

STUDENTS' PERCEPTION OF LITERATURE AS A TEACHING STRATEGIES IN ENRICH THE EFL STUDENTS' VOCABULARY

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ARTICLE INFO

Article history:

Received May 03, 2024

Revised June 11, 2024

Accepted July 09 2024

Available online August 12, 2024

Keywords: Literature, Teaching Strategies, EFL, Vocabulary

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qualitative data through thematic analysis. The interview findings revealed ten questioners of Literature. Based on the findings, because literature aided in the English teaching and learning process, most teachers were in favor of using it in the classroom. It indicates that the use of literature in EFL classrooms was well-received by the students.

INTRODUCTION

Having a strong vocabulary is essential for communicating ideas. Furthermore, vocabulary can be represented orally as well as in writing. A diverse vocabulary can aid pupils in reading and comprehending written materials such as books, articles, essays, and so forth. Additionally, it can assist consumers in finding information published in news media. Process of understanding words and their meanings is known as vocabulary, and the comprehension and language use cannot be attained without first building a solid foundation in vocabulary (Susanto, 2018). Therefore Baharuddin et al. (2022) asserts that people communicate more effectively with their interlocutors when they have a larger vocabulary. Underscoring the importance of vocabulary acquisition, Hashemifardnia et al. (2018) draws attention to how crucial "lexical knowledge is for both second language acquisition and communicative competence". The most prevalent theme among them is the significance of vocabulary in both language instruction and communication; the concept is that the more words we know, the more fluently we can speak (Özen & Mohammadzadeh, 2012). A crucial component of teaching and studying any foreign language is vocabulary instruction. The value of vocabulary

has always been acknowledged in language instruction. [Al-Dersi \(2013\)](#) an early proponent of the communicative approach, made it abundantly evident that mastering vocabulary is just as crucial as mastering grammar.

A key component of the English language instruction curriculum is vocabulary. According to [Gunawan \(2022\)](#), the first step in learning a foreign language is developing one's vocabulary. Since vocabulary is employed in communication, it is one of the essential skills that must be acquired. According to [Saban et al. \(2021\)](#), one of the most well-known features of language is vocabulary. In addition, considers vocabulary words as a dry list of terms that students need to learn and commit to memory; lexical forms are recognized for their essential function in meaningful and contextualized language. Students can more readily enhance their four skills—speaking, writing, reading, and listening—the more vocabularies they possess ([Serliah Nur & Muthiah, 2020](#)). The vocabulary used in each language skill session (speaking, writing, listening, and reading) as well as elements of language form (phonology and grammar) demonstrate this. Learning vocabulary is beneficial since it has been shown to have several impacts. For example, it can improve students' speaking abilities by allowing them to use the appropriate and accurate vocabulary. Additionally, students who struggle with vocabulary can benefit from learning it by expanding their vocabulary. Finally, students have acknowledged the importance of vocabulary in language learning.

Vocabulary is one of the language's knowledge areas that language learners should be fluent in. Vocabulary acquisition is essential for language learners before learning more complicated concepts like constructing phrases, clauses, and sentences, learners must understand vocabulary as the foundation of knowledge ([Gunawan, 2022](#)). There are specific vocabulary items that pupils should be proficient in, they are: (a) Orthography and pronunciation The students need to be able to spell and pronounce words correctly; (b) syntax After learning a set of new vocabulary, students should be able to understand the grammar rules; (c) In other words, in order to help students recall the vocabulary they are studying, they must be aware of the meanings of the terms that are present ([Nuralisah & Kareviati, 2020](#)).

One of the primary building blocks necessary for pupils to develop their language systems and skills is vocabulary ([Bin-Hady, 2023](#)). But developing a sizable vocabulary is not a simple undertaking. Because vocabulary knowledge is only one aspect of language abilities, it is crucial that pupils have an adequate vocabulary. However, it should be remembered that having a big vocabulary does not always indicate that everything else is simple ([Noprianto & Purnawarman, 2019](#)). Therefore, language learners cannot effectively enhance their language skills without possessing a sufficient vocabulary. [Sutrisna \(2021\)](#) observes that a student's capacity to read, write, listen, and talk is determined by their command of vocabulary. It can be attained through careful vocabulary growth. Another name for vocabulary is the part of language that retains all of the information about a word's meaning and use ([Juliana, 2021](#)). For language learning to be successful, vocabulary is essential. People who have a strong vocabulary, which demonstrates their breadth of knowledge, are better able to understand the opinions of others and express their own ideas to them.

