

STUDENTS' PERCEPTION ON THE CONTRIBUTION OF LITERATURE IN READING AND WRITING SKILLS

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Abstract

For language learners, being skilled in all part of the language is priority. In order to have those skills, many ways are done by the learners. Not only the method of study, have some other fields of study also given a contribution to the learning process. Literature, as one of the fields, has a lot of contributions to the language elements and skills. All part of listening, speaking, reading and writing, including vocabulary and grammar are much contributed through studying literature. In this study, the writer was interested in conducting a deep discussion about the students' perception on the contribution of literature in reading and writing skills. The sample of this study was 52 English Department students who had taken literature courses. The data were taken by distributing them opened-questionnaires consist of some questions about the contribution of literature in reading and writing skills which are related to their own experiences. The result shows that 8% of the students stated that literature gave a significant contribution to their writing skill only, and 25 % of them agreed that literature gave a significant contribution to their reading skill only, and 67% of them agreed that literature gave a significant contribution to both of their reading and writing skill as well.

Keywords: *students' perception, literature, reading and writing skills*

INTRODUCTION

Most people consider literature is only suitable for those who are concerning with literature only. It is, as if, considered to be differed with other -what people call-scientific course. It is belief that literature is nothing to do except for people who are interested in reading or writing poetry or poem, or for those who are interested in reading or writing fiction stories. However, as its development, literature has been broad not only in aspects of its extrinsic or intrinsic elements but also to the language development itself.

Many experts argue that literature has a lot of benefits to study. Mattgodwing (2016) in his article states five reasons to study literature, by seeing elements of truth and representation, methodology, experience, access, and part of the world.

In addition, Smith (2019) agrees that studying the literature of the English language can enrich our lives in ways we never imagined. Beyond the simple entertainment of a good story, readers stand to gain compassion for a wide range of people across cultures and time periods in a richer vocabulary and a certain ease and confidence when the reader approaches the practice of composition. Other expert, Sahr (2015), finds seven reasons to study literature, namely: expanding horizons, building critical thinking skills, a leap into the past, appreciation for other cultures and beliefs, better writing skills, and addressing humanity. By this, it is no doubt that literature has much beneficial to reading and writing skill as well.

However, though there are many theories about the beneficial of literature,

there is, still a wary whether literature gives benefits also to those who are in English Department of Teacher and Education Faculty since they were not to be artists. Even, in some universities, it is being a compulsory course for English Department of Teacher and Education Faculty students to take the course to fulfill the requirement of their study. It is also true to English Department of Teacher and Education Faculty UIN Ar-Raniry. The students must complete their literature courses.

By considering those explanations above, the writer was interested to do a deep research about the Students' Perception on the Contribution of Literature in Reading and Writing Skills. Here, the writer would like to do a deep discussion in order to find out whether the students felt beneficial by studying literature, concerned to their reading and writing skill. By this research, it is hope that the lecturers, especially those who teach literature, give more empiric information about what literature is, how it is beneficial to people's life, not only for those who study in Literature Faculty but also for all people who are interested in learning language. Furthermore, it is also hope that the students will be more aware to the benefits of studying literature. In addition, they may link the course to other courses during their study.

Literature is commonly defined as body of written works. The name has traditionally been applied to those imaginative works of poetry and prose distinguished by the intentions of their authors and the perceived aesthetic excellence of their execution. Literature may be classified according to a variety of systems, including language, national origin, historical period, and subject matter.

Definition of word *literature* tend to be circular. The 11th edition of *Merriam-Webster's Collegiate Dictionary* considers literature to be writings having excellence of form or expression and expressing ideas of permanent or universal. The word is deriving from the Latin *littera*, "a letter of the alphabet," literature is first and foremost humankind's entire body of writing; after that it is the body of writing belonging to a given language or people; then it is individual pieces of writing.

Besides of using the word to refer writing, there is also a term of "oral literature" or "the literature of preliterate peoples." The art of literature is not reducible to the words on the page; they are there solely because of the craft of writing. As an art, literature might be described as the organization of words to give pleasure. Literature also functions more broadly in society as a means of both criticizing and affirming cultural values.

