



Literature as one of the fascinating lessons for junior high school students

Zikril Mulia^{✉1}, Izzuddin Hibatullah¹, Emeliya Sukma Dara Damanik¹

¹Universitas Islam Negeri Sumatera Utara, Indonesia

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Abstract

Literature is written work, especially those considered superior or lasting artistic merit. Literature is one of the important things in the world and life. An assist contention against teaching literature was that modern innovation and social hones within the tall in West had rendered—or were on the point of rendering—reading and composing pitifully obsolete. This research aims to explore the students' understanding of English literature according to the expert and one their knowledge and the necessary type of literature as well. Further, by implementing a descriptive qualitative method design which was aimed to give an original view of variable, indication, or condition. The college student also defined that literature as a guide. And some junior high school student said that literature is an artwork in the form of written phrases that contains the spirit, sighing, etc. They honestly claimed that learning English literature made them increase their knowledge about English literature which was amazing. To solve the challenges, the college students recalled their moments and experience when learning literature at junior high school and argued about English literature that was so boring and wasted time. Further research can be done to explore the perception of English literature in junior high school from junior high school students and the college student's point of view.

[✉]Correspondence Address:
Jl. Rajawali No. 21
Meunasah Mesjid Punteut, Aceh, 24375
E-mail: muliaangkasa22@gmail.com

INTRODUCTION

The improvement of literature in the world and especially in Indonesia seemed decreasing a lot. Everyone recognizes that literature is one of the important things in the world and life. It is needed to appear that there is a problem with learning literature lessons nowadays, especially, for secondary students. They felt hard to understand the lesson. And usually, it is boring and not interesting. They hate and dislike reading or writing because nothing is necessary to learn the literature lesson in the class. Literature seems like something hard and only can be learned by an adult or young adult. It is false. Looking forward, the UK succeeds boost literature around teenagers and secondary students through Harry Potter books. Research by Crawford (1992) found that devolving English literature is a problematic history of “English literature” from its eighteenth-century institutional origins to the present. Crawford’s purpose is to show Scottish literature as a separate and impartial constituent of the frame of writing in English in preference to a frame of writing subsumed underneath the imperial label “British literature,” which has effaced an authentic literary tradition. This research aims to explore the fascinating part of literature lesson in class and its benefits in increasing students’ skills. Therefore, this study examined the issue from three research question: a) how was learning literature in junior high school? b) what are the challenges faced by the students in learning literature? c) what are the most interesting thing in learning literature?

College students and junior high school students must learn literature. Rexroth (2020) revealed that literature is a body of written works that have traditionally been applied to those imaginative works of poetry and prose distinguished by the intentions of their authors and the perceived aesthetic excellence of their execution. The call has historically been implemented to those creative works of poetry and prose outstanding via the intentions of their creator and the perceived aesthetic excellence in their execution. To apply the phrase writing while describing the literature is itself deceptive, for one can also talk of “oral literature” or “the literature of preliterate peoples.” So, the art of literature isn't always reducible to the phrase on the page. They may be there entirely due to the craft of writing. Therefore, this study attempts to explore the junior high school and college students' understanding and interest in English literature nowadays. Although the number of interesting in learning English literature is not increasing every year, the research tried to find the best strategies and suggestions to solve students' problems in learning literature and develop their knowledge about literature as well.

The Understanding of Literature

Literature may be classified according to a variety of systems, including language, national origin, historical period, genre, and subject matter. Literature is a form of human expression. But not everything expressed in words counts as a literature. The theory is an inevitable element in studying literature, and indeed, in thinking about life and the world around us. Anyone who supposes that it is possible to be free of theory has not yet begun to think, for more ‘extraordinary opening sentence’ of literature (see Bennett and Royle, 2016).

Literature basically has a major difference from other arts. As for work in any other subject (Burke & Brumfit, 1986), the students need to be able to read accurately and easily. Literature form acquires a special value. Being considered that the most important skill in discussing literature is that comparison, it is like conscious of form in a striking way.