The way people connect, educate, and learn has changed significantly as a result of technological advancements. Numerous studies have been published in the literature, highlighting the efficiency and efficacy of using technology to language acquisition ([Anas, 2019](#)). One suggested method for increasing the vocabulary of EFL students is to employ either a thorough reading or an intensive reading of the literary works ([Baharuddin et al.,](#)

2022). Utilizing literature leads to the development of syntax and improves written and spoken communication (Mart, 2018). According to Arafah & K. (2019), three key elements are provided by literature to language learners: it is an authentic and valuable source of information, it fosters personal engagement, and it enriches readers' language and culture. Writing literature is a great way to improve your written syntax. Students' linguistic abilities, cultural awareness, and awareness of cultural issues are all enhanced by reading literature. Thus, Literature can be helpful when teaching foreign language learners about cultural difficulties (Nuarta, I. N., 2020).

Studying culture can teach students about the history, customs, and traditions of other people. Özen & Mohammadzadeh (2012) examined the impact of learner-centered, poetry-focused activities on primary school pupils' vocabulary repertoire and general communicative skills and the results of including poetry into EFL speaking lessons. Research suggests that including poetry into speaking classes is beneficial since it fosters meaningful interactions among students, enabling them to converse in their second language. The current fad in language education is teaching literature. Teachers frequently utilize literature to impart world information and to help students develop their language skills (Karmila & Sri Rezeki, 2021). Three models are utilized in language classrooms to teach literature. They are listed in the following order: Models of culture, language, and personal development, because they are used to using traditional teaching materials, which typically contain lessons on language skills development activities (like conversations, discussions, presentations, and vocabulary development) as well as lessons on the fundamentals of grammar, pronunciation, and vocabulary. Many English teachers find it challenging to use literature for language instruction.

English language instructors will encourage their students to investigate cultural issues from a variety of angles if they use literary texts that speak to both the native and foreign cultures of their students. It will promote intercultural awareness and empathy for others. Literature gives readers a new perspective on a world that is becoming more and more globalized and opens their eyes to other languages and cultures. English teachers can encourage their pupils to investigate cultural issues from a range of angles by assigning literary texts that address both their own and foreign cultures. It will improve empathy for other people and cross-cultural understanding. Reading literature will improve language proficiency since it will broaden one's vocabulary and show how to employ precise, intricate syntax and a wide range of nuanced words (Khan & Alasmari, 2018). When literature is used in language instruction and learning, it is seen as extremely significant in the learning environment. One useful tool for teaching English is literature. Additionally, it provides a specific context to place the instructional tasks in.

One useful tool for teaching English is literature. Additionally, it provides a specific context to place the instructional tasks in (Amelia & Hikmawati, 2020). Because of this, educators have access to a wide range of literary sources for their lesson plans. Literary work is any area of writing that uses any kind of material to tell a story, a concept, or an image in a way that makes sense (Amelia & Hikmawati, 2020). Five justifications for using literature in ELT are (1) increasing pupils' awareness of language; (2) promoting the learning of languages; (3) enhancing pupils' capacity for interpretation; (4) inspiring resources; (5) educating the individual as a whole (Khan & Alasmari, 2018). To create content that meets the needs of the pupils, a teacher teaching vocabulary needs certain tools, techniques, and resources. In addition, it is imperative to employ suitable educational materials to enhance learners'

enthusiasm throughout the education process (Pradini & Adnyayanti, 2022). If a younger English teacher does not use appropriate media in the classroom, students may get bored and lose interest in learning. Students' abilities to "read" pictures, think critically, and evaluate words when they are learning a new language. Learning a vocabulary involves three steps: (a) Method for setting the scene so that pupils can be exposed to new vocabulary. Being knowledgeable about vocabulary teaching methods that are suitable for pupils is vital for English teachers. (b) There are various activities that can be employed to aid in the retention of words in the active stage of technique. (c) One important tool in teaching and learning may be the media (Nuralisah & Kareviati, 2020). Students are typically drawn in and information is presented in an understandable manner. To help them teach more effectively, teachers must be made to incorporate certain pictures into their lesson plans. For instance, several media sizes exist, but images are good for helping children learn words.

It has been determined that a student's beliefs, perceptions, metacognitive knowledge, and attitudes are crucial to both the learning process overall and their success in it at the end (Alfauzan & Hussain, 2016). The effectiveness of the instructional environment is impacted by how much students learn and how they perceive their learning environment (Bloemert et al., 2019). When used effectively, pedagogy can provide possibilities for students' perspectives to positively impact the learning process and even encourage their full participation in the language learning process (Alfauzan & Hussain, 2016). Given that literature plays a big part in ELD curricula, it's important to find out how students view literature's contribution to language learning, cultural sensitivity, and personal skill development.