Finnegan (1974) defines literature etymologically that the term of literature derives from Latin "*literatura/litteratura*" means "learning, a writing, grammar," originally "writing formed with letters," from *littera/littera* "letter". In spite of this, the term has also been applied to spoken texts.

In addition, Terry (2008:16) defines literature, in early the 18th century, denoted all books and writing, in which it began to demarcate "imaginative" writing. It covers exclusively those writings that possess high quality or distinction of writing. However, there is no objective definition of what constitutes "literature". It can be anything as part of literature, and anything which is universally regarded as literature might be excluded, since the definition may change over time.

Meyer (1997) uses this characteristic in to explain material in a particular field such as scientific literature, writing must use language according to particular standards. The problem with this definition is that in order to say that literature deviates from ordinary uses of language, those uses must first be identified; this is difficult because ordinary languages is an unstable category, differing according to social categories and across history.

It is not necessary for people to define every piece of literature that they read. The range of types assures us not only of exposing students to the scope of materials available to them, but also of offering them the opportunity to feel the experiences of life through fantasy, poetry, and analysis. Picture books, folktales, chapter books, poetry, information books, and plays belong in every classroom, and children in literary classrooms have opportunities to read and respond to each genre" (Hade, 1991). In addition, Lipsky (1999:108) states that literature genre is a mode of categorizing literature: such classes are subject to change, and have been used in different ways in different periods and traditions.

According to Sageng et.al (2012:186-87), literature work can be divided into two types, namely fiction and non-fiction. Generally, as Harmon et.al (1990:212) state that the main thing that differ both of them is that the former is quite related to an imagination while the other is based on the real fact. Fictions can also refer to narratives written only in prose, novel, short story, narrative, also plays. In addition, as Milhorn (2006:4) states that fiction may also encompass comic book and many animated cartoon, anime, manga, etc.

Contrary, Farnner (2014) argues that nonfiction is content whose author assumes responsibility for the truth or accuracy of the events, people, or information presented. The authors believe or claim them to be truthful at the time of their composition or, at least, pose them to a convinced audience as historically or empirically factual.

First genre is common known as poetry. Poetry today is usually written down but is still sometimes performed. This is often considered the oldest form of literature. Before writing was invented, oral stories were commonly put into some sort of poetic form to make them easier to remember and recite. Poetry is a form of literary art which uses the aesthetic language (sometimes with music) to evoke meanings. Preminger (1993: 938) argues that poetry has traditionally been distinguished from prose that prose is cast in paragraphs, the structure of prose is dictated by meaning, whereas that of poetry is held across meter or the visual aspects of the poetry. Lipsky (1908) claims that it as an welknown that prose is not distinguished from poetry by lack of rhythm.

Prior to the 19th century, poetry was commonly understood to be something set in metrical lines; accordingly, in 1658 a definition of poetry is "any kind of subject consisting of Rhythm or Verses". Possibly as a result of Aristotle's influence, "poetry" before the 19th century was usually less a technical designation for verse than a normative category of fictive or rhetorical art. As Finnegan (1977:66) argues that a form it may pre-date literacy, with the earliest works being composed within and sustained by an oral tradition; hence it constitutes the earliest example of literature.

The word “poetry” has been derived from Greek “to create”. It expresses author’s idea by using word with rhyme, rhythm, style, etc. it also relies in imagery figurative language and sound.

Other expert, Drucker (2019), adds that poetry is often considered as the oldest form of literature. Before writing was invented, oral stories were commonly put into some sort of poetic form to make them easier to remember and recite. Poetry today is usually written down but is still sometimes performed.

Poetry is divided into two forms, namely “open-form” and “closed-form”. “Open form” is also known as “free verse” with has no rhyme or rhythm, and does not need to follow specific rule. so free-form that they lack any rhymes or common patterns; while “closed-form” is one that must follow specific rule in its rhyme, rhythm, and style. A lot of people think of rhymes and counting syllables and lines when they think of poetry, and some poems certainly follow strict forms. The example of closed-form poetry is *ballad*, *sonnet*, *ode*, etc.

Drucker (2019) also explains that there are kinds of poetry that cross genre lines, such as prose poetry. In general, though, a text is a poem when it has some sort of meter or rhythm, and when it focuses on the way the syllables, words, and phrases sound when put together. Poetry is heavy in imagery and metaphor and often made up of fragments and phrases rather than complete, grammatically correct sentences. And poetry is nearly always written in stanzas and lines, creating a unique look on the page.

