



Indonesian Literary Genres Reading Preference of Students from Polytechnic University of the Philippines, Department of English Foreign Languages and Linguistics as a Tool and Aid in Learning Bahasa Indonesia

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ABSTRACT

Developing the cognitive process of learning foreign languages, language learners are encouraged to seek for ways or tools to make their learning convenient and inspiring, perceiving that the benefits of language learners derives from applying literary text, especially, if the language is embedded deeply in the culture of the society. This study aims to seek literary genre preferences as reading interest of foreign students from the Polytechnic University of the Philippines to aid in an active process of continuous learning Bahasa Indonesia, as it cognitively, continuously affects each foreign student in learning the language, in which it helps every learner to *easily retain, remember, and apply* lessons and expressions of Bahasa Indonesia, *specially, constructing sentence structure, utilizing traditional expressions, and cultural awareness.*

Keywords: Bahasa Indonesia; Literary Genre; Reading Preference; Foreign Language; Literary Text

Introduction

It has already been shown for more than centuries that literature has been one of the tools or modalities to educate young minds in any aspect of their lives, from their values to become a good person in the community to their academics as future intellectuals of the world. Letting literature to be more promising learning materials (Chalikendy, 2015), the important roles of the language must be deployed for it is an element to a literary piece, thus, language and literature has become inseparable when it comes to the cognitive process of a learner. In past years, an extreme interest of utilizing literature in teaching English Language or English Language Teaching (ELT) has been exposed and noticed because according to Irwansyah (2017) it certainly gives benefits to “student’s linguistic competence, intellectual capacity, social awareness, and cultural understanding.” As it said, to enhance the students’ cognitive process and interest to learn languages, literature has been an answer in ameliorating character education and language competence.

Studying foreign language is much different in studying students’ Mother Tongue or L1 in educational set-up, the difficulties and process of learning would be much intense and trivial for foreign student as it unconsciously processes its linguistic knowledge to their Mother Language (specifically L1), there are needed elements for a learner to accept the process of learning. Indonesia is an Islamic country that made ESL (English as Secondary Language) or EFL (English as Foreign Language) teachers of Bahasa Indonesia educators accept that education in Indonesian Islamic Universities most likely were embedded in literature. Religion, histories, arts, and other spiritual beliefs, had enriched their own cultural identity which became the reflection of their own literature and is used to be an advantage in learning Bahasa Indonesia pedagogically, linguistically, and culturally (Irwansyah, 2017)

In other side, as literary pieces also amalgamate to the reflection of culture, the effect of studying it also “often remote from learners, whether historically, geographically, socially, culturally, or linguistically” (Sell, 2005) Believing, the way literature are being used as a method of learning language, it also exposes its condemnation for cultural imperialism; otherwise, when literature perceived as not engaged to “real-life” situation, it is not being accepted even realistic or not related to today’s state of living. However, it is barely conceivable, because literature, which “includes efferent aesthetic reading of the

learners”, would let exploration of the information of the text itself happen for the learner and assist it with their behaviors and experiences (Cox, 2012).

Using literature as a tool in teaching student’s development psychologically, culturally, linguistically, it needs a wider responsibility for teachers to engage their students properly aligned in the society given to the cultural perspective. Tati Lathipatud Durriyah (2019) stated Indonesian educators are assuming much of the obligation for students literary learning. From elementary educational set-up to student’s higher level of learning, literature is always with the student’s learning development. A literature such as Children’s book.

The authors of the study titled *Teaching with Literature: The Needs of Indonesian Islamic Universities*, lead-authored by Dedi Irwansyah (2017), they redefined the spectacular features of literature as a “promising learning materials” dwelling into the individuals language competence, intellectual capability, social and cultural understanding. As its redefinition of the spectacular features, it composes of three (3), for is its feature of being the natural source of input for teaching set-up especially for language classes (Kahtib, 2011). Using literature before in language classes was first neglected but with the purpose of transforming it to give more attention in the aspect of the real world, this attention was offered to conversational way which made it more practical and visible to the reality; for its feature of being the primary material or modalities for a communicative language teaching, as one of the main focus of development in acquiring the language skills: speaking and listening, communication performs a highly reasonable effect of learners to their language competence. Chaedar Alwasilah (2004) perceived that “Conversation gambits are believed to be a head start of developing speaking skills” to that, Alwasilah stated that there should be and would be an appropriate genres of text that would help the learners develop their communication skills the same as their writing skills.

