



Implementing Various Teaching Approaches/Methods in Teaching Literature in Literature Course at University Level

Seswanto Seswanto^{1*}, Pratiwi Retnaningdyah¹ 

Universitas Negeri Surabaya, Surabaya 60213, Indonesia
seswanto638@gmail.com

Abstract. Literature is widely regarded as capable of enriching students' cultural knowledge, which constitutes an essential component of language learning, while simultaneously being considered beneficial in supporting the acquisition of the four language skills — reading, writing, listening, and speaking — as well as core English components including vocabulary, grammar, and pronunciation. The substantial body of research in the domain of English teaching and learning through literature affirms that literature occupies a significant role in language education. Nevertheless, literature is frequently perceived as an unengaging subject owing to its structural complexity and specialized use of language, wherein students' diminished interest often stems from the adoption of unsuitable teaching approaches. Accordingly, this study aims to examine the implementation of various teaching approaches utilized in a literature course. A qualitative case study design was employed, conducted within an English literature course during the third semester at Universitas Islam Madura. The research instruments encompassed audio recordings, field-note classroom observations, and interviews. The findings revealed that the English lecturer applied four teaching methods in equal proportion at 25% each, namely Reader-Response, Communicative Language Teaching (CLT), Task-Based Learning (TBL), and Contextual Analysis, with the initial three methods collectively representing 75% of student-centered instructional approaches. The course placed equal emphasis on three domains: Personal Growth, Contextual Analysis, and Extensive Reading, each contributing 33.3% toward the overall course objectives. Five literary genres, comprising short stories, poems, plays, novels, and essays or nonfiction, were incorporated in equal proportion at 20% each, with the purpose of offering diverse reading experiences and cultivating critical, creative, and linguistic competencies. Assessments administered for each genre encompassed three categories of activities, ensuring thorough evaluation of comprehension, analytical ability, creativity, and real-world application. Overall, the findings underscore a numerically balanced, interactive, and student-centered orientation in the teaching of English literature. This study is anticipated to contribute to delineating current trends in teaching and learning within undergraduate English literature programs, particularly in the development of a contextually appropriate model for teaching English literature in the Indonesian setting.

Keywords: Approaches/Methods, Assessment, Implement, Teaching Literature, Text Types.

1 Introduction

Core English competencies - encompassing writing, reading, speaking, and listening - represent fundamental benchmarks in the process of English language acquisition and hold considerable value in daily life. These four skills constitute indispensable milestones that every learner is expected to attain throughout the course of language study. Together, they establish the groundwork for achieving English proficiency, which carries practical significance extending well beyond the academic setting. Developing mastery of these four essential language skills is therefore not only critical for English learning but also instrumental for effective communication in real-world contexts. It is in line with Ali who reveals that The English language has evolved into not merely the most widely spoken tongue globally, but also the most predominant means of communication across the world [1].

Given the growing demand for English proficiency, particularly within the educational domain, which presents considerable challenges for students, it becomes imperative that English teaching and learning be facilitated through suitable instructional methods and strategies. Among the numerous approaches available to strengthen students' English competencies, the incorporation of literature stands out as one notable option. A considerable number of educators recognize the utilization of literature in language teaching as an engaging, intellectually stimulating, and worthwhile endeavor. Furthermore, teaching literature in English language education has long been recognized as a vital means of promoting linguistic proficiency, cultural understanding, and personal development among learners. Literature exposes students to authentic language use, diverse perspectives, and human experiences that transcend time and culture. The incorporation of literature in ESL and EFL classroom settings yields benefits across numerous significant domains. Literature proves advantageous for language development, functioning as an abundant source of authentic linguistic input, diverse syntactic structures, and emotionally resonant narratives [2]. However, the way literature is taught significantly influences students' engagement and learning outcomes. At the university level, teachers face the challenge of selecting appropriate teaching approaches that not only develop language skills but also foster critical and creative thinking.

Acquiring English through literature represents an effective pedagogical approach, as it encompasses multiple dimensions of language, including writing, speaking, listening, and reading, all of which are indispensable for daily communication and literacy development. Among the most widely adopted methods in language instruction is the translation of literary texts, given that literature offers supplementary resources such as practice opportunities, vocabulary enrichment, and translation exercises [3]. In the context of literature instruction, literary works encompass a wide variety of text types that can be utilized to strengthen students' English competencies, thereby enabling greater success in acquiring English as a second or even third language.

Literature is widely recognized as a means of broadening students' cultural knowledge, which constitutes an indispensable dimension of language learning [4]. Consequently, considerable scholarly attention has been directed toward the teaching of English through literature for ESL/EFL learners. A substantial body of research pertaining to literature instruction has demonstrated that literature plays a highly beneficial role in supporting students' acquisition of the four language skills — reading, writing, listening, and speaking — as well as vocabulary, grammar, and pronunciation, whether as a valuable resource for English teaching and learning materials [5], [6], [7], [8], [9], [10], [11], [12], [13], a widely adopted technique [14], or an effective medium for stimulating students' creativity and imagination [15], fostering motivation [16], [17], and cultivating cultural awareness [18].

Numerous approaches exist for addressing the teaching of English literature, particularly within dedicated literature courses. Certain studies have concentrated on specific instructional approaches to teaching English through literature, including literary analysis [19], task-based approaches [7], integrated approaches [20], [21], and the three frameworks proposed by Carter and Long [4], [22], [23]. More targeted investigations into the use of literature for English instruction in ESL/EFL settings have also been undertaken, with some examining the use of poetry [24], [25], children's literature [26], [27], and short stories [28]. A considerable portion of research has additionally explored the perceptions of both teachers and students regarding the incorporation of literature in English learning at EFL secondary schools [29] and at the university level [29], [30]. This extensive body of research affirms the significant role that literature occupies in English teaching and learning.

