

An Exhaustive Examination of the Integration of Literature into Teaching/Learning Strategies for Advancing English Reading Comprehension: A Systematic Literature Review

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Abstract: This study aims to provide an extensive literature review of previous studies conducted to demonstrate and investigate the effectiveness of using literature in teaching and learning reading comprehension at the middle education level. Consequently, this literature review was conducted using a systematic approach, involving searches across multiple academic databases on the addressed topic, which resulted in highlighting twenty articles conducted between 2010 and 2021. The systematic review method included identifying relevant studies, evaluating their quality, and synthesizing their findings. Furthermore, the researchers divided the main findings into two groups: the first one focused on using short stories, and the second group included all other literary genres. Both groups showed the positive effect of using short stories, comic stories, or novels as an efficacious method in developing, teaching, and learning reading comprehension skills, especially for adolescents and children. Therefore, this study suggests using different literary genres such as children's short stories, fiction, and plays in middle education classrooms and employing new reading techniques and strategies to further motivate students. In addition, it recommends using a larger population and random assignment when selecting samples for future studies.

INTRODUCTION

Learning and teaching English nowadays is considered one of the most important tools of creativity and originality, and one of the most significant skills that open up several areas of work, travel, and new experiences. It is necessary to point out that acquiring a second language is a genuine advantage, that must be focused on and studied in all its respects, where “to have another language is to possess a second soul” (Carder, 2007, p. 79). Many studies have

supported this claim and indicated that learning a new language helps to enhance the cognitive abilities of the human being, helps to develop skills of creative and critical thinking, imagination, and innovation, as well as increases the ability to focus, analyze information, and strengthen memory.

Since the last century, English has gained significant importance, becoming a second language in many countries and the most widely used means of communication globally. This necessitated innovative teaching and learning methods, moving away from traditional grammar-focused approaches. Consequently, researchers and theorists developed modern methods for teaching English as a second language, leading to the emergence of English Language Teaching (ELT). ELT focuses on teaching the four language skills—listening, reading, speaking, and writing—to non-native speakers.

However, one of these essential skills is reading where many researchers have given more attention to teaching and learning English reading comprehension using different literary texts because in learning the English language “reading is [paramount] skill that teachers simply expect learners to acquire” (Brown & Abeywickrama, 2019, p. 195). Reading is considered an entertainment means and at the same time develops the reader’s awareness and enlarges their cognitive ability. Grellet (2008) stated that “reading itself can enrich the students’ knowledge and experience because they do not only accept whether the text says but he or she understood what they have already read” (p. 12). Additionally, the reader enjoys reading a novel or any literary text while at the same time learning English and expanding their linguistic knowledge by acquiring new vocabulary and information. It could be argued that to ensure the desired results of learning and teaching English reading comprehension, the learner must understand and comprehend the literary text.

To achieve this goal, teachers must follow different methods and strategies that make the students learn how to understand any literary text, because “students are better to be impulsive in responding the context and gaining their feeling about it than only focusing them on the text construction” (Harmer, 2007, p. 101). When some teachers ask their students to read a text, without following any approach that makes students read with passion and desire for the literary text, it will reflect negatively on them. Students will find that using literature in reading is a difficult method for learning English reading comprehension. Despite these difficulties, students find that reading comprehension is the easiest and best way to develop their English as well as their reading comprehension if compared to other educational techniques and

methods, since “reading comprehension is one of the reading skills taught in junior and senior high school until at university” (Hasbaini & Manan, 2017, p. 406).

Using literature in teaching and learning English reading comprehension has become the most widely spread method and fertile research material for many research, seminars, and conferences, where “Literature Circles stimulated the students’ desire to communicate with each other, developed their text analysis skills to actively read and participate in class discussions, aroused their independent reading desires and interests in reading, and developed their self-confidence in speaking” (Karatay, 2017, p. 74).

LITERATURE REVIEW

One of the benefits of literature is the psychological preparation to love reading and feel passion while practicing this skill, as the “students in Literature Circles find a collaborative and cooperative social learning atmosphere” (Karatay, 2017, p. 66). Therefore, linguists have taken it upon themselves to find theories, strategies, approaches, and methods to develop reading comprehension through literature to make the process easier for learners and teachers, because of its effective role.