Although Cook (2006) discussed that the study of literature is not only the option in language learning especially in developing the skill in spoken language, its primary goal, as literature for language learner is to inevitably eye more upon the written skills, for the purpose of the literature is to be read by the learner. However, as Cook declines the feature of literature as to possess the capability as tool in communicative feature, we cannot deny the fact that literature and language is intertwined in developing the same purpose and goal, because educators treat “the subject of literary education as distinct from language

education when, especially in a more general framework of meaning-based/text-based.” (Martino & Sabato, 2014). Kramsh (2004) had put over all her devotion to *Teaching the Literary Text* to develop from her definition of communicative activities. For an instance, in most of the classes in foreign language, most of the pedagogy tends to be well structured and well observed of the communicative approach “but is nonetheless highly text-based” (2014); and for its feature of prompting of creative skills. And we cannot deny that literature possesses art and beauty that can develop one young mind to get away from their own boundary and limitation in producing and critically analyzing text as an aid for their language learning and effective source to let students increase their imagination (Noviante, 2016).

As teaching literature as a tool in language classes evolves and develops time to time, it has been questioned by some educators (Sell, 2005) apprehending that language and literature are not much collaborated when it comes to developing communicative skills which is one of the skills required for one learner studying foreign language to adapt (Santoso, 2019) because using literary text as tool to teach foreign language, literature’s purpose is only to be read and to be written. However as learning language is connected to obtaining cultural awareness, literature had become the demand to expect that pupils or younger students must be proficient at reading in their non-native language, (Johnson and Swain 1997) as Harry Potter came in UK sales as Children’s Literature genre, it increases the demand to use literature as a tool to teach younger learners to become bilingual. The linkage between language matter and cultural had cause the scholars to seek out literature to engage in any language classroom set-up.

There are three models to teach literature in language classes: the language mode; the cultural model; and the personal growth model, the occurrences of these three main approaches in teaching literature were developed by scholars (Carter and Long 1991: 2).

For the growth of learners’ knowledge by familiarizing grammatical structures will explain the approach of *the language model* (TLM). By working with the familiar lexis and discourse categories. It inevitably adjusted on a way language is issued in literary text; although in this approach, it was built only in technical grammar learning structure but not to decline the encouragement of learners to think creatively and critically. When reading a text that involves the nature of meanings the learners will be able to read it purely grammatical as same as when learners read the text that involves ambiguous layers of

meaning it will emerge as a personal response, “if they read the as a paradigm for certain grammatical structures, that meaning will be purely grammatical” (Kramsch, 2004).

When it comes to dealing with a literary work which often has the relevance to the target language, *the cultural model* (TCM) lets learners gain knowledge and awareness of the culture and shared tradition of one country and its richness of it in their own identity, unlike the later model, this cultural model principle focuses solely to the ideology of country’s culture and not on the language acquisition. (Padurean, 2015). Literary works are meant to be read by a learner, and one of the four fundamental language skills, reading “is a determinant of the social, cultural, and psychological dispositions of an individual against life.” (Ayranci, 2018) In respond for the PUP students, as the Commission of Higher Education Memorandum Orders (2017), the foreign languages in the curriculum of the students from PUP English Department remains as part of students’ development and manifestation, thus, the English Department perceived that its graduates will be aware enough in communicating in more diversified setting.

The context of Indonesian schools, learning literature and grammar structure were designed separately (Alwasilah, 2004). Nonetheless, this separation is now unnecessary because it hinders the productivity of one foreign language learner to develop their entire cognitive skills in learning Indonesian language. In collaboration attempt between the language model and the cultural model, *the personal growth model* (TPGM) will occur with the purpose of focusing the usage of language to a specific cultural context, in this model the learners opt to accept to stay in the phase where they are able to be engaged intellectually and emotionally in every reading activity given and interpreted by the language educators; basically, according to the scholars, Carter and Long (1991) the learners will have a self-development in acquiring the “knowledge *of* and knowledge *about* the literature” (Padurean, 2016). The production of learners, critical thinking will go beyond the lexis that differs to the other components of a particular country.