Nevertheless, literature is frequently perceived as an unengaging subject due to its structural complexity and its specialized use of language. Students' diminished enthusiasm for literature may be attributed to the adoption of unsuitable teaching methods [31]. Moreover, literature is often regarded as unpopular partly because educators are insufficiently exposed to or fail to employ varied and engaging instructional approaches. One of the primary obstacles in literature learning stems from the texts themselves, which may contain language and content that surpasses students' linguistic capabilities. It has been suggested that activities derived from literary texts should be designed to foster intellectual growth, independent thinking, and a genuine interest in literary study [32]. In a similar vein, Novianti notes that insufficient attention has been given to teaching English literature to non-native speakers of English in ESL/EFL contexts with language learning as an integral component; that is, English literature tends not to be treated solely as a resource, technique, or method for improving English skills [13]. Furthermore, research on literature instruction at the university level remains comparatively limited relative to that conducted at the secondary level. The teaching of English literature to non-native speakers as a discipline distinct from language instruction within university contexts has not been as rigorously examined as research on the same subject at secondary schools, and lags considerably behind investigations into teaching English through literature. This scarcity is particularly pronounced in Indonesia, despite the proliferation of English Literature departments and programs across numerous Indonesian universities.

Additionally, several challenges in English literature instruction arise from the failure of employed teaching methods to bring about meaningful shifts in the thinking patterns of either lecturers or students. Notwithstanding available empirical evidence, certain literature lecturers continue to depend on conventional teaching methods, while only a small number have begun integrating electronic learning or contemporary instructional approaches. Ideally, English literature instruction should produce tangible outcomes, most notably in the form of creative writing and literary works. However, a central concern in literary education is that English literature lecturers often devote insufficient attention to developing effective and productive classroom teaching methods. This challenge is particularly evident in several educational institutions across Indonesia. It is therefore essential to both comprehend and enhance the methodology of literary instruction, especially for English literature, as it remains a matter of considerable importance [13]. In this respect, meaningful efforts must be directed toward English literature teaching to advance educational development and attain more productive outcomes. In light of all the aforementioned conditions, this study places primary emphasis on instructional strategies for literature in the classroom, with the specific aims of the study formulated into the following research questions:

1. What teaching strategies/approaches/methods does the English literature lecturer employ in teaching English literature in literature course?
2. What focus of teaching English literature in literature course does the English literature lecturer emphasize?
3. What text-types does the English literature lecturer select and use to teach English literature in literature course?
4. What kinds of assessments does the English literature lecturer use to teach English literature in literature course?

The study also highlights several challenges encountered during the implementation of the text type in the classroom and offers solutions for the lecturer who generally teaches English literature using various kinds of approaches/methods. Furthermore, the outcomes of this study are expected to assist in mapping contemporary trends in the teaching and learning of English literature within undergraduate programs or departments across Indonesia. Of greater significance, the findings will serve as a basis for developing an instructional model for English literature that is specifically suited to the Indonesian educational context.

2 Method

Given that the objective of the present study is to gain deeper insight into how instructional approaches and methods are implemented, along with the focus areas, text types, and assessment practices utilized in teaching English literature to students enrolled in a literature course, a qualitative case study was determined to be the most suitable and effective approach for addressing the research questions. A qualitative research design is characterized by its capacity to produce systematic, precise, and factual descriptions of the facts, properties, and interrelationships among the

phenomena under examination [33]. Moreover, the case study framework enables researchers to concentrate extensively on a particular "case" while maintaining a holistic and real-world perspective [34]. In addition, case study methodology seeks to offer comprehensive documentation and in-depth exploration of the phenomenon being investigated [35]. Consequently, this approach was deemed appropriate for the present study, as it facilitates thorough exploration of the social phenomenon under scrutiny.

The population in this study was deliberately selected to correspond with the primary focus on instructional approaches in university-level literature courses, where teaching practices tend to be more advanced, specialized, and methodologically diverse. The selected population comprised third-semester students enrolled in an English literature course at Universitas Islam Madura, together with the lecturer responsible for delivering the course. This population was considered appropriate given its close alignment with the research objectives, which seek to examine the teaching strategies, instructional focus, text types, and assessment methods employed in literature course instruction. The third-semester students were regarded as ideal participants on the grounds that they had already completed foundational English courses encompassing reading, speaking, writing, and listening, while simultaneously beginning to engage with core literary subjects. Their positioning within the curriculum enables them to meaningfully experience and critically reflect upon the manner in which literature is taught. Furthermore, the literature review indicated a discernible gap in research concerning English literature instruction at the university level in Indonesia, particularly with regard to studies that treat literature as an independent subject rather than merely as an instrument for language learning [13]. The selection of this population therefore addresses an insufficiently explored area and offers fresh perspectives on instructional practices within Indonesian English literature programs.

Furthermore, the population was selected due to its accessibility and the authenticity it offers for real-world classroom observation, which is essential in qualitative case study. It can provide naturally occurring literature classes that allow the researcher to observe the teaching methods, interactions, and learning activities in depth. Also, it offers a manageable learning environment and direct access to the lecturer who serves as a key informant. Additionally, Universitas Islam Madura represents a relevant setting in which literature teaching there often faces practical challenges, such as the predominant use of traditional teaching methods and limited implementation of innovative or modern approaches. Thus, investigating this population offers an opportunity to understand not only what occurs in one specific classroom but also the wider challenges and tendencies that characterize English literature teaching in Indonesian universities.

Since this study adopted a qualitative case study design, the population size was intentionally small and focused. It involved one English literature lecturer who implemented the teaching strategies, and 32 students of the third semester English literature class. This size allowed for detailed, contextualized data collection, enabling the researcher to closely observe teaching patterns, student engagement, and classroom interactions. Furthermore, to collect data, this study employed three main research instruments, namely classroom observation, audio recordings, and interviews. The classroom observation was conducted in non-participatory approach, allowing the

researcher to observe the teaching and learning process without interfering. Field notes were used throughout the observations to document teaching behaviours, instructional strategies, interactions between the lecturer and the students, the text types used, and the forms of assessment applied during the lessons. Audio recordings were also used to capture spoken instructions, explanations, classroom discussions, and students' responses, ensuring accuracy and enabling repeated review during data analysis. Moreover, these tools provided a comprehensive picture on how the lecturer implemented specific teaching approaches and how the students responded to the literary materials.

