

## TEACHERS' PERSPECTIVES ON USING LITERARY TEXTS IN TEACHING ENGLISH TO EFL LEARNERS

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### ABSTRACT

Current studies have emphasised the benefits of using literary texts in teaching English in the ESL/EFL context across all educational levels. However, little research has examined teachers' perspectives on the implementation of literary works in their English classrooms. Therefore, this study seeks to investigate English teachers' perspectives on the implementation of literary works in English teaching at a favourite school in Bengkulu City, Indonesia. This study adopted a descriptive qualitative method that involved three English teachers from a favourite school in Bengkulu City, Indonesia. The data were obtained by conducting semi-structured interviews. Their responses to the interviews were analysed qualitatively using an interactive model proposed by Miles and Huberman. The analysis processes included data reduction, data display, and conclusion-drawing. The results show that teachers' perspectives on incorporating literary texts in English language teaching were positive. The literary texts could enhance students' linguistic (e.g., reading skills, vocabulary mastery, grammar accuracy) and non-linguistic competences (e.g., cultural awareness and critical thinking). However, obstacles such as students' poor language skills, time constraints, and difficulty in choosing suitable literature were also noted. Despite these obstacles, the teachers used a variety of techniques to maximise the effectiveness of literature-based instruction, such as text simplification, vocabulary pre-teaching, and interactive exercises. To conclude, when combined with suitable teaching techniques and contextual modification, literary texts have significant pedagogical potential in EFL environments.

**Keywords:** EFL learners, English language teaching, literary text, teachers' perspectives.

## INTRODUCTION

In language education, works of literature that bring delight to readers of a language should also be naturally suitable material in the teaching of the language itself. Literary texts were initially the primary source of input in language teaching during the Grammar-Translation Method era, but since then they have been relegated to a secondary role. In fact, with the advent of structuralism and the audio-lingual method, literature was downplayed and was relegated to the periphery. Also, in the era of CLT, literature was neglected, and greater attention was given to dialogues and conversations, which were more practical and visible in real-world situations (Belete & Alem, 2022).

In English as a Foreign Language (EFL) teaching, literature is instrumental in engaging students' minds and feelings in meaningful communication in English. The introduction of literary texts in developing a foreign language teaching has been acknowledged in the last decade by many English language teaching professionals for its numerous benefits and as an innovative way for students to learn the language more naturally (Barzani et al., 2021). In addition, A'shour & Magdadias, as cited in Barzani et al. (2021), suggest that literary texts are identified as the most provocative and motivational elements in language learning and improvement; they

are sources of natural interaction that increase learners' focus on events and meanings. More importantly, such materials tend to be repetitive, enabling learners to become familiar with syntactic aspects, consolidate certain vocabulary items, and extensively build prediction skills. Khan and Alasmary (2018) mentioned that literary texts are crucial for learning English, particularly for improving students' communication skills, increasing their cultural awareness, and inspiring them. These benefits may be due to literary texts functioning as authentic materials that relate to students' cultural and prior knowledge, helping them increase their English language proficiency.

Moreover, literary works contain moral and cultural values and convey useful meanings for certain purposes. This can be seen in the stylistic and linguistic structures used in the literary texts (Albay & Serbes, 2017). In other words, literary texts provide real-world language use, cultural insights, and a range of language structures that can be incorporated into teaching and learning English for junior high school students. Nader and Janfeshan (2024) believe that the unique vocabulary, idiomatic expressions, and grammatical structures in literary texts will enhance

students' English language abilities, as well as their critical and creative thinking.

Consequently, using literary works in English language teaching and learning is a crucial strategy for the EFL context. It will allow students to learn about their culture and customs deeply (Chandran & Raj, 2016). This view supports Bist and Kandel's (2025) argument that learning a language is linked to comprehending cultural and social aspects. This is because literature is a reflection of culture; it portrays the culture of the language's speakers rather than merely addressing culture. Similarly, using stories in language instruction fosters students' capacity for creative thought, which facilitates and expedites language acquisition (Nosratinia & Zaker, 2015). Literature is also useful for enhancing learners' critical thinking abilities in interpreting and evaluating texts, which are essential skills in teaching and learning (Nader and Janfeshan, 2024). Thus, using literature in language classes helps develop learners' critical and creative thinking skills.