Seeking the literary genre as reading preference among the foreign students from Polytechnic University of the Philippines—Manila, specifically from the program that learning foreign language is necessary, will be an aid in an active process of continuous learning Bahasa Indonesia, as it cognitively, continuously affects each foreign student in learning the language, in which it helps every learner to easily remember, retian, apply, and utilize traditional expression and cultural awareness. As Remark (2017) stated on her

dissertation that it is connected in students' reading attitude in the way how they self-evaluate their strength and struggle to themselves and to the environment.

Method

The individual's subjectivity is difficult to capture if it's not perceived, such as human's behaviour, human's interest toward their necessary habit, this has been a challenge for social science and other research contributors "to capture the ethereal attributes of human behaviour and performance." (Joshi et al, 2015). This study utilize mixed method that explains of perceiving and analyzing the learner's interest to learning and pursuing further study and improvement of their Bahasa Indonesian classes. It was conducted through survey method towards the respondents who are the students from the Department of English, Foreign Languages and Linguistics (DEFLL) of Polytechnic University of the Philippines, College of Arts and Letters, that seeks to find luminary resolution that specific literary genres from Indonesia will help one learner of Bahasa Indonesia to ameliorate their cognitive skills in both written and speaking production. As to capture the human's perspective towards the relevance of learners' desire in reading literary text and learning foreign language, this study has utilized the Likert-scale as one of the fundamental psychometric tools to analyze "individual's subjectivity into an objective reality" (2015).

With the total number of respondents for this preliminary study were 50 Filipino students in Polytechnic University of the Philippines—Manila, taking the program of Bachelor of Arts in English Language Studies (AB ELS), and Bachelor of Arts in Literary and Cultural Studies (AB LCS), these programs were both founded and handled under the Department of English, Foreign Languages, and Linguistics of the College of Arts and Letters; however, the Bahasa Indonesian classes that are being held by the UNISKA were not exclusive for the students of the College of Arts and Letters but also to other programs in different colleges of the PUP.

These students had undergone several Bahasa Indonesian classes for more than a year, (form year 2019 until today). There are 33 students from AB ELS, 14 students from AB LCS, and the other students were coming from other programs of different college: one (1) freshman student from Bachelor of Arts in History (ABH); one (1) second year student from Bachelor of Arts in International Studies (BAIS); and another (1) second year student

from the Bachelor in Secondary Education Major in English (BSEDEN), now, with the total of 50 students as the respondents of this study.

PROGRAM	YEAR	TOTAL
AB ELS	1 st Year = 20 2 nd Year = 13	33
AB LCS	1 st Year = 3 2 nd Year = 11	14
Other programs (ABH, BAIS, BSEDEN)	1 st Year = 1 2 nd Year = 2	3

Applying the model of teaching literary method, the latter approach is engaged to utilize and conduct the procedure of this methodology—which is The Personal Growth Model (TPGM), as this study apprehended from the fact that one of the benefits of using literature in teaching is giving the students the provision of excellent linguistics diversity and competence (Pakinson and Thomas, 2000) and the same value of providing cultural enrichment, which leads to conceptualizing the procedure with the approach of (TPGM). However, learners' interest is the most important to scrutinize and analyze, especially in a digitalized era, Padurean (2015) warned on her study that literature in this epoch has become a very sensitive subject for the new learners who are utilizing literature as tool in learning Bahasa Indonesia. For the reason of today's generation that currently we are in the Digital Native world (Suarez, et al., 2018) or digital age, today's learners have already unconsciously equipped to make their responses, action and reaction altered, in reading news and issues, articles, choosing literary genres to read, even the preference of visual representation in a educational set-up.

Basically, this study is a mixed method, nonetheless, the qualitative method has a huge part of taking the lead of data analysis as per seen on the results of the survey. This methodology of this study was designed in four steps, first, in preparing the survey forms that include questions for the profile data of each respondent, of how necessary well to learn Bahasa Indonesia is, it also includes the capacity of time they wanted to learn, to test their perceived patience sitting in the class to learn or alone at home as independent learner. Second, we provided some chosen literary texts with translation to which the responded would choose which among the literary texts more suitable to aid their learning

Bahasa Indonesia. We apprehended choosing these literary texts for these are suitable to read by the A1-A2 level of Bahasa Indonesia, and easy to understand its ideology and narratives. Third, the survey form left an open-ended question to capture the respondents' apprehensions and perceptions toward some literary genres that the survey form provided. Lastly, to seek the total perception of the respondents of which literary genre/s are they prefer to read in able to become an aid and tool in learning Bahasa Indonesia.