In addition to observation, interviews were employed to gain deeper insight into the lecturer's experiences, choices, and challenges in teaching English literature. The main purpose of the interviews is to know the lecturer's rationale for methods employed, the difficulties faced in teaching literature, and their perceptions of effective strategies, text selection, and assessment. The interview data complemented the observational findings by providing perspectives that may not have been fully visible during classroom observation. Since this study employed a qualitative case study approach, the interviews relied primarily on open-ended questions. Open-ended interviews were selected because they let the lecturer describe her teaching strategies, reasoning, and experiences in her own words so that the researcher enabled to explore the nuances and complexities of literature teaching practices. The questions also provide follow-up probes, encouraging richer and more detailed responses that align with the goals of qualitative inquiry.

3 Results

3.1 What Teaching Methods/Approaches are Used in Teaching of English Literature?

Teaching literature involves a variety of methods and approaches designed to engage students with texts, develop their analytical skills, and deepen their understanding of literary works. The teaching methods can be broadly categorized into traditional, student-centered, and contemporary approaches. Each of these methods can be used in different combinations depending on the educational goals, the literary work in question, and the needs of the students. In this study, the English lecturer used four different kinds of teaching methods in teaching literature as follows.

- Reader-Response Approach

Grounded in the cognitive-constructivist perspective on learning, reader response theory originated in the 1930s and rose to prominence during the 1960s and 1970s [36], [37]. The theory was initially formulated by Louise Rosenblatt [38], [39]. As an American university professor of English education, Rosenblatt argued that the reader occupies a central role in the life of any literary work, a position she articulated in her seminal publication *Literature as Exploration*, released in 1938 [37]. This approach invites students to engage with literary texts in a personally meaningful manner, sharing

their individual viewpoints. It serves to render literature more relevant to students while fostering the development of their analytical and interpretive capacities, thereby producing a more enriching learning experience. Reader response theory stands in sharp contrast to conventional literary criticism by positioning the reader as an indispensable participant in the reading process. At its foundational level, the reader response approach centers on the interactive exchange between a reader and their response to a literary work [37].

Rosenblatt [38], [39] proposed that there are two principal modes of reading: efferent and aesthetic. Efferent reading, alternatively referred to as informational reading, is oriented toward the acquisition of new knowledge or the understanding of procedural steps. As a result, efferent reading does not necessitate a diversity of interpretations. Aesthetic reading, by contrast, is not primarily concerned with what students retain or learn from a text. Rather, its central purpose is to enable readers to immerse themselves fully in the text and derive genuine enjoyment from the reading experience [40]. Rosenblatt [38], [39] further contended that literature was composed to offer an aesthetic experience for readers, as it encourages them to draw upon their varied cultural backgrounds, prior knowledge, and personal experiences when engaging with texts. In elaborating this view, he noted that a novel, poem, or play remains no more than marks on paper until a reader transforms it into meaningful symbols [37]. In essence, the reader's contribution is indispensable to animating the text with meaning.

The reader response approach is fundamentally oriented toward the reader. Readers draw upon their accumulated knowledge and lived experiences to construct meaning from a text, and are expected to substantiate their individual interpretations with evidence drawn from the text itself. A reader response approach to literacy instruction does not encourage disorder or condone the formation of unsupported interpretations lacking adequate justification [41]. Students are additionally encouraged to bring their personal experiences and existing knowledge to bear when engaging with a text. The reader response approach also embraces the diversity among readers and acknowledges that individuals perceive literary works in varying ways [40]. By directing students to look beyond surface-level meaning and pursue deeper textual significance, the reader response approach cultivates students' capacity for critical thinking about literature.

This method invites students to interpret literary texts in a personal way, sharing their unique perspectives. This approach helps make literature feel relevant to students and encourages them to build their analytical and interpretive abilities, making for a more meaningful learning experience. In English literature class, the English lecturer used literary works in various genres to invite students to give their personal responses to work. The English lecturer taught Frost's poem, 'The Road Not Taken'. Teaching "*The Road Not Taken*" by Robert Frost using the Reader-Response Approach is such a great way to focus on students' personal interpretations and responses to the poem. In this case, The Reader-Response Theory emphasizes that the meaning of a text is co-constructed by the reader and the text itself. In this approach, the reader's personal experiences, emotions, and insights play a central role in the interpretation of the poem.

When the students are asked to reflect on their personal experiences of facing a dilemma, their responses vary depending on the students' personal lives, backgrounds, and interpretations of the poem, but they demonstrate how students can connect the

themes of the poem to their own experiences. Here are some examples of the students' responses when being asked to tell their experiences when facing a dilemma.

Example 1: About a student's response to a career choice

Questions: *"Can you think of a time when you faced a dilemma similar to the one in the poem? How did you make your decision, and what was the outcome?"*

Student's Response: *"The poem made me think about the past time before I decided to continue my education in this university. It was when I had to decide between continuing my education to college or working or taking a job right after graduating from my high school. Everyone around me, my parents, siblings, uncle, grandma, and my close friend, said that I should work because it was a good opportunity and I could make money to help my family finance. But I always dreamed of going to university and studying to get higher education. I believed higher education could give us wider and greater job opportunities rather than high school education level. At that time, it was like I was standing at the 'fork in the road,' and I had to choose between two very different futures. Finally, in the end, I chose to continue my education to college in spite of bad financial supports. I know I made the right decision for myself. I'm still working part-time. In the poem, there is a line about the road 'less travelled' which I feel like it happens to me. I'm not sure where this path will take me, but I trust it was the right choice."*

Example 2: About a student's response to a decision about moving to a new city

Questions: *"Have you ever had to make a difficult decision where you were unsure of the outcome? What factors did you consider when making your choice?"*

Student's Response: *"I remember when I decided whether to move to a new city for my education or just continue studying in one of the local universities located in my hometown. I thought it was a big decision because when I had to leave my hometown, it meant I had to leave family, friends, and my comfort zone. But the university, that I intended to study in and dreamt of since I was kid, had a very good quality, possessed an "A" accreditation and I also knew it would be a kind of new greater experience for me, so I decided to study at the university out of my hometown. I think that Frost's idea of taking the 'road less travelled' is excellent because moving to a new city is definitely not the easy choice. In the end, I moved even though it was hard at first and now I'm really happy with my decision. The poem made me realize that sometimes we don't know if we're making the right decision at the time and, again, it was the best decision for me that I've already made."*

Example 3: About a student's reflection on a school-related dilemma

Questions: *"Was there a time when you had to choose between something that felt 'safe' versus something that was uncertain or risky? How did you handle it?"*

Student's Response: *"After reading the poem, I remembered when I was deciding whether to stay in an academic program that I was familiar with and well-known or try something new that I was interested in. I had been in the same program for three years in my senior high, and I was good at it, but I wasn't interested in it anymore and wasn't passionate about it. Then I had the opportunity to change to a new*

program that was more challenging and seemed to have more open-job opportunity. And honestly, I felt bad. But in the end, I took different academic program that I am now studying.

