

The Use of Literature in Teaching English to Enhance EFL Students' Writing Skill

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Abstract

Literature like short stories, novels, poems, and songs can contain many values in teaching English specially in writing skill. The present study focuses on the use of literature in teaching English to enhance EFL students' writing skill. By employing descriptive method, it is revealed that literature can enhance EFL students' writing skill in many aspects such as grammar, vocabulary, and punctuation. These results were revealed directly through EFL students' perspectives and indirectly through author's description during the observation. From these findings, it can be concluded that the use of literature in teaching English are beneficial and efficient in enhancing EFL students' writing skill. Observation, open-ended questionnaire, and interview, literature in teaching English were classified as media in teaching English, topic in teaching English, and activity in teaching English. The present study concludes that the use of literature in teaching English are important to enhance EFL students' writing skill.

Keywords: EFL students, Literature, Writing skill

Introduction

A language is an important tool for people to communicate with others. People use language as media to express their thought, feelings, and information with others. English is one of the languages in this world and many people tend to learn English because English is the international language. In learning English, people should master four language skills, namely listening, reading, writing, and speaking (Defazio et al., 2010). However, there is one of language skills that most least to be learned and specially for EFL students, it is writing skill.

Writing skill contain the basic component of mastering a language especially English. According to Javed et al., (2013), the four basic English language skills are classified as receptive skills and productive skills. Reading and listening are regarded as receptive abilities, whereas speaking and writing are regarded as productive abilities. Writing is one of the four fundamental skills. As they begin to interact with others at school, students begin to learn to communicate in writing. The writing skill is more difficult than the other language abilities. Even a natural English speaker may encounter complications in a difficult circumstance (Suadah, 2014). Essentially, writing ability necessitates a well-structured technique of presenting concepts in an orderly and planned manner (Hosseini et al., 2013). In connection to language teaching and learning, the study of literature is not frequently considered as a cohesive part of curriculum. Teachers and academics, on the other hand, believe that language and literature are inextricably linked and may be

combined. An integrated approach allows students to improve their language and communication abilities (Choudhary, 2016). According to Koura and Zahran (2017) the goal of English language instruction in EFL training is to assist students acquire communicative competence so that they can create written and oral language in social contexts. However, it appears that writing has been viewed as a support system for acquiring grammar and vocabulary rather than a talent in its own right over the years. Writing is the practice of communicating using words via the use of a visual representation of thoughts (Anh, 2019). As a result, unlike speech, writing cannot be acquired spontaneously, and must be learnt. According to Harmer, the reasons for teaching writing to EFL learners include reinforcement, language growth, learning style, and, most significantly, writing as a talent in its own right (Sadiku, 2015).

Literature is a noun with a qualitative connotation, not merely a broad phrase for writing. Without the author's suggestion and opinion that some characteristics of literature are best understood when given in a literary history (Phuong, 2020). This endeavor to place the most memorable English writing in an understandable historical context is given as a service to the public. The reader will like literature and be interested in it. Literature, as a rhetoric, delights the human senses of want and passion since it is utilized to communicate societal beliefs and messages in a variety of ways (Kheirelseed et al., 2018). The term literature is derived from the Latin word "littera," which means "acquaintance with letters." Literature is usually understood to be texts that, despite the passage of time, continue to arouse admiration, contemplation, and emotion in readers. There are several definitions of literature. According to Hidayati (2018), literature is widely understood to signify texts that, despite the passage of time, continue to provoke admiration, thought, and passion among readers. Literature is a noun with a qualitative connotation, not merely a broad phrase for writing. Without the author's implications and view that some characteristics of literature are best understood when given in a literary history. This endeavor to place the most memorable English writing in an understandable historical context is given as a service to the public. The reader will like literature and be interested in it (Klimova, 2012).

According to Rao (2017), literature is essential in teaching the four fundamental abilities of reading, writing, listening, and speaking. However, while employing literature in the language classroom, skills should be taught in an integrated, rather than separate, manner. Teachers should make an effort to teach fundamental language skills as an important element of both spoken and written language (Sukandi & Syafar, 2018). Literature may be utilized to generate both referential and interactional meaning, rather than only as a component of the oral and written production of words, phrases, and sentences. Literature provides a wealth of linguistic input. That is why the author is interested in this topic and wants to know about students' perception in learning English to enhance EFL students' writing skill with the use of literature. Perception in this present study focuses on students' point of view to the use of literature in learning English to enhance EFL students' writing skill.

