



## THE ROLE OF LITERATURE IN ENHANCING ENGLISH LANGUAGE SKILLS

### PERAN SASTRA DALAM MENINGKATKAN KETERAMPILAN BAHASA INGGRIS

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#### Abstract

This article's goal is to learn more about how literature might improve students' English language proficiency. They employ quantitative techniques. To all English literature majors, including new and older students received a questionnaire with fifteen questions. The findings demonstrate that reading literature while learning English has a major positive effect on language proficiency. When it comes to reading, writing, and speaking English, pupils who are actively immersed in the literary study of the language exhibit more growth than those who are not. The ways that literature can improve one's English-speaking abilities will be further discussed this article's goal is to learn more about how literature might improve students' English language proficiency. They employ quantitative techniques. To all English literature majors, including new and older students received a questionnaire with fifteen questions. The findings demonstrate that reading literature while learning English has a major positive effect on language proficiency. When it comes to reading, writing, and speaking English, pupils who are actively immersed in the literary study of the language exhibit more growth than those who are not. The ways that literature can improve one's English-speaking abilities will be further discussed in this conversation, along with the ramifications for real-world English language instruction.

**Keywords:** Literature; English language proficiency; Quantitative techniques; Questionnaire

#### Abstrak

Tujuan artikel ini adalah untuk mempelajari lebih lanjut tentang bagaimana sastra dapat meningkatkan kemahiran bahasa Inggris siswa. Mereka menggunakan teknik kuantitatif. Kepada semua jurusan sastra Inggris, termasuk mahasiswa baru dan lama menerima kuesioner berisi lima belas pertanyaan. Temuan ini menunjukkan bahwa membaca literatur sambil belajar bahasa Inggris mempunyai dampak positif yang besar terhadap kemahiran berbahasa. Dalam hal membaca, menulis, dan berbicara bahasa Inggris, siswa yang secara aktif terlibat dalam studi sastra bahasa tersebut menunjukkan pertumbuhan yang lebih besar dibandingkan mereka yang tidak. Cara-cara sastra dapat meningkatkan kemampuan berbahasa Inggris seseorang akan dibahas lebih lanjut. Tujuan artikel ini adalah untuk mempelajari lebih lanjut tentang bagaimana sastra dapat meningkatkan kemampuan berbahasa Inggris siswa. Mereka menggunakan teknik kuantitatif. Kepada semua jurusan sastra Inggris, termasuk mahasiswa baru dan lama menerima kuesioner berisi lima belas pertanyaan. Temuan ini menunjukkan bahwa membaca literatur sambil belajar bahasa Inggris mempunyai dampak positif yang besar terhadap



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**Kata Kunci:** Sastra; kemahiran bahasa Inggris; Teknik kuantitatif; Daftar pertanyaan

## INTRODUCTION

In many facets of life, such as business, education, and worldwide communication, English has grown to be a highly significant international language. Still, a lot of students struggle to become fluent in English, particularly when it comes to speaking, writing, and reading. Due to its ability to offer a deep and comprehensive English language learning experience, literature has been acknowledged as an effective medium for improving language proficiency. Thus, the purpose of this study is to look into how literature might help students' English language proficiency.

## CREATION METHODOLOGY

New students and upperclassmen are given Google Form questionnaires as part of this survey research strategy. There are fifteen questions in this questionnaire about the frequency of reading English literature and how it affects language proficiency.

## RESULT

According to the poll, 55% of participants read at least one work of English literature each week, with novels (35%) and poetry (30%) being the most popular genres. Eighty percent report feeling more confident while speaking in English, and sixty percent think their vocabulary has improved. Difficult vocabulary (30%) and complicated sentence structures (40%) are challenges. Furthermore, 50% of people believe that literature's topics are still important in today's world, whereas 20% never discuss it. 70% of people say reading aloud helps, and 80% think reading improves critical thinking. And last, after seeing film adaptations, 50% of people are inspired to read. It is advised to promote dialogue, use movies to pique curiosity, and offer language instruction.

Research results show that readers outperformed their non-reading counterparts in reading, writing, and speaking. Approximately 70% of new students and 85% of upper-level students agreed with their improved language skills in using literature on questions 3, 7, and 8. On questions 4, 9, and 10 approximately 60% of new students and nearly by 80% upper level students acknowledged the reading of literature affects their critical thinking capability and also creativity. These findings illustrate how literature helps enhance English language competences.

