

Students' Perceptions of Literary Texts, Challenges in Learning, and Learning Strategies

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ABSTRACT

Students' perceptions are very crucial for improving the quality of teaching and learning. However, the study of students' perceptions of learning literature is very limited. Therefore, this study aims to explore EFL students' perceptions of literary texts, challenges in learning literature, and out-of-class learning strategies. The study applied the descriptive quantitative method. The stratified random sampling technique was also employed. The samples (n = 122) were the EFL students at the National University of Battambang. The online survey questionnaire was used as the research instrument with the Likert scale of four choices (strongly disagree, disagree, agree, and strongly agree). The data was analyzed automatically by Google Forms. Three main results were revealed. First, the majority of students have positive perceptions of the literary text used in their class (76,61%), although some viewed vocabulary and grammatical structures as complicated elements. Second, although most of the students do not face many challenges in learning literature (62,38%), a large number of students believed that text difficulty, workload from other classes, and poor English proficiency cause difficulties for them. Third, despite the majority of students having better learning strategies (72.02%), a specific learning schedule, task completion before class, and learning discussion between peers are the learning activities that the rest of the students failed to implement. In conclusion, the literary texts are appropriate despite a few problematic aspects that might be accordingly adapted. Also, the teachers should pay attention to learners' challenges and suggest better learning strategies to them.

KEYWORDS:

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Introduction

The research on literature in language education has recently gained much attention because it is believed to be an authentic language input to develop the quality of teaching and learning (Skiada, 2021). There is no single definition of literature since different individuals in different environments define it; thus, its definition can vary based on the context. As mentioned by Violetta-Irene (2015), literature is defined as a work used to express meaning by virtue of language. It uses a technique in the form of words to convey ideas, emotions, visions, imagination, beauty, and experiences that provide people with possibilities to mirror and lead

their life in a meaningful way. In addition, Bibby (2012) regarded literature as a work of prose or poetry that can help learners gain knowledge through engagement with those works in accordance with the planned goals of the study program. Similarly, Pope and Hall (as cited in Bibby, 2012) clarified that literary language is indirect and made by combining words, selecting words, and following an inventive sound structure. Briefly, it can be inferred that literature is an imaginative text produced by creative art with specific valuable intentions.

Literature is a broad term that can be categorized into genres based on their characteristic features. Some people are familiar with the term 'Literature', but they never know its constituents. It is difficult to mention all genres and their sub-genres of literature. The California Department of Education (2022) listed two literary genres and their sub-genres. The first genre is all fiction, including drama, fable, fairy tale, fiction, fiction in verse, folklore, historical fiction, horror, legend, mystery, mythology, poetry, realistic fiction, science fiction, short story, and tall tale. The second genre is all nonfiction, incorporating biography or autobiography, easy, narrative nonfiction, nonfiction, and speech. Some of the literary texts mentioned above are still in use as learning materials. For instance, the book entitled *Literature & Composition: Reading, Writing, Thinking* by Jago et al. (2011) proposed many kinds of literary texts for learning, including fiction, drama, and nonfiction. Many studies also highlighted some types of literature being used in language classrooms, such as poetry, short stories, drama, novels, and plays (Babae & Yahya, 2014; Zeybek, 2018). In short, literary works actually have their own categories or genres.

It is generally recognized that literature embeds crucial functions in helping students learn foreign languages effectively. Many studies (Atmaca & Gunday, 2016; Hassan, 2018; Khatib, M., Rezaei, S., & Derakhshan, 2011) explained that the presence of literature in foreign language instruction is due to its multifaceted merits. It provides students with authentic input, motivation, engagement, inventiveness, cultural knowledge, or globalization, pragmatic or sociolinguistic understanding, linguistic resourcefulness, enrichment of four macro language skills (reading, writing, listening, and speaking), and sub-skills (vocabulary, and grammar), high-order thinking, emotional intelligence, out-of-class reading practices/habits. Al-Matrafi (2022) also claimed that the use of literature can assist students in mastering meanings and enriching figures of speech. Moreover, Belcher and Hirvela (as cited in Seo & Kim, 2020) argued that literature encourages learners to contribute, discuss, and note down their thoughts. Violetta-Irene (2015) also expressed that literature is employed in language classrooms for three criteria. First, linguistic criteria offer students linguistic enrichment. Second, methodological criteria give students learning engagement. Third, inspirational criteria provide students with learning motivation. Also, Hamimed (2021) states that the major function of literature is to offer people sociolinguistic properties in order to help them interact successfully with different individuals in different contexts using varieties of language (e.g., terminology and slang). To sum up, literature utilization in language classrooms provides learners with linguistic, socio-cultural, affective, and cognitive development.