Example 4: A student's dilemma regarding family expectations vs personal dreams

Questions: *"Think of a time when you had to choose between following your family's expectations or pursuing your own dreams. How did you make your decision, and what was the result?"*

Student's Response: *"For me, the dilemma in the poem made me think of my decision to pursue my dream career as an English lecturer, even though my family wanted me to become an engineer like my older siblings. I was confused at the time between following my dream or my parents' expectation. Although my decision to study English literature made my parents disappointed, I believed that I could do well and could make my dream come true. I've made my own way and I'm happier now. In my opinion, Frost's line 'I shall be telling this with a sigh' is true for me. I'll never know what might've happened if I had taken the other road or way, but I don't regret my decision. It's been my journey, and I'm proud of it."*

- Communicative Language Teaching

Communicative Competence, or Communicative Language Teaching (CLT), is conceptualized in terms of the expression, interpretation, and negotiation of meaning. It encompasses the ability to employ a language across a broad spectrum of purposes, to adjust language use in accordance with contextual demands, to produce and comprehend various text types, and to sustain communication despite limited proficiency through the application of effective communication strategies [42]. These dimensions correspond respectively to the four constituents of communicative competence: grammatical competence, discourse competence, socio-cultural competence, and strategic competence [43]. The Communicative Approach places the learner at the center of instruction, with the communicative needs of learners serving as the organizing framework for the program in pursuit of functional competence. Additionally, sociocultural variations in learning styles function as a determining factor in shaping the program [43].

Classroom implementation of CLT typically incorporates activities that afford learners highly active roles, as they participate in role-plays, discussions, and debates, reflecting the approach's considerable reliance on group-based work [44]. CLT is regarded as a more holistic approach owing to its responsiveness to learners' communicative needs. Greater emphasis is placed on fluency rather than grammatical precision, with the learner positioned as the central focus and the teacher assuming the role of a facilitator. In essence, CLT is an approach designed to develop communicative competence while seeking effective means of teaching the four literacy skills in a manner that acknowledges the interdependence of language and communication. A CLT-based curriculum therefore actively engages learners in the learning process. This view aligns with Suemith [45], who asserts that the teacher's role is that of a facilitator and guide, one who creates opportunities for students to participate in authentic communication both within and beyond the classroom setting.

Teaching English literature using CLT is a dynamic approach that can enhance students' ability to engage with texts in a communicative, interactive, and practical manner. CLT emphasizes the development of language skills through real-world communication and meaningful interaction. When applied to literature, this approach allows students to explore literary works in ways that encourage active participation, critical thinking, and personal engagement, all while improving their language proficiency.

The English lecturer employed "*The Road Not Taken*" by Robert Frost through Communicative Language Teaching (CLT). The consideration to choose this poem was because it was deemed to be an exciting and engaging way to enhance both literary comprehension and language skills in English literature. By employing CLT, the teaching learning process focuses on communication and real-world language use, which can be very effective in making a literary work like Frost's poem more accessible and meaningful to students. The poem's themes of choice, regret, and individual paths in life make it an ideal text for fostering communication, debate, and reflection. By using literature as a basis for interactive activities like discussions, debates, and role-plays, this CTL approach strengthens students' conversational skills. It turns literary texts into engaging contexts for practicing spoken English in a dynamic, meaningful way.

In implementing CTL using a poem, the lecturer involved several activities as follows.

- The English lecturer introduced the poem through contextualization and group discussion by asking the students about choices and decisions in their lives. The questions were "Can you think of a major decision you've had to make that changed the direction of your life? What was that?". The lecturer then encouraged the students to share their experiences in small groups and discuss the kinds of choices they faced such as career decisions, personal dilemmas, etc. In this phase, the lecturer used this activity as an opportunity to introduce vocabulary related to decision-making, such as *dilemma*, *consequence*, *regret*, *alternative*, etc. Further, the lecturer set the context for the poem by mentioning that Frost's work explored the impact of choices and consequences. The lecturer asked students to guess or predict how the poem might treat these ideas based on the title. For examples, "Do you think the speaker in the poem is happy or regretful about the path they chose? Why?".
- Then, the lecturer focused on words or phrases from the poem that needed explanation such as *diverged*, *yellow wood*, *sigh*, and *the road less travelled*. The students were also asked to create sentences using new vocabulary and asked to discuss in pairs about what they thought of the phrase, "*I took the one less travelled by*" could mean in their own words.
- The lecturer assigned the students to read the poem aloud by focusing on the pronunciation, fluency, tone, pace, and emotion conveyed in the poem. This approach also allowed the lecturer to make students take on the role of the speaker in a form of role-play task. The lecturer asked one group of students to read first stanza as the speaker in a reflective tone and the second group to read the last stanza with a sigh of regret. Then, had the groups discuss how the tone of the poem changes.

- Using CLT allowed the students to have group discussion with the aims at emphasizing the students' interaction and the use of language through meaningful task, in which the students could reflect on the poem and explore its deeper meaning while practicing communication skills. In this phase, the lecturer organized a group discussion where students analyzed the poem in terms of themes such as choices, regret, consequences, and self-reflection. Furthermore, the lecturer provided guiding questions that helped the students articulate their responses in English, such as, *“Do you think the speaker regrets the decision they made? Why or why not? What do you think the ‘two roads’ represent? What might the ‘sigh’ at the end of the poem signify?”*

After the discussion, the lecturer gave the students a task-based activity like rewriting the poem's ending from a different perspective. For instance, they could write what the speaker might have thought if they had taken the other road. This encouraged creativity and applied the language they've learned.