In addition, new critics said that to try to take account of readers’ reactions or responses in the context of—for example—a poem was to introduce an alien and the essentially extraneous factor. They even designed a term for what they saw as the ‘error’ involved in talking about a reader’s response in discussions of literary texts: they called it the ‘affective fallacy’.

Fish (1972, cited in Gill, 1983) claims that any independent reader is essentially part of a ‘community’ of readers. Every reader reads according to the settlements of his or her ‘interpretive community’. In other words, an individual reader’s response is determined by the conventions of reading that he or she has been educated within a certain socio-historical context. A reading troubled with questions of race might start from the fact that the land is referred to as ‘antique’, for example, fully effaces any possibility of modern civilization and culture there. There is nothing besides the emptiness of the ‘lone and level sands’. In that poem, Africa only suggests in terms of a legendary past.

Poetic and tradition of storytelling around the world has tended to focus not so much on animal differences. Buell et al. (2011) points out science fiction of recent decades has populated futuristic worlds with the intelligent and linguistically gifted animals.

The Fascinating Part of Literature Lesson

It is in some cases troublesome for teachers and lecturers of literature to legitimize their proficient presence, trouble that contributes in portion to what scholarly researcher calls 'the anxiety of teaching'. Therefore, Sell (2005) proposed that foreign language teachers and lecturers are sometimes doesn't want to include literature in their lesson plans. Until as of late, the things that against teaching literature was modern innovation and social hones within the tall in west had rendered—or were on the point of rendering—reading and composing pitifully obsolete. When Harry Potter came, sales of literary works soared, the demand grew and the children there became intelligent readers.

Literature, it appears, is here to remain for the time being at slightest, and especially in the FL classroom where students must be proficient in reading in a foreign language, at this point in some educational systems students is taught to read in a foreign language before they learn their language. And concentration is also perhaps the only way of reviving extinct language (Johnson & Swain, 1997). The teacher's question and concern are what to do with literature. In this article, the author wants to reflect on the role of literature in teaching English.

There are many reasons and benefits of literature for FL classes mentioned by the experts. According to Parkinson & Thomas (2000), the following:

- a. Cultural enrichment. Literature can increase knowledge about various things about the culture.
- b. Linguistic model. Literature is good writing so it can be an example of good writing
- c. Mental training. Literature can increase sensitivity and train the mind.
- d. Extension of linguistic competence. Literature increases students' knowledge of linguistics.
- e. Memorability. Since literature, particularly poetry and tunes, is paramount, it can be a memorized file of linguistic utilization.
- f. Rhythmic resource. Poetry helps the student in acclimatizing the rhythms of a dialect.

Amid the past a long time, literature has received widespread attention both in the world of work and society. This consideration stems from a concern that social cultural values are not getting adequate accentuation from actions to support the scholarly, educational modules and teachers who ask whether the new changes in the teaching of writing have implications for the teaching of literature (Hirsch, 1983). In spite of the fact that a few of these dialogs have been strong, they have needed a strong base of proving almost the characteristics of writing literature because it is as of now practiced in American schools (Langer, 1992).

The Literature Center studies of current practice, at that point, have taken part against a foundation of significant development inside the educating of the English language arts. Constructivist approaches have made an expansive commitment to the hypothesis directing the instructing of writing and reading, but have a less clearly created related to the instructing of literature. More seasoned systems, focusing on fundamental abilities, independent education, and individual development, proceed to state themselves. Most current systems, determined from constructivist standards, have picked up significant impact, but have yet however to result in well-articulated rules for education curriculum and teaching.

In addition, Brophy (2008) supported to make the lesson become interesting, the teacher had better require attention to the learner's beliefs and feelings about the content, as long as the progress involved in learning. So, literature help student to learn emotionally and critically.

METHODS

This research employed a descriptive qualitative design. Arikunto (2006) stated that a descriptive qualitative is aimed to give an original view of variable, indication, or condition. The procedures in steering this research are; 1) Controlling the respondents of the research, 2) Creating or choosing the research instruments, 3) Collecting the data, and 4) analyzing the collected data qualitatively by collecting the analysis and finding out the result based on the classification of the score levels, 5) Marking a conclusion to answer the research problem.