Result and Discussion

The collected data of the 50 respondents stated that most of them are now in the level of A1 – A2, based in their graduation attainment this 2020, which can explain that most of them are able to understand cultural diversity and ideology of literary text for the language learning.

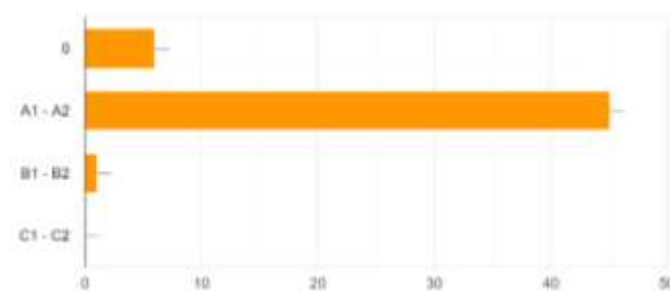


Figure 1: Level of Learning Bahasa Indonesia

Figure 1 shows with the total number of 50 respondents, 90% or 45 students achieved the level of A1-A2. While the 12% or six (6) respondents didn't reach the A1 – A2 level attainment of Bahasa Indonesia. Last March 2020, the learners just recently attained their level of learning Bahasa Indonesia. The remaining 2% or only one learner stated around A2 – B1. This makes this study feasibly proceed to seeking and identifying their literary genre reading preference as a tool in learning more of Bahasa Indonesia.

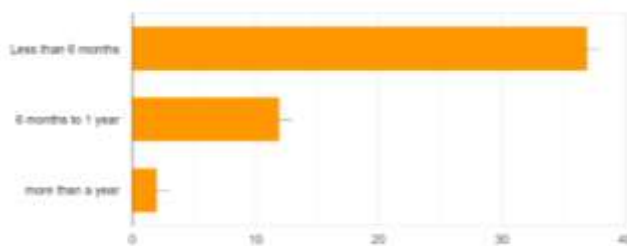


Figure 2: Enrollment Span on Bahasa Indonesia Course Trainings

Figure 2 shows 74% or estimated as 37 students who took the Bahasa course training have been learning less than six (6) months, 12 students, 24% of the total respondents, have taken the course training between 6 months and a year, while the 4%, that obviously, some are second year students, have taken the course training for more than a year now. This exhibits their legitimacy of reaching the level of learning Bahasa Indonesia they stated on the prior figure, and this also shows their capability to be able to pronounce the syllables, familiarize lexis, that ought to process the linguistics engagement in literary texts chosen for the beginners.

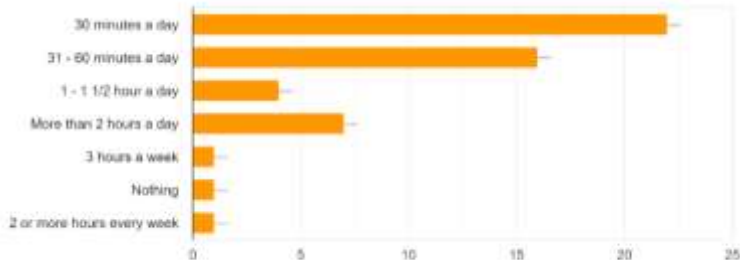


Figure 3: Time Spent in Learning Bahasa Indonesia

Figure 3 shows their interest in learning and continuing to learn Bahasa Indonesia. As they stated the time and effort they offer learning and self-learning Bahasa Indonesia. Based on the findings, there are 44% or equivalent to 22 respondents who stated that they spent 30 minutes a day to learn Bahasa Indonesia, 32%, 16 students spent 31 minutes to one hour, 14% or estimated as seven (7) students spent more than 2 hours per day while 8% or four (4) students spent one hour to one and half hour each day. One (1) student spent 3 hours a week, the other 1 spent 2 or more hours every week only, while the remaining 1 student does not spend some time to learn or self-learn Bahasa Indonesia.

