

Perceptions, Difficulties and Methods of Learning English Literature Among Uptm English Major Undergraduates

Sharmaine Batrisyia Lai^{1*}, Anis Abdul Rahim²

^{1,2}Faculty of Education, Humanities and Arts, Universiti Poly-Tech Malaysia.

*Corresponding author: sharmainelai00@gmail.com

Received 31 March 2024, Revised 20 April, Accepted 30 April 2024, Published 31 May 2024

ABSTRACT

The purpose of this research was to investigate the perceptions of two courses of UPTM undergraduates majoring in English towards English literature, the difficulties encountered, and the types of methods that suit their needs in learning English literature. The study employed a quantitative method by collecting data from 100 respondents through 39-item questionnaires. Undergraduates perceived that learning English literature was pleasant as it could assist them in expanding their vocabulary and enhancing language skills. Even so, concerns such as the vocabulary they discovered while learning English literary texts having multiple meanings hindered them from learning English literature and inhibited their ability to comprehend literature better. However, the guidance of teachers or lecturers is a feasible approach to facilitate students learning in English literature. Overall, the findings suggest the need for increased exposure and tailored teaching methods to improve English literature learning outcomes.

Keywords: Perception, difficulties, methods, English literature, English major

How to Cite:

Muhammed Zuhair Syafiq Lai, S. B. L., & Abdul Rahim, A. (2024). Perceptions, difficulties and Methods of Learning English Literature among UPTM English major undergraduates. *Jurnal Evolusi* , 5(1), 32–48.
<https://doi.org/10.61688/jev.v5i1.145>

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INTRODUCTION

Literature is still perceived as one of the most important lessons taught in English classrooms in Malaysia throughout high school. Many English language teaching experts recognize the use of literary texts in the development of a second language for its tremendous benefits, in addition to being an ingenious way for ESL students to learn English proficiently (Littlewood, 2000; Handayani, 2013 as cited in Barzani, et al., 2021). It is deemed one of the best mediums for teaching students' new English vocabulary, grammar usage in sentences, and English phrases. According to Samat & Sarah (2019), it also helps to improve learners' English proficiency by accelerating their acquisition of second language through literary texts. The purpose of integrating literature into English lessons is for undergraduates to value literary works as well as comprehend literary texts in various forms and from various cultures.

However, there are several factors contribute to Malaysian undergraduates' difficulties in learning English literature. One of the factors is that they are struggling because of the materials they are using (Samat & Khaidzir, 2019). This could be due to an incompatibility in the undergraduates' language proficiency. It may contribute to the lack of interest in reading literature materials (Samat & Khaidzir, 2019) and result in negative perceptions (Agnes & George, 2021). However, the majority of university students are non-native speakers (Dewi, 2018). Thus, considering that they are non-native practitioners, they experience challenges of insufficient knowledge and disparity with the English culture. The undergraduates also require more time to comprehend it due to their background and cultural barriers (Yacob & Yunus, 2019), which causes them to become uninterested in learning English literature (Akbar & Yazid, 2020). Further to that, Malaysian students are struggling with analyzing the figurative meaning in poems (Lock & Abidin, 2020). Students also demonstrated a limited comprehension of the language used in literature (Samat & Khaidzir, 2019). As a result of the complex form of language used in the literary texts, students struggle to interpret the meaning of poetry due to not getting enough exposure to English materials.

Nonetheless, Samat and Sarah (2019) believe that learning English literature is still in its infancy among Malaysian students. Students required extra time to grasp the materials. The mastery of English literature is not as expected and is generally viewed as poor. Teachers and students encounter obstacles in teaching and learning, respectively. As a matter of fact, it may be difficult for undergraduates to appreciate English literature. Moreover, ESL undergraduates were studying English literature for exam purposes rather than for literary appreciation (Naser & Aziz, 2017 as cited in Al-Saggaf, Al-Aqad, Rafiee, 2021). Furthermore, one of the major challenges that undergraduates face is an inadequate exposure to literature because of their previous level of education in primary and secondary school, which leads to a lack of gratitude for English literature (Sulaiman, 2015 as cited in Al-Saggaf et al., 2021).