Method

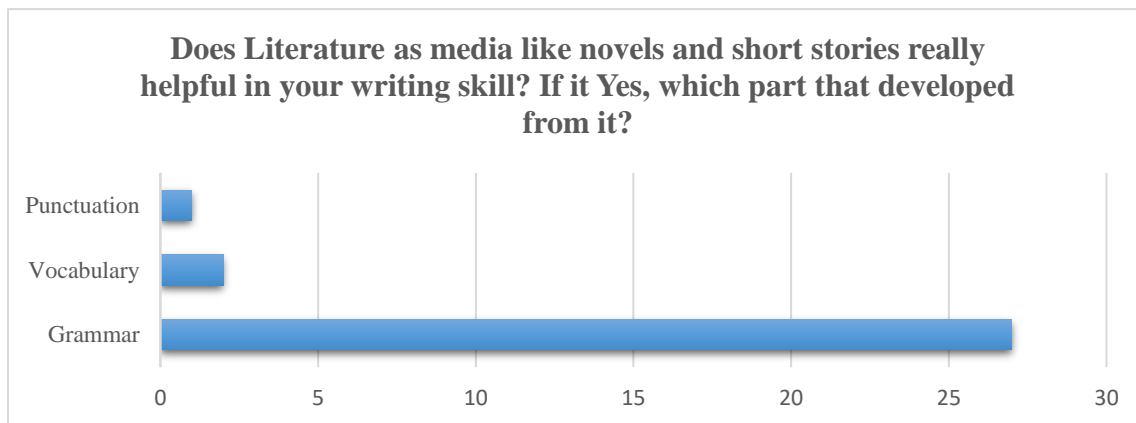
The method of this research was descriptive method to describes EFL students' perspective of the use of literature in teaching English to enhance EFL students' writing skill. The data of this research was collected from observation, open-ended questionnaire, and interview. The data which

have been collected were used to support the author in describing EFL students' perspective about the use of literature in teaching English to enhance EFL students' writing skill. This research is conducted in one of University of English Language Education Study Program in Bali. It is selected as a research site because in one of University of English Language Education Study Program in Bali there is a text-based writing teaching. Moreover, the accessibility of one University of English Language Education Study Program in Bali makes the researcher easier to conduct this research. In this research, the researcher uses purposive sampling to take the sample. The researcher choses 30 students in the first semester as a participant. They are chosen because the main subject of their program is literature.

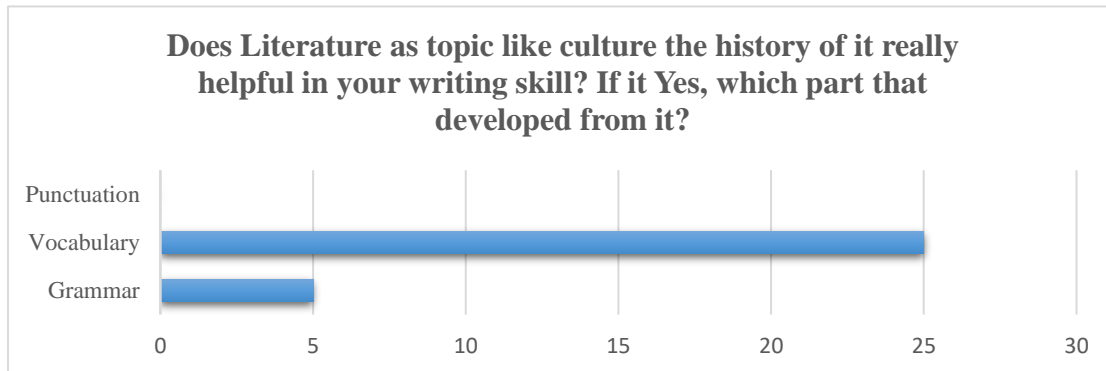
Findings & Discussions

Literature as media in teaching English resulted the proficiency of grammar in writing skill. As stated in open-ended questionnaire and also interview twenty-seven EFL students agreed that the use of literature especially as media in teaching English to enhance EFL students' writing skill focuses on improving their proficiency in grammar. It also can be seen on the Figure 1.