One of these methods used by Dogan et al. (2021) McElvain (2010), Tosun and Dogan (2020), and Thomas and Kim (2019) is the Transactional Reader-Response theory, which was coined and developed by Louise Rosenblatt and supported by Wolfgang Iser. This theory examines the mutual relationship between the reader and the literary text, where it assumes that the reader is as important as the text, as both play an important role in crystallizing the reading experience, including the interpretation that the reader reflects on a particular literary text, through his own personal experience and feelings (Rosenblatt, 1994; Tyson, 2006). This theory assumes that there is more than one interpretation of one text since each reader has different experiences with what the text evokes in that reader’s mind and thus different meanings. In other words, in this theory, the “meaning is structured by combining the reader’s personal responses with his experiences” (Tosun & Dogan, 2020, p. 170). Besides that, Reader-Response theory exceeds the mere study of the reader’s past experiences with the text but “it is suggested that this [relation] is not only about life but also includes experiences about literature” (Dogan et al., 2021, p. 89). Therefore, this theory rejects the view that the meaning lies only in the text.

Furthermore, some researchers used different strategies and techniques to prove the efficiency of literature in teaching and learning reading comprehension. Their focus was on the

short story only. Mohandas et al. (2019), Frimasary and Syahrial (2018), Hasbaini and Manan (2017), Handayani (2013), Pathan (2012), Sultan et al. (2018), and Syafii (2018) proved in their studies that, using short story is more effective than other literary genres in developing the reading comprehension skill of students at different stages of study, which is faster and more functional strategy than others literary genre. These hypotheses relied on different methods and approaches to demonstrate the effectiveness of using short stories in learning and teaching reading comprehension. For instance, Frimasary and Syahrial (2018), Hasbaini and Manan (2017), Irawati (2016), Okewole et al. (2018), and Sultan et al. (2018) relied on the Quasi-Experimental Research, which is part of the Experimental Research approach in studying and analyzing the findings of their participants. The results of using this approach are very strict in its research design. It depends on the hypotheses and variables provided by the researcher to be compared, as the results either support or contradict the researcher's hypotheses. So, this approach is sometimes called deductive or testing research method.

Moreover, Pathan (2012) adopted a different approach and strategy to prove the effectiveness of using short stories by adopting techniques and strategies suggested by Lazar (2010). He emphasizes the critical role of the teacher in selecting literary texts. For instance, the chosen texts should be interesting, relevant to learners' levels, and not overly long, monotonous, or time-consuming. Alternatively, stories should be relevant to make the learners evolve their language acquisition, adopting techniques and strategies suggested by Lazar (2010). Equally, Collie and Slater (1987) emphasize that reading a novel can virtually take learners to countries where they want to learn its language. Therefore, they highlight the importance of careful selection when choosing literary texts to ensure a meaningful and educational experience. They claim that the short story has many benefits, which are: first, short stories are practical as their length is long enough to cover entirely in one or two class sessions; second, short stories are not complicated for students to work with on their own; third, short stories have a variety of choices for different interests and tastes; and finally, short stories can be used with all levels (beginner to advance), all ages (young learners to adults), and all classes (morning, afternoon, or evening classes) (Pardede, 2011, pp. 17–18). According to Collie and Slater (1987), literature provides authentic material, personal growth, and language progression. These advantages motivated the researcher to apply techniques from Collie and Slater (1987) and Lazar (2010) to examine their effects on participants.

Some researchers showed interest in the process of monitoring and controlling their thoughts during reading comprehension, whereas Varga (2016) adopted the Metacognition theory in analyzing his research's data, in which she applied this theory to students under the age of 13. The researcher believes that this theory is important for studying the reasoning involved in reading, besides the reasoning process in the reader's mind. However, Metacognition theory can be defined "as systematic frameworks used to explain and direct cognition, metacognitive knowledge, and regulatory skills" (Schraw & Moshman, 1995, p. 351). Among its many benefits, it allows the reader "to integrate diverse aspects of metacognition within a single framework [and] to make informed choices about self-regulatory behaviors" (Schraw & Moshman, 1995, pp. 357–361).

Moreover, some researchers are interested in teaching and learning reading comprehension to children, as this category is the most important to establish the right foundations for reading comprehension, so there was a great need to adopt approaches or theories specific to this category. For instance, Novasyari (2019) used a Literature-Based instruction approach to apply it to children in the eighth stage. This approach is a "type of Instruction in which the author's original narrative and expository works are used as the core for experiences to support children in developing literacy" (Piscayanti, 2010, p. 6).