According to previous research, there has been a significant amount of research conducted on attitudes toward learning English literature (Barzani et al., 2021) in non-Malaysian contexts. Meanwhile, several studies conducted at secondary schools in Malaysia (Awang & Kasuma, 2016; Engku Atek, Hassan, Latiff, Azmi & Yah Alias, 2020; Lock & Abidin, 2020; Othman, et al., 2015); and MSU (Al-Saggaf et al., 2021) focused solely on undergraduates' perceptions of literature. In addition, Agnes and George (2021) conducted research on the factors that contributed to anxiety when learning English literature. However, there has been a lack of research on the methods for overcoming the challenges faced by undergraduates in Malaysia. Furthermore, no research has been conducted to date at the university level in Malaysia regarding the preferred learning style of undergraduates when learning English literature (Al-Mahrooqi & Al-Wahaibi, 2012; Awang & Kasuma, 2016; Othman et al., 2015). Thus, Malaysian undergraduates' perceptions of literature, as well as how they overcome difficulties in learning literature, are important.

Research Questions

Based on the purpose of this study, these are the research questions that were addressed for this study:

1. What are the perceptions of English major undergraduates in learning English literature?
2. What are the difficulties encountered by English major undergraduates in learning English literature?
3. What are the methods by which English major undergraduates confront the challenges that they encountered in learning English literature?

LITERATURE REVIEW

English Literature

The integration of English literature into the syllabus of primary to tertiary education enhances Malaysian ESL students' proficiency in English language learning by incorporating various types of texts and resources into the process of teaching and learning in English classrooms (Hashim & Talib, 2019). Students are introduced to a variety of reading texts or materials, such as poetry, works of fiction, short story collections, and drama (Hashim & Talib, 2019), to familiarise them with the use of English and improve their skills in reading English literary texts. Besides, literature also helps to expose students to aesthetic and imaginative writing. Moreover, this encourages learners to cultivate critical thinking and analytical skills, both of which are necessary for language learning (Azizi, et al., 2022; Fathi & Soleimani, 2019). Undergraduates learn to identify themes and form opinions through the analysis and interpretation of written works. This statement aligned with KSSM (2018 as cited in Farhanah & Hadina, 2022) that incorporating English literature into second language lessons has the potential to increase and enhance students' critical thinking skills.

Past Studies

Perceptions Towards English Literature

Firman (2022) research discovers that university students expose themselves to fully grasping and acknowledging ideologies, emotional responses, and artistic form within the literary inheritance of such cultures by collecting results from interview sessions with EFL students at a university in Bali. In fact, by reading and appreciating literary works can improve their knowledge and increase their English vocabulary. Further to that, according to research conducted by Dahiru (2020) in Nigeria, students claimed that reading a large number of written texts was inconvenient for them. The dull materials provided make it harder for them to comprehend English literature texts. The results are in line with Alshammari, Ahmed and Shouk (2020), which study gained the results from twenty instructors at a northern Saudi university. The results perceived that reading literary texts can lead to boredom, due to a lack of reading habit and a lack of English proficiency. Thus, students tended to avoid reading literature materials.

Perceptions of students towards literature may vary and differ from one another. Literature, according to Firman (2022), is a useful method for improving students' English language skills, particularly in writing. It helps in expanding their vocabulary and avoiding grammatical errors in their writing. According to the findings of Ashrafuzzaman, Ahmed and Begum (2021) study, students are more likely to learn literature lessons than grammar lessons. This could be due to the adventurous nature of studying literature, as it can help students with self-development. In addition, a study has been conducted by Kassem (2020) to explore how college students in Saudi Arabia view English literature classes. Findings showed that the majority of the students had favourable perceptions of learning English literature lessons as they helped them understand cultural differences from a different viewpoint.