- Task-based Learning (TBL)

As noted by Sholeh et al. [46], the transition from conventional, teacher-centered instructional approaches has given rise to a growing CLT orientation, wherein languages may be acquired through authentic acts of interaction, communication, and meaning negotiation. TBL is conceived as prioritizing fluency over precision, functioning as an intensified application of CLT principles. It supports the language learning process by engaging students in exploring the linguistic system as a means of developing communicative ability in the target language. Task-based learning places emphasis on conveying meaning through interaction in the target language, rendering the study inherently meaning-focused with language serving as the primary object of attention. Task-Based Learning (TBL) is widely applied within the field of second language acquisition (SLA). Over recent decades, TBL has undergone considerable development and attained a prominent standing in English language instruction [48], [48]. TBL embodies a strong CLT orientation and is aimed at expanding students' second language linguistic repertoire by enabling their participation in dynamic classroom activities [48]. Furthermore, language learning is understood as an outcome of constructing practical communicative activities within the classroom [42], which implies a learner-centered orientation in which students assume a more active role in the learning process.

TBL is oriented toward authentic content, language skills, and cognitive engagement, and functions to facilitate meaningful communication in language learning. Through task performance, students gain increased exposure to the target language via reading and listening activities, which in turn enables them to observe and internalize how meaning is expressed [47]. According to Willis [47] and Ellis [48], TBL constitutes an effective approach that establishes a conducive learning environment and motivates learners to draw upon target language forms that they consider most capable of achieving their communicative goals. In a comparable manner, Widdowson [49] contends that TBL is an instructional technique intended to equip language learners through purposeful problem-solving practice. By employing

this method, students engage with tasks like rewriting a story's ending or creating detailed character profiles. This encourages active language use, which helps students expand their vocabulary and improve their grammar while expressing creativity.

Task-Based Learning (TBL) represents an instructional approach in which learners utilize language — or in this instance, literature — as a vehicle for accomplishing meaningful, real-world tasks. Within a literature classroom, this approach redirects attention away from conventional methods of textual study, such as the isolated analysis of plot or themes, toward active engagement with literary works through purposefully designed tasks that stimulate deeper comprehension, critical thinking, and creative output. With this method, the students engage with tasks like rewriting a story's ending or creating detailed character profiles. This encourages active language use, which helps students expand their vocabulary and improve their grammar while expressing creativity. Task-Based Learning (TBL) was considered as an effective method for engaging students and encouraging active language use. The lecturer used a poem “*The Road Not Taken*” by Robert Frost in a TBL framework, focusing on the rewriting of the story's ending or creating detailed character profiles which the students could choose to write.

Option 1: Rewriting the Ending of the Poem

a. Task Instructions:

- Scenario: Imagine that the speaker chose the *other* road instead of the one they took in the poem. Write an alternative ending that explores what might have happened if they had made a different choice.
- Students should think about how the different road might have changed the speaker's life. Would they have been happier? More successful? Would their life have turned out differently?

b. Task Details:

- Instructed the students to write a short continuation (150-200 words) of the poem, imagining the new outcome after the speaker chooses the other road.
- Encourage them to use descriptive language to show how the speaker's emotions and thoughts evolve with the new choice.

Option 2: Creating Detailed Character Profiles

a. Task Instructions:

- The speaker of the poem is often seen as reflecting on their choices. The students were asked to create a detailed character profile for the speaker of the poem.
- The profile should include:
 - Basic Information: age, personality traits, occupation, etc.
 - Background: What led the speaker to the moment where they have to choose between the two roads? What values or experiences shape their decisions?
 - Motivation: Why did they choose the road they did, and what are they seeking in life?

- Future: What do they think their life will look like after making this decision?

b. Task Details:

- Students could create their profiles using visual aids (like character sketches or mind maps) or write detailed descriptions of the character.
- Encouraged them to use adjectives and specific verbs to create depth in the character's personality and background.

- Contextual Analysis

Contextual analysis plays a significant role in the teaching of literature within the framework of English Language Teaching (ELT). This approach not only enhances students' understanding of literary texts but also connects their learning experiences to real-life contexts, thereby making literature more accessible and relevant. Contextual analysis refers to the method of interpreting literature by considering the context in which a text is created, including its historical, cultural, and social backgrounds. A contextual analysis is simply an analysis of a text (in whatever medium, including multi-media) that helps assess the text within the context of its historical and cultural setting, but also in terms of its textuality – or the qualities that characterize the text as a text. Teaching literature by examining its historical, social, or cultural context allows students to gain insights into language nuances and cultural references. This approach can be especially helpful for learners needing support to understand cultural elements in texts.

3.2 What is the Focus of Teaching of Literature?

The emphasis of literature instruction within English Language Teaching (ELT) is multidimensional and can fulfill several significant functions in fostering language skill development, cultural awareness, critical thinking, personal growth, communicative ability, and extensive reading. In the present study, the course is centered on three primary areas of focus, as outlined below.

- Personal Growth

This underscores the capacity of the reader-response approach to exert a substantial influence on students' personal development. By prompting students to draw connections between their own experiences and emotions and the literary text, this approach nurtures self-reflection and empathy, ultimately fostering a more profound understanding of the material. Such a connection serves to heighten engagement and deepen comprehension, rendering literature a more meaningful and impactful educational experience.

- Contextual Analysis

By analyzing literature through a cultural lens, students gain insights into language use in specific cultural contexts. This approach broadens their cultural understanding, which is crucial for a well-rounded language education.

- Extensive reading

By incorporating tasks that involve reading varied and longer texts, this approach helps students build their reading fluency and expand their vocabulary. Over time, it develops their reading stamina and comprehension, essential skills for language mastery.

3.3 What Texts are Used?

When teaching English literature in English Language Teaching (ELT), selecting the right literary texts is crucial for both engaging students and supporting their language development. The choice of texts should align with students' language proficiency levels, interests, and cultural backgrounds, while also providing opportunities for meaningful learning experiences. Literary works can include novels, short stories, poems, plays, and essays. In this study, the researcher used literary works in various genres to invite students to give their personal responses to works. Some texts of literary works the researcher used in teaching literature in ELT as follows.