Furthermore, it is the same interest as Nurhadi (2017) who focused in his research on the impact of reading comprehension on adolescents under the age of 17, in which he used the Group Story-Mapping Strategy which "is a tool or strategy that utilizes a graphic organizer to support learners to recognize the story components such as the main character, setting/time, and solution" (Alturki, 2017, p. 916). Students can thus identify and sort important information in the paragraph, where they are competent to divide the paragraph into different sections such as theme, problem, setting, etc. Thus, the Group Story-Mapping strategy allows to raise the level of reading comprehension among students and develop their understanding of the text they are reading.

On the one hand, some theories have proved to be very effective in teaching and learning reading comprehension, such as the Literature Circles Strategy that Julianti et al. (2018) Nurhadi (2017), and Thomas and Kim (2019). They adopted in their studies that showed great efficacious in improving the students' Reading Comprehension of Narrative, where this strategy was defined by Daniels (2002) as an activity in which members meet to discuss and respond to a book that they are all reading. The adoption of this strategy by a large number of researchers as a theoretical framework for their studies, confirms its great importance of it.

In addition, Bekmuratova et al. (2020) adopted a technique different from what was mentioned earlier, where Bloom's taxonomy was used in their study and in particular the cognitive domain, which is considered the main focus of traditional education, as it is divided into six levels, comprehension, synthesis, knowledge, evaluation, analysis, and application. This classification helps students understand the level of cognitive achievement, in which "learning goals in light of Bloom's taxonomy highlights the need for including learning objectives that require higher levels of cognitive skills that lead to deeper learning and transfer of knowledge and skills to a greater variety of tasks and contexts" (Adams, 2015, p. 153).

In short, the aforesaid theories, methods, and strategies played a basic role in the development and improvement of teaching and learning reading comprehension through literature. The exhaustive examination of these theories and methods integrates literature into teaching and learning strategies, advancing English reading proficiency by offering diverse approaches to cater to various educational needs. This comprehensive approach opened the horizon for researchers to use these theories and methods in their study and analysis of the collected data, proving the effectiveness of using literature in teaching and learning reading comprehension.

METHODS

Data Collection Methods and Analysis Tools

The methods of collecting data were diverse and different from one researcher to another. The researchers used several methods that suited the purpose of their study and fit the samples or participants they studied. Besides that, a large part of those data collection methods was similar or converging, as the majority of these articles focused on the short stories and their effect on learning and teaching reading comprehension, while other articles focused on using other literature genres. Table 1 reviews the most prominent methods that were used in the previous studies, which the current literature review sheds light on.

Table 1. The most prominent methods/techniques used in the previous studies

Theories	Sampling	Data collection method	Types of data collection	Data analysis methods
Reader Response Theory Dogan et al. (2021) McElvain (2010) Tosun and Dogan (2020) Thomas and Kim (2019)	Participants	Quantitative/ Qualitative	Interviews/ Surveys/ Questionnaire	A Chi-Square Test/ A Paired Samples T-Test/ Descriptive Statistical Techniques
Experimental Research Approach Frimasary and Syahrial (2018) Hasbaini and Manan (2017) Irawati (2016) Okewole et al. (2018) Sultan et al. (2018)	Participants	Quantitative	Multi-Stage Sampling Technique And 'Pupil Reading Comprehension Test/ Questionnaire/ Multiple-Choice Reading Comprehension	T-Test, T-Score, and T-Table Tools/ Descriptive and Inferential Statistics/ SPSS/ ANCOVA/ Chi-Square
Techniques and Strategies by Lazar (2010) and Collie And Slater (1987) Pathan (2012)	Participants	Quantitative	Questionnaires	Descriptive Statistics Method
Metacognition Theory Varga (2016)	Participants	Qualitative	Direct Observation/ Surveys/ Textual Discussions	Empirical Data Analysis
Literature-Based Instruction Novasyari (2019)	Participants	Quantitative	Informal Reading Inventory/ Multiple-Choice Questions/ Writing Test	Paired Sample Statistics/ Descriptive Statistics
Group Story-Mapping Strategy Nurhadi (2017)	Participants	Qualitative	Direct Observation/ Questionnaire/ Interview/ Pre-Action Test	KKM Technique
Literature Circles Strategy Julianti et al. (2018) Nurhadi (2017) Thomas and Kim (2019)	Participants	Mixed Methods Approach	Teacher Interviews/ Student Surveys/ Questionnaire	T-Test and Multiple- Choice/ Descriptive Statistical Techniques/ Content Analysis
Bloom's Taxonomy Bekmuratova et al. (2020)	Participants	Qualitative	Observation/ Questionnaire	Descriptive Statistical Techniques

