other research looks at the effectiveness of learning literature in improving students' reading skills. This study proves that learning literature is effective in improving students' reading comprehension skills (Fialho, 2019; Hadianto et al., 2022). This study supports other studies (Chou, 2022; Duck, 2019) in finding that learning literature, especially short stories, finds that improves narrative writing skills. The urgency of this research is to reveal the benefits of studying literature by students on language skills so that they are more optimal. The difference between this research and previous research is to find out the benefits of learning literature experienced by students from the students' point of view and the benefits to language skills in all aspects. This study used a questionnaire with semi-open and open-ended questions to reveal the benefits of learning literature in class on students' language skills.

This research focuses on the role of teaching literature in improving students' language skills from various aspects and students' views, so this research can be used as feedback in order that teaching literature can more optimally support students' language skills. The purpose of this study was to find out the benefits of teaching literature from the student's point of view based on the approach to teaching literature used and the differences in the views of students from each school used because each school uses a different language learning curriculum.

The object of this research is the teaching of literature carried out in Indonesian language learning, which means the teaching of types of Indonesian literary works. Investigating different schools allows researchers to know what approach to teaching literature is used. The formulation of the problems that the researchers put forward in this study are: 1) What is the role of language teaching in students' language skills? 2) What types of approaches to teaching literature and language aspects are targeted?

## **2. Literature Review**

### **2.1 Learning literature in language learning**

Literature learning is usually attached to and cannot be separated from the language curriculum. Literature teaching is carried out in an integrated manner in language learning both in first and second language learning. However, the proportions of the two are different. Literature teaching in general has a smaller proportion than language learning in general. (Belfiore & Bennett, 2009; Bellis & Garcia, 2018) The teaching of literature is also adapted to the school level of students, for example, poetry is studied by students at the elementary school level, then novels, plays and legends are usually studied by students at the junior and senior high school levels. Teaching literature in language and second language learning is something that is less liked by students. However, it has a very large contribution to students' language learning (Magulod, 2018; Viana & Zyngier, 2020). At present, literature learning is still separated from language learning, but researchers have voiced the recommendation that teaching literature not be omitted from language learning. Literary works in the language learning process are often used as topics in order to improve reading skills or others. This activity is a promotion of the idea that learning literature must be integrated into language learning (Johansson & Löfgren, 2022; Mello et al., 2019). However, this integration cannot be carried out because there is still a gap between learning language and literature. This gap can be seen in the content of the language used, for example, the language used in literary works is of course very different from the language used in language scientific texts.

Although the implementation of learning is still separated, the teaching of literature is still integrated with language learning in the curriculum. This study uses a comprehensive approach model for teaching literature in language learning, one which consists of four types of approaches, namely text approach, context approach, reader approach, and language approach (Chou, 2022; Martin & Spencer, 2020). The text approach is the teaching of literature that focuses on the intrinsic elements of literary works and types of literary works, while the context approach emphasises the contextual aspect of a literary work which includes the author, history, culture, and society when the work was created (Brems et al., 2020; McLean Davies et al., 2020). The reader's approach emphasises aspects of the reader's experience, self-development, and the reader's feelings and the language approach to teaching language emphasises aspects of grammar, vocabulary, and language development. This approach is carried out by teachers in teaching literature and language. In practice, teachers often combine these approaches when learning language and literature in order to encourage students to be actively and optimally involved in language learning. The use of these four approaches will improve the quality of language

and literature teaching (Belfiore & Bennett, 2009; Vána, 2020). The researcher tried to look at students' perspectives from the four uses of these approaches when participating in learning literature in language learning.

## **2.2 Students' views on teaching literature in language learning**

The approach used by the teacher in learning language and literature greatly influences student learning styles. These differences in approaches to language teaching have been shown to significantly affect the improvement of students' language skills (Klöker, 2020; Magulod, 2018). Teachers often only choose one approach, for example, the text approach. This approach to teaching language influences students' literary learning experience and this will influence students' views of the benefits of teaching literature. The literary teaching approach used by this teacher will create a different learning process situation (Johansson & Löfgren, 2022; Yi, 2018). However, this teaching approach is usually appropriate or suitable depending on the characteristics of the students and instructors. So, naturally, certain teaching approaches that are suitable for use in teaching literature at the elementary school level are not necessarily suitable for teaching literature at the junior high school or high school level. This causes constructive friction. This constructive friction is needed by students to develop language skills and students' thinking abilities (Fialho, 2019; Yoon & Uliassi, 2018). Teachers need to understand students' views of literary works. This student perspective will help teachers create constructive frictions and learning situations. Apart from that, it also helps teachers in designing appropriate strategies in teaching literature. So, students' views on the benefits of literature are very important in designing language and literature education curricula in an effort to optimise language and literature learning.

