

LITERATURE TO BUILD STUDENT'S VOCABULARY: FRIEND OR FOE?

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ABSTRACT

Literature is a way for people to express themselves through language-mediated written or vocal works that are based on ideas, beliefs, experiences, or feelings expressed in innovative ways or as original data presented in aesthetically pleasing packages. Literature has become a valuable tool and resource for teaching and learning English in schools in the last few years. The role of literature in English class can not only improve students' linguistic development but also enhance their self-development ability, making them competent and confident in determining the right English vocabulary. Therefore, growing interest in English through teaching. Literature is considered to be able to improve student's English skills. This paper is focused on the review of previous research about how literature can build students' vocabulary. The researchers employ the descriptive review methodology to get the data. Thus, this paper suggests that, to take full advantage of the useful role of literature in English class. The results of this paper reveal that literature has a positive influence on building students' English vocabulary. Furthermore, the types of literature that students use to build their English vocabulary are poetry, novels, prose, and short story.

Keywords: *Literature, Build, Student's vocabulary*

Introduction

Vocabulary is all the words that a person has which contain all the information about the meaning and use of words in the language. The most crucial component of learning any language is developing their vocabulary, in line with (Parvareshbar, 2016) stated that the basis of language learning and teaching is vocabulary. Students will find it laborious to develop their English skills without a strong vocabulary. Without good vocabulary mastery, someone cannot master and be fluent in the language. In general, vocabulary refers to all the words in a language that a specific person or group can understand. Active and passive words are the two basic categories of vocabulary. Words that we comprehend and often use in speaking and writing make up our active vocabulary. Words in the passive vocabulary are words that we may know but are usually not used in conversation. In other words, a word with meaning can be classified as a vocabulary. Because vocabulary is one of the components of language and has a crucial role in developing language skills, therefore vocabulary is a must-have component to mastering language.

In the branch of learning, especially English, vocabulary is the main component of developing students' English skills at school. (Lenses, as cited in Anggunnia, 2019, p.1) claimed that one of the main elements in students' language development is improving their vocabulary. It means teachers must realise that vocabulary is the main thing that must be done in classroom learning to develop students' language ability. In this case, many teachers have not found the right formula to build students' vocabulary in English class. English vocabulary is crucial in our lives to have many skills such as reading, writing, speaking and listening where vocabulary is the most important thing in these skills.

There are many ways to build a student's English vocabulary, and using literature is one of the best ways. There are various approaches to teaching vocabulary, but one of the most important is to teach vocabulary through literary texts (Özen & Mohammadzadeh, 2012). Literature is a learning tool in the classroom that has been worn for a long time. Horatius once stated that literature must contain aesthetic and beneficial meaning. If interpreted specifically, literature must be fun and educational at the

same time. It can be interpreted that the litterateurs made literary works not only for entertainment but also aims to educate literary connoisseurs. Therefore, using literature as teaching material to build students' English vocabulary can be a way that can be used in language classes. In addition, by learning to use literature, students can imagine and feel the beauty of literary works, and students can feel an awareness of the lives of other people, even nations. Literature develops students' imaginations to think about nature, people, experiences, or ideas in various ways.

According to (Naji et al., as cited in Okyar, 2021) stated that one of the main benefits of literature in language classes is that it can develop students' basic skills (i.e., reading, writing, speaking, listening) and language-related areas (e.g., vocabulary, grammar). That means that the implications of literature in English classes contribute positively to students' language progress because students are required to improve their vocabulary mastery. (Nabil N. Noaman, as cited in Orife, 2017, p.5) stated that the four fundamental language abilities of reading, writing, speaking, and listening as well as linguistic domains like vocabulary, grammar, and pronunciation, can be taught through literature. Literary works such as poetry, prose, novels, and short story are literary works that teachers can use as effective media to hone students' skills in building and mastering students' vocabulary in English class. (Rodriguez, as cited in, Rahmawati, 2020) stated that literature has been involved for a long time in foreign language learning because of its advantages in terms of language use and content. Therefore literature is considered the most effective method for learning vocabulary because students will find a lot of new vocabulary from literary works. So, using literary works, students can learn to build some vocabulary to express many things. Literature also allows students to string words together to express their thoughts and feelings.

This paper is focused on the review of previous research about how literature can build students' vocabulary. The researchers employ the descriptive review methodology to get the data. We also found the limitations of the

explanation from previous studies that discussed increasing students' vocabulary through poetry for EFL.

Method

This paper uses a descriptive review method from several previous journal articles. (Pettersen et al., 2015) claimed that the author follows a method process while writing descriptive reviews, which includes searching, screening, and categorising studies. This paper is aimed at analysing/exploring previous studies that focus on the context of building students' English vocabulary and types of literature. Because the researchers wanted relevant data to examine those two main points, the researchers made several international journals selected from the 2015 to 2022 publication years as reference journals. The journals used as a reference for this research are papers from countries such as Indonesia, Turkey, Germany, Sweden, Egypt, Sudan, and Nigeria, which were countries that use English as a second and foreign language that discusses the relationship between literature and students' vocabulary.

Result And Discussion

Literature is the art of language that gives birth to works called literary works. Writers create literary works so that they can be enjoyed by literary connoisseurs, both those who are serious about knowing about literary works or just as entertainment. Literature can incorporate two points of view (i.e. as an art and science). In the classroom, especially in language programmes, literature can therefore be employed as a tool for teaching and learning. The results of this paper are following what the researchers expected, namely to clarify the two main points of this paper. The first point explains how literature can build students' English vocabulary. The second point explains what kind of literature is worn to build students' vocabulary.