The inclusion of English literature in English lessons is a non-challenge free in teaching literature to students (Barzani et al., 2021). Teachers struggled to figure out the best approach to teaching (Hashim & Talib, 2019)

and the best materials to offer students because they needed to be aligned with the students' levels of ability. The results are consistent with Harun and Samat (2021). The teaching approaches used cause teachers to strive in responding to students' diverse demands as well as providing instruction and, in particular, providing examples in English literature lectures. Furthermore, pre-service teachers struggle to encourage participation of students in literature lessons. Students' lack of interest in learning literature makes it difficult for teachers to involve students in lectures (Harun & Samat, 2021). According to Ashrafuzzaman et al. (2021), the results revealed that instructors found that students underestimate the importance of English literature because they believe it will not provide significant support for their learning outcomes. Furthermore, teachers acknowledged that students are more likely to disregard literature due to their inadequate English proficiency and cultural awareness (Harun & Samat, 2021).

Challenges and Difficulties in Learning English

According to Yacob and Yunus (2019), Malaysian secondary students tend to translate words into English by using their first language. Furthermore, when dealing with English phrases and sentences, they frequently use their first language translation. According to the findings of Rusli, et al., (2018), Malaysian undergraduates have low self-esteem, particularly when communicating with people who speak English. The results are correlative with Ashrafuzzaman et al. (2021). Researchers found out that the students felt speaking English is hard because it makes them lose confidence since English is not their first language. Aside from that, students face another challenge: limited English proficiency. According to Misbah et al., (2017) in Amoah and Yeboah (2021), students lack vocabulary, particularly when it comes to writing and reading. They also lack grammar because they argue that it is too difficult to master the rules. Students are also discouraged from learning English due to a limited vocabulary (Yacob & Yunus, 2019). The evidence can also be found in Nor, et al., (2019), where several interviewees expressed their perceptions of being unfamiliar with English vocabulary, which caused them to have difficulty grasping the meaning of certain words they discovered.

Study conducted by Saeed, et al., (2019), the performance of the test given to Malaysian university students was lacking, especially in speaking proficiency. According to the findings of a study conducted by Fan (2019), the students studying English in the Western country face challenges in writing, speaking, and independent learning. Besides that, Fan (2019) study also found out where students tended to put more focus on grammar and sentence structure neglecting the fluency as well as the meaning itself. According to the findings, it was the inverse of a study conducted at Nanjing Tech University by Amoah and Yeboah (2021), where the students' most significant difficulties in learning were difficulties in speaking. Grammatical error is a problem due to the factors of anxiety and fear involved in making mistakes while using the language. Furthermore, a study carried out by Zhang and Shao (2021), college students showed unconcerned attitudes towards learning English. Nevertheless, in Lin, Yeo and Lau (2020), findings have shown that speaking anxiety issues among students did not influence much in their learning of a second language. This result contrasts with Yacob and Yunus (2019) article, which said that students' proficiency is limited due to first language interference.

Challenges and Difficulties in Learning English Literature

Several studies have found that the language used to portray characters in literary texts by authors or writers is difficult to understand (Lock & Abidin, 2020). According to Alshammari et al. (2020) research findings, an advanced level of English proficiency is necessitated to fully comprehend English literature. As a result, undergraduates demonstrated a lack of interest in learning English literature. According to Samat and Sarah (2019), students nowadays prefer to read the materials provided during class because they do not intend to read them at home as instructed by their teachers because they are not interested in reading literary materials. This is because comprehending English literature necessitates prior knowledge of the language. Uddin (2019), a storyline that is extremely long or written in overly complicated language may not hold the attention of students in a class. Students also have difficulties comprehending the school's textbooks and English materials (Yacob

& Yunus, 2019). Students with low reading proficiency often do not understand much of the language used (Akbar & Yazid, 2020; Alshammari et al., 2020). Thus, it might hinder the learning process of English literature.