Several previous studies have tried to reveal the reasons students study literature in the context of various languages. Research on university students found that students studied French literature because they were interested in its linguistics (Romylos & Balfour, 2018; Sawyer & McLean Davies, 2021). In addition, research on students in Taiwan found they study literature because they feel pleasure when studying literature. Another finding is that studying literature makes students more confident in reading literary texts (Liao et al., 2020; Martin & Spencer, 2020). These findings can be used as a basis for conducting research. The teaching of this literature in the field is mostly carried out in high schools rather than universities because this literature is a mandatory teaching that is included in the language curriculum. Therefore, research on the benefits of literature would be better carried out in secondary schools. There are several previous studies that took student research participants in high schools. Based on a survey of five high schools in the UK, most students study literature because of class demands; only a small number of students have an interest in this literary work (Vermeulen & Hurkens, 2020). In addition, through teaching literature, they can find out more vocabulary that is not learnt in formal language learning. This research is different from previous studies as it reveals the benefits of teaching literature from the perspective of students based on an approach to teaching literature in the classroom.

### **3. Methodology**

#### **3.1 Participants**

This study used a survey research method involving 555 junior and senior high school students in the Ciamis area, Indonesia. The number of schools involved was 15 schools consisting of seven junior high schools and eight senior high schools. The proportion of determining the number of schools was adjusted to the percentage of teaching literature in which a wider variety of literary works are taught at senior high schools. The benefits of teaching literature the study seeks to reveal from the students' point of view are based on Indonesian language literature. The sampling technique used was a convenience sampling by selecting schools from three regional representatives, namely rural areas, midway between villages and cities, and urban areas. Of the fifteen schools, the number of students who participated in the research sample was 60% female and 40% male. The total number of participating classes from these 15 schools is 45 classes. Students who participated in this research were conducted voluntarily and with permission from the school. The collection and processing of data for both schools and students was carried out anonymously as a consideration of research ethics. An overview of research participants can be seen in Table 1.

#### **3.2 Research instruments and procedures**

The research instruments used in this study were questionnaires and open-ended questions for interviews. The questionnaire was made with reference to the signs of exploring the benefits of teaching literature. The items used are semi-open and open-ended questions. The validity and reliability of the instrument was carried out empirically on students and through expert judgement in the field of teaching literature with a Doctoral qualification. The level of validity and reliability shows that the instrument used meets the criteria with an alpha value = 0.89 and a split-half value (Spearman-Brown) = 0.90. The aim of the research is to investigate the benefits of teaching literature from the student's point of view. To achieve this goal, the researcher first chose junior high schools and senior high schools as well as asked for permission to carry out the research. Furthermore, researchers distributed questionnaires to research participants. The questionnaire contained semi-open and open-ended questions to reveal the benefits of learning literature for students. In addition to the questionnaire, data collection was carried out by interviewing to strengthen the data. Data collection through questionnaires was carried out directly and guided during the filling process. The process of collecting data from this questionnaire was carried out for 30 minutes and interviews were carried out by only selecting a few to strengthen the data. Furthermore, the data were analysed based on schools and differences in approaches to teaching literature in schools.

#### **3.3 Data analysis**

To make it easier for researchers to analyse the data, the researchers coded it as shown in Table 2. The researchers used a comprehensive approach in teaching literature. Coding was done based on four approaches, namely text approach, context approach, reader approach, and language approach. The text approach is the teaching of literature that focuses on the intrinsic elements of literary works and types of literary works. The context approach emphasises the

contextual aspect of a literary work which includes the author, history, culture, and society when the work was created. The reader's approach emphasises aspects of the reader's experience, self-development, and the reader's feelings. The language approach to teaching language emphasises aspects of grammar, vocabulary and language development. Data analysis was carried out based on the theory of the contribution of teaching literature to language skills from various aspects (Bellis & Garcia, 2018; Wolthuis et al., 2020). Student answer data were coded including which approach was used. In order to ensure that all data had been coded, the researcher carried out the coding procedure shown in Table 2. First, the researcher analysed whether the students' answers included positive or negative answers, then whether the answers were included in the elements of the proposed language approach. If not included, do students' answers include one of the four approaches to teaching literature, and are their answers appropriate to the context of Indonesian literary works? This assessment was carried out by several researchers so that the suitability of the researcher was tested. The result of the inter-rater reliability test was 0.95. This value indicates that the data obtained meet the criteria.