Literature plays a multifaceted role in the mastery and development of various aspects and skills of the English language because it emphasises culturally authentic literary texts in EFL curricula and fosters knowledge of vocabulary, phrases, and

specific expressions, grammar, awareness of language, pragmatic and sociolinguistic proficiencies, educational, linguistic, and psychological competencies (Khan & Alasmari, 2018). Since literature is seen as the greatest form of expression in the target language, literary texts and literature in general are important for both language acquisition and the achievement of educational goals in EFL lessons (Khan & Alasmari, 2018). There are several ways to incorporate literature into ELT, including task-based learning activities centred around novels or short stories, theme units based on literary materials, and intensive reading programs. Even students with low ability can find reading interesting and accessible through techniques like the reader-response approach, literature circles, and theatre exercises. In the end, literature enhances language learning by fusing language and creativity, inspiring students to think critically, communicate effectively, and cultivate a lifelong love of the written word (Tiwari, 2025).

Moreover, all genres of literature involve some form of imagination, which can help develop learners' potential. According to Lazar, as reported in Zengin et al. (2019), the use of literature in language classes offers various benefits for language learners. First, it encourages language acquisition by providing

meaningful and memorable contexts. Second, it motivates language learners by serving as a bridge between the classroom and the real world. Third, it provides language learners with access to the cultural background of the target language. But Lazar warns that, while providing cultural background, one should apply critical lenses to the cultural aspects presented in literary works. Fourth, it increases the language awareness and also develops the interpretative capabilities of our learners.

To realise the pedagogical benefits outlined above, the teachers' role becomes a key factor in the success of using literary texts in teaching English. The language teacher should have a balanced role when dealing with literary texts in class for language learners. Language teachers have an important role in the effective use of literature to promote their learners' language competency (Zengin et al., 2019). In other words, language teachers' perceptions are of utmost importance in the use of literature in language teaching, since they carry their beliefs into their language teaching environments, and those beliefs shape their practice.

Teachers' classroom practice is important in shaping students' understanding of literature. In this issue, Bloemert et al. (2016) studied the teaching

approaches of EFL teachers in Dutch pre-university secondary schools. Their study revealed that a diverse range of teaching approaches was influenced more by the curriculum than by individual teacher characteristics. It shows the significance of curriculum design in directing literature teaching practices in EFL classrooms. In addition to teaching literature, the study reports other teaching approaches. For instance, Fikray and Habil (2022) identified six suitable approaches for teaching literature to ESL teachers: information-based, paraphrastic, stylistic, language-based, reader-response, and moral-philosophical through the systematic review of their study. However, they reported that implementing these approaches faces challenges due to exam-focused systems, large class sizes, limited time, students' motivation, low language proficiency, and unsuitable text selection. Ilyas and Afzal (2021) suggested that the cultural model of teaching literature is important for learner motivation and learning autonomy. Mee and Siew (2016) revealed that the information-based approach is the most common among teachers, followed by the moral-philosophical and paraphrastic approaches. Along the same line, Nguyen (2016) highlighted the use of an interactive approach in teaching literature to navigate

a new learning paradigm within a traditional context. Hayati et al. (2021) focused on activities such as direct instruction, discussion, small-group work, and role-play to promote student active participation when using literature in class. Moreover, Bist and Kandel (2024) found the reader-response approach suitable for fostering learners' autonomy in interpreting literary texts in the EFL classroom.

Another study from Mohammed and Mohammed (2021) found that literature enriches English language teaching and fosters EFL students' language learning. With the careful selection of literary texts, literature can be used successfully with all ages and proficiency levels. A study by Khan and Alasmay (2018) also showed that literature enriches the EFL learners' overall learning experience. Barzani et al. (2021) found that students consider literature a significant tool for learning English and enhancing the four main language skills. It is also found that students use literary texts to develop cultural awareness, which is inseparable from learning a second language. A study by Febriani et al. (2022) revealed that each literary analysis approach in teaching literature has its benefits and characteristics. The study results also

showed that each approach has its own strengths and weaknesses.

Despite many international studies emphasising the benefits of using literary texts in EFL learning, there has been no empirical study at junior high schools in the Indonesian context, examining teachers' perceptions, students' motivation, the cultural relevance of literary texts, and the effectiveness of literary teaching approaches on students' English language skill development. This gap presents a research opportunity to explore how literature can be contextually integrated into the school's EFL curriculum. The primary objective of this research was to investigate teachers' perceptions of incorporating literary texts into English language instruction for foreign learners. The study might help school teachers, particularly English Language Teachers, become aware of the current situation and take steps to improve students' reading comprehension by incorporating appropriate literary texts. Thus, the following research questions address the problems of the study.