Regarding earlier research, this study is different from earlier research in that it focuses on how students perceive literature as a teaching strategy for enhancing their vocabulary, whereas previous studies only examine how literature is applied and effects students' vocabulary. Students' perceptions of literature as a teaching strategy for enhancing their vocabulary have not been studied. In this research, the researcher decides to do research about the students' perception of literature as a teaching strategy in enriching the EFL Students' Vocabulary.

METHOD

This study implemented a qualitative and quantitative descriptive methodology, relying on the survey to gather meaningful information about the topic or important issue from a number of respondents. As a sample for this study, thirty students from Universitas Islam Negeri Fatmawati Sukarno Bengkulu (UINFAS) are involved. Ten EFL students are male, and twenty pupils are female. Using purposive sampling approaches, this study integrates students' opinions of literature into lesson plans aimed at increasing vocabulary among EFL students. In order to enhance the vocabulary of EFL students, data was gathered by examining their answers to a Google form on their literary preferences. After that, the data is analyzed and clarified to address the study questions. A questionnaire that three researchers used to study the roles and literature in EFL classrooms was adopted and modified for use in this study (Nikoçeviq-Kurti, 2022). The questionnaire, which contained 10 items and was divided into two sections, sought data on the demography. The data were analyzed quantitatively and qualitatively (mixed method). Quantitative data were through percentage, frequency and mean scores, while qualitative data through thematic analysis (Sukendra et al., 2023).

RESULTS AND DISCUSSION

Perceptions of Literature as a Teaching Strategies Table 1 displays the survey results on how EFL students view the purpose of Literature as a teaching Strategies. The vast majority of respondents were in support of adopting Literature in English classrooms, it was discovered.

Table 1. Frequency and Percentage of Literature

No.	Items	1	2	3	4	5
1.	I am motivated to acquire vocabulary via short stories	0(0.0%)	1(3.3%)	2 (6.7%)	20(66.7%)	7(23.3%)
2.	I gain a wide vocabulary from short stories	0(0.0%)	0(0.0%)	2 (6.7%)	19(63.3%)	9(30.0%)
3.	Short stories help me expand my vocabulary	1(3.3%)	0(0.0%)	3(10.0%)	12(40.0%)	14(46.7%)
4.	I consistently expand my vocabulary by reading short stories	1(3.3%)	1(3.3%)	2 (6.7%)	18(60.0%)	8(26.7%)
5.	Reading short stories aids in my vocabulary learning	0(0.0%)	1(3.3%)	2 (6.7%)	17(56.7%)	10(33.3%)
6.	Reading short stories aids with my vocabulary acquisition	0(0.0%)	3(10.0%)	1(3.3%)	15(50.0%)	11(36.7%)
7.	Short stories help me with my English language studies	0(0.0%)	1(3.3%)	1(3.3%)	22(73.3%)	6(20.0%)
8.	The best resource for expanding my vocabulary is a short story	1(3.3%)	1(3.3%)	3(10.0%)	15(50.0%)	10(33.3%)
9.	I enjoy reading short stories to learn English	1(3.3%)	2 (6.7%)	0(0.0%)	20(66.7%)	7(23.3%)
10.	When I'm reading a new book or novel, I get joyful	1(3.3%)	0(0.0%)	2 (6.7%)	11(36.7%)	16(53.3%)

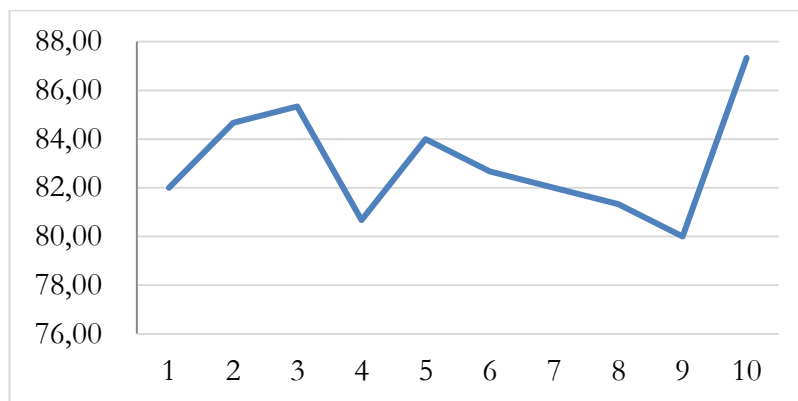


Image 1. Perceptions of Literature by Students as a Teaching Strategy to Enrich EFL Students' Vocabulary