In terms of literature teaching, teachers have to consider the approaches behind their teaching. Based on Carter and Long (as cited in Hwang & Embi, 2007; Ilyas & Afzal, 2021; Rashid et al., 2010), the involvement of literature as a language-learning input is based on three substantial approaches. The first approach is the linguistic model, whose nature is mechanistic. As the name implies, this model focuses on how language is utilized and aims to employ literature to enhance language knowledge. Given its nature, grammar, lexis, and discourse are used or analyzed. Based on its characteristics, learning activities seem to impede students' creativity, reading enjoyment, and attention since the major emphasis is put

on language elements that contribute to language acquisition only. The second approach is the cultural model. Unlike the language model, this model requires learners to go beyond the lexical, grammatical, pragmatic, and syntactic categories. Instead, they will deal with historical, cultural, and ideological components. In learning activities, students can be assigned to explain the historical, literary, social, and political concepts within the text, and sometimes they can be asked to compare their own culture to a foreign culture. The last approach is the personal growth model. It stresses the individual development of learners in terms of characteristics and feelings. The primary emphasis is on language application based on a specific cultural background. Learners are motivated to think, react, respond, share perspectives, and relate their personal emotions or experiences to the text. Ultimately, it can be concluded that the three models above should be taken into account when teaching literature.

Selecting appropriate literary texts according to specific principled criteria is another necessary element that contributes to successful literature teaching and learning. According to Abdul (2022), people should pay attention to students' language proficiency, a variety of literary genres, and themes when choosing literary texts. Many studies (Babae & Yahya, 2014; Bibby, 2012; Hamimed, 2021; Khatib et al., 2011; Tseng, 2010) suggested a lot of criteria when selecting texts for literature teaching. They recommended people put emphasis on learning context, length of the text, the balance between inputs in the text and learning activities, cultural sensitivities, learners' relevance or attentiveness, students' needs or favorites, appeal, learning attitudes and background, inspiration, teaching practicality, level of language difficulty, and availability of the text. Therefore, choosing literary texts based on the suggested principles will maximize foreign language learning outcomes.

Although many vital components (e.g. teaching approaches, text selection criteria) are taken into account, students are more likely to face many challenges in the process of learning literature. According to Iles and Belmekki (2021), dialect and non-standard forms in written texts, including contractions and double negation, cause difficulties in understanding literary texts. Based on Hall (1997), readers of literature find it difficult to comprehend literary work due to a lack of basic reading strategies, literature reading experiences, and general background knowledge. Another problem is giving up difficult texts too early or hesitating to interpret the text closely. Preconceptions toward literary text also make readers difficult to obtain real literary meanings. Other elements that cause difficulties are literary-linguistic components, for example, figurative speech or imagery. Similarly, Alshammari et al. (2020) proposed six factors that may lead to problems in learning literature. Those factors are (1) text difficulty, (2) instructional difficulty, (3) cultural inappropriateness, (4) students' bad attitudes, (5) students' intrinsic demotivating factors, and (6) students' poor background knowledge or unfamiliarity. In conclusion, there are many factors that can affect literature learning.

Previous studies conducted in different countries investigated the involvement of literature as an instructional resource in English education. Various aspects of literature consumption in the EFL/ESL context were explored by different individuals, such as educators' utilization of literary teaching approaches by Hwang and Embi (2007), Hasan and Hasan (2019), and Al-Saggaf et al. (2021), instructors' perspectives on using different literary genres by Zeybek (2018), learner's level of preferences on different literary genres used in the class and instructors' teaching practices and the importance of literature in foreign language instruction by Babae and Yahya (2014). However, in Cambodia, the study on literature in EFL education is not much-paid attention to, but the literature is included in the curriculum at the

university level. Moreover, the literary text used in the classroom may vary from one university to another university and it can be changed at any time. Naser and Aziz (2017) argued that changing the literary text without considering learners' perspectives and language proficiency may lead to a loss of interest in learning. Therefore, the study of EFL university students' perceptions of literary text, challenges faced in learning literature, and out-of-class learning strategies is needed to be done because literature in education contexts especially in the teaching and learning process can improve the students' English proficiency (Al-Saggaf et al., 2021). The results of this study are very important to help EFL university students learn literature effectively and efficiently.