1. What are EFL teachers' perspectives on the benefits of incorporating literary texts in English classrooms?

2. What are EFL teachers' obstacles in incorporating literary texts into the English classroom?

## METHODS

The design of this research was a descriptive qualitative method. According to Subakti et al. (2023), descriptive qualitative research is a study that aims to understand the phenomenon of the subject of research, behaviour, perception, motivation, action, etc., holistically, and the way of describing the result in the form of words and sentences. A descriptive method involves collecting the data to test hypotheses or answer questions concerning the current status of the study. The research aimed to elaborate on teachers' perceptions of using literary texts in teaching English to foreign learners.

The participants of the research were three professional English teachers who teach EFL in the classroom at one of the favourite junior high schools in Bengkulu City, Indonesia. The teachers and the school were purposively selected with certain considerations. First, this school was one of the favourite schools in Bengkulu city. Second, students had stronger English proficiency, as evidenced by their achievements in areas such as debate, speech, news broadcasting, and

storytelling. Lastly, these three English teachers were senior (with over 25 years of teaching experience) and certified, with stronger competencies in designing English materials and learning activities, including the use of literary texts in their English classrooms.

The research instrument is a tool for collecting data. Arikunto (2021) states that instruments are tools or facilities used by researchers in collecting data so that work is easier and the results are good, in the sense of being fast, complete, and systematic, so that they are easy to process. The research instruments were observation and an interview. Observation was conducted using an observation checklist to examine teachers' actual classroom practice in using literary texts to teach English. And it aimed to gather more useful information on how effectively the sample teachers teach reading using literary texts in the actual classroom, in addition to the interview. The interview was used to gather data on teachers' perceptions of the use of literary texts in the English classroom.

The researcher collected the data by using some steps, namely: (1) The

researcher came to the school; (2) The researcher came to the classroom; (3) The researcher recorded the teacher's teaching and learning activities in English class; and (4) The researcher conducted an interview. The recorded interviews were transcribed verbatim for thematic analysis. It captures every spoken word, including pauses,

hesitations, and non-verbal cues. All of these were documented exactly as the participants expressed them. This type of transcription ensured that the participants' voices were accurately reflected in the analysis and that the integrity of their comments was preserved.

## RESULTS AND DISCUSSION

### Finding

#### *Teachers' Perspectives on Pedagogical Benefits of Literary Texts*

After analysing the data of the study, teachers had some positive perspectives on the benefits of incorporating literary texts

in teaching English. Their responses are presented in Table 1.

Table 1. Teachers' Perspectives on Pedagogical Benefits of Literary Texts

No	Pedagogical Aspects	Key Findings	Teachers' Perspectives
1	Teachers' Overall Perceptions of Literary Texts	Most teachers hold positive perceptions toward the use of literary texts in the EFL classroom.	Literary texts are viewed as effective instructional tools that go beyond teaching grammatical competence.
2	Student Engagement and Motivation	Literary texts increase students' engagement in language learning	Stories, characters, and ideas in literary works stimulate discussion and active participation
3	Language Skill Development	Literary texts enhance reading skills, vocabulary acquisition, and writing ability.	Students become familiar with natural sentence structures, figurative language, and meaningful language use.
4	Critical and Interpretive Thinking	Literature-based activities foster students' critical and interpretive thinking.	Through text analysis, theme discussions, debates, and character evaluation, students learn to express and justify ideas logically.

Table 1 indicates that English teachers have a very positive view of literary texts as a powerful pedagogical medium for English language learning in junior high schools. These literary texts could increase student engagement and meaningfully develop language skills. Furthermore, the use of literary texts also encouraged the development of critical thinking, interpretive skills, and students' creativity through various analytical and reflective activities. Finally, students could recognise the social and cultural contexts within literary texts, thereby positively developing their cultural awareness and intercultural understanding. This will strengthen the relationship between language and culture in English learning within an EFL context. The following teachers' statements also support the findings in Table 1:

As teacher 1 said,

*“Ya, penggunaan teks bacaan ini sangat berguna untuk meningkatkan kemampuan siswa, khususnya dalam membaca dan memperkaya kosakata yang mereka punya. Dan juga pengenalan budaya-budaya di dalam cerita teks bacaan seperti cerita naratif itu tentu saja bisa memberi wawasan baru kepada siswa”* (Yes, the use of this reading text is very useful for improving students' abilities, especially in reading and enriching their vocabulary. It also introduces the cultures within the reading text stories, such as narrative stories, which, of course, can provide new insights to the students.”