Nearly all of the pupils from the two sample classes who participated in the questionnaire said they had favorable opinions of a quipper school. Concerning the initial affirmative survey, “*students’ perception of literature as a teaching strategies enriching students’ vocabulary*”, there are 20(66.7%) of students voted agree, then 7(23.3%) of students voted strongly agree. The second questionnaire, “*students’ perception of literature as a teaching strategy enriching students’ vocabulary*” there are 19(63.3%) of students voted agree, then 9(30%) of students voted

strongly agree. The third questionnaire, “*students’ perception of literature as a teaching strategy enriching students’ vocabulary*”, there are 12(40%) of students chose agree, 14(46,7%) of students chose strongly agree. The fourth questionnaire, *students’ perception of literature as a teaching strategy enriching students’ vocabulary*”, 18(60%) of students chose agree, 8(26.7%) of students answered strongly agree. The fifth questionnaire, “*Reading short stories aids in my vocabulary acquisition*. 56.7% of students chose agree, 10(33.3%) of students answered strongly agree. The sixth questionnaire *I can improve my vocabulary by reading short stories*. 15(50%) of students chose agree, 11(36.7%) of students answered strongly agree. Seventh questioner *Short stories help me expand my vocabulary*. 22(73.3%) of students chose agree, 6(20%) of students answered strongly agree. Eighth questioner *The best method for expanding my vocabulary is to read short stories*. 15(50%) of students chose agree, 10(33.3%) of students answered strongly agree. Ninth questioner *I prefer using short stories to learn English*. 20(66.7%) of students chose agree, 7(23.3%) of students answered strongly agree. Tenth questioner *When I’m reading a new book or novel, I get happy*. 11(36.7%) of students chose agree, 16(53.3%) of students answered strongly agree.

The process of learning a language involves speaking a lot. Students can only become more proficient speakers through social contact. The job of the instructor is crucial in every school; before entering the room, the teacher must prepare how the poem will be taught. Before beginning with poetry, the teacher must let the students see the picture in their minds. Writing is an artistic endeavor. One aspect of it is teaching literature in the classroom. Through reading, the pupils expand their vocabulary. They are able to pick up the new vocabulary that will assist them communicate in any circumstance. Students with strong communication skills are more likely to pursue and succeed in better jobs. Since communications are a necessary part of all managerial and administrative tasks, choosing a job is impossible without effective communication abilities (Citrawan et al., 2024). Students have an excellent opportunity to learn vocabulary and figures of speech. They must employ each of these terms in order to communicate, which helps them improve their language skills. Teachers may always motivate and inspire their pupils to develop a sufficient level of confidence in their interpersonal communication skills. In order for students to feel comfortable sharing their thoughts and ideas without feeling tense or anxious, they must participate in all activities.

The results showed that most student respondents believed that the literature as teaching strategies in enriching the EFL were effectively applied in EFL. The results for the first questioners show that students appreciate the teacher's ability to employ short stories motivate me to learn vocabulary. Additionally, students can follow every scene or incident in prose (a novel or short story) by employing literary plot. Within the fields of English language education (ELT), certain literary professionals, including Puspitasari & Ishak (2023) assert that one of the best ways to improve four language talents in English instruction is through the use of literature. In other words, literature can be an important tool for teaching English language skills to motivated students who genuinely want to know what occurs from the conflict scenario to the conclusion, a strategy for adding literature to ELT. One way to incorporate literature into language training is to create teaching resources for English-language schools. The creation of instructional materials is now a necessary need. The need for developing ELT materials becomes urgent due to a few factors, including evolving language teaching methodologies, school curricula, shifting educational policies, and shifting social norms in society.

According to the findings of the second survey, students felt that reading short stories was a good way to pick up a lot of vocabulary. This is in line with [Tevdovska \(2016\)](#) research, which found that one of the key advantages of using literature in language teaching and learning is the personal enrichment and participation it promotes in readers and learners. The majority of textbooks and instructional materials created for language learning give more weight to vocabulary and grammar requirements. The uplifting response to the third question, which urged pupils to utilize short stories, really helped me to increase my vocabulary ([Santosa et al., 2020](#)). This demonstrates why expanding one's vocabulary is crucial to learning a language. This implies that as a person's language skills advance, so does their vocabulary, which ultimately creates the opportunity to increase language proficiency.