Figure 1. Literature as Media



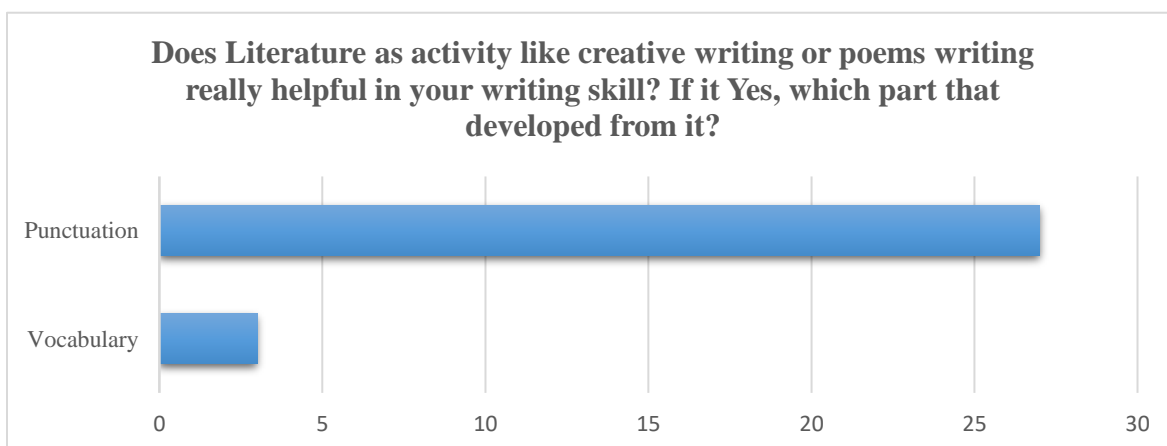
Literature as the topic in English teaching resulted EFL students' improvement in enlarging their vocabulary in writing. As stated in open-ended questionnaire and also the interview, twenty-five students mentioned that the topic about literature like its cultural appropriation and history contains various vocabularies that they barely known and some of it like slangs, idioms, and some differences between American vocabulary and British vocabulary. It can be seen on the Figure 2.



The EFL students stated that by learning through the historical of English especially its literature, there can be much to be learned and known in order to improve their writing skill especially of each own writing styles and it's based on how they will implement some various vocabularies into it. It also related with the different between American and British vocabulary such as analysis and analyze which contains the same meaning and purposes but through its type is quite different to one each other.

Literature as the activity in teaching English to enhance EFL students' writing skill resulted on how EFL students properly placed the punctuation in each sentence to build a paragraph. By employing creative writing and poems writing in the classroom, the teacher implies on how EFL students structurally know when to put period, comma, question mark, and so on. This result also relates to EFL students in knowing the rhythm of each word in sentence should be related with the spoken words. In placing each punctuation EFL students already increasing and improving their writing skill throughout the use of literature as the activity in teaching English. This can be seen in Figure 3.

Figure 3. Creative Writing



The EFL students mentioned that the use of literature as an activity in teaching English like creative writing or poem writing helps them in increasing their writing skill. However, the most revealed impact in enhance their writing skill through literature as an activity is placing the correct punctuation. By doing creative writing and poem writing in teaching English, EFL students can enhance their writing skill simultaneously.

Based on the results, there are three ways in the use of literature in teaching English to enhance EFL students' writing skill, the first one is literature as media, the second one is literature as topic, and the last one is literature as activity in teaching English to enhance EFL students' writing skill. Each of these three ways resulted different impacts towards EFL students' writing skill, there are grammar proficiency resulted in literature as the media in teaching English, the increasing of vocabulary in literature as the topic in teaching English, and the proper of punctuation placement in literature as activity in teaching English.

According to Violetta-Irene (2015) teachers that teach in this perspective emphasize the importance of literature in capturing accumulated knowledge, the best that has been thought and felt within a society. Students learn about the backdrop of the novel or narrative they are reading, as well as the history, society, and politics of the nation depicted in the novel or tale. By doing so, individuals open themselves up to comprehending and appreciating ideologies, mentalities, customs, feelings, and artistic form within the inheritance endowed by such civilizations' literature. Literature as media in teaching English to enhance EFL students' writing skill is very helpful in enlarge EFL students' grammar and avoiding grammatical error in writing. This statement is in line with what EFL students mentioned during the interview. Twenty-seven out three EFL students agreed that Literature as media in teaching English such as novels and short story can be very helpful in increasing their writing skill especially in avoiding grammatical error. By reading novels and short story these EFL students can find the strength and weaknesses of their writing skill and improving and their writing skill.