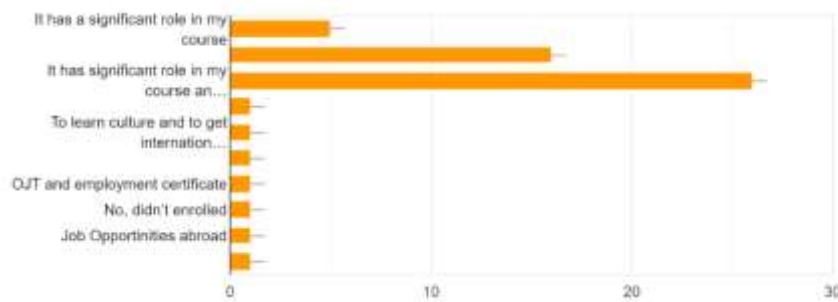


Figure 4: Reason of Enrolling on Bahasa Indonesia Course Training

Almost half of the total number of respondents, in the Figure 4, 26 students took the Bahasa Indonesia Course Training for the reason it has the significant to their program and the same time they have deep interest and willingness to learn another language. 32% which is equivalent to 16 student took the course training solely because they wanted to learn another language aside from mother tongue, Filipino, and English language, 10% which is equivalent to 5 students took the course trianing because it only has the significant role in their program that they are currently undergoing.

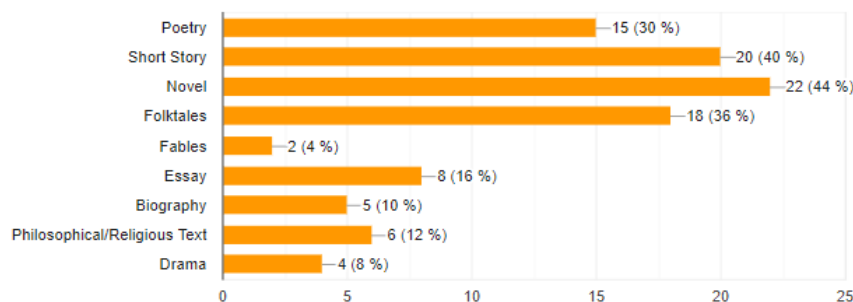


Figure 5: The literary genre preference to read

In figure 5, 44% percent of the population of respondents prefer novel genre as reading preference. 20 responded (40%) that they prefer short story, 36% preferred the folktales, 30% preferred poetry, 16% preferred reading essays, 12% preferred Philosophical or Religios texts, 8% preferred reading drama, and the least—4% chose fables as their preferred literary genre.

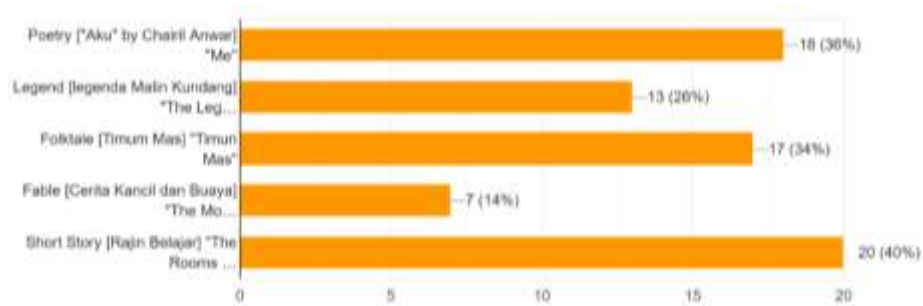


Figure 6: Indonesian Literary Text Preference

In Figure 6, it shows that the short story, *Rajin Belajar (The Rooms Out Back)*, is the most preferred literary piece, with 40% percent of the respondents preferring to read it than other texts. 18 responded (36%) that they prefer the poem *Aku*, 34% preferred the folktale *Timun Mas*, 26% preferred the legend of *Malin Kundang*, and the least—14% preferred reading the fable *Cerita Kancil dan Buaya*.