- Short Stories

Teaching English in a literature class using short stories is ideal for engaging students in critical thinking and analysis without overwhelming them with lengthy texts. It also promotes discussion on social issues, symbolism, and impact of narrative techniques. In this study, the researcher used a short story "The Lottery" by Shirley Jackson. To teach English using short stories, it involves several stages of activities:

— Pre-reading Activities: Setting the context

It was the beginning of activities by preparing students with some background information to spark curiosity without giving too much away. First, the lecturer introduced the author and the context. It was a kind of activity of sharing brief information about Shirley Jackson and the historical context in which the story was written (post-World War II America, societal pressures, conformity, and critique of traditions). Second, the lecturer discussed the concept of traditions: the lecturer asked students to think about and discuss traditions they participate in. What was the purpose of traditions? What happened if traditions were questioned or changed? This set the tone for the story's central theme of blind adherence to tradition. The third, the lecturer previewed the title and its implications: the lecturer asked students to predict what "*The Lottery*" might be about. Was it a good thing, or could it be something darker?

— Reading activities: reading the short story

Since "*The Lottery*" is only about 3,000 words, it's short enough to read in one or two class periods, so the students were asked to read in the classroom when on-going process of teaching and learning without asking them to read at home as homework. In this step, the lecturer broke up the reading in a way that allowed for discussion: 1) the lecturer asked the students to read the story aloud in class, assigning different students to read sections. This method kept students engaged and gave them a chance to discuss

parts of the text immediately after reading. 2) The lecturer focused on pacing by emphasizing the slow build-up and the shock ending. The lecturer asked the students to take notes about any moments that seemed unusual, unsettling, or surprising.

– Post-reading Activities: Engaging in critical discussion

After reading the story, the lecturer guided students through analysis using open-ended questions and prompts.

– Group Discussions and Analysis. The lecturer had the students work in small groups to explore different aspects of the story, encouraging them to compare their responses and ideas. The students analyzed the characters (e.g., Tessie Hutchinson, Old Man Warner) and presented their findings to the class, discussing what these characters represent in the broader context of societal norms and conformity.

– Writing Prompts for deeper analysis. The lecturer assigned short reflective or analytical tasks that encouraged the students to delve deeper into the story's themes. The lecturer asked themes to write an essay on the theme of tradition and its dangers in the story. How does Jackson critique society's tendency to blindly follow customs?

– Final Reflection: Apply Themes to Contemporary Issues. The lecturer finished the lesson with writing prompt that asked the students to think critically about the story relevance today. The prompts were 1) How can we apply the lessons of "The Lottery" to modern society? 2) Are there "lotteries" happening in our world today?

- Poems

Poetry introduces students to a range of vocabulary, idioms, and rhythms and foster emotional responses and interpretive skills, which are essential in language learning. *Example: "If" by Rudyard Kipling and "The Road Not Taken" by Robert Frost.*

- Dramatic Texts and Plays

It allows students to practice dialogue and understand conversational dynamics, useful for speaking and listening skills. *Example: A Midsummer Night's Dream by William Shakespeare*

- Novels

Novels offer insights into complex grammar and vocabulary but can be challenging. Using selected chapters or excerpts can provide a manageable introduction. *Example: To Kill a Mockingbird by Harper Lee*

- Essays and Non-Fiction

Develop students' critical reading and analysis skills and expose them to diverse perspectives) *Example: Letter from Birmingham Jail by Martin Luther King Jr.*

3.4 What Assessment are Given in Teaching Literature?

There are some assessments for evaluating students' engagement and understanding in Literature in ELT course based on the texts that the researcher used in teaching literature in ELT.

- Poems

The assessments given when using poems are:

- Textual Analysis: Ask students to analyze poetic devices like imagery, metaphor, or rhyme and explain their effects on the overall theme.
- Creative Response: Ask students write a short poem inspired by the original, focusing on a similar theme or mood.
- Performance: Assess students on their interpretation and delivery of a poem to encourage comprehension of tone, emotion, and style.

- Short Stories

The assessments given when using short stories are:

- Comprehension and Interpretation Questions: Use questions to assess students' understanding of key elements (plot, characters, setting, theme).
- Character Journal: Ask students to write diary entries from the perspective of a character to deepen their connection with the text.
- Plot Recreation Activity: Ask students to summarize and present the main events, highlighting cause-effect relationships in the plot.

- Plays

The assessments given when using plays are:

- Role Play and Script Analysis: Students can act out scenes, focusing on interpretation of dialogue, stage direction, and emotion.
- Character Debate: Assess students' understanding by having them argue from the perspective of characters in the play.
- Scene Rewrite: Challenge students to rewrite a scene in a modern context, evaluating their grasp of the original meaning and its adaptability.

- Nonfiction

The assessments given when using nonfiction are:

- Summarization and Paraphrasing: Ask students to summarize a section in their own words, assessing comprehension.
- Critical Analysis: Students can evaluate the author's argument, identifying evidence and assessing its relevance.
- Connecting to Modern Issues: Assign students to relate themes or arguments in the nonfiction piece to current events, enhancing critical thinking.

- Essays

The assessments given when using essays are:

- Argument Identification and Evaluation: Have students identify the main argument and supporting points and evaluate their effectiveness.
- Essay Outline Creation: Students can outline the structure of the essay, focusing on organization and logical flow.
- Opinion Response: Assign students to write their opinion on the essay's topic, assessing their engagement and critical thinking

4 Discussion

In terms of the teaching methods/approaches, the finding shows that the English lecturer employed four major teaching methods in the Literature in ELT class, such as the Reader-Response Approach, Communicative Language Teaching (CTL), Task-Based Learning (TBL), and Contextual Analysis. These four methods were used equally throughout the course, each presenting 25% of the total teaching approaches used. This indicates that the lecturer adopted an eclectic teaching style, balancing traditional, contextual, and strongly student-centered approaches. Furthermore, three of methods such as reader-response, CLT, and TBL constituted 75% of the approaches and reflected a strong emphasis on student participation, interaction, and personal engagement, which make them the most significant methods in shaping the student learning in the course.

With regard to the instructional focus of literature teaching, the findings indicate that the course concentrated on three principal domains, each fulfilling a vital function in student development. These encompass Personal Growth, Contextual Analysis, and Extensive Reading, with each domain accounting for 33.3% of the overall course emphasis, thereby reflecting an equitable distribution across all three areas. The significance of these findings lies in the fact that all three focuses promote deep engagement, critical thinking, and broader cultural and cognitive understanding, which ensures that students develop both linguistic and literary competence. Contextual analysis appears consistent across different aspects of the course that makes it one of the most central themes in the teaching practice.