Furthermore, when studying literature in English class, students encountered some difficulties in analyzing and comprehending the messages conveyed in poems (Lock & Abidin, 2020). Due to the short lines and difficult words used in the texts, students struggled to interpret them. As a result, students became frustrated when learning English literature in English class. This refers to the fact that EFL students were infrequently exposed to English literature and found it difficult to learn (Al-Mahrooqi & Al-Wahaibi, 2012; Alshammari et al., 2020). This is because it necessitates more effort and learning processing than they were previously exposed to when learning English. Besides, research reported that poor language knowledge and skills would be a serious concern in the face of learning literary (Alshammari et al., 2020; Kassem, 2020). Furthermore, culturally insulting writings may be resented by students (Uddin, 2019). English now serves as the native language of a range of countries, which may present difficulties for non-native speakers.

Methods in Learning English Literature

In terms of methods for overcoming students' difficulties in learning English literature, Akbar and Yazid (2020) suggest that traditional styles of teaching and learning would not help students learn as well because peer interaction is significant since it will cause imbalance and lacking in language skills acquisition. Furthermore, the researcher suggests using various means, as well as other approaches to make the learning session of English literature more productive and intriguing. Moreover, to better understand, students preferred to translate using their first language (Yacob & Yunus, 2019) and read literary works in their native language (Ashrafuzzaman et al., 2021) as this might assist them in comprehending and grasping the context of English literature. However, there have been insufficient studies of the strategies that Malaysian undergraduates preferred to use in overcoming their challenges in learning English literature at the tertiary level.

METHODOLOGY

Research Design

A quantitative approach was employed, specifically the survey research design. The researcher sought to describe trends among large populations rather than examining relationships or variables in the study (Creswell & Guetterman, 2019). The study focused on undergraduate students from two English departments at UPTM: The Bachelor of Arts (Honours) in Applied English Language Studies (BE201) and the Bachelor of Education (Honours) in Teaching English as a Second Language (TESL) (BE203). These departments had a total of 657 students. However, only 100 undergraduates were surveyed in this research. Convenience sampling method was employed, involving willing undergraduates from both departments. Convenience sampling implies that the researcher chooses participants who are available and willing to participate in the current study (Creswell & Guetterman, 2019, p. 173).

In this study, questionnaires were employed as the research instrument. According to Creswell and Guetterman (2019), a survey is a process in which a researcher distributes a form to a selected sample group to discover patterns in a large population of people for a study (Creswell & Guetterman, 2019). The survey form included a set of 39 close-ended questions, consisting of four sections: Section A (6 demographic information questions), Section B (8 items on perceptions of learning English literature), Section C (12 items on difficulties in learning English literature), and Section D (13 items on methods for dealing with these difficulties). Sections B, C, and D contained Likert-scale ranges ranging from 1 to 5, labelled "Strongly disagree" to "Strongly agree" respectively. The questionnaires were adapted from Al-Saggaf et al., (2021) and Ta'amneh (2021).

Modifications were made to the questionnaire tailored to the study's focus on perceptions, difficulties, and methods in learning English literature, ensuring its relevance and depth for research.

Data Collection Procedures

Figure 3.1

Data Collection Procedure

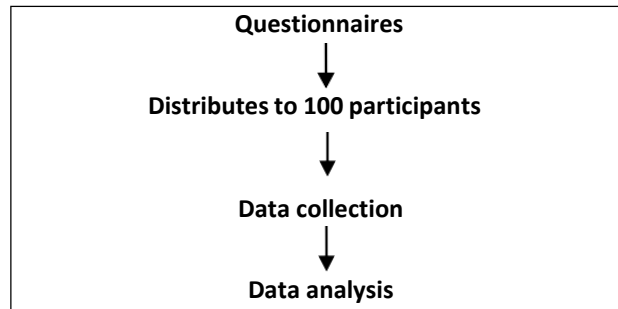


Figure above depicted that the researcher distributed the survey form to 100 UPTM English major undergraduates selected for the study. Quantitative data was collected through closed-ended questionnaires which created using Google Forms as survey instruments. Participants were provided with an informed consent form. The questionnaires were shared online with selected undergraduate courses at the university, allowing participants to complete the survey. Participants were required to answer all items and submit the questionnaires upon completion.