Table 1 shows a brief literature review of the methods and techniques used in the twenty articles. The researchers need to have a comprehensive and brief overview of previous studies that dealt with teaching and learning reading comprehension through literature before going into the details and results of those studies, where the researchers are given the opportunity to observe the methods and techniques that have been used and save their time as well.

The first column demonstrates the theories, methods, techniques, and strategies that have been used in the previous twenty studies since theoretical framework serves as the basis for any research paper, so it is notable that all previous studies have adopted these methods in this column as the nucleus of their study and a means to examine its results. For instance, Dogan et al. (2021) McElvain (2010), Tosun and Dogan (2020), and Thomas and Kim (2019) used Reader Response theory as the basis in their research paper to identify and analyze the results. However, it is the same as other research papers, as it gives the researchers a comprehensive view of the methods used that may help them in their related research, or exclude those theories and go directly to another theory, thus saving time for the researchers. The second column shows the target sample of the study, which is most participants, where the sample varies according to the nature of the study and the goal of the researchers. Furthermore, participants could be students at an early age, adolescents, or university students, as previous studies covered most of the age groups in different stages of study. Since the study is about using literature in teaching and learning reading comprehension, the samples are only participants.

The third column shows the research design for data collection, a crucial part of research. There are three types: quantitative, qualitative, and mixed methods, chosen based on the study's purpose. The fourth column shows data collection methods used in previous studies, which depend on the research design. Quantitative research often uses questionnaires, surveys, documents, and records, focusing on numerical data. Qualitative research uses interviews, observations, and focus groups, focusing on factors rather than numbers. While there are many data collection methods, the current study was limited to those used in the previous twenty studies, though methods can be combined if necessary.

The last column demonstrates the data analysis tools, which are crucial as research findings depend on the results of these tools. Various tools are used for data analysis, often depending on whether the study is quantitative or qualitative. Quantitative data, typically large and collected from surveys, is usually analyzed with software like SPSS. Qualitative data is often analyzed with NVivo, among other software. For smaller datasets, manual analysis, also known as descriptive analysis, is common, particularly with open questionnaires.

FINDINGS

Previous studies have demonstrated the benefit of learning and teaching reading comprehension through literature, in which all the methods, samples, and data analyzed have

proved the great effect of using literature in learning and teaching reading comprehension. In this part, these findings will be presented in detail to prove that claim. The effect of literature of all its genres, whether novel, drama, or short story on the learning and teaching of reading comprehension is very significant, but the influence of short stories is greater than other literary genres, where Mohandas et al. (2019), Frimasary and Syahril (2018), Hasbaini and Manan (2017), Handayani (2013), Pathan (2012), Sultan et al. (2018), Syarief et al. (2020) and Syafii (2018) proved in their studies that, using short story is more effective than other literary genres in developing the reading comprehension skill of students at different stages of study, which is faster and more functional strategy than others literary genre.

However, Bekmuratova et al. (2020), Dogan et al. (2021), Eltayb (2020), Julianti et al. (2018), Irawati (2016), McElvain (2010), Novasyari (2019), Nurhadi (2017), Okewole et al. (2018), Thomas and Kim (2019), Tosun and Dogan (2020), and Varga (2016), stressed on the importance of other literary genres in learning and teaching reading comprehension. To investigate these findings in detail, they will be illustrated in chronological order according to each literary genre covered by previous studies.