In addition, poetry is usually one of three types. There are the shorter, more modern poems, spanning anything from a

few lines to a few pages. Often these are collected in books of poems by a single author or by a variety of writers. Edgar A Poe’s “*The Raven*,” is one of the most commonly taught poetry of this type. Then there are the classical, formulaic poems of Shakespeare’s time, such as the blank verse and the sonnet. And finally, there are the ancient, epic poems transcribed from oral stories.

The second genre is prose. Prose is written in complete sentences and organized in paragraphs. Instead of focusing on sound, which is what poetry does, prose tends to focus on plot and characters. As Graff (2005) states that prose is a form of language that possesses ordinary natural speech along with its presentation in sentences rather than lines, it differs from most poetry.

On the historical development of prose, Graff (2005) notes that "In the case of Ancient Greece, recent scholarship has emphasized the fact that formal prose was a comparatively late development, an "invention" properly associated with the classical period. Philosophical, historical, journalistic, and scientific writings are traditionally ranked as literature. They offer some of the oldest prose writings in existence; novels and prose stories earned the names "fiction" to distinguish them from factual writing or nonfiction, which writers historically have crafted in prose.

Drucker (2019) states that most typical varieties of prose are novels and short stories, while other types include letters, diaries, journals, and non-fiction (also discussed below). Prose is written in complete sentences and organized in paragraphs. Instead of focusing on sound, which is what poetry does, prose tends to focus on plot and characters. Like poetry, prose is broken down into a large number

of other sub-genres. Some of these genres revolve around the structure of the text, such as novellas, biographies, and memoirs, and others are based on the subject matter, like romances, fantasies, and mysteries.

Another genre is short story. Short story is typically can be read in one sitting and focuses on a self-contained incident or series of linked incidents, with the intent of evoking a "single effect" or mood, however there are many exceptions to this. A dictionary definition is "an invented prose narrative shorter than a novel usually dealing with a few characters and aiming at unity of effect and often concentrating on the creation of mood rather than plot".

Boyd (2014) explains that a dilemma in defining the "short story" as a literary form is how to, or whether one should, distinguish it from any short narrative; hence it also has a contested origin. As Colibata (2010) states that it is variably suggested as the earliest short narratives, early short story writers (e.g. Edgar Allan Poe), or the clearly modern short story writers (e.g. Anton Chekhov). In addition, May (1995) explains that the structure of those two types of work is also quite different. Pratt (1994) also adds that these discussions often position the form in some relation to the novel.

Fulton (2008) explains that short stories have deep roots and the power of short fiction has been recognised in modern society for hundreds of years. The short form is, conceivably, more natural to us than longer forms. In terms of length, word count is typically anywhere from 1,000 to 4,000 for short stories, however some have 20,000 words and are still classed as short stories. Stories of fewer than 1,000 words are sometimes referred to as "short stories", or "flash fiction".

The next one is Novel. Word 'novel' has been derived from the Italian word 'novella' which means 'new'. It has some features like a representation of characters, dialogues, setting, and plot. However, it does not require all the elements to be a good novel.

Sommerville (1996:18) defines novel as a long fictional prose narrative. In English, the term emerged from the Romance languages in the late 15th century, with the meaning of "news"; it came to indicate something new, without a distinction between fact or fiction. The romance is a closely related long prose narrative. Scout (1992) defines it as "a fictitious narrative in prose or verse; the interest of which turns upon marvelous and uncommon incidents", whereas in the novel "the events are accommodated to the ordinary train of human events and the modern state of society".

Jack (2006) explains that there are many historical prototypes which are so-called "novels before the novel". The modern novel form, however, emerges late in cultural history—roughly during the eighteenth century. Initially, according to Franco (2006), subject to much criticism, the novel has acquired a dominant position amongst literary forms, both popularly and critically.

Another well-known genre is drama. Drama is one of the first forms of storytelling in human history. Dating back to at least the 5th century BC in Ancient Greece, drama became an important part of celebrations for gods and competitions were held for the best new work of drama. It was popular in many other parts of the world as well, especially in the modern-day nations of India, China, and Japan. One of the primary reasons that drama has continued to have such an important place

in literature is its unique way of presenting a narrative in real time. Since drama is to be acted out in front of an audience, it is hard to value it when looking only at pages of text.