**Table 1. Number of research participants**

Level of School	School	Number of class	Number of students
Junior High School	1	2	45
	2	3	35
	3	5	44
	4	3	45
	5	4	37
	6	3	44
	7	2	30
Senior High School	8	4	35
	9	4	44
	10	2	34
	11	3	53
	12	5	24
	13	2	43
	14	3	42
	15	1	20

**Table 2. Coding procedures on students' views regarding the benefits of teaching literature**

Step	Question	Example student answer	Code
1	Is the student's response in the positive or negative category?	"Literary works do not review the author and the stories are dominated by imagination stories, so they do not help life"	Negative
2	Are student responses included in the fourth aspect	"Literature helps me in finding ideas for	The type of reader approach

	of the literature teaching new books” approach?	“Supports grammar knowledge”	This aspect increases the desire to read literary works
3	Did student responses mention aspects of the four approaches to teaching literature?	“Supports grammar knowledge”	Language approach
4	Do student responses relate to the Indonesian language or Indonesian literature?	By studying literature, I can have discussions when there are literary discussions	Yes

After all the data were coded, the writer then coded a random sample of the data to check the reliability of the code used. The reliability of this coding was done by using Cohen's kappa value (0.95). This value indicates a strong agreement between raters and this shows that the coding carried out meets the criteria. Some quotes from student responses regarding the benefits of teaching literature included: “literature is useful in supporting social skills, increasing insight, history or origins of a place, developing language skills, and increasing the ability to read comprehension of texts that have a higher level of difficulty”. The response is included in the category of positive responses. Other responses were negative, for example “the grammar used in literary works is more difficult and rarely used”. Grammar in ordinary books is easier and more functional. The following presents the results of data analysis from student responses about the benefits of teaching literature based on the four approaches to teaching literature.

**Table 3. The results of the analysis of students' positive or negative responses based on the four approaches to teaching literature (n = 550).**

Category Answer	Number of Answer	Approach	Positive: (94%)	Negative: (6%)	Total
Four approaches	1850	Text	90	3	93 (6%)
		Context	520	12	532(30%)
		Reader	280	5	285 (16%)
		Language	910	5	915 (52%)
Related to Indonesian/literature	561		442	120	
Not related to Indonesian/literature	7				

#### 4. Result

Percentage of student answers regarding the benefits of teaching literature based on the four approaches to teaching literature were identified. The researcher coded 1850 students' answers from the four approaches. Based on the results of the analysis, the percentage of students' responses to the benefits of teaching literature is based on four approaches, namely 50% are included in the language approach category, 30% are included in the context category, 13% are included

in the reader's approach category, and 7% are included in the text approach category. Of the total answers, 321 student responses were found which were too general, so they did not fall into one approach, but were still related to Indonesian literature. An example of this response was that "this literature was able to make me study more deeply on the subject of Indonesia". In addition, several student responses did not belong to the four approaches or were related to Indonesian literature. There were only a few completely unrelated responses, only 10 responses, or 0.30%, were found, for example, "I prefer chemistry". In addition, there were also student responses that were unclear and did not fall into all categories. There are also student responses that fell into the category of negative views, for example, "reading and listening to stories is very boring". The comment incorporates elements of an approach to teaching literature, but the student considers this to be of no benefit to him. Examples of student responses that are negative are "I don't feel the benefits of studying literature" and "Studying literature does not contribute to Indonesian society". This negative response is inseparable from the learning experience, teaching methods, and the benefits that have been experienced while studying literature at school.