DISCUSSION

Using Short-Stories in Learning and Teaching Reading Comprehension

Pathan (2012) conducted an investigation to demonstrate the effectiveness and benefits of using the short story in learning and teaching reading comprehension and the student perceptions of it at the same time. He relied his study on a sample of 50 Libyan EFL students in the third semester of the bachelor's degree, as the participants were males and females. Pathan used the strategies and techniques that Lazar (2010), and Collie and Slater (1987) suggested as a theoretical framework for his study. His study used a quantitative method approach to investigate the benefits of using short stories for learning and teaching reading comprehension skills to Libyan EFL learners. Thus, to achieve his goal, Pathan collected data through the questionnaires and analyzed that data using the descriptive statistics method. Consequently, he found several main findings that he divided into three groups: linguistic, personal, and emotional benefits. He observed that short stories develop the desire to learn English in general and reading comprehension skills in particular, as well as short stories, helped students to guess some difficult vocabulary and thus develop their basic one. In addition, the short stories have helped students learn and understand some of the most important idiomatic expressions and structures in English. Short stories were also considered as a means

to get the needed exposure to the target language and understand more about the usage of English. This study was limited to undergraduate students in the English Department for the third semester, both males and females.

Handayani (2013) investigated the effect of using short stories on improving reading comprehension and student responses to children's short stories in teaching reading. The qualitative study involved 43 junior high school students (17 males and 26 females) in Bandung, Indonesia. Data was collected through observation sheets, reading tests, questionnaires, and interviews, and analyzed using the triangulation method. Findings showed that children's short stories improved reading comprehension skills, with direct observations confirming grade improvements and questionnaires indicating student recognition of vocabulary and story comprehension gains. Handayani also noted that short stories helped develop critical thinking and provide real examples of English grammar not found in EFL courses. This study was limited to eighth-grade students.

Frimasary and Syahrial (2018) studied the impact of short stories on students' reading comprehension and interest. Using a quantitative, quasi-experimental design, the study involved second-stage students at SMPN 2 Kota Bengkulu, Indonesia. Data was collected through a closed questionnaire and analyzed using the t-test technique. Key findings included a pre-test score of 1810 for the control class and 1804 for the experimental class, indicating the positive influence of short stories on reading comprehension. The study concluded that short stories improved reading comprehension and English grammar skills more effectively than traditional methods. This study was limited to random participants from SMPN 2 Kota Bengkulu.

Hasbaini and Manan (2017) investigated the effectiveness of short stories in teaching reading comprehension through an experimental group. They aimed to determine if short stories led to higher achievement than traditional methods. The study was primarily quantitative, utilizing a qualitative questionnaire at the end. The sample included 43 first-semester students at Muhammadiyah University of Aceh, Indonesia, who were divided into two classes. The researchers used an experimental approach and analyzed data with t-tests. Findings revealed that students taught with short stories performed better than those taught with long stories. Short stories significantly enhanced reading skills, motivated students, and encouraged active learning and group work over individual learning. The study focused on undergraduate students but did not specify their gender.

Sultan et al. (2018) studied the impact of using short stories in developing students' reading comprehension. The sample of the study was very large and included all the fifth graders in the male public schools in Hebron District, Palestine, in the second semester of 2016/17. They used a quantitative method approach as a research design and an experimental approach as a theoretical framework. Direct observation was done as a tool for collecting data by providing short stories and evaluating their performance level in reading comprehension. Since the data was large, they used software to analyze that data. Therefore, they used the statistical software packages "SPSS" program means and standard deviations were used as well as Person Correlation Coefficient, and Analysis of Covariance "ANCOVA". The main finding of their study stressed the importance of adopting the method of teaching reading comprehension using short stories for students, as the results of the study showed clear statistical differences in favor of the experimental group in the students' reading comprehension skills due to the teaching method. The researchers observed a clear improvement in the students' reading comprehension skills after using short stories as a method of teaching this skill. In addition, the use of short stories helped to improve students' fluency, accuracy, volume, expression, and intonation and increased their motivation to learn English better. This study was limited to examining the effect of using short stories on the development of 5th graders' reading comprehension skills at the Korean Palestinian Basic School for Boys in Hebron district.

Syafii (2018) tried to examine the benefits of using online short stories in improving reading comprehension abilities for students. To achieve his goal, he used a mixed-method approach as a research design. The sample consisted of 34 students in the eighth stage in MTs Al-Islam Joresan Mlarak Ponorogo, Indonesia. Syafii collected the data using an observation checklist, field notes, and questionnaire, where he analyzed the collected data and evaluated it manually by observing the difference in performance after and before the implementation of this strategy. The main findings of this study were the use of online short stories improved the students' reading comprehension skills, and the results of this study proved that the participation of students during the process of learning and teaching reading comprehension was gradually enhanced. This study was limited to students in the eighth grade and for a specific age ranging from 12 to 13 years. The study was limited to 34 students for the academic year 2017/2018.