1. Building Vocabulary Using Literature

Usually, teachers use dictionaries to build students' English vocabulary, but the ways to enhance students' English lexicon using dictionaries are not very effective when

implemented on students. Therefore, many previous studies found appropriate and effective ways to build students' English vocabulary, and research on using literature to build students' English vocabulary is one of them. Many researchers agree that using literature is the best way to build students' English vocabulary because in foreign language classes literature has advantages in terms of vocabulary and grammar. In line with (Rodriguez, as cited in, Rahmawati, 2020) stated that literature has been involved for a long time in foreign language learning because of its advantages in terms of language use and content.

Literature also motivates students to build their vocabulary because literature is closely related to vocabulary selection. When students identify a literary work or create a literary work, that's where the process of forming their vocabulary takes place indirectly. Literary work such as prose, poems, drama and short stories are beneficial when the learners want to build their vocabulary. Line with (Torkos & Torkos, 2021) argue that literature provides a good stimulus for personal engagement, and will undoubtedly contribute to the higher linguistic competence of learners.

2. Literary Type to Build Students' English Vocabulary

Literature is used as an instrument to build students' English vocabulary because it is a fairly effective technique to provide spacious knowledge to students to build their vocabulary. Several literary works are worthy of being used as tools to build students' English vocabulary (ie prose, poetry, novels, and short stories).

a. Prose

A literary piece of prose is a narrative that uses the narrator to tell a story. One genre of literature that teachers frequently utilise to expand their students' English vocabulary is prose. By using prose as a tool to build vocabulary, students can enrich their active and passive vocabulary. The objective of using prose in English class is to build and develop students' vocabulary skills, which by having good vocabulary skills, students can use English without any problems. In line with (Orife, 2017), she stated that prose in interactive language classes allows students to build and

enrich their vocabulary. Additionally, prose aids students in comprehending the author's language.

b. Poetry

Poetry is a literary work that is closely related to the choice of vocabulary to have a high aesthetic value. Someone who writes or reads poetry must have good vocabulary mastery. Poetry often appears among the literary genres used in language teaching because of its dense duration. For English learners, poetry is fascinating and enjoyable because of its evocative qualities, imagery, emotional appeal, and personal experiences conveyed through aesthetic vocabulary. Many scholars in the branch of language teaching and learning, such as (Brooke, as cited in, Amel & Nadia, 2018), stated that implementing poetry in the classroom can build students' language skills, especially vocabulary. By choosing poetry according to the needs, levels, and ages of students, the use of poetry in foreign language learning and teaching has a high effectiveness value in building students' vocabulary. Another study by (Fithriani, 2021) found that incorporating poetry into writing instruction has a variety of benefits, including vocabulary development. Essentially, this means that students can access a lot of vocabulary through literature.

c. Novels

A novel is a prose fiction narrative work that tells about the human experience over a long period. Novels are one of the most famous literary works in the world because novels can provide many benefits to their readers. In the branch of learning, student literacy exercises that look to promote students' interest in reading often employ novels. In addition, reading novels provides many advantages for students, one of which is by reading novels, the teacher can build students' vocabulary in English class. By using novels, students can make notes about English vocabulary that is foreign to them. It can be like a vocabulary journal or annotations written directly on the novel. (Puspitasari, 2016) stated that by using literary works such as novels, language teachers can focus on more than just the cognitive components of their students' learning, such as language skills and

language domains such as grammar, vocabulary, and pronunciation. This statement implies that the use of novels can be used as a method by teachers to build students' English vocabulary in the classroom.

d. Short Stories

Teaching vocabulary based on context is a bit more problematic than having students look up their meanings directly through a dictionary. Teachers should choose the quality method to build their students' vocabulary so that students easily understand what the teacher is teaching in class. We also found that short stories are also considered to be very powerful teaching tools especially for vocabulary enhancement in study by (Ahmed, 2017) because short stories also help children to recall or reread the story to build their conceptual knowledge. Therefore, short stories are implied in teaching English vocabulary because it is considered a good instrument to provide broad knowledge to students in understanding lexicon based on context. (Sandhya & Krishna, as cited in, Rahmawati, 2020) clarify that reading and listening to short stories inspire students to improve both their reading and creative abilities. Converting words from one form to another, such as from verbs to nouns, nouns to adjectives, and verbs to verbs, further expands students' vocabulary.

Conclusion

It can be concluded that literature has many positive impacts on students' knowledge in language classes. Literary works such as prose, poetry, novels, and short stories are considered quite effective tools to teach language skills, especially to build students' vocabulary, because literature provides opportunities for students to explore diverse words to understand. Literature can increase the students' English vocabulary, which enrichment of English vocabulary can help students to communicate well and understand more in reading texts. In addition, literary works such as prose, poetry, novels, and short stories also make students aware of sentence structure and adjust students to understand numerous vocabulary based on the context. That means

literature shows a good impact on students' language skills.

Although many advantages have been clarified by several studies, further research is recommended to research the use of literature to build students' vocabulary based on students' proficiency level. To measure the effectiveness of literature, it would be better if the teaching process grouped students whether they were at the beginner, intermediate, and advanced levels. In addition, it also makes it easier for teachers to choose the right literary works based on the level of students' abilities.

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