Respondents

In this research, there is a population of respondents. And the population in this research was junior high school students of 14-15 ages. The data were selected by randomly sending the questionnaire to the students as the research sample. And the questionnaires have been sent by the researchers through social media. In addition, the researcher used the descriptive qualitative method, which is the data presented by words instead of numbers. Furthermore, the object of research is a group of students. They were three junior high school students who studied literature at the school. Three students came from different schools. The logistic profile of the school makes the students potentially employees in the sector in the next year.

For sure, the researchers also take some additional data conducted with an interview system where the answer from the interview was a description and or recall of their literature learning process (Sugiarto & Sumarsono, 2014). And the additional data in this research were obtained from two students of the English Education Department, who were used to explore the topic to support this research as well.

Instruments

The purpose of qualitative descriptive research is a complete summarization (Lambert & Lambert, 2012) in regular terms, of precise activities skilled via individuals or groups of people. Qualitative descriptive research is the least "theoretical" of all the qualitative processes to analyze. Similarly, qualitative descriptive research is the least encumbered research, as compared to other qualitative procedures, via a pre-present theoretical or philosophical dedication.

Concerning using sampling in a qualitative descriptive layout, any practical sampling method can be used. Like some other qualitative studies design, the purpose is to gain instances deemed wealthy in data for the reason of saturating the statistics. Of simple significance is for researchers on the way to protect their sampling techniques to fulfill the functions in their research. Lambert & Lambert (2012, p. 256) mentioned that the information collection of qualitative descriptive research makes a specialty of coming across the character of the particular activities underneath observation. As a consequence, information collection includes minimum to moderate, based, open-ended, person or awareness group interviews. A qualitative descriptive method desires to be the layout of desire whilst a trustworthy description of a phenomenon is desired. It is a method that is very beneficial when researchers want to understand, concerning events, who have been involved, what become concerned, and wherein did things take place. Researchers can unashamedly call their research layout qualitative descriptive.

For this research, the questionnaire was adapted and validated based on the inputs given by the researcher. One English student checked the sentences to make sure that the items are understandable. One freelance translator reviewed the questionnaire's content to ensure it is suitable for this research context.

Data Collection Procedures

The data collection was begun by contacting students in some high schools in Indonesia. Three students from three different high schools answered the questionnaire to strengthen the analysis. And the questions were ten numbers which are students needed to fill in it. And entirely, these answers helped the writer to the conclusion of the research. Then, following information collection turned into guided via the theoretical sampling principle of grounded concept as described by Strauss and Corbin (in Lawrence & Tar, 2013); that is, sampling on the premise of ideas that have proven theoretical relevance to the evolving concept.

Data Analysis

Miles and Huberman (1984, cited in Lawrence & Tar, 2013, p. 29) describe data analysis as including three concurrent activities-data reductions talk to the process of selecting, simplifying, abstracting, and transforming the new case data. They argue that information collection and information analysis need to overlap to allow for flexibility in statistics collection approaches so that the researcher stays open to new ideas or styles which might also emerge. The concept evolves in the course of real studies, and it does this via a continuous interaction between analysis and statistics collection; information analysis publications future statistics collection.

Statements number 1, 2, 6, 7, and 9 cover the understanding of literature and stuff. Statements number 3, 4, 5, 8, and 10 cover the students' fascinating aspects of the literature lesson. From the percentage, this study concluded whether the junior high school students and college students favor each kind of literature or understand well account to literature lesson.

After the data analysis of the questionnaire, the interview was conducted to elaborate a deeper analysis of the questionnaire result. Furthermore, after collecting the data analysis of the questionnaire, the researchers then get to selecting, simplifying, abstracting, and transforming the data analysis. Besides, the questionnaire was also directed to explore the challenges faced by the students in English reading comprehension skills.