As a guideline, the research question addressed in this study is: What are the students' perceptions of the current literary text, challenges and strategies in learning literature?"

Method

Research design

This study employed the quantitative method. Zawawi (2007) mentioned that the quantitative method is suitable when individuals focus on numerical results. It is thought to be appropriate because, despite time constraints and restricted resources, this approach can enable the study. It is also thought to be a fast and low-cost approach that can offer broad coverage of a range of situations. Similarly, Rahman (2010) clarified that the quantitative approach fits the study that has a large population as the quantitative samples can generalize the entire population well. Specifically, a descriptive quantitative method was applied to describe the data in numerical ways using simple statistical software; for example, SPSS was employed.

The stratified random sampling technique was applied in the present study. According to Singh and Masuku (2014), stratified random sampling is beneficial for gathering samples from a heterogeneous population. The whole population is grouped into homogenous units, and the target samples from each unit are randomly chosen. The population of this study is bachelor's degree students who study literature ranging from year two to year four, and some of them study on weekdays while some on the weekends. Because they are different in terms of levels and study schedules, the stratified random sampling technique was applied.

Participants

The population of this study is 177 bachelor's degree students of the National University of Battambang (NUBB), Cambodia. They are the students in five classes (2 weekday and 3 weekend classes) of three levels (year I, II, and year III), studying literature as a compulsory subject. The sample size is calculated using Slovin's formula as follows:

$$n = \frac{N}{1 + Ne^2} = \frac{177}{1 + 177 (0.05)^2} = 122$$

n = sampling size

N= population size

e = margin of error (5%)

Since the stratified sampling method was used, the sample size was selected from each level, and each class was carefully considered in order to ensure the equal contribution of the sample in the study.

Table 1. The population and sample size

Level	Class	Population	Sample
Year II	Weekday	65	45
	Weekend	25	17
Year III	Weekday	35	24
	Weekend	31	21
Year IV	Weekend	21	15
Total		177	122

Research instrument

The survey questionnaire was used as the research instrument in this study. The questionnaire was modified from Al-Saggaf et al. (2021). According to Queirós et al. (2017), surveys embed several advantages, but two of those merits are considered to be the most important ones. First, it offers a high representation of the whole population. Second, having been compared to other methods, it is believed to be a low-cost method. In this study, the survey questionnaire was designed in English version based on the relevant review of the literature. It contains three main components, and each component includes many items. The first component consists of 14 items that intend to seek students' perceptions of literary text selection. The second component encompasses 9 items that attempt to find out students' perceptions of challenges faced in learning literature. The third component comprises 10 items that aim to explore students' perceptions of out-of-class literature learning strategies. All items in each component were measured by Likert scales. The scale ranges from 1 to 4, which 1 representing 'strongly disagree', 2 'disagree', 3 'agree', and 4 'strongly agree'.

Data collection and analysis

The procedure of data collection and analysis was implemented in several steps. First, the questionnaire was discussed with three EFL teachers as the experts' validators to find out the reliability of each item in the questionnaire. The result showed that all items are understandable. Then, the researchers asked the EFL teachers at the National University of Battambang (NUBB) to inform the class about the questionnaire and asked for their consent to fill out the online survey questionnaire. After that, the EFL teachers administered the questionnaire. Next, after the data was filled in by the students, the researchers employed descriptive quantitative statistics to interpret the data and illustrated it using tables in the form of percentages. Finally, the results were discussed, and a conclusion was drawn.

Results

As stated in the objectives, this study is expected to help EFL university students learn literature better by exploring their perceptions of the literary text used in their class, challenges in learning literature, and out-of-class literature learning strategies.