Mohandas et al. (2019) applied an investigation by using six short stories on a group of students throughout 14 weeks and demonstrated how useful it was to use this method to

enhance the reading comprehension skills of those students. They used a quantitative method approach to analyze the statistical results of this study. They used a sample consisting of 18 students in the second semester taking reading comprehension as a compulsory course. The researchers collected the data through direct observation throughout 14 weeks, in addition to taking Pre-Test and Post-Test and examining the students with open and closed questions. Moreover, the researchers analyzed the collected data by using SPSS Statistics version 24 to compare the scores. The main findings of this study were all the data collected by this study and its consequences emphasized the effectiveness of using the short story in the enhancement of reading comprehension of the students and refuted all previous studies that confirmed otherwise. Students were able to analyze the six stories presented to them and thus developed their reading comprehension skills significantly. This study was limited to only a small group of students and the result could alter if the scope of research is widened to a more optimum number of samples.

Syarief et al. (2020) conducted a study on the improvement of reading comprehension through storybook media and short stories. The researchers used this method on the students because they found that short stories were suitable for teenagers. Therefore, they used the qualitative method as a research design and Classroom Action Research as a theoretical framework for their study. The sample consisted of 26 students from the eighth class in the Islamic Schools at SMP Plus YPP Darussurur Cimahi, Indonesia. The researchers collected the data in several ways including observation, questionnaire, and interviews, and analyzed them using the KKM technique. The main findings showed the use of comic media and short stories greatly improved the reading comprehension of students. The results showed that 18 out of 26 students had improved their reading comprehension skills after applying the method of comic media on them.

Using Other Literary Genres in Learning and Teaching Reading Comprehension

The use of Literature Circles especially novels, drama, and other literary genres in the learning and teaching of reading comprehension has aroused the interest of many researchers. McElvain (2010) examined the problems faced by mainstream teachers in teaching reading comprehension by using a mixed methods approach as a research design. McElvain used Reader Response theory as a theoretical framework for her study. The sample consisted of 75 students from the fourth to sixth grade of elementary school. The researcher collected the data

through teacher interviews and student surveys. She analyzed the data by using a chi-square and a paired samples t-test. The main findings of this study were the effect of using TLC was considerable on the student level of reading comprehension, and the results showed the superiority of students who used TLC in increasing their grade level in reading over other students in the control group.

Irawati (2016) conducted an experimental study to show the usefulness of using Literature Circles to improve reading comprehension for students. She used the quantitative method as a research design and Quasi-experimental research as a theoretical framework. The sample consisted of 24 students in the first semester of an intensive English course. Moreover, the researcher collected the data using a nonrandomized control group pre-test and post-test and analyzed those data using an independent t-test and multiple-choice test. The main findings of this study were Literature Circles greatly helped in improving reading comprehension among students, also, those who experienced Literature Circles tended to understand the text more than those who did not experience it, as well as the fact that Literature Circles were more effective than traditional reading activity. Moreover, the study was only limited to the second-semester students of the Intensive English Course who learned English to enable them to access information.

Nurhadi (2017) conducted a study on the development of reading comprehension using Literature Circle. To reach the goal of this study, the researcher used the qualitative method as a research design. The sample of the study was participants from the eleventh grade in MAN Indramayu. The researcher collected the data through observation, questionnaire, and interview in addition to a pre-action test, where the collected data were analyzed using the KKM technique. The main finding of this study showed a significant improvement in the students' reading comprehension after using Literature Circles. This study proved that teaching reading comprehension through literature was effective in the classroom. This study was limited to the eleventh stage, where the ages of this class group ranged from 15 to 17 years. It was also limited to students of the Indramayu region west of Indonesia.

Varga (2016) tried to check the metacognitive perspectives on the development of reading comprehension. The researcher adopted the qualitative method as a research design and she used Metacognition theory and Vygotsky's theory as a theoretical framework for her study. The sample of this study consisted of pupils in the sixth grade, aged between 12 and 13 years in their first term. Moreover, the researcher collected the data using direct observation and survey, and the data was analyzed using Empirical data analysis. However, the main

findings of this study were the students' reading comprehension developed significantly after applying Literature Circles in addition to developing the ability to ask questions about the text smoothly. The text appeared as a language game that the reader was invited to participate in rather than a textual world for the reader to step into. This study was limited only to students between the ages of 12 and 13 years, with the course of the lessons between 40 to 60 minutes in length.