FINDINGS AND DISCUSSION

Descriptive Qualitative Data

The qualitative data was gained from interview sessions with three junior high school students and two college students to explore and dig deeper into their understanding of literature, and they are interested in it. Besides that, the interview was also conducted to conclude the data from the questionnaire and validate students' conception of the questionnaire results. Major themes were teased out from the interview sessions. The themes that emerged were as follows: students' understanding, the challenges, the benefits of studying English literature, and the interesting thing about English literature.

Students' Understanding

From the interview, it was found that college students and junior high school students did not understand what literature literally was. It will become so hard to learn something that we don't understand the basis of the lesson. Many people don't love matches because they don't know how to solve the problem with it. Without literature, life must be boring. No poetry, no music, no drama, and nothing. In addition, literature is a part of life. People left the flurry and started reading book, listening to the music, watching drama, and enjoying life. If students know how literature takes a part in life, honestly, they will fall in love with literature.

College Student:

Living life is called literature. Life with emotion, feelings, loving, caring, knowing, every single moment of this life is literature, through that, we understand our society, our beings, it tells us that wherefrom we came, and I think the arising question in our mind is literature, literature has not a proper definition because it defined by someone else's life emotion.

Junior High School Student:

Literature is some human expression in both print and mold.

The college student also defined that literature as a guide. And some junior high school students said that literature is an artwork in the form of written phrases that contains the spirit, sighing, feeling, etc. And it is like creative work that was told in language feature, whether oral or written artwork like a novel, song, monologue, and dialogue on a script or manuscript they usually find and read it at the school library. As a result, students recognized that literature has a lot of specifications like language, historical period, genre, and so on. The literature must be a favorite lesson, students' need. Even being said literature is a kind of human expression, but not everything expressed in words is called literature.

Challenges

College students recalled their moments and experience when learning literature at junior high school and argued about English literature that was so boring and wasted time. Two college students said that learning literature has so many challenges, but they felt bored before loving to learn it. As considered, (English) literature lesson is difficult, so that it is called as a challenge. Again, reading the classic book results helped students to find their favorite book. One of junior high school specifically mentioned that literature is a novel. For the more types of literature, he mentioned that music and poetry. The results from watching drama challenged students to find out the new phrase or difficult word, and it challenged student to recognize other types of literature which are fable,

prose, fantasy, folklore, autobiography, biography, etc. The result from writing poetry challenged students to describe feelings, situation, condition, and emotion. So student can learn it deeply.

College Student:

The first time I study literature was in junior high school.

Junior High School Student:

I study literature at school. I don't learn it deeply, it is just basic.

Perhaps, literature lesson is boring, however, college students and junior high school students affirmed that learning literature never wasted time, but was really excited. They said they thank God have ever learnt literature even in junior high school they just learn a basic. Literature becomes boring because students required reading and writing only. The students need a feedback, need a stage to interact in literature class. In the attractive class, students are active, feel so much better and pay attention during discussion and doing exercise. Learning literature can build the libido of students if teacher teach literature using tongue literature; it is like poetry or poems, songs, and social stories. Besides, student could play a role-play in front of the class and reading classic literature that used in comics loudly. Learning literature could also help students to have the same beliefs and feelings and think critically.

College Student:

It is not wasting time, really. I love it so much.

Junior High School Student:

Of course not. Learning literature is really fun.

The junior high school students clarified that learning literature was hard to understand because the explanation was complicated. And others said that literature was not interesting. However, these are the challenge for students to think and find why literature doesn't become fun to be learned while basically, literature is one of the fascinating lessons in the class as they said learning it was fun.

College Student:

I don't think there's anything I don't like about literature, because I like literature which has many interesting things.

Junior High School Student:

The thing that I don't like about studying literature is that the explanations are a bit complicated to understand.

What students received after learning literature is one thing that is really important to be required. And here, researchers found that almost of students and especially junior high school students felt not sure but want to learn much more. They honestly claimed that learning English literature made them increase their knowledge about English literature which was amazing. Some of the students agreed that learning literature can improve creativity even it is quite hard.