Table 2. Students' perceptions of the current literary text

No	Statement	SD (%)	D (%)	A (%)	SA (%)
1	The vocabulary in the literary text that I learn is easy to understand.	6.4	32.1	56	5.5
2	The grammatical structures in the literary text that I learn are understandable.	4.6	33.9	56	5.5
3	The length of the sentences or kinds of sentences (e.g. simple, complex sentences...) in the literary text that I learn is appropriate.	0	24.8	67.9	7.3
4	The length of the literary text that I learn is appropriate.	1.8	26.6	68.8	2.8
5	The theme (main idea/moral/message that authors try to convey such as good vs. evil, love, revenge...) in the literary text that I learn is interesting.	2.8	14.7	62.4	20.2
6	The literary text that I learn is closely related or similar to my background knowledge (Knowledge of literature that I have learned/read, and general knowledge through life experiences).	1.8	22.9	65.1	10.1
7	The foreign culture in the literary text that I learn is understandable.	3.7	25.7	64.2	6.4
8	I feel interested, motivated, and engaged when reading the literary text that I learn.	2.8	16.5	67	13.8
9	The literary text that I learn can develop my English reading, writing, listening, and speaking skills.	3.7	7.3	52.3	36.7
10	The literary text that I learn can enrich my vocabulary.	4.6	9.2	62.4	23.9
11	The literary text that I learn can improve my grammar.	0.9	16.5	58.7	23.9
12	The literary text that I learn includes many learning activities and practices.	0.9	18.3	67.9	12.8
13	The literary text that I learn will be useful for living or communicating in real society.	2.8	16.5	58.7	22
14	The literary text that I learned is available at markets, on the internet, or through offline Apps.	2.8	22.9	65.1	9.2
Average Score		2.82	20.56	62.32	14.29

Table 2 presents Cambodian EFL university students' perceptions related to the literary text that they are learning. Most students agreed with the principles considered the appropriate criteria used to select the literary text for the language classroom. Specifically, they agreed that the vocabulary (56%), grammatical structures (56%), length or kinds of sentences (67.9%), and length of the text (68.8%) are appropriate and comprehensible. Additionally, they agreed that the theme of the literary text is interesting (62.4%), and the literary text they learn is closely related or similar to their background knowledge related to previous literature learning experiences and general knowledge through life experiences (65.1%). Also, the foreign culture in the literary text is also understandable (64.2%).

Furthermore, they agreed that they feel interested, motivated, and engaged when reading literary text (67%). Likewise, they agreed that the literary text they learn includes many learning activities and practices that can develop four macro-English skills, grammar, and vocabulary (52.3%). In addition, they agreed that the literary text that they learn is available at markets, on the internet, or through offline applications (Apps) (65.1%). Moreover, they agreed that the literary text that they learn will be useful for living or communicating in real society (58.7%). Although the majority of participants show positive perceptions of the literary text, 33.9% of them show that the grammatical structures are difficult to understand, while 32.1% reveal that vocabulary in the text is the problem. Last but not least, it is proved by the fourteen statements written in positive sentences in Table 2 that the average score for Agree is 62, 32%, and Strongly Agree is 14, 29%. It can be concluded that most respondents are optimistic about the literary text selection for their class while some view vocabulary and grammatical structures as the problem.

Table 3. Students' perceptions of challenges in learning the literary text

No	Statement	SD (%)	D (%)	A (%)	SA (%)
1	The literary text being used in my class is complicated and difficult to learn.	3.7	46.8	42.2	7.3
2	Teaching strategies employed by my teachers in teaching literature are not effective.	16.5	51.4	30.3	1.8
3	The foreign culture in the literary text that I learn is inappropriate or confusing because it is not related to nor similar to my culture.	8.3	50.5	36.7	4.6
4	The literary text that I learn is not important for developing my English.	38.5	33	22.9	5.5
5	Literature does not support my overall English learning goals (learning goals refer to learning English for an expected future job, academic purposes, communication, or entertainment...).	27.5	43.1	22.9	6.4
6	The literary text used in my class is difficult to learn because I have poor English language proficiency.	9.2	42.2	39.4	9.2
7	I find it difficult to learn literature because of too much workload from other subjects or classes	7.3	43.1	42.2	7.3
8	I am lazy of learning all subjects not only literature class.	30.3	48.6	14.7	6.4
9	The literary text used in my class is difficult to learn because I am not familiar with learning literature, and I lack knowledge of literature.	11	50.5	33	5.5
Average Score		16.92	45.46	31.58	6