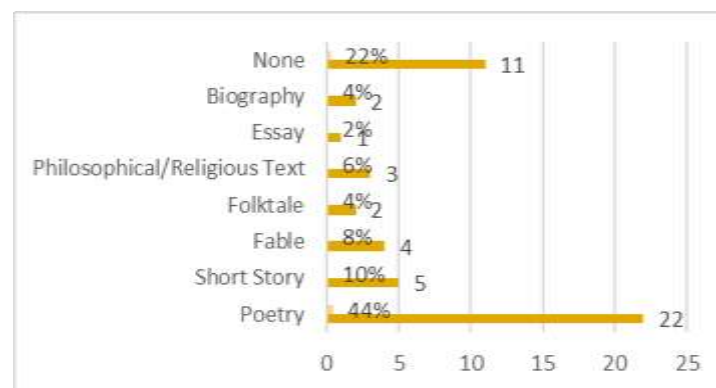


Figure 7: The Least Useful Literary Genre

While in Figure 7, it shows the perceived least useful literary genre as answered by the students. Almost half of the respondents, 22 students said poetry is the least useful literary genre in learning Bahasa Indonesia. 10% of the students chose short story as the least useful, 8% chose fable, 6% chose philosophical/religious text, 4% chose folktale and biography, and 2% chose essay as the least useful literary genre. However, 22% said all the genres can be helpful and considered none as least useful.

Meanwhile, with regards to the role of literature in helping the students learn Bahasa Indonesia, 100% of the students agreed that literature is an essential tool in learning Bahasa Indonesia. Although one stressed that one's level will determine how much they can understand what they read.

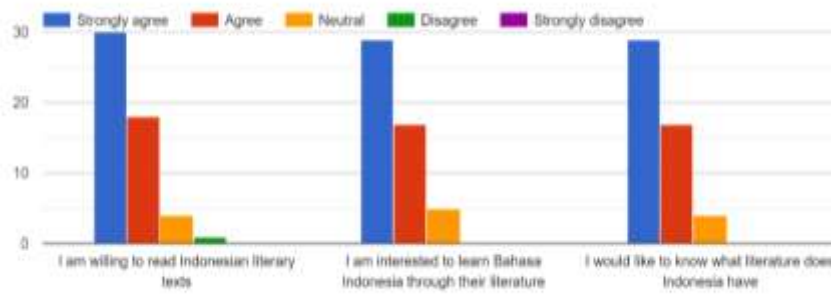


Figure 8: Reading interest

Figure 8 shows that 30 or 60% of them Strongly Agree that they are willing to read literature in Bahasa Indonesia, 32% Agree and 6% were Neutral. On the other hand, 1 respondent or 2% Strongly Disagree on reading literature in Bahasa Indonesia. The second bar measures how engaged the students are in learning Bahasa with the help of literature. 28 respondents or 56% Strongly Agree on using literature as a means of learning Bahasa. 34% of the participants Agree while the remaining 5 students or 10% were Neutral. Lastly, more than half or 56% of the students Strongly Agree to dig deeper on discovering the different genres of literature that the Indonesians have. 36% Agree and 8% or 4 students were Neutral. This results claims that most of the respondents are willing to use literature as an aid to help them learn other language such as Bahasa Indonesia.

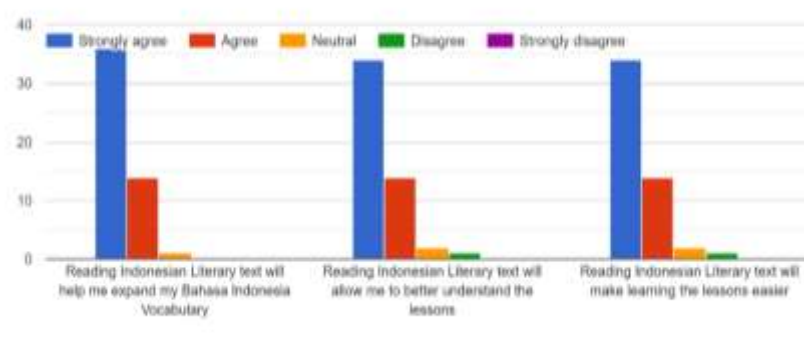


Figure 9: Engagement

Figure 9 shows that 35 or 70% of the students Strongly Agree that reading Indonesian Literary text will help them expand their Bahasa Indonesia vocabulary while 28% Agree and 2% were Neutral. The second bar measures how engaged the students are in reading Indonesian Literary text in allowing them to better understand the lessons. 34

respondents or 68% Strongly Agree , 26% Agree, 4% were Neutral and 2% Disagree. In addition, 34 students or 68% Strongly Agree that reading Indonesian Literary text will make learning the lessons easier. 26% Agreed, 4% were Neutral and 2% Disagree that reading Indonesian literary texts will make learning the lessons easier. These results claim that most of the respondents engage themselves in learning and reading Indonesian Literary text to expand their understanding of the language.