This statement emphasises that teachers view literary reading texts as a learning medium that not only improves reading skills and expands vocabulary but also serves as a means of cultural introduction. Students can learn colloquial idioms, natural language usage, and cultural allusions that are often absent from traditional textbooks through narratives and other literary materials.

*“Ya, teks sastra itu menarik digunakan dalam proses pembelajaran bahasa Inggris. Siswa tidak hanya belajar sastra tapi juga budaya (Yes, literary texts are interesting to use in the English language learning process. Students learn not only literature but also culture)”*

*“Belajar sastra dapat meningkatkan keterampilan berfikir kritis karena teks berisi idiom-idiom dan bahasa tersirat yang mendorong siswa untuk berfikir secara kritis dalam memahami maknanya (Studying literature can improve critical thinking skills because the text contains idioms and implied language that encourage students to think critically in understanding its meaning)”*

The statement above shows that literary texts can increase students' cultural awareness, enabling them to apply it in their daily lives. Furthermore, literary texts can improve students' critical thinking skills through in-depth analysis of their content.

*“Saya melihat ketika saya mengajarkan sastra ke siswa, anak-anak menjadi lebih tertarik untuk belajar. Mereka aktif dalam belajar dan diskusi. Hal ini kemungkinan membuat siswa mendapatkan sesuatu yang baru dalam belajar bahasa Inggris. Mereka merasa belajar bahasa Inggris dengan teks sastra itu menyenangkan (I've noticed that when I teach literature to students, they become*

more interested in learning. They actively participate in learning and discussions. This likely means the students are learning something new in their English learning. They find learning English through literary texts enjoyable.”

The statement above suggests that learning English with literary texts is enjoyable. Students become more engaged in the learning process. They are more active and have fun.

### *Obstacles in Using Literary Texts*

The results of the data analysis show that teachers had some obstacles in applying literary texts in English instruction. However, they overcame the obstacles using innovative strategies, as summarised in Table 2.

Table 2. Obstacles and Innovative Strategies Faced and Used by Teachers

Obstacles	Impacts	Strategies
Limitations of students' language abilities	Students have difficulty understanding complex vocabulary and abstract themes, so they focus on the meanings of individual words rather than the meaning of the text as a whole.	Teach vocabulary first, simplify texts, and choose short stories or pieces of text.
Limited learning time	The discussion of the reading text is not in-depth and cannot be explored thoroughly.	Selecting specific parts of the text, integrating reading with communication activities
Limited availability of appropriate reading sources	Rendahnya partisipasi dan pemahaman siswa karena teks terlalu sulit atau tidak sesuai budaya	Adapting and selecting reading materials according to students' ability level and context
Lack of support and teaching strategies	Students only understand words without developing an understanding of meaning and critical thinking.	Careful lesson planning, guided discussions, and the use of effective teaching techniques
Lack of student engagement	Learning to read is less meaningful and passive	Role play tokoh, diskusi kelompok, dan tugas menulis kreatif

Table 2 illustrates that English teachers face several challenges in implementing literary texts in the English language teaching process. These obstacles include limited students' language skills, limited

learning time, a lack of appropriate reading resources, and weak support for teaching strategies. These problems directly and indirectly affect mastery of literary texts, including poor overall text comprehension,

limited exploration of meaning, and underdeveloped critical thinking skills. However, these obstacles can be overcome by teachers through innovative strategies, such as prior vocabulary instruction, the simplification and selection of appropriate texts, more selective use of time, and interactive activities like discussions, role-plays, and creative writing assignments. These findings align with the following teachers' statements.

It was in line with what teacher 2 said, *“Masalah utama adalah banyak siswa yang memiliki keterbatasan dalam kemampuan berbahasa. Terkadang mereka kesulitan memahami kosakata yang kompleks atau tema-tema abstrak dalam teks. Hal ini membuat mereka sulit untuk benar-benar memahami materi secara menyeluruh* (“The main obstacle is that many students have limitations in language skills”). Sometimes they struggle to understand complex vocabulary or abstract themes in the text. This makes it difficult for them to grasp the material fully.”