According to Table 3, the majority of the students do not face many problems in learning literary texts, whereas a number of students face a few challenges. They strongly disagreed that the literary text that they learn is not important for improving their English (38.5%). Similarly, they disagreed with the arguments that the literary text is difficult to learn (46.8%),

teaching strategies are not effective (51.4%), the foreign culture in the text is confusing (50.5%), and the literature does not support their learning goals (43.1%). Also, poor English language proficiency (42.2%), too much workload (43.1%), laziness (48.6%), unfamiliarity with literature learning, or the lack of literature knowledge (50.5%) were disagreed by most of the students because they argued that they have not faced problems in these aspects. Although a large proportion is on the scale “Disagree”, a similar percentage can be noticed on the scale “Agree”. Specifically, 42.2% of the participants agreed that the literary text used in their class is difficult to learn. Also, 42.2% of them argued that the problem is because of too much workload from other school subjects while 39.4% showed that the difficulty in learning literature is due to poor English proficiency. As indicated by nine statements written in negative sentences in Table 3, the average score for “Strongly Disagree” is 16,92% and “Disagree” is 45,46%, whereas “Agree” is 31.58% and “Strongly Agree” is 6%. According to the average score, the percentage of “Agree” is not too low. In conclusion, despite not having many challenges, some students believed that text difficulty, workload from other classes, and poor English proficiency contribute to the obstacles in learning literature.

Table 4. Students’ perceptions of out-of-class literature learning strategies

No	Statement	SD (%)	D (%)	A (%)	SA (%)
1	I read the literary text outside of the class as an extensive reading activity.	4.6	23.9	66.1	5.5
2	I set a schedule for reading the literary text outside of the class.	6.4	40.4	48.6	4.6
3	I use internet sources or learning media (e.g. Google, YouTube, Apps...) to learn literary text outside of the class.	2.8	11	71.6	14.7
4	I answer the questions or do exercises in the literary text before class.	2.8	33.9	56.9	6.4
5	I tell, discuss with, or explain to my classmate(s) the section of the literary text that will be taught before class.	3.7	31.2	60.6	4.6
6	I relate my emotion (feelings) or my experiences to the literary text when reading it.	2.8	15.6	68.8	12.8
7	I interpret or make an inference from the literary text when reading it.	0.9	25.7	66.1	7.3
8	I seek the moral value of the literary text when I read it outside of class.	0.9	23.9	67	8.3
9	I identify or learn the linguistic features (e.g. vocabulary, grammar, tenses...) when I read the literary text outside of the class.	0.9	21.1	70.6	7.3
10	I conduct self-evaluation activities (write a summary, make mind mapping, and make a plot...) to see how much understanding I gain from reading the literary text outside of the class.	5.5	22	65.1	7.3
Average Score		3.13	24.87	64.14	7.88

Based on Table 4, most students agreed that they read the literary text outside of the class as an extensive reading activity (66.1%) with a specific schedule (48.6%) using various internet sources or learning media (71.6%). Likewise, they agreed that they answer the questions or do exercises in the literary text before class (56.9%); they tell, discuss with, or explain to their classmate(s) the section of the literary text that will be taught before class (60.6%). When reading the literary text outside of class, they also agreed that they relate their emotions or experiences to the text (68.8%), interpret or make an inference from the text (66.1%), seek the moral value (67%), identify or learn the linguistic features (70.6%), and conduct self-evaluation activities such writing a summary, making mind mapping, or making a plot to see how much understanding they gain from their reading (65.1%). Despite having a high percentage in terms of positive learning strategies, Table 4 also illustrates a similar proportion of negative learning strategies. Specifically, 40.4% of the respondents disagreed with the statement that they set the schedule for reading the literary text outside of the class. 33.9% did not exercise or answer the questions before class while 31.2% did not make learning discussions outside of the class. It is convinced by ten statements written in positive sentences in Table 4 that the average score for "Agree" is 64.14% and "Strongly Agree" is 7.88%. In short, most participants have better learning strategies. However, some have not set a specific learning schedule, lack learning discussions, and fail to complete the task before the class starts.

Discussion

The first result of this study proved that the literary text that is being used in the EFL classroom is appropriate because more than 50% of respondents gave positive responses, although some of them viewed vocabulary and grammatical structures as difficult in the literary text. The majority of the participants strongly agreed and agreed with the positive statements given in the questionnaire. The results of this study are in accordance with a study by Othman et al. (2015) to the extent that students have positive perspectives on the literary text. The findings are also in line with a study by Abdul (2022) claiming that people should pay attention to students' language proficiency, a variety of literary genres, and themes when choosing literary texts. It is also consistent with the studies by Tseng (2010), Khatib et al. (2011), Bibby (2012), Babaee and Yahya (2014), and Hamimed (2021), suggesting that learning context, length of the text, the balance between inputs in the text and learning activities, cultural sensitivities, learners' relevance or attentiveness, students' needs, appeal, learning attitudes and background, inspiration, teaching practicality, level of language difficulty, and availability of the text are taken into account when choosing the literary text. It can be inferred that the text selection follows appropriate criteria that suit their learning context well despite a few problems that can be accordingly adapted.