The researcher categorised all students' responses into four approaches to teaching literature to find out the percentage of teaching approaches used more often. The approach to teaching literature influences students' views of the literary works they learn at school. The percentage of each approach to teaching literature is shown in Table 4. Most students' views of the benefits of teaching literature fall into the language approach category (50%), followed by the context approach (25%), the reader's approach (15%), and the text approach (10%) sequentially. In addition, from the students' responses, there were several students who simultaneously mentioned the elements of the four teaching approaches together by 20%, and there were those who mentioned 45% at the same time. Of all the student responses given, the majority of students responded to several approaches to teaching literature at once. This indicates that in the field some teachers use a combination of approaches in implementing literature learning in class. As many as 380 students gave variations of the combination of two or more teaching approaches. This response indicates that there is no difference of opinion among students regarding the benefits of teaching literature, but also indicates that the majority of teaching literature is done in combination. Of the four approaches to teaching literature, the most combinations contained in student responses were students who responded to the benefits of teaching literature which included a context approach or language approach, namely 60% (330) and a combination of these approaches. The combination of language approach and context approach was stated by 165 students (30%). In addition, another combination of views was found, namely a combination of text with linguistic features, namely 0.4% (3) and 5% (30) of students.



**Table 4. Percentage of literary teaching approaches from student responses**

		Number of approaches addressed by each student				
		language approach	context approach	reader approach	text approach	None
All students	n = 555	(50%)	(20%)	(15%)	(10%)	5%

From the data as a whole, as many as 95% of students gave responses to enter into the language approach 50% and followed by a context approach of 20%, and 15% for the reader's approach, and finally 10% of students mentioned elements of the text approach. The researcher recorded detailed student responses and grouped them into aspects included in the four approaches to teaching literature. Detailed data on student grouping can be seen in Table 5 which presents student responses based on the four approaches. From the overall response data analysed, the majority of students gave literary responses that benefited from more than one aspect of 95% (528). Most students think that literature is beneficial to the elements included in the language approach, namely aspects of vocabulary and idioms in Indonesian, 45% (250). In addition, students also commented that literature is beneficial to Indonesian language skills, 30% (166). Furthermore, more than half of the students gave useful literary responses to the aspects contained in the context approach, 20% (111). The aspect most often mentioned by students in the context approach is "the historical context, the cultural context, and the social literature". This aspect was mentioned by about 50% (279) of the total number of students. Furthermore, a third of students gave a response to the benefits of literature which is included in the reader's approach. The most frequently mentioned aspects were critical thinking skills and self-development; these aspects were mentioned by 30% (167). The approach that was rarely or little mentioned by students was the text approach, 10% (74). Aspects that are not mentioned at all that fall into the category of textual approach are aspects of place, character, or the experience of reading a literary work. There are several aspects mentioned in the students' responses which are included in the core curriculum standard of learning Indonesian literature, namely aspects of literary terminology (2%), types of literary works (2%) period and history of Indonesian literature (5%). However, the aspects of personal experience in reading literary works were not mentioned by students.

**Table 5. Student responses regarding the benefits of learning literature based on a comprehensive approach (four approaches to teaching literature)**

Approach	Aspect	Number of students (n = 555)	Student Views
Language approach	Language approach	139 (28%)	Through literature, I can learn Indonesian in an interesting way
	Indonesian syntax and grammar	111 (20%)	I can understand complex Indonesian syntax

	Vocabulary and idioms	250 (45%)	Through literature, my vocabulary knowledge increases
	Indonesian language skills	166 (30%)	I can improve my Indonesian language skills
	History of the development of Indonesian literature	88 (16%)	Through literature, I also studied the history of the development of Indonesian literature
Context approach	Context approach in general	27 (5%)	Through literary works, I gain knowledge about the author's way of thinking
	Get information about the author's biography	84 (15%)	Literary works can increase biographical knowledge of Indonesian writers and poets
	Context of literary creation such as history, culture, and social life	279 (50%)	I can tell how people think in different periods
	Period and history of Indonesian literature	44 (8%)	Learn to analyse literary works according to the period
	General reader approach	12 (2%)	Learn the meaning of the story which is certainly useful for my life
Reader approach	Personal reading experience	0 (0%) -	
	Increase interest in reading literary works	55 (10%)	Through various types of literary works and their periods, I can use language and choose works according to my interests
	Improve critical thinking skills	167 (30%)	Reading literary works can help you find new ideas to support life
Text approach	General text approach	50 (9%)	Gain knowledge about ancient life
	Periodisation of literature	17 (3%)	Able to improve the ability to understand the style of language
	Types of literary works	12 (2%)	Recognise various types of literary works of poetry
	Intrinsic elements of literary works (theme, plot)	12 (2%)	Improving the ability to understand the meaning of literary works
	Intrinsic elements of the setting (role of time and place)	0 (0%) -	
	Figure character	0 (0%) -	