Data Analysis

Descriptive statistics were used to analyses the quantitative data for this study. The data for perception, difficulties, and methods items in the questionnaires for this research study will be analyzed using SPSS as quantitative data. A pilot test was conducted prior to this study. The questionnaires were validated by lecturer from the English department. Using Cronbach's Alpha reliability method in SPSS, the questionnaires' reliability was 0.843. These findings aligned with the study objectives, and minor modifications were made based on feedback.

FINDINGS AND DISCUSSION

The study performed a descriptive analysis to measure the frequency for the research.

Table 4.1

Respondent Demographic Analysis

MEASUREMENT	ITEMS	PERCENTAGE
Gender	Male	28%
	Female	72%
Course	BE201	27%
	BE203	73%
Year of Study Program	First year	16%
	Second year	36%
	Third year	48%
Self-rated overall English proficiency	Excellent	10%

	Good	61%
	Fair	28%
	Weak	1%
Number of languages spoken	Two	57%
	Three	27%
	More than three	16%
First language/mother tongue	Malay	95%
	Chinese	3%
	Others	2%

From the table above, females are the majority respondents compared to males. Amongst both courses, 73% of respondents are from BE203, and the majority of students (48%) can be categorized as third year undergraduates. Rating themselves as possessing good proficiency (61%). Furthermore, the majority of the respondents can fluently speak two languages (57%). Lastly, from the table above, 95% of the respondents considered Malay as their first language, indicating that most of them are non-native speakers.

Table 4. 2

Descriptive statistics of perceptions of learning English literature

PERCEPTIONS OF LEARNING ENGLISH LITERATURE	N	MEAN	STD. DEVIATION
1. I enjoy learning English literature.	100	4.14	.82
2. I like to read English literary texts.	100	4.09	.85
3. I can learn literature independently.	100	4.35	.88
4. I can increase my knowledge of other cultures by studying literature.	100	3.65	1.01
5. It is better to learn literature with the help of a teacher.	100	4.33	.77
6. Literature assists me in enhancing my English language skills.	100	4.41	.68
7. Literature assists me in enhancing my vocabulary.	100	4.49	.67
8. Literature assists me in enhancing my grammar.	100	4.20	.80

Table 4.2 portrayed the perceptions of learning English literature from section B. As shown in the table above, the mean of items under the perceptions of learning English literature ranged from 3.65 (SD = 1.01) to 4.49 (SD = 0.67). Based on the data collected from the survey form, the highest mean from the overall item was item 7, (M = 4.49, SD = 0.67) which was “*Literature assists me in enhancing my vocabulary.*” Most of the respondents considered learning English literature can assist them in enhancing their vocabulary. Nevertheless, according to the same data gained, item 4 which was “*I can increase my knowledge of other cultures by studying literature.*”, had the least mean which was 3.65 (SD = 1.01) among all the items under perceptions.

Table 4. 3

Descriptive statistics of difficulties in learning English literature

DIFFICULTIES IN LEARNING ENGLISH LITERATURE	N	MEAN	STD. DEVIATION
9. The language used in literary texts is hard to understand.	100	3.76	.91

10. The literary texts are difficult to interpret without the help of a teacher.	100	3.90	1.01
11. The literary texts are too complex or long.	100	3.72	.92
12. The English used in the literary texts has multiple meanings.	100	4.24	.82
13. The vocabulary is unfamiliar.	100	3.92	.85
14. There are too much elements of literature need to memorize.	100	3.82	.98
15. The setting of the English literature is too unfamiliar.	100	3.47	1.07
16. The elements of English literature are difficult to understand.	100	3.55	1.04
17. The theme and values in literary works are difficult to identify.	100	3.38	1.14
18. The old English language is difficult to apply in writing.	100	4.06	.97
19. The literary devices in poems are difficult to identify.	100	3.56	.98
20. English literature is hard to learn because they are not taught very well in classes.	100	3.73	1.04