The second outcome showed that most students do not face many problems in learning the literature text, while a few challenges should be taken into account. As proved by the average score, the proportion between the scale "Disagree" (45.46%) and "Agree" (31.58%) is not much different. A similar percentage between the scale "Disagree" and "Agree" was also illustrated in a few items in the questionnaire. These items can be considered to be the challenges. Hence, negative and positive responses were noticed. Specifically, the study indicated that most participants were positive about the elements and the importance of the text. Additionally, they preferred their teachers' teaching strategies, and this finding is in line with a study by Othman et al. (2015). Also, the result of this study is incompatible with a study by Wasti (2016), which showed that the lack of background knowledge of intercultural

awareness posed difficulty in learning the literary text. The outcome of the current study is in contrast to a study by Alshammari et al. (2020) that found many challenges, including instructional difficulty, cultural inappropriateness, students' bad learning attitudes, students' intrinsic demotivating factors, and students' poor background knowledge or unfamiliarity. Related to the challenges, this study identified three major problems. The first challenge is due to the text difficulty. This finding is in line with a study in Saudi Arabia by Alshammari et al. (2020) to the point that the literary text is difficult for learners. The second challenge is caused by too much workload from other school subjects. The third challenge is because of poor English language proficiency. This finding is supported by a study by Wasti (2016) which showed that background knowledge of linguistic competence can cause difficulties in learning literature. The difference between the results of this study and other studies above is probably because the participants are from different sociocultural contexts including behavior, attitudes, perspectives, economic status, and educational content.

The third result revealed that the majority of students are well-prepared, active, and independent in the out-of-class learning process. They are willing to learn by themselves and cooperate with their classmates to be ready to learn the literary text. The out-of-class learning strategies found in this study also comply with a study by Kim (2020) which supports that participation in various activities and interaction with other people in learning can enrich language skills and obtain intercultural knowledge. The finding also proved that the students do not depend only on printed text, but they also access a variety of learning resources. This finding is in line with a study by Tevdovska (2016), which suggests that films and videos based on the text are the learning resources that make learning more interesting. However, a large percentage of respondents also indicated the learning strategies that they failed to implement. A specific learning schedule, task completion before class, and learning discussion between peers are required for some students. The finding that some students did not set a learning schedule in this research is consistent with a study by Naser & Aziz (2017) which expresses that the learners cannot manage the time to schedule reading the text. The same results in terms of learning strategies between the current study and other studies can be because those learners have the same motivation or their teachers suggest and recommend the same learning techniques. However, the contrasting findings between them are probably due to the different workloads, time management strategies, and availability of learning resources.

Conclusion

This study attempts to investigate Cambodian EFL university students' perceptions of literary text, problems in learning literature, and out-of-class literature learning strategies. The first result showed that the majority of students have positive perceptions regarding the literary text although many of them viewed vocabulary and grammatical structures as the factors leading to learning difficulties. It can be concluded that the text follows most parts of the principled criteria of the authentic text whereas only a few aspects may require adaptation. The second finding revealed that text difficulty, workload from other classes, and poor English language proficiency are the challenges faced by some learners despite the fact that most learners do not face problems in learning literature. The third result indicated that autonomous or self-directed learning exists because most learners are active and independent as they can learn by themselves or with peers using a variety of learning resources. It can be inferred that a large number of the students have good learning habits that can promote extensive reading. However, there are a few learning activities that some learners did not employ in learning literature. Specifically, a specific learning schedule, task completion before class, and learning

discussion between peers are what they have to consider in their learning. Overall, the findings of this study are crucial because they can function as a guideline to consider whether the literary text being in use currently should be replaced or not. The challenges and solutions concerning literature learning can be discovered while the strengths and weaknesses of learning strategies can also be identified. However, the results of this study cannot be used to generalize the literature learning in other settings. Another limitation is that teachers' voices cannot be heard in this study. Thus, a future study should investigate teachers' perceptions of the difficulty in teaching literature. Another possible future study is to explore teachers' practices in offering autonomous support for students' out-of-class literature learning.

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