The difference in proportions in students' responses to the benefits of teaching literature raises the question of what causes it. This entails several factors, one of which is the use of the approach used by the teacher in the process of learning literature. Researchers explained the differences in student responses to the benefits of teaching literature from each school studied. The presentation of this data also answers the second problem formulation, namely: Are there differences in students' views regarding the benefits of learning literature from several schools? Researchers analysed the comparison of students from each school in providing views on the benefits of literature based on the four approaches. Differences in students' views regarding the benefits of teaching literature based on schools and approaches are presented in Table 6. From the results of the analysis, in 10 out of 15 schools the aspects of the approach that were most mentioned by students were the language approach, context approach, reader approach, and the least mentioned was the text approach. However, while the order from the largest to the smallest percentage of approaches from each school varied, but the text approach is the least mentioned. Based on the research results presented in Table 6, students' responses to the benefits of teaching literature have quite significant differences. Even so, the majority of students gave responses that fall into the second category of approaches, namely the discussion and context approach. In addition, the researcher found that students from five schools most often mentioned a combination of approaches or a combination of two or more approaches to teaching literature. Another finding is that every school mentioned the four approaches except for school 7 which did not mention the text approach. The range of students' views on the benefits of teaching literature in each school is based on the following approaches: language approach (22-99%), reader approach (11-65%), context approach (31-80%), and text approach (0 -23%). The comparison of the percentages of the approaches to teaching literature listed in Table 6 proves that students' views of the benefits of literature in supporting their education and life are different. This also indicates that each teacher uses a different approach to teaching literature in each school.

**Table 6. Percentage of student responses based on approach and school**

School	Number of students	Language (%)	Context (%)	Reader (%)	Text (%)
5	37	89	45	12	8
12	53	91	50	30	7
14	42	92	45	20	20
13	43	89	81	40	10
1	45	91	80	31	20
2	35	90	80	35	15
9	44	88	30	25	8
6	44	80	50	38	20
7	30	71	52	34	0
15	20	68	64	40	12
		Language (%)	Reader (%)	Context (%)	Text (%)
10	34	96	70	45	7
8	35	80	57	51	7

		Context (%)	Language (%)	Reader (%)	Text (%)
11	53	81	72	40	20
3	44	74	40	33	23
		Context (%)	Reader (%)	Language (%)	Text (%)
4	45	68	33	24	9

## 5. Discussion

This research involved participants from junior and senior high schools, totalling 555 students. The research findings show that as many as 75% of students give views on the benefits of literature in the language approach category. This approach is most often mentioned by students' aspects or elements. The results of this study reinforce previous research which proves that students' perceptions of literature are influenced by the teaching style or approach used by teachers and from survey results in Indonesia the approach most often used either singly or in combination is the language approach when teaching literary works to students (Magulod, 2018; Viana & Zyngier, 2020). A new finding from this study is that the majority of students admit that learning literature in class greatly contributes to their abilities, be it language skills, thinking skills, and other abilities which are included in the four comprehensive approaches. So, even though, in practice, this literature study is carried out separately, this literature study plays an important role in supporting Indonesian language learning (Hadianto et al., 2021a, 2021b; McConn & Blaine, 2022). Previous research supports this and this study proves that teaching literature to students makes a significant contribution to students' reading skills, both from the aspects of accuracy, speed, and comprehension ability (Bellis & Garcia, 2018; Wolthuis et al., 2020). This is also reinforced by the theory that students are able to learn many variations and language registers through literature. Extensive mastery of difficult vocabulary will support other language skills, such as the ability to read, write, speak, and students' listening skills.

The second approach that is most often mentioned in the students' view is the aspect that belongs to the surrounding context approach (57%). More than half of the students alluded to aspects included in the context approach. The majority of students mentioned historical, cultural, and social aspects in literary works. This percentage is supported by the theory that the suitability of aspects of social and cultural life encourages teachers to present literary works as study material (Farrugia & Trakulphadetkrai, 2020; McLean Davies et al., 2020; Vermeulen & Hurkens, 2020; Yoon & Uliassi, 2018). Literature is presented in the classroom in various works including poetry, short stories, plays, novels, legends, etc., because there is a suitability of life and culture lessons in the lives of students today. This is done so that students' intercultural abilities and students' critical culture in responding to phenomena or problems increase (Chou, 2022; Duatepe-Paksu & Ubuz, 2009). Another very important finding is that an important ability that students acquire through literature is writing literary works in a language that is not their own but figurative language. This ability creates a high understanding of literary texts. Another finding from the research results is that the two approaches that are the least frequently mentioned or the least