According to Rao (2019) one of the primary reasons for a teacher's preference for a language model for teaching literature is to provide pupils with understanding of the more nuanced and varied creative uses of language. One of the major goals of language-centered literature instruction is to let students find their own routes into a book in a systematic and self-directed manner. Given that "literature is comprised of language," we can readily assume that if pupils increase their reading ability, they will be able to accept a literary work as literature. Literature as topic in teaching English can enlarge EFL students' vocabulary specially to enhance their writing skill. This result is in line with the open-ended questionnaire that filled by EFL students. As stated in the questionnaire, thirty EFL students agreed that literature as topic in teaching English can enlarge their vocabulary to enhance their writing skill. By employing literature as the topic in teaching English, EFL students can find various new vocabulary that they barely know and some various accent and pronunciation.

According to Fauzhan (2003) Teachers are highly interested in their pupils' personal growth models. The primary objective of teachers is to assist pupils in becoming engaged in the reading of literary works. Helping kids read literature more successfully helps them grow and evolve as persons, as well as in their interactions with others. To foster personal growth, teachers

must choose texts to which students can respond and utilize their thoughts and creativity imaginatively. Literature as activity in teaching English is efficient to develop EFL students in the use of punctuation correctly. As stated through the interview, twenty-five out thirty EFL students mentioned that they were need to improve on how to use punctuation correctly, through creative writing which one of literature as the activity, it showed the development of EFL students' writing skill especially in punctuation placement. Aside from language development, creative writing has allowed these EFL students to not only look at things from multiple perspectives and acquire a better understanding of the world around them, but also to stimulate their imagination and creativity for personal and cognitive growth.

These EFL students also mentioned that through novels or short stories, they can find the proper structural of sentences than into paragraph which relates with on how to avoid the grammatical error in writing. According to Ilahiyah et al., (2019) stated that because there are so many motivations to engage in these activities, as well as the basically social aspect of literacy, reading and writing are particularly fertile topics for motivation study. Reading may be a source of entertainment, a source of knowledge, a teaching assignment, or a setting for social interaction. It can be viewed as a method of obtaining information or prestige, or as a fun pastime in and of itself.

According to Qamariah (2016) stated that the link between writing anxiety and pupils' writing skill has also been extensively explored. Students' poor writing performance is thought to be caused by a relationship between their writing and their anxiety, attitude, and maybe self-efficacy. This also in line with how EFL students focuses on literature as the topic to find various vocabulary and the difference styles of it and make them aware about it.

Nevertheless, it is also in line with Iftanti (2016) that mentioned how EFL students with doing scientific activities such as creative writing like reviewing some poems or poems writing, journal or short story writing, can achieve certain intended ideas which can help them in their assignment but also in improving their writing skill in order to master English through literature.

Conclusions and Suggestions

This present study resulted on how the use of literature in teaching English to enhance EFL students' writing skill with several findings such as, literature can help EFL students to improve their grammar in order to enhance their writing skill. It can be done by implementing literature as the media in teaching English. The media can be several types one of it through novels or short story that can contain various writing style. Literature can also help EFL students in enlarging their vocabulary by using literature as the topic in teaching English. By using literature as the topic in teaching English, the teacher can imply man various vocabulary that the EFL students barely know. The topic may be varying but one of that by employing the historical or cultural of literature itself that showed the differences between American English and British English. This process can enhance EFL students' writing skill by looking the difference vocabulary from America and British English. Literature can also help EFL students in enhancing their writing skill by properly placing the punctuation based on their writing style. This can be improved with literature as the main activity in teaching English. By implementing creative writing, poems writing, and journal

writing, EFL students can enhance their writing skill efficiently. Nevertheless, the use of literature in teaching English to enhance EFL students' writing skill is very helpful, beneficial, and efficient. However, the author suggested to explore more about the use of literature not only for improving EFL students' writing skill but also the rest of language skills such as reading, speaking, and listening.

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