The results also showed that respondents concurred with the fourth questioner. (1) Always develop my vocabulary. Literature now has a significant place in language curricula—not as an optional or distinct component, but as an essential one. The following elements lend support to the use of literature in language instruction. Because literature has a wealth of material to draw from, it is a perfect medium for raising awareness of language acquisition. (2) Literature offers elements of attitude, emotion, and experience to motivate language learners to use the language. (3) Literature is a useful instrument for teaching students about cultural presumptions. (4) It fosters the development of social confidence. (5) It fosters effective communication abilities, which raise the likelihood of fulfilling relationships. The results also showed that respondents concurred with the fifth questioner students agreed that students can improve their vocabulary by reading short stories ([Khan & Alasmari, 2018](#)). Reading literature will improve language proficiency because it will broaden one's vocabulary and demonstrate deft and sophisticated syntax, among other linguistic skills.

According to the findings, participants concurred with students' answers to the seventh question, which questioned whether or not short stories help language acquisition. Short stories are a useful tool for learning EFL vocabulary. It is said that pupils who have extensive reading lists also have extensive vocabulary sets. Readers can utilize their imaginations to create new possibilities and, ideally, take proactive action when they read stories. They serve as a kind of trial run, helping the readers to delve into the thoughts of others. This enables children to be actively encouraged to increase the number of words in their vocabulary in order to fully understand short stories. Short stories provide students with a wealth of vocabulary that they can use in a variety of circumstances to communicate, convey ideas, and exchange information with their teachers. Most English preserve instructors thought short stories were a fun way to pass the time when reading aloud or as a way to include them into language skill lessons. To put it briefly, short stories serve as instructional tools that help students to expand their vocabulary ([Nazara, 2019](#)).

The findings also demonstrated that respondents agreed with eight students who posed the question, saying that short stories are the most effective way for me to expand my vocabulary. Short stories can help enthused pupils embrace learning because they are entertaining and useful ([Bhatti et al., 2022](#)). The brief story's useful definitional cues for unfamiliar words make it easy for children to expand their vocabulary. Because they inspire learners to become involved, passionate, and motivated in their study of English vocabulary, the short stories are compelling. According to empirical research, students in EFL classes enjoyed reading short stories. Researchers looked at the synopses of short stories that significantly increase students' vocabularies. It demonstrated that when it came to reading promptness, pupils in the treatment group who used short stories did better than those in the control group.

Students find the usage of short stories as an engaging and practical way to expand their vocabulary in English. These resources must be made by English teachers to help pupils acquire vocabulary. The foundation of improved learning is the development of one's vocabulary, which is an essential component of linguistic ability. Prior to learning paradigms, most language learning programs placed less emphasis on teaching and memorizing vocabulary. Therefore, it is not advised for language learners to use strategies such as watching television in English, listening to audio lectures, or reading English-language books until their vocabulary has increased

CONCLUSION

The most important content that can improve students' fluency in language is expanding their vocabulary. Possessing a large vocabulary of English terms can aid students in understanding every lesson at every meeting. The EFL teachers in the ELT profession, particularly at UIN Fatmawati Sukarno Bengkulu, have been working to create lesson plans and content that are focused on expanding students' vocabulary. Some educators incorporate songs or graphic books into their lesson plans. But as the aforementioned finding demonstrates, students' vocabulary grows when teachers incorporate literature and literary works (such as plays, poems, and prose) into their lesson plans. Additionally, include literary works in teaching materials helps students comprehend the meaning of the terms as well as expand their vocabulary. Other ways that vocabulary enrichment can help children are in reading comprehension, comprehending the meaning and cultural context of the story, and so on. As a conclusion, it is hoped that this study has brought attention to how important it is to teach vocabulary in an EFL classroom through literature-based activities. It will also hopefully provide insight for researchers, course designers, and teachers who wish to incorporate poetry into their lessons to help students develop a wider vocabulary.

ACKNOWLEDGEMENTS

This research could not be carried out without the support of many parties. Thanks are expressed to the parties who supported this research activity, including: Ibu Dr. Ira Maisarah, M.Pd as a lecturer of University of Bengkulu who has given permission for this research activity, ibu Feny Martina, M.Pd as a lecturer of UIN Fatmawati Sukarno Bengkulu who has been willing to provide The time was busy for us to interview and help our research team in distributing questionnaires to students

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