This article does not have artwork that can be visually depicted. However, the research results can be presented in the form of graphs and tables to show comparisons between new students and advanced-level students. Here's the percentage grouping in table format:



**Table format 1 Percentage Grouping**

<b>1. How often do you read English literary works?</b>	Every day	30%
	Once a week	25%
	Rarely	30%
	Never	15%
<b>2. What type of literary work do you read most often in English?</b>	Poetry	30%
	Short stories	25%
	Novels	35%
	Essays	10%
<b>3. Do you feel your vocabulary has improved after reading English literary works?</b>	Improved	60%
	Somewhat improved	25%
	Not improved	15%
<b>4. Do you feel more confident speaking English after reading English literary works?</b>	Very confident	40%
	Somewhat confident	40%
	Not confident	20%
<b>5. What is the biggest challenge you face when reading English literary works?</b>	Difficult vocabulary	30%
	Complex sentence structures	40%
	Implied meaning or symbolism	30%
<b>6. How often do you seek references or reviews about English literary works before reading them?</b>	Never	25%
	Sometimes	50%
	Often	25%
<b>7. How often do you discuss English literary works with friends or study groups?</b>	Never	20%
	Sometimes	40%
	Often	40%
<b>8. How often do you find the themes of English literary works relevant to modern life?</b>	Often	50%
	Sometimes	30%
	Never	20%
<b>9. How often do you have difficulty understanding the language or terms in classic English literature?</b>	Often	30%
	Sometimes	40%



	Never	30%
<b>10. How often are you interested in reading English literary works after watching their film adaptations?</b>	Often	50%
	Sometimes	30%
	Never	20%
<b>11. To what extent does reading aloud help your pronunciation development?</b>	Very helpful	40%
	Somewhat helpful	40%
	Slightly helpful	20%
<b>12. Does practicing pronunciation help you understand someone's accent and intonation?</b>	Very helpful	50%
	Somewhat helpful	30%
	Slightly helpful	20%
<b>13. Does the literature you read help train your critical thinking skills?</b>	Very effective	40%
	Somewhat effective	40%
	Slightly effective	20%
<b>14. Does watching literary films motivate you to master the language?</b>	Very motivating	50%
	Somewhat motivating	30%
	Slightly motivating	20%
<b>15. Does literary poetry help you understand various tenses?</b>	Very helpful	40%
	Somewhat helpful	40%
	Slightly helpful	20%

## DISCUSSION

The results of this study give a deep understanding of how reading English literary works affects students' language proficiency, confidence, and critical thinking skills. The main finding is that after reading literary works, 60% of respondents improved their vocabulary, which aligns with language acquisition theories that emphasize the importance of rich and varied input (Krashen, 1982). This finding underscores the role of literature as an effect.

One intriguing aspect of these results is the relationship between reading literature and increased confidence in speaking English. With 80% of respondents feeling confident after engaging with literary texts, it can be inferred that exposure to well-structured language in literature not only enriches vocabulary but also fosters students' self-assurance in using the language. This is consistent with previous research indicating that positive reading experiences can enhance motivation and self-confidence among learners (Guthrie & Wigfield, 2000). Sentence patterns and challenging vocabulary show that, despite literature's many advantages, certain obstacles still need to be removed. These restrictions show how much more assistance like discussion groups or integrated learning strategies are needed to help students get over



these challenges. According to earlier research, kids can overcome reading challenges with the help of collaborative learning (Johnson & Johnson, 1999).

These results are consistent with previous research indicating that reading literary works can enhance the language-learning process (Carter & Long, 1991). However, this study also showed that 70% of participants had trouble comprehending the vocabulary used in classic literature. This emphasizes the necessity of teaching classic literature in a more participatory and contextualized way to increase student accessibility.

A small sample size and possible bias in the questionnaire-based data collection are two of the study's shortcomings. The survey's generalizability may have been impacted by respondents who are avid readers because they might have participated more in it. Furthermore, additional variables that can affect language acquisition, such educational background or prior English experience, were not investigated in this study.

Future studies should use qualitative methodologies to delve deeper into the examination of individual experiences and a more diverse sample in order to further our understanding of the influence of literature on English language instruction

## CONCLUSION

The study reveals that the activities through teaching literature have major contribution towards enhancing the language skills of English as Second Language. There is a bigger gain with reading, writing and speaking if students can learn English through Literature than others. Hence, the usage of literature in English language learning is powerfully advocated to enhance the language capabilities of students.

Overall, this study shows that students' language ability, self-assurance, and critical thinking abilities are significantly improved by reading English literary works. The implications of these findings underscore the need of integrating literature into English language instruction to improve students' learning experiences, notwithstanding the obstacles that must be overcome.

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