Elam (1980:98) defines drama as literature intended for performance. The form is often combined with music and dance, as in opera and musical theater. A play is a subset of this form, referring to the written dramatic work of a playwright that is intended for performance in a theater; it comprises chiefly dialogue between characters, and usually aims at dramatic or theatrical performance rather than at reading.

In addition, Cody (2007:271) states that a closet drama, by contrast, refers to a play written to be read rather than to be performed; hence, it is intended that the meaning of such a work can be realized fully on the page. Nearly all drama took verse form until comparatively recently.

Greek drama exemplifies the earliest form of drama of which we have substantial knowledge. Tragedy, as a dramatic genre, developed as a performance associated with religious and civic festivals, typically enacting or developing upon well-known historical or mythological themes. Tragedies generally presented very serious themes. With the advent of newer technologies, scripts written for non-stage media have been added to this form.

In addition, Drucker (2019) enlightens that any text meant to be performed rather than read can be considered drama. In layman's terms, dramas are usually called plays. When written down the bulk of a drama is dialogue, with periodic stage directions such as "he looks away angrily." Of all the

genres of literature discussed in this article, drama is the one given the least time in most classrooms. Furthermore, he also notifies that these are far from the only important genres of literature that are sometimes used in classrooms such as, oral literature, folktales, comics, and media.

Oral literature is the oldest type of literature, and the foundation on which culture was built. Now, most oral texts have been written down, of course, and are usually taught in the form of epic poems or plays or folk tales. The next one is folklore or folk tales or fables. The distinction is often made between regular prose and folklore. Most folk tales were originally oral literature, and are short stories meant to pass on a particular lesson or moral. The last one is graphic novel and comic book. It is used to be that most educators saw comic books as the lowest form of literature, not suitable or valuable for children. But times have changed, and many teachers have come to realize that comic books and the more modern graphic are both appealing to kids and are a valid form of literature in their own right.

In addition Smith (1991) adds folktale might be one of very interesting point and particularly enjoyable for children. It often starts with real people, good guys and bad guys. Folktales are common in all countries, universal in nature. Since a folktale has been told by many storytellers, there are versions or variations for every country. Because it has been handed down through the ages, its origin is lost. "Cinderella" is perhaps the most universal of all folktales or fairy tales-nearly 1,000 versions have been documented (Mueller, 1984). English versions of many foreign tales are usually available in the school library and the public library. Teacher wants their students

to realize that they can satisfy all kinds of emotional and intellectual needs through literature (Napier and Ali, 1992). There is a type of literature for every need, so to speak.

The newest type of literature that has been defined as a distinct genre is media. This categorization was created to encompass the many new and important kinds of texts in our society today, such as movies and films, websites, commercials, billboards, and radio programs. Media literature can serve a wide variety of purposes—among other things it can educate, entertain, advertise, and/or persuade. Many educators are coming to recognize the importance of media. Students are likely to be exposed to far more of this type of literature than anything else throughout their lives, so it makes sense to teach them how to be critical and active consumers of media. Internet literacy is a growing field, for example, since the skills required to understand and use online information differ in important ways from the skills required to analyze printed information. Teaching media literacy is also a great way for educators to help students become participants in their own culture, through lessons on creating their own websites or home movies or commercials.

Some nonfictions include histories, textbooks, travel books, newspapers, self-help books, and literary criticism. A full list of non-fiction types would be at least as long as this entire article. But the varieties most often used in the classroom are textbooks, literary criticism, and essays of various sorts. Most of what students practice writing in the classroom is the non-fiction essay, from factual to personal to persuasive. And non-fiction is often used to support and expand

students' understanding of fiction texts—after reading Hamlet students might read critical articles about the play and historical information about the time period and/or the life of Shakespeare.