Lastly, the apprehended responses in this part determine the significance of reading Indonesian literary texts. The responses are: (1) that reading is helpful in learning Bahasa Indonesia; (2) applying the lessons through reading is necessary and; (3) reading stories makes learning in Bahasa Indonesia more interesting.

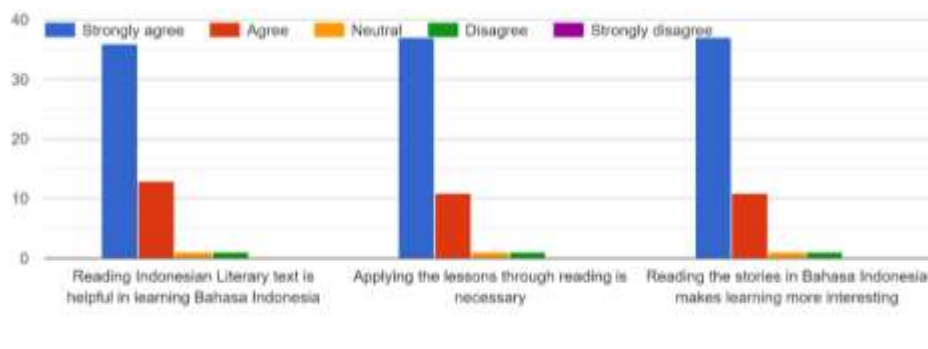


Figure 10: Significance

In figure 10, the majority of the respondents strongly agreed that the significance of reading Indonesian Literary text is helpful in learning Bahasa Indonesia, out of 50 respondents, 36 respondents or estimated 72% people answered Strongly Agree, 13 respondents or 24% Agree that reading Indonesian Literary text is helpful, 2% were Neutral and 2% Disagree. On the other hand, most of the respondents Strongly Agree that applying the lessons through reading is necessary. Out of 50, 37 respondents or equivalent to 74% answered Strongly Agree, 22% Agree, 2% were neutral and 2% Disagree that applying the lessons through reading is necessary. Finally, majority of the respondents Strongly Agree that reading the stories in Bahasa Indonesia makes learning more interesting. 37 respondents or estimated to 74% Strongly Agree, 22% Agree, 2% were Neutral and 2% Disagree that reading the stories in Bahasa Indonesia makes learning more interesting

Conclusions

Based on the data and findings, the conclusion of this study has completely answered the research questions.

Regarding the background of the respondents who are students taking the Bahasa Indonesia course, in Polytechnic University of the Philippines, these students have been taking such serious passion in learning foreign language as it is their necessities and desire for their courses and programs, and for their individuality. It also shows their drive in learning as they admit that the majority of these students have been learning for more than six months or a year. And for the time spent in self-learning, only 1 respondent does not give himself a time to self-learn. It is concluded that the relevance of the course is much important to give the students a drive in learning foreign languages. Specifically Bahasa Indonesia.

According to the scholar, Mood (2011), reading culture has become innate to any language learners because of its growth and behaviour it shows to the environment that they were being affected, readers had become both learning and entertainment, thus, reading novel had become habits that gives provision of experience to each individual so that they make bigger space to identify, realize, and create deeper understanding toward themselves, and additionally, at it offers images and narrative, the creation of fiction is occurring in their individual life, for it is “derived from incident” of a particular situation of humankind (Trilling & Bloom, 1973) . The majority of respondents prefer to chose Novel as their literary genre reading preference.

In terms of which literary genere reading interest do PUP students preferred to read as their aid in continuous learning of Bahasa Indonesia, students seek more in seeking some cultural glimpses found on the literary text which, as the survey includes sample texts for foregin readers, they found Short story “Rajin Belajar, (*The Rooms Out Back*) easier to remember and retains as part of their learning journey of Bahasa Indonesia, moreover, the gramamar structure is made simpler. In contrary, poetry makes their least preferred literary genre choice, as it exposes of the poetry’s characteristics of being complex in structure and usage of figurative languages that are more attuned to advanced learners.

Above all these findings, this study concluded that students from Polytechnic University of the Philippines, taking the course of Bahasa Indonesia, perceived and believed that reading can be and is the aid of learning Bahasa Indonesia, and will and can

guide them throughout their cognitive learning journey of Bahasa Indonesia. Regarding the data, it concludes that short story with an appropriate reading understanding of at least A1-A2, preferred to be the literary genre reading preference of the students.

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Memoranda

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