According to Table 4.3, the results revealed that respondents encountered several difficulties in learning English literature. The range of mean of difficulties in learning English literature is from 3.38 to 4.24. Item 12 had the highest mean among all items where the majority of the respondents ($M = 4.24$, $SD = .82$) indicated that “The English used in the literary texts has multiple meanings.” There was a total of 83% respondents who chose this item as their most encountered challenges/difficulty in learning English literature. In contrast, item 17, which was “The theme and values in literary works are difficult to identify.” had the least mean ($M = 3.38$, $SD = 1.14$) among all items. There was a total of 46% of respondents who chose this item as the least faced challenges/difficulty in learning English literature.

Table 4.4

Descriptive statistics of methods to overcome the difficulties in learning English literature

METHODS TO OVERCOME THE DIFFICULTIES IN LEARNING ENGLISH LITERATURE	N	MEAN	STD. DEVIATION
21. I prefer to learn literary texts in different types of media.	100	3.96	.92
22. I learn literary texts outside the classroom.	100	3.39	1.14
23. I learn elements of literature better through memorization.	100	3.56	1.03
24. I learn new vocabulary from literary texts by putting it in sentences.	100	3.92	.87
25. I guess the meaning of the sentences in literary texts.	100	4.01	.80
26. I prefer to learn literary texts through clear literal meaning.	100	3.87	.84
27. I ignore learning difficult literary texts.	100	3.17	1.14
28. I search for unfamiliar vocabulary in the online dictionary.	100	4.19	.88
29. I break the stanza into parts to guess their meaning.	100	3.99	.93
30. I depend on verbal and visual information to learn poetry.	100	3.76	.94
31. I prefer learning literary texts through group discussion.	100	3.68	1.07
32. I prefer learning with the help of my teacher.	100	4.32	.75
33. I translate it into my own language to understand the meaning.	100	3.93	1.06

Table 4.4 focused on methods to overcome the difficulties in learning English literature. Based on the table above, the highest mean from the overall items was $M = 4.32$ ($SD = 0.75$), where a large chunk of the respondents chose item 32, “I prefer learning with the help of my teacher.” as their most preferred strategy or method when it comes to learning English literature. However, the least preferred method by respondents for learning English literature was item 27, “I ignore learning difficult literary texts.”, which has the lowest mean

($M = 3.17$, $SD = 1.14$) among all 13 items. The results indicated that respondents are more likely to finish the texts rather than ignoring those difficult literary texts.

Discussion

According to the gathered data, English literature is perceived as a subject that undergraduate's favor. The majority of UPTM undergraduates have a positive attitude towards the subject and enjoy learning it. In addition to being an enjoyable pursuit, the study of English literature can also be beneficial for improving vocabulary and reinforcing other English language skills. English literature study is an effective way to improve English language skills of an individual. Reading literary texts can assist undergraduates in acquiring new vocabulary and improving their grasp of the nuances of the target language. The discovery is related to Firman (2022), who claims that reading is an efficient way of honing English language skills. Furthermore, it allows undergraduates to practice their reading comprehension skills which are essential to academic success (Barzani, 2020; Barzani et al., 2021).

Additionally, studying English literature has significant benefits that extend beyond literary appreciation. By examining the elements in literary works, undergraduates can cultivate abilities in critical thinking (Ashrafuzzaman et al., 2021; Azizi et al., 2022; Engku Atek et al., 2020; Fathi & Soleimani, 2019) including analysis and interpretation. Undergraduates agreed that it was challenging for them to understand the multiple meanings of words used in literary texts. Based on the results, undergraduates considered English as their second language and not their first, since Malaysians are ESL learners. It could be said that the primary reason Malaysian undergraduates struggle with English is the lack of proficiency in the language among some students. The findings related to Nor et al. (2019) and Yaccob and Yunus (2019) studies, where students expressed their difficulty in grasping the meaning of certain words they discovered.