Regarding to its benefits, literature has a lot of contribution to reading skill. Reading is an act of understanding and comprehending of written material or printed words or symbols. There are many experts develop many definitions of reading. Harmer (1987: 60) says that reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages. In addition, Hellman et all (1981: 5) say that reading is a language process, children being taught to read and must understand the relationship between reading and their language. Furthermore, Stauffer (1969: 5) states that reading is a complex process; it means to get information from the printed page; the ability to pronounce and comprehend the printed word; interpreting signs, letters, or symbols by assigning meaning to them, and receiving ideas and impressions from an author via the printed word.

Additionally, Spache and Spache (1986: 26) define that comprehension is a process by reader progresses from the printed display of words to the deeper structure or meaningful interpretation of the material, utilizing his past experiences and his knowledge of language. Comprehension is also defined as a process of learning because of that we can learn something that we did not know before. Gillet and Temple (1994: 4) explain a general rule about learning is that we relate the unknown to the known; that is we have to know a little something about a topic in order to understand something new that we are

reading about. In addition, Broom (1951: 1) states that comprehension involves understanding the vocabulary, seeing the relationship among words and concepts, organizing the author's purpose, main judgment and evaluating.

Grellet (1981) defines reading comprehension as understanding a written text by means of extracting a required information from it as efficiently as possible. This means that what the reader does when s/he engages in reading activity is to find useful information from the text.

Most of the definitions above emphasize that reading is a process that involves the use of the text and thinking about the text. In addition, the reader must understand the content what has been read. It is also a key in a comprehensive definition of reading. However, students have somewhat different view.

Some cultures no longer views reading literature as simply its primary means for escape and adventure. It is now recognized that there is value in reading poems, plays, fiction, and humorous pieces, whether for enjoyment or for purposes of bibliotherapy (Aiex, 1993). Literature should be an important part of any classroom reading program.

The analysis of different types of literature promotes cognitive development because it gives students an opportunity to apply similar skills and strategies, such as identifying themes discussed in one genre--fiction, for example--to other genres like poetry, reports, descriptive pieces, and plays (Smith, 1991).

As Bartlett (1932) argues that the major intellectual function that each literary genre provides can be examined in terms of schema theory. Schema theorists assume that concepts are organized in our minds in groups that have an understandable

network, at least understandable to the individual.

If readers have no established schema for the content, structure, or function of a play, they may be unable to apply thinking skills to compare characters and predict conclusions. They probably learned those skills in the context of reading short stories, but may not recognize the opportunity to apply those same thinking skills when reading a play. Therefore each type of literature presented to a young reader serves two important functions: to develop a schema for the literary genre and to encourage the application of thinking skills in a variety of literary engagements (Smith, 1991).

Not only did for reading skill but also literature has a lot of benefits to writing skills. Writing is a method of representing language in visual or tactile form. Writing system uses set of symbols to represent the sound of speech, and also has symbol for such thing as punctuation and numerals (Anger, 2011). Byrne (1979) says that writing is process of communication that uses graphic symbols; letters or combination of letters which relate to the sound we make when we speak. Writing is a process thinking, it needs the organization of thought and argument put into a coherent and logical way (Bruder, 1976: 236). Writing is also believed one process to communicate or explains ideas, feeling, wants, hopes, information and thought visually from the writer to the reader.

Writing process is the way to express the thought in paragraph. Steven (1983) says that the writing process as a process activity may be broadly seen as comprising four main stages: prewriting, drafting, revising, and editing. The first way in this stage is choosing and narrowing a topic of paragraph to specific focuses.

There are two steps in prewriting, namely choosing and narrowing the topic; and generating ideas which is done by a process called brainstorming. This step helps people to generate idea as much as possible. The next stage is drafting. In this stage, getting a pen and put ideas that came in mind at first stage on the paper. Therefore, spelling or punctuation does not matter in this stage. Revising is time to organize those thoughts and give the order to the problem. The writers may to start revising as soon as the finishing of drafting stage. This stage is organizing about topic, a topic sentence, controlling idea, supporting sentence and concluding. Then, in this stage, it checks content and organization, coherence and logic. Then, the next stage is editing. Editing gives the final sign, checking the detail, written and all punctuation clean tips spelling, and the work with an audience. The audience can be one or more than, when editing, the writer checks paragraph again to make sure the spelling, capitalization, punctuation, vocabulary, and grammar are correct. Becoming a better writing that is process of combining the paragraphs to be good written and communicate with the reader.