Time constraints are also considered a major barrier. Teachers emphasise that teaching literary material takes more time than teaching regular language practice materials, especially when it includes pre-reading activities, vocabulary explanations, guided discussions,

## Discussion

### *Pedagogical Benefits of Literary Texts*

and post-reading analysis. They find it challenging to allocate sufficient time for in-depth literary study while ensuring coverage of other crucial language skills in line with curriculum standards, due to tight schedules and lesson plans.

As teacher 3 said,

*“Ya, tantangannya adalah waktu yang terbatas. Membahas teks bacaan secara mendalam membutuhkan waktu pembelajaran yang lebih banyak dibandingkan dengan latihan bahasa biasa. Dengan jam pelajaran yang terbatas, sering kali tidak memungkinkan untuk mengeksplorasi teks tersebut secara menyeluruh”* (Yes, the challenge is the limited time. Discussing texts in depth requires more time than regular language practice. With limited class hours, it is often not possible to explore the text thoroughly.).

There was a scarcity of good reading resources, which was another issue. Teachers stated that it was challenging to find books appropriate for their students' language abilities. The students' participation and comprehension were hindered by numerous readings that were too challenging or culturally dissimilar. The lack of new materials or effective reading book collections in schools was a clear indication of the issue.

This study found that teachers' perspectives on incorporating literary texts

in teaching English for EFL learners in junior high school are in a positive category. It indicates that literary texts are a powerful tool for enhancing students' English skills, benefiting their vocabulary mastery, writing skills, grammatical knowledge, critical thinking, and cultural awareness. These findings confirm Khan and Alasmari's (2018) statement that literary texts provide students with an opportunity to use language in their everyday lives, thereby affecting students' language proficiency and communication skills. This is because students are familiar with the cultural and linguistic elements of the literary texts used by teachers in English classrooms.

These research findings are similar to those of previous studies, such as Lazar in Zengin et al. (2019), Rashid and Hasan (2020), and Nanda and Susanto (2020). They reported that literary texts could facilitate students' enjoyment in learning English and develop their diverse language skills. They further stated that literary texts contain cultural representations that can inspire students to be more attentive during the teaching and learning processes. In other words, the students are not merely exposed to the actual usage of the language, but they also become critical

students who can apply it in their daily lives.

Based on the findings of this study, the researcher assumes that literary texts are a potential learning resource in learning English. This is because literary texts can help improve critical thinking skills and help students express their emotions in line with the text's content. Kumar (2023) also stated that literary texts can influence students to think critically, creatively, and innovatively through their meanings and the idioms they contain. Therefore, literary texts are truly capable of improving students' understanding of a language in an inclusive manner.

Also, Belete and Alem (2022) found that most teachers who participated in the study were satisfied with the use of books in reading classes. The groups surveyed also confirmed that when teachers are motivated to use books, they do so more often, and students learn more effectively in the language classroom. In addition, the respondents believed that books have a significant impact on students' reading proficiency. According to the data, EFL teachers have been teaching books in a divergent way. The respondents observed that teachers occasionally utilise books in their reading classrooms, and their responses were almost non-existent,

indicating a lack of emphasis on using books during reading classes. While a few educators have attempted to teach reading through books, many of them are still familiar with the previous method. Creating opportunities for students to read different books aloud and to practice during reading class is not often seen. This is rare. Thus, in English language teaching, literature can be a valuable tool for achieving complete language acquisition and learning objectives when used appropriately.

### ***Obstacles in Using Literary Texts***

The results show that teachers face several barriers to using relevant books in English classes, despite having adequate knowledge to assist them in teaching, for example, selecting a relevant textbook for teaching literature, lack of time, and students' limited vocabulary mastery. These findings indicate that the problems stem not only from teachers but also from students' language proficiency. This finding aligns with previous studies, such as those by Taye (2025) and Nawi and Nor (2023). They reported that Ethiopian students struggle to master English vocabulary effectively because they are unfamiliar with the vocabulary found in texts. Furthermore, English teachers struggle to

find literature textbooks that are relevant to their students' cultural backgrounds and English language competencies. Therefore, Nawi and Nor (2023) recommend that English teachers use literary texts that are relevant to their students' interests and English language abilities. The goal of adapting literary texts to students' backgrounds is to facilitate their understanding and maximise the achievement of literature-based English language learning objectives.