Okewole et al. (2018) investigated the effect of Literature Circles, dialogic reading, and vocabulary self-selection strategies in developing reading comprehension skills in lower primary school children. The researchers adopted the quantitative method as a research design, and they used quasi-experimental techniques as a theoretical framework. The sample was very large, as it included 37,589 participants from different lower primary schools in Osun State. Furthermore, the researchers collected the data using the multi-stage sampling technique and Pupil Reading Comprehension Test. The data collected were analyzed using descriptive and inferential statistics. The main finding was a clear positive sign on the effect of Literature Circles on the students' reading comprehension. In addition, the effect of Literature Circles on the reading comprehension of students in private schools was greater than in public schools, as well as the effect of Literature Circles on female students was better than that of male students. This study was limited to lower primary school students, in Osun State in Nigeria, where the number of participants was 37,589 students.

Julianti et al. (2018) conducted a study to find out how to improve students' reading comprehension of narrative texts by using the Literature Circles Strategy. To achieve this goal, the researchers applied a mixed-method approach as a research design. The sample was the first grade of senior high school in Majalengka. The researchers used observations, interviews, and student's test scores of cycle I and cycle II as a data collection method. The quantitative data were analyzed by using statistical computation and the qualitative data were analyzed in the form of a verbal report and described in graphic form. The findings proved that using the Literature Circles Strategy could improve the scores of students. The Literature Circles Strategy enabled students to comprehend the text, identify the main ideas, improve their vocabulary, and lastly take the conclusion of the text. This study was limited to the first grade of senior high school in Majalengka, Indonesia.

Novasyari (2019) tried to investigate whether or not there were significant differences in reading comprehension among the students of high school in Palembang. She used the

quantitative method as a research design and the Literature-Based Instruction approach as a theoretical framework for her study. The sample was 46 students from the eighth-graders, and the researcher equally divided them into experimental and control groups. Novasyari used an informal reading inventory, multiple-choice questions, and writing tests as a means to collect the data. Moreover, she analyzed the collected data using the paired sample statistics and scoring system converted into percentages ranging from 0 to 100 percent. The findings showed that the reading comprehension of students has improved significantly after the use of Literature-Based Instruction. Additionally, the independent t-test showed that the mean difference of reading comprehension was 8.609, t-value of 11.111 ($p < 0.05$). This study was limited to students of the eighth graders and an age group ranging from 13 to 14 years old.

Thomas and Kim (2019) conducted a study on the effect of Literature Circles on a group of college students in developing their reading comprehension skills. They used the mixed methods approach as a research design and grounded theory techniques as a theoretical framework for their study. The sample consisted of 38 college students, and the data were collected through oral re-tell, book tests, and interview connections, where those data were analyzed using MANOVA and ANOVA software. The findings from the results of the quantitative analysis proved that students in the group that used Literature Circles significantly outperformed their peers in the control group, and the results of the qualitative analysis also proved that the reading comprehension of students improved significantly after using Literature Circles, also, to provide an opportunity for discourse, collaboration, and social interaction. This study was limited to the participation of 38 students, who were randomly selected and investigated the Literature Circles on their reading comprehension for five weeks.

Bekmuratova et al. (2020) investigated the development of students' reading competence by reading Chyngyz Aitmatov's *The Day Lasts More than a Hundred Years*. The research design of this study was qualitative, and the researchers used Bloom's taxonomy as a theoretical framework for their study. The sample was the first year of the Finance and Law College of Osh State University. The researchers collected the data through a pedagogical observation. The descriptive method was employed to analyze the collected data with the assistance of other formulas and percentages. The main findings showed that the employment of critical thinking strategies, especially Bloom's taxonomy was simpler than traditional teaching. After using this strategy, the scholars of every group became more self-confident and commenced to participate in classes with interest. However, this study was limited to only one

novel and a specific sample of only first-year groups of Finance and Law College of Osh State University, Kyrgyzstan.