Many writing text form are known among the readers, such as exposition, persuasive, description, narrative, and imaginative (fantasy). The two last types are the common types found in literature or what it is called fiction literature (Heller, 1991:89).

O'Malley (1996: 173) explains a narrative or expression writing as a personal or imaginative in which the writer produces people, objects and place and may include creative speculations and interpretations. Narrative is usually thought of as a piece of writing that tells a complete story, either fiction or real, whose subject is

an incident or a series of related incident. Narrative is a piece of text that function to amuse, entertain and to deal with actual or vicarious experience in different way. It deals with problematic even which lead to a crises or turning point of some kinds, which in turn find a resolution.

The primary purpose of imaginative writing is to invite researchers to a story by themselves what they know. And it is not real, but they just write by their imagination and dream. It has five characteristics, they are: it is pretend, it is not real, it is fun, use our imagination, make in wonderful.

In order to be a good text, Trach (2012) explains some important factors in mechanics of writing are spelling, punctuation, Italics (underlining), and quotations.

In addition, Raimess (1983: 109) Actually, there are some functions of writing, namely: to communicate with the reader; to express idea without the pleasures of face to face communication; to explore a subject; to become familiar with the conversation of written English discourse (a text). All this purposes is related to the aims of the writer in writing the text, and surely, it will name the text differently.

Simth (1991) states that In today's schools where writing is used as a means to promote clear thinking, it appears that reading a variety of literary genres has a related positive effect on writing. In a study of second graders, Eckhoff (1983) examined their writing after one group read a highly simplified textbook and another group read a text containing many literary forms. The children's compositions reflected the writing models in their texts. Students exposed regularly to various literary forms seemed better able to use different literary forms in their own

writing. Eckhoff concluded that the students' writing was affected by their reading models and recommended that teachers provide students with a variety of literary models.

METHOD

This research is conducting by using qualitative method. Qualitative method is not in the form of numbers. Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. McLeod (2017) states that the aim of qualitative research is to understand the social reality of individuals, groups and cultures as nearly as possible as its participants feel it or live it. Thus, people and groups, are studied in their natural setting.

The instruments that the writer used were opened questionnaires and unstructured interviews. These were aimed in order to get a qualified data to answer the research question. The questionnaires consist of 10 questions; which were 5 questions related to writing ability, and 5 questions related to reading ability. The students should also give the real example of their experience in reading and writing skill related to their study of literature.

Instructor interview was done in order to get more complete data about the students experience during their study. As Denzin and Lincoln (1994) say that the researcher has several methods for

collecting empirical materials, ranging from the interview to direct observation, to the analysis of artifacts, documents, and cultural records, to the use of visual materials or personal experience.