College Student:

I can try to create new things based on English literature.

Junior High School Student:

It improved my knowledge of English literature. And I need to learn more because I think there are so many things I need to read and understand.

For several students, literature is an unnecessary lesson and hard. Here are the tricks those students can apply in learning literature. They are, recognize the literature philosopher, authors, those are famous using storytelling. Because junior high school students love hearing and listening to literature stories that are told in simple language and not be repeated all the time. This is ever applied by the UK on a Harry Potter story that famous in the whole world nowadays. J.K. Rowling succeeds in boosting the literature through her fantastic book anymore. And another trick is practicing directly the characteristic that there is in the book as whatever been applied in the United States School.

The Benefits of Studying Literature

Students said that they had studied literature. Thus, we asked some questions that lead to what benefits they feel after studying literature in general and also specifically on the benefits of studying English literature in improving students' English skills. For college students, they think that studying English literature will certainly increase their ability to speak English, but they also feel that it will be a little difficult if it is done by novice students who are just learning about English. For junior high school students, they think that learning English literature will increase students' knowledge of speaking English because by studying English literature students will have good knowledge in terms of using vocabulary in literary works. Here the researcher found that studying English literature will have a positive effect, namely making students have better abilities in English language skills, but it will be difficult for beginners who are just learning English to be able to learn English through literature.

College Student:

If we study English literature, of course, we can improve our English language skills. But for beginners, it may be difficult to understand the words used in literary works in English.

Junior High School Student:

I think by studying English literature we can have a good understanding of literary works such as the various languages used in a literary work.

For college students, they feel that by studying English literature the benefits that will be obtained by students are that they can more easily express themselves as a writer, as an article editor, as a translator, and also as a journalist where English language skills are needed in all these fields. Meanwhile, junior high school students, feel that English literature has benefits to improve their ability in English because they think that English literature uses language as its forming instrument so that English language skills will increase. Besides, the author found that the use of English literature as a learning tool will further improve students' ability in English and even lead to specific directions such as the world of work.

College Student:

By studying English literature, the benefits we get are that we can better express ourselves as writers, article editors, translators, and journalists.

Junior High School Student:

Yes of course, because English literature uses language as its forming instrument.

From the junior high school student, it can be inferred that literature was viewed as a part of an evaluation to reflect how successful the teaching and learning process was. Therefore, all parties included in teaching and learning could alter and change the activity and class situation if necessary. Even for college students, literature could also give insight into the wide knowledge and ability that students need to focus on.

The Interesting Thing about Literature

Every activity requires an interest in doing it. Without interest, it will be difficult for everyone to be able to master something. Everyone involved with literature must have a choice of the type of literature they like. After knowing whether each respondent knows what the types of literary works are, the researcher asks the respondents what types of literary works they like. Some college students like literary works, novels, and music. Besides, some of their junior high school students like music. Here, the researcher found that music literary works were liked by most students, both college students, and junior high school students, then other literary works, although they also still liked various existing literary works. The reason they like literary works of music are that the use of very beautiful words makes them calm and after that, they start memorizing every word in the music.

College Student:

There are several types of literature that I like namely Novels and music.

Junior High School Student:

I like the type of literature that is Music.

For every student, studying literature is not boring. Here it is seen that each respondent has a type of literary work that they like each, meaning that students are interested in literature. It can be concluded that if literary learning is carried out with the right methods and processes, then students become interested in studying literature, literary learning will be effective in improving students' English skills because if students are already interested in a topic, they will be happy to be able to study the topic in depth. Therefore, learning English literature is important to be taught in schools.