In addition, the language used in classic literature can be particularly difficult for students to interpret due to unfamiliar vocabulary and language complexity (Lock & Abidin, 2020; Samat & Khaidzir, 2019). The writing styles and language used by authors in the early modern era can be quite different from those used by authors in the late modern era. Moreover, the language used in literature from previous eras may seem outdated or unfamiliar, making it harder for students to connect with and understand classic literature. Even if undergraduates have strong English skills, they still may struggle with comprehending the complexity of literary texts due to a lack of background knowledge and insufficient exposure to the language in their earlier education. This is especially true for non-native speakers in the Malaysian context, who typically only encounter literature as an integrated lesson in English class during their secondary school education. As a result, it might lead to a lack of motivation for learning English literature (Akbar & Yazid, 2020).

The method of teaching and learning English literature can greatly impact the undergraduate experience. According to the survey, the majority of undergraduates still prefer to learn with the help of their lecturers. This preference for teacher-led instruction has numerous benefits, including improving comprehension and fostering a sense of community and shared learning. Having an experienced lecturer when studying English literature is invaluable as it involves various themes and ideas. Lecturers are able to provide contextual knowledge and an understanding of literary devices, which can be crucial in fully comprehending the text. Furthermore, their guidance and feedback on assignments are important for success in the field of English literature. However, according to Ramlan (2015 as cited in Hashim & Talib, 2019), teacher-centered classes lead to boredom and hinder the learning process. Another study which was conducted by Akbar and Yazid (2020), suggests that traditional styles of teaching and learning would not help undergraduates learn well. The study found that more interactive methods of teaching would be much better for improving the understanding and engagement of students.

CONCLUSION

Research discovered the perceptions, and to acknowledge the difficulties encountered along with the preferred methods of learning English literature among English major undergraduates. The needs of undergraduates in learning English literature were acknowledged through the conducted study. Undergraduates regard learning English literature as a medium to enrich their vocabulary. However, a lack of exposure to English literature materials discourages them from learning English literature and hinders them from learning literature more efficaciously. Motivation and assistance from lecturers are important since they can guide them to gain an interest in learning English literature. Educators might also give guidance according to the undergraduate's proficiency level in English and encourage them to appreciate foreign cultures as well as the literary works. Institutions should also carefully select appropriate literary texts for undergraduates to minimize complexity and distraction. As a result, the chances of undergraduates becoming distracted may be reduced. Besides, it may maintain their interest in studying English literature.

There are a few recommendations that future researchers in this field may consider. Concerning the data collected from the study, the difficulties and methods of undergraduates in learning English literature were acknowledged. For further study, future researchers could study the same research topic but with the involvement of other English-major undergraduates from other universities as a sample. Thus, studying from other perspectives could yield more accurate results. Moreover, rather than using only the survey method, use the qualitative method by giving tests to see how undergraduate's analyses and interpret the literary works. The comprehension skills of undergraduates toward literary texts and difficulties can be identified as well. In addition, researchers can also explore more about the type of learning approach that undergraduates are more likely to prefer in learning English literature based on their difficulties and preferences. Consequently, by conducting this study, it could give more insights and exposure for similar research in this field in the future.

Although this study utilized quantitative approach, there remain some limitations after conducting this research study. The study focused on two English departments at a university in the Kuala Lumpur region. Due to the small population and small sampling size, the results collected for this study do not represent the entire population of Malaysian English major undergraduates. Moreover, regional differences and varying perceptions may affect the results. Furthermore, this study was limited only to the perceptions, difficulties, and methods that undergraduates intend to use in dealing with difficulties when learning English literature. Additionally, the study's instrument was questionnaires. Moreover, the number of respondents to be included in the current study was limited due to the lack of responses received. Thus, it might limit the validity and accuracy to the results of the study.

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