The problems students face due to their limited vocabulary concern understanding the ideas in literary texts. This finding is similar to Sylvester and Aziz's (2022) study, which found that students often encounter convoluted ideas, overused phrases (common in textbooks), and hard-to-read words when learning to read English. These problems would confuse students, lowering their interest and motivation in learning English and making the problems worse (Yunita & Maisarah, 2020). Khan and Al-Asmari (2018) point out that students tend to focus on the content of the books and fail to grasp essential concepts when presented with supplementary material. This basic concentration curtails the possibility of greater comprehension, thoughtful reflection, and intimate engagement with

the book. Students may not gain the full advantage of books in learning how to think more advanced. These results suggest that the gap between deep understanding and language difficulty in book-based learning must be bridged by strong teaching support.

Additionally, this study found that teachers have limited ability to employ literary texts in the English classroom. It can be seen in how they balance learning activities with the book content, lesson plans, and learning goals. The teachers try to address this limitation using various strategies, such as employing tasks before the reading class. Adhikari and Shrestha (2023) believe that pre-reading activities could enhance students' experiences, knowledge, and language resources, assess informally what they already know, including misconceptions, and provide a context for understanding new ideas.

Furthermore, teachers reported that appropriate books for teaching English using literary texts are quite difficult to find in the literature. Consequently, they make some modifications before giving it to students. The modifications made include simplifying text length, vocabulary, and some technical terms to align with students' English proficiency levels and learning objectives. If teachers do not implement

these strategies, inappropriate materials can hinder students' engagement and make comprehension more challenging (Rets & Rogaten, 2020).

Compared with previous studies, the findings of this study are consistent with those of Bist and Kandel (2025), who found that English teachers in Nepal use literature books in their English lessons. They believe that literature books can help students learn about language and culture and encourage more active participation in class. This suggests that it is important for teachers to design more innovative and effective English learning materials by selecting appropriate literary materials from literature books available on the market and online.

Teachers have employed strategies to overcome obstacles in using literary texts to teach English. Those strategies include 1) teachers trying to teach students some keywords in advance to enhance students' vocabulary mastery, 2) modifying the texts to be simpler and adjust to students' language proficiency, and 3) incorporating relevant books into the activities in the speaking class. These strategies imply that teachers have emphasised the importance of adapting tasks, materials, and learning activities to meet students' needs, as suggested in the theory of task-based

language teaching (Dorathy & Mahalakshmi, 2016). Sylvester and Aziz (2022) also assert that teachers' strategies guide students step by step to meet students' needs and learning objectives. Another strategy employed by the teachers is the implementation of role-play, group discussions, and creative writing tasks to promote experiential learning and problem-solving among students. These collaborative teaching strategies will help develop a sense of empathy, autonomy, and

comprehension, as well as make books more accessible to their minds. Ultimately, these outcomes indicate that books can be reduced through innovative teaching techniques and concepts, despite ongoing difficulties. Whether the teacher can facilitate step-by-step learning, manage time effectively, align book assignments with activities, and choose appropriate books for literature-based learning is equally important.

## CONCLUSIONS

This study has provided new insights into teachers' perspectives on, and obstacles to, the use of literary texts in English language instruction in junior high schools. The results indicate that English teachers give positive feedback on the use of literary texts in English language instruction because they provide many benefits for students. The literary texts are authentic materials that can improve students' language skills (e.g., reading), knowledge (e.g., vocabulary and grammar), critical thinking, and cultural understanding and awareness, which can be applied in their daily lives. Moreover, the teachers believe that using literary texts could enhance students' participation in the teaching and learning of English, as they

are very enthusiastic about the content of these texts. Furthermore, English teachers face two major obstacles in utilising literary texts in English instruction: time constraints for learning the texts and students' limited vocabulary for understanding them.

The findings of this study extend the previous studies on the importance and effectiveness of literary texts in English instruction. Therefore, English teachers are advised to incorporate literary texts into their English classes to enrich learning materials for teaching reading, vocabulary, and grammar. They may select the most relevant literary texts for their students' needs and backgrounds, including language, culture, and educational levels.

Also, they are advised to employ more varied learning activities to enhance students' participation and engagement in English teaching and learning.

Although this study provides many insights, it has some weaknesses that should be addressed. For example, this study involved only three teachers in a school, so future studies are suggested to

increase the sample size to obtain more comprehensive findings. Moreover, this study focused only on teachers' perspectives, so future studies could examine the effectiveness of literary texts in improving students' reading comprehension, grammar knowledge, vocabulary mastery, and critical thinking using an experimental research design.

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