mentioned by students are the reader's approach (35%) and the text approach (13%). The aspects most frequently mentioned by students in their view of the two approaches are aspects of critical thinking skills and the development of personal abilities. This finding is consistent with the theory that teaching literature can improve students' translingual and transcultural abilities because literary works present stories from various perspectives such as history, culture and other social life. (Fialho, 2019; Iwai, 2019; Kelly & Dorf, 2016). However, sometimes students do not experience benefits such as self-development (how to read/point of view).

The reason for the existence of aspects that are rarely or not mentioned at all by students is because students do not realise that these aspects are useful or that these aspects have been included in other aspects obtained from language learning. Aspects that are not mentioned at all are aspects of reading experience which are included in the reader's approach and aspects of setting and character which are included in the aspect of the text approach. From the data as a whole, based on the results of this student analysis it does not provide a view of the benefits of teaching literature in a comprehensive manner even though most students mention several approaches in their view (Pulham & Graham, 2018; Romylos & Balfour, 2018). Students only see the contribution of benefits from teaching literature to their language skills. In addition, another finding from students' views regarding the benefits of teaching literature is that there are variations in their views regarding the benefits they feel. The variation is caused by the style of approach used by teachers in their schools and the language curriculum they use. For example, in school 5, the majority of students mentioned aspects of the language approach by 90%, while in school 4, only 23%. This difference in percentage indicates that the approach used to teach literature is different and there are different perspectives on the literature curriculum. This finding is consistent with the theory that the use of a comprehensive approach can create different teaching situations, which can lead to different student views and constructive friction (Martin & Spencer, 2020; McConn & Blaine, 2022).

Differences in students' views are also caused by the literary content being taught apart from being caused by the teaching style and curriculum. Referring to the finding that the largest percentage of students' views is occupied by the language approach and the context approach, this illustrates that Indonesian literary works are taught by teachers in their respective schools using a language and context approach even though in some schools some teachers use a combination of the four approaches to teaching comprehensive literature (Mello et al., 2019; Wolthuis et al., 2020). Differences in views of the benefits of students towards the benefits of literature are more reflective due to differences in teaching styles not solely the needs of students, so that further analysis is needed regarding more comprehensive learning assignments. In addition to students' views on teaching literature, research on the benefits of literature on students requires further research. The style of teaching literature makes a difference to students in providing views and assists the teacher in creating effective constructive friction (Belfiore & Bennett, 2009; Bellis & Garcia, 2018). However, if the approach used gives less than optimal or negative effects or differences in

views between students and teachers, it can cause negative effects (destructive friction) on learning literature. This difference can be overcome by offering teaching literature that is considered relevant in supporting language skills and life. Offering teaching styles and others is carried out based on the core curriculum, while the implementation can be carried out flexibly (Vána, 2020).

## 6. Conclusion, Limitation, and Recommendation

Based on the research findings, it can be concluded that most of the students gave a positive view, that is, learning literature in learning Indonesian really supports the linguistic aspects of language learning. Students' views on the benefits of literature based on teaching approaches are dominated by language approaches, context approaches, followed by reader approaches and text approaches. The most proportionate combination of approaches is the language approach with context. Some differences from the research sample regarding the benefits of learning in aspects of supporting language skills are caused by differences in the style of approach used by teachers. The implication of this research is that students' views regarding the benefits of teaching literature can be input for policy makers in formulating language curricula, a consideration for teachers in choosing an appropriate teaching style, considering students' needs in supporting their language skills, and can enrich aspects or elements that have not been experienced by students regarding the benefits of literature. This study has several limitations, including the limited sample which only examines the junior high school and high school levels in a small number, not considering gender. In addition, even though this study seeks to reveal students' views regarding the benefits, researchers also have limitations in interpreting because the instruments assessed are not yet comprehensive and differences in students' views of literature may be due to preference for one type of literary work. Based on these deficiencies, the researcher recommends a number of things for future research: further research is expected to involve a wider and larger number of participants, gender considerations are needed in research, the instruments used must be more comprehensive, for example, by presenting selected responses to all types of literary works, and deeper analysis is needed, especially qualitative analysis so that the research findings are more comprehensive.

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