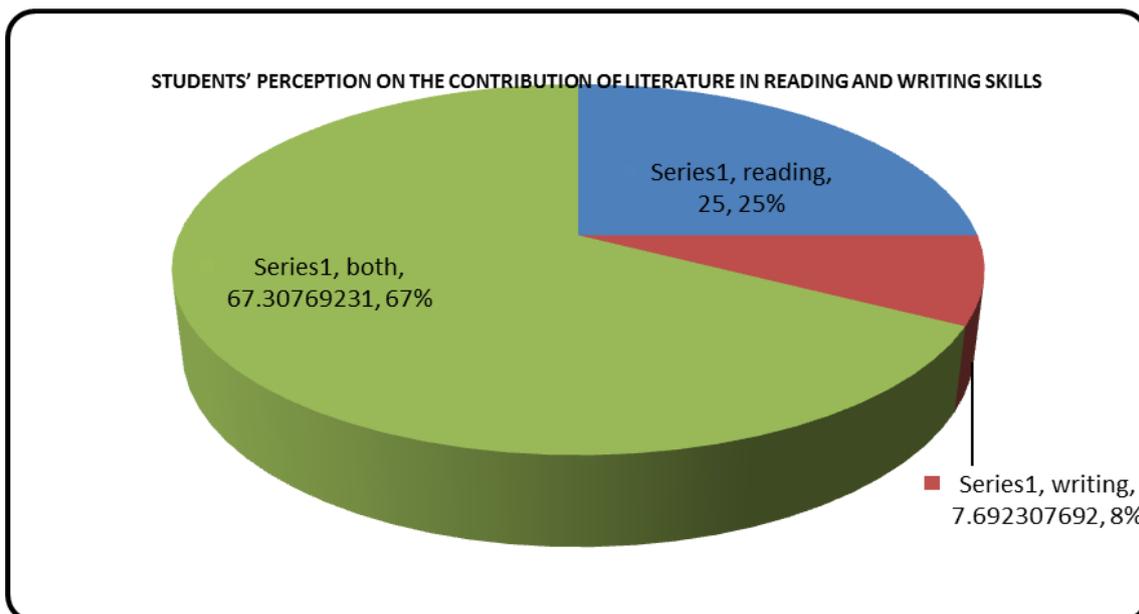
RESULT AND DISCUSSION

Result

The sample of this study is English Department students who had learnt English literature I and II as their course. It was aimed to ensure that they understand about some discussion, theoretically and practically, about literature very well. It was hope to give more valid data of what they know about literature, so they can give an absolute opinion about the benefits of studying literature. The amount of the students is 52 students. The sample was chosen randomly that they might not be in the same classroom previously. However, all of them were in the same academic year.

In this study, the data were taken by distributing questionnaires to the students. The questionnaires were open-form questionnaires in which the student not only might choose the available option, but also give their significant opinion by providing their experience to it. The students needed to answer the question by giving the real example of their own experience to what benefits that they felt the most in their life.

In short, the result of the data can be seen in the following chart:



Discussion

Based on the chart, it can be explained into three parts. The first part, as it can be seen that only 8% of the students stated that literature only helps them in their writing. Few of them feel that by reading prose, story, novel and other kinds of literature works helped them to write only. In one side, they agree that since they learnt literature, they felt much easier in writing a text, especially in writing narrative or story. They agreed that by studying literature, they found a specific style in writing a text. Surely, it helped them in writing their own. However, this group of students did not agree that literature also helped them in reading (or even both reading and writing). They still found that it was difficult to read and assumed that literature did not help them in reading text.

The next part of it is that 25 % of the students agreed that literature help them in reading a text only. On the contrary to the previous group, they agreed that, they felt much easier in reading a text only, especially in reading poetry, prose, story or novels since by reading much of literature

work, they got many vocabulary enrichment. They agreed that by reading literature, they found a specific style in writing a text. However, this group of students did not agree that literature also helped them in writing (or even both reading and writing). They still found that it was difficult to write and assumed that literature did not help them in writing a text. This part of group still assumed that writing is only something to do with academic style, not even literature.

The last part is 67%, as the biggest one, showed that most of the students agreed that literature gave a significant contribution to both of their reading and writing skill as well. This group of students had broadened mind in which they can relate literature has something to connect with even academic writing style. They know how to connect reading and writing and also literature and what people call as scientific work, such as prose and essay.

Based on the unstructured interviews, it can be concluded that those who did not think if literature relate to language skills were caused by their previous knowledge about literature. They

just knew literature as poetry or fiction story only. Surely, it could not be denied that teachers hold important factors here.

CONCLUSION

Based on the result of the study, it can be concluded that literature is not only useful for those who study in Literature Faculty only, but also for Language Education Faculty as well. Four most common literature benefits, namely: language development, cultural development, humanity addressing and critical thinking. Based on the result, it shows that language development is the most common benefits that the students feel. On the contrary, cultural developments became the least chosen by the student due to several factors such as the experience of being abroad.

The result shows that 8% of the students stated that literature gave a significant contribution to their writing skill only, and 25 % them agreed that literature gave a significant contribution to their reading skill only, and 67% of them agreed that literature gave a significant contribution to both of their reading and writing skill as well.

In addition, there are some suggestions that the writer wants to propose. The first one is that people, especially educator, should boarded people's mind about the real scope of literature. The narrow-minded people, who still think that literature is just beneficial for those who are interested in poem or poetry only, should know that, there are a lot of things that can be useful by studying literature. Furthermore, English teachers should also introduce foreign culture to the students by giving them literature work such as short story or prose and drama.

Character building also can be helped by giving the students literature works since it has moral value through the message. Hopefully, by being aware of the benefits in daily, people will not judge literature as useless thing to study.

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