Furthermore, in terms of the types of literary texts used, the lecturer incorporated five different genres of literary text into the course, such as short stories, poems, plays, novels, and essays/nonfiction. Each genre accounted for 20% of the literary materials used. This equal distribution showed that the lecturer emphasized variety and balance in exposing students to different literary forms. The use of diverse text broadened students' reading experiences and supported multiple learning outcomes such as critical interpretation, creative thinking, and vocabulary development.

Lastly, in terms of the assessment used in teaching literature, the lecturer used a consistent set of assessments for each literary genre. Each text type was assessed using three different evaluation activities, representing 100% coverage across all categories. This consistency indicated a well-structured assessment system that evaluated students'

comprehension, critical analysis, creativity, interpretive skills, and ability to connect literature to real-world context.

5 Conclusion

This study examined the teaching approaches, text types, and assessment used in the English Literature course for the third-semester students at Universitas Islam Madura, as well as the challenges faced in their implementation. The findings reveal that the lecturer employed a combination of methods such as Reader-Response, Communicative Language Teaching (CTL), Task-Based Learning (TBL), and Contextual Analysis, to support students' language development, cultural awareness, and critical thinking. These approaches proved effective because they addressed different learning styles and encouraged active engagement with literary text. Furthermore, the course also incorporated a wide range of text types, including short stories, poems, plays, novels, and essays, supported by a balanced focus on personal growth, contextual analysis, and extensive reading. This combination enabled students to reflect on human experiences, understand literature within broader social contexts, and develop fluency through sustained reading. While these practices provided meaningful learning opportunities, they also presented challenges such as cultural unfamiliarity, varied reading novels, and complex vocabulary in novels like *To Kill a Mockingbird*.

In terms of assessment, the lecturer used multiple forms like poems, short stories, plays, nonfiction, and essays, which allowed the students to demonstrate understanding in creative, analytical, and performance-based ways. Although the diversity supported a more holistic evaluation, it also required careful balance to avoid overwhelming students and ensured fair, consistent grading. Moreover, this study in overall highlights three key takeaways. First, using varied teaching methods strengthens student engagement and deepens literary understanding. Second, incorporating diverse text type as focuses enriches language learning and critical thinking. Last, multiple assessment forms provide a fuller picture of the student ability, though they require mindful implementation. These insights emphasize the importance of flexible, student-centered strategies in teaching literature within ELT settings.

References

- [1]. H. H. H. Ali, "The importance of the four English language skills in teaching Iraqi learners," *HNSJ*, vol. 3, no. 2, 2022, doi: 10.53796/hnsj3210.
- [2]. I. Ghosn, "Four good reasons to use literature in primary school ELT," *ELT Journal*, vol. 56, no. 2, pp. 172–179, 2002.
- [3]. M.-L. Liaw, "Exploring literary responses in an EFL classroom," *Foreign Language Annals*, vol. 34, no. 1, pp. 35–44, 2001.
- [4]. R. Carter and M. Long, *Teaching Literature*. Harlow, UK: Longman, 1991.

- [5]. A. S. Anggaira, N. Aryanti, S. Suryadi, and T. Tusriyanto, "Songs for teaching vocabulary: English learning media for preschoolers," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, vol. 6, no. 6, pp. 6069–6078, 2022.
- [6]. F. D. Floris, "Exploring teachers' beliefs on the teaching of English in English language courses in Indonesia," *Philippine ESL Journal*, vol. 11, pp. 4–24, 2013.
- [7]. K. Mohammad, R. Saeed, and D. Ali, "Literature in EFL/ESL classroom," *English Language Teaching*, vol. 4, no. 1, pp. 201–208, 2011. [Online]. Available: <https://eric.ed.gov/?id=EJ1080411>.
- [8]. A. Maley, "Down from the pedestal: Literature as resource," in *Literature and the Learner: Methodological Approaches*, R. Carter, R. Walker, and C. Brumfit, Eds. London, UK: Modern English Publications & British Council, 1989, pp. 1–9.
- [9]. S. McKay, "Literature in the ESL classroom," *TESOL Quarterly*, vol. 16, no. 4, pp. 529–536, 1982.
- [10]. J. E. D. Riverol, "Literature in the teaching of English as a foreign language," *Alicante Journal of English Studies / Revista Alicantina de Estudios Ingleses*, no. 4, pp. 65–79, 1991, doi: 10.14198/raei.1991.4.06.
- [11]. F. Turker, "Using 'literature' in language teaching," *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, vol. 6, pp. 299–305, 1991. [Online]. Available: <https://dergipark.org.tr/en/download/article-file/88357>.
- [12]. M. Rahman, M. Jamila, and F. Yeasmin, "Exploring English teaching materials and methods at the HSC level: An empirical study," *Rupkatha Journal on Interdisciplinary Studies in Humanities*, vol. 16, no. 2, pp. 1–18, 2024, doi: 10.21659/rupkatha.v16n2.10g.
- [13]. N. Novianti, "English literature teaching: An Indonesian context," *Indonesian Journal of Applied Linguistics*, vol. 6, no. 1, pp. 42–49, 2016.
- [14]. M. Hişmanoğlu, "Teaching English through literature," *Journal of Language and Linguistic Studies*, vol. 1, no. 1, pp. 53–66, 2005.
- [15]. N. Daskalovska and V. Dimova, "Why should literature be used in the language classroom?" *Procedia Social and Behavioral Sciences*, vol. 46, pp. 1182–1186, 2012.
- [16]. E. U. Eren and K. Dikilitaş, "Teachers' motivational strategies and student motivation across teaching modalities," *Interactive Learning Environments*, pp. 1–14, 2025, doi: 10.1080/10494820.2025.2601300.
- [17]. H. Vural, "Use of literature to enhance motivation in ELT classes," *Mevlana International Journal of Education (MIJE)*, vol. 3, no. 4, pp. 15–23, 2013, doi: 10.13054/mije.13.44.3.4.
- [18]. S. X. Bonilla and F. C. Arcila, "Critical socio-cultural elements of the intercultural endeavour of English teaching in Colombian rural areas," *Profile: Issues in Teachers' Professional Development*, vol. 16, no. 2, pp. 117–133, 2014, doi: 10.15446/profile.v16n2.40423.
- [19]. M. Van, "The relevance of literary analysis to teaching literature in the EFL classroom," *English Teaching Forum*, no. 3, pp. 2–9, 2009.
- [20]. S. Healy, "Literature in the EFL classroom: From theory to practice," *AHSUSK HS*, no. 42, pp. 178–191, 2010.
- [21]. S. Zyngier, "Literature in the EFL classroom: Making a comeback," *The Poetics and Linguistics Association*, no. 6, pp. 1–17, 1994.
- [22]. K. K. Bedi, "Language acquisition through literature promotes creativity and thinking skill," *The Criterion: An International Journal in English*, vol. II, no. II, pp. 1–6, 2011. [Online]. Available: <https://www.the-criterion.com/V2/n2/Bedi.pdf>.