Tosun and Dogan (2020) conducted a study to find out the effect of Literature Circles on students' reading comprehension. The researchers used the mixed methods approach as a research design and the Reader-Response theory as a theoretical framework for their study. The sample consisted of 74 primary school students in the fourth grade in Denizli. The data were collected using an open-ended questionnaire and a multiple-choice reading comprehension test. Moreover, several methods were used to analyze the collected data, as the quantitative data were analyzed using chi-square, Kolmogorov Smirnov test, and ANCOVA, while the qualitative data used descriptive analysis. The main findings of this study were Literature Circles had a clear positive effect on students' reading comprehension and helped students reading speed in the narrative and informative texts. This study was limited to a certain time. The researchers should not make generalizations about past and future events.

Eltayb (2020) conducted a study to find out the role of teaching literature in enhancing comprehension skills at the tertiary level. The sample of this study was 30 English language teachers from different Sudanese universities. The data were collected using a questionnaire and analyzed by a statistical package for social studies SPSS. The researcher used the quantitative method as a research design and adopted the descriptive analysis approach as a theoretical framework to examine the data of this study. The main findings of this study showed that using literature in teaching English helped students to improve reading comprehension, strengthened their ability to use skimming and scanning techniques and developed students' interpretative abilities. However, the study was limited in using the data collection method. The researcher depended upon only the questionnaire distributed to 30 teachers from different universities in Sudan.

Dogan et al. (2021) conducted a study aimed at demonstrating the effect of Literature Circles on students' reading comprehension. The sample of this study consisted of 174 students in the fourth grade of primary school. The researchers used a mixed-method approach as a research design. This study followed the theory of Vygotsky's socio-cultural and Rosenblatt's Reader-Response theory as a theoretical framework. The data were collected using different methods, where quantitative data were collected by applying the Attitude Towards Reading Scale before and after the one-year Literature Circles practice, while the qualitative data were collected through semi-structured interviews. Moreover, they analyzed the collected data

through descriptive statistical techniques. The main findings of this study were Literature Circles did not have a significant impact on the students' reading comprehension in the primary stage. However, the quantitative results of the study indicated that Literature Circles led to a positive, even if not significant increase in primary school fourth-grade students' attitudes towards reading. Equally, the qualitative results of the study showed that the experiences of Literature Circles created positive reflections on their reading attitudes. This study was limited to seven primary schools in a low socioeconomic area in a province in the Aegean Region, Turkey, following the permissions obtained within the research scope. This study was limited to 174 students with a specific age group ranging from 9 to 10 years old.

CONCLUSION

From what has been presented, one might conclude that reading comprehension skill is one of the most important skills to learn English, as through this skill students will not learn only how to read correctly, but will exceed mere reading as a task in a course without understand the vocabulary of the text they read and absorb its implicit meaning. Therefore, through reading comprehension, students will learn new vocabulary, sentence structures, and important idioms, which may not be provided by traditional English lessons. However, reading comprehension has accompanied scientific development nowadays in creating new methods of learning English, where it has substantially stimulated to depend on self-learning. Furthermore, through reading comprehension, students will learn new things in addition to the aforementioned, including getting to know new cultures and learning how to formulate a sentence from authors whose mother tongue is English.

Through reviewing previous studies, it was found that using literature, whether a novel, short story, or even excerpts from comic stories, has the most prominent and important role in developing students' reading comprehension at their different levels of study. Therefore, it was found that using Literature Circles in teaching and learning reading comprehension has significantly developed the ability of students to learn new vocabulary and expressions and learn about different cultures, as well as learn the ability to understand the text during its reading. It is an undeniable fact that literature covers different topics, they may be realistic or emotional stories scientific topics, etc. Moreover, using literature in the process of teaching and learning reading comprehension is a must, because literature these days competes for other areas of knowledge and maybe exceeds them. Through learning reading comprehension, students not only learn how to read but also absorb what the narrator or story offers in its rich

diverse language, and thus be like double education. Using Literature Circles also proved effective in increasing the students' desire to learn more, where the students feel no more bored while learning reading comprehension, as well as making them ask questions and interact in class, unlike traditional methods.

This study conducted an exhaustive examination of the integration of literature into teaching and learning strategies for advancing English reading proficiency. By systematically reviewing and analyzing twenty previous studies, it was demonstrated that the use of literature significantly enhances reading comprehension skills. This comprehensive approach ensures that students not only improve their language skills but also gain cultural insights and a deeper understanding of the material. In a nutshell, all the previous twenty studies have definitively demonstrated the effectiveness of teaching and learning reading comprehension among students at all ages and school levels.

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