Discussion

From the findings above, the descriptive qualitative data, junior high school students perceive that literature is important in the teaching and learning process. The first finding indicates the students perceive literature to be helpful to improve the quality of creativity and critical thinking. This finding is reflected in the questionnaire result in which the college students and junior high school students strongly agree that literature improves the quality of creativity by providing a comfortable class, determining how many students have understood, and helping students improve their difficulties. Therefore, the literature lesson is used to reflect on their creativity and see if any difficulties are needed to be solved in the learning process. A similar finding from literature always anticipates life (Lombardo, 2014). It does not reproduce it now, yet molds it to its reason. The 19th century, as we are aware of it, is an invention of Balzac—French novelist who portrays the complexity of 19th century French society. Similarly, Woolf (1929) stated that literature is strewn with the wreckage of those who've minded beyond purpose the opinion of others.

From the descriptive qualitative data, junior high school students stated that they like but don't understand well about English literature in class. However, the college students felt so much interest in the learning process due to the literature lesson. Some college students like to learn English literature because they love musical instruments, novels, and poems. And junior high school students clarified that they are interested in reading script drama or watching theater. And of course, it is a kind of English literature, and they don't feel boring this way. It is like from Sell (2005) written that literature, it seems, is here to stay for the time being at least, and particularly in the FL classroom where the global spread of a bilingual and involvement education means that pupils are expected to be proficient at reading in a non-native language at ever earlier ages, to the point wherein some education systems pupils are even introduced to reading in a second language before they have learned to read in their first. Further, learning strategy was needed in this learning activity because students must be motivated to learn and comprehend English literature. All lessons have challenges that students must face and solve. They need to pay attention that English literature was

one of the fascinating lessons in the class. They like reading a novel, so they also need to recognize that their readings are the content of literature. Literature is alive and beautiful as they see. Some reasons for this difficulty are political as a long way as teaching English as a foreign language is concerned, for example, now not handiest are specialists sometimes stricken through responsible feelings that they're lackeys within the pay of linguistic imperialism but if they start introducing their students to *Shakespeare*, *Dickens* or *Ted Hughes* they are condemned for cultural imperialism too (Sell, 2005).

The second finding indicates that students have an interest in literature. Literature has interesting things for its readers because in every literary work there is something that can evoke emotion and motivation from every meaning of the word contained in it so that a sense of interest arises when reading it. Literature is more likely to lock in with and motivate a learner than artificial teaching inputs since it is created by a few veritable drives on the portion of the author and bargains with subjects and topics which may be of intrigue to the learner (Duff & Maley, 1990). The reason students have an interest in literature is that literature is a material that can provide encouragement and motivation so that interest will arise so that someone continues to study literature. Interest in studying literature will make students more focused and will also make them more seriously in pursuing what they are learning so that it will make them easy to learn and willing to develop what they learn. If a student has an interest in a topic, then the student will continue to dive deeper and develop it further (Harackiewicz, et al., 2016).

Learning English literature certainly has benefits for improving everyone's English skills. Studying English literature will increase students' knowledge of their ability to speak English because in English literature the main component of its formation in English. This will have a positive effect on the development of students' English skills, for example, an increase in the vocabularies owned by students. The respondents acknowledged that studying English literature had benefits, especially in adding and building skills in English. This is because indeed in learning English literature the language is the main thing in every discussion, so that by studying English literature students will feel the benefits of increasing skills in English. This opinion is supported by the opinion from Parkinson & Thomas (2000) that explains some reasons and benefits that will be obtained in studying literature, they say that literature is a model of linguistics where literature is good writing so that it becomes a good example in language and also literature can increase students' competence in language because it will improve students' linguistic abilities.

CONCLUSION

Literature is written work, specifically the ones considered advanced or lasting inventive advantage. The call has historically been implemented to one's imaginative works of poetry and prose distinguished via the intentions of their writer and the perceived aesthetic excellence in their execution. To apply the word writing when describing the literature is itself deceptive, for one may additionally talk of "oral literature" or "the literature of preliterate peoples." Literature, it seems, is here to stay for the time being at least, and particularly in the FL classroom where the global spread of the bilingual and immersion education means that pupils are expected to be proficient at reading in a non-native language at ever earlier ages, to the point where in some education systems pupils are even introduced to reading in a second language before they have learned to read in their first.

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