- [23]. S. Bibby and T. McIlroy, "Literature in language teaching: What, why, and how," *The Language Teacher*, vol. 37, no. 5, pp. 19–21, 2013.
- [24]. P. A. Llach, "Teaching language through literature: The Waste Land in the ESL classroom," *Odisea*, no. 8, pp. 7–17, 2007. [Online]. Available: <https://ojs.ual.es/ojs/index.php/ODISEA/article/view/90/81>.
- [25]. A. Yavuz, "Teaching and interpreting literary texts: Difficulties of 4th year ELT students at a Turkish university," in *Proc. 14th Int. Language, Literature and Stylistics Symposium*, Procedia Social and Behavioral Sciences, vol. 158, 2014, pp. 27–32, doi: 10.1016/j.sbspro.2014.12.028.
- [26]. N. K. S. Widiastuti and V. Syamsi, "Integrating literary works in an English class to improve students' critical thinking," in *Proc. ASIATEFL 2022*, Advances in Social Science, Education and Humanities Research, vol. 749, 2023, pp. 478–488, doi: 10.2991/978-2-38476-054-1_42.
- [27]. G. K. Sidhu and C. Y. Fook, "Instructional practices in teaching literature: Observations of ESL classrooms in Malaysia," *English Language Teaching*, vol. 3, no. 2, pp. 54–63, 2010. [Online]. Available: <https://files.eric.ed.gov/fulltext/EJ1081570.pdf>.
- [28]. A. Arjulayana and C. N. Srikandi, "Understanding poetry in teaching English as a foreign language in Indonesia," in *Proc. ICTTE FKIP UNS 2015*, vol. 1, no. 1, 2016, pp. 324–327.
- [29]. A. Abdullah, "Group work activities for improving speaking skills," *English Education Journal*, vol. 7, no. 3, pp. 389–401, 2016.
- [30]. A. Padurean, "Approaches to teaching literature in EFL classrooms," *Journal of Romanian Literary Studies*, no. 6, pp. 195–200, 2015.
- [31]. K. Dhillon and S. Mogan, "Language-based approaches to understanding literature: A creative activity module," *The English Teacher*, vol. XLIII, no. 2, Aug. 2014.
- [32]. J. Agee, "Negotiating different conceptions about reading and reaching literature in a pre-service literature class," *Research in the Teaching of English*, vol. 33, pp. 85–120, 1998.
- [33]. B. W. Furidha, "Comprehension of the descriptive qualitative research method: A critical assessment of the literature," *Acitya Wisesa: Journal of Multidisciplinary Research*, vol. 2, no. 4, pp. 1–8, 2023, doi: 10.56943/jmr.v2i4.443.
- [34]. W. Yin, "Personalized hybrid education framework based on neuroevolution methodologies," *Computational Intelligence and Neuroscience*, 2022.
- [35]. P. A. Duff, "Case study research on language learning and use," *Annual Review of Applied Linguistics*, vol. 34, pp. 233–255, 2014, doi: 10.1017/S0267190514000051.
- [36]. K. C. Powell and C. J. Kalina, "Cognitive and social constructivism: Developing tools for an effective classroom," *Education*, vol. 130, no. 2, pp. 241–250, 2009.
- [37]. D. Roen and N. Karolides, "Louise Rosenblatt: A life in literacy," *The ALAN Review*, vol. 32, no. 3, pp. 59–61, 2005, doi: 10.21061/alan.v32i3.a.10.
- [38]. L. M. Rosenblatt, *Literature as Exploration*. New York, NY, USA: D. Appleton-Century, 1938.
- [39]. L. M. Rosenblatt, *The Reader, the Text, the Poem: The Transactional Theory of the Literary Work*. Carbondale, IL, USA: Southern Illinois University Press, 1978.
- [40]. M. Graves, C. Juel, B. Graves, and P. Dewitz, *Teaching Reading in the 21st Century: Motivating All Learners*, 5th ed. Boston, MA, USA: Pearson, 2011.
- [41]. L. Larson, "Reader response meets new literacies: Empowering readers in online learning communities," *The Reading Teacher*, vol. 62, no. 8, pp. 638–648, 2009, doi: 10.1598/RT.62.8.2.

- [42]. J. C. Richards, *Communicative Language Theory Today*. New York, NY, USA: Cambridge University Press, 2006.
- [43]. S. J. Savignon, "Communicative language teaching: Linguistic theory and classroom practice," in *Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education*, S. J. Savignon, Ed. New Haven, CT, USA: Yale University Press, 2002, pp. 1–27.
- [44]. E. K. Horwitz, *Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching*. Boston, MA, USA: Pearson Education, 2008.
- [45]. M. E. Soemith, "The communicative language teaching approach: Theory and practice," *Magister Scientiae*, no. 30, Oct. 2011.
- [46]. M. B. Sholeh et al., "Task-based learning (TBL) in EFL classroom: From theory to practice," *International Journal of Humanities and Innovation*, vol. 3, no. 4, pp. 138–143, 2020.
- [47]. J. D. Willis and J. Willis, *Doing Task-Based Teaching*. Oxford, UK: Oxford University Press, 2007.
- [48]. R. Ellis, *Task-Based Research and Language Pedagogy*. Oxford, UK: Oxford University Press, 2003.
- [49]. H. G. Widdowson, *Learning Purpose and Language Use*. Oxford, UK: Oxford University Press, 1983.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

