



# Literary genres in English textbooks for Senior High School

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While the potential of literary works in English as a Foreign Language (EFL) education is often discussed, limited research exist on their integration into Indonesian senior high schools English textbooks. The present study investigates how literary genres are incorporated into English textbooks in Indonesian senior high schools by investigating (1) the literary genre described in the textbooks and (2) the tasks that describe the language skills and the literary-specific knowledge to recognize the critical role of such content in fostering students' language development, cultural and intercultural awareness, and engagement in EFL education. The data sources of this study were three levels of senior high school English student textbooks published by the Indonesian government. The study combined a quantitative approach to examine the presence of literary works with qualitative content analysis to unpack the language skills and literary-specific knowledge included in the textbooks. The framework utilized literary genre terms and literary-specific knowledge. Among the 31 chapters in the textbooks, 12 chapters (39%) addressed literary works from various cultures, with 53% of the texts derived from the Indonesian context. In addition to language skills activities and tasks, there were literary knowledge activities. These findings implied that improving students' cultural and intercultural awareness may pose challenges. Moreover, these results highlight the importance of incorporating more authentic English literary works into English textbooks to prepare students for real-world English cultures.

**Keywords:** literary genres, EFL textbooks, authentic issue

## OPEN ACCESS

ISSN 2503 3492 (online)

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Received: 1st July 2024

Accepted: 09th October 2024

Published: 17th October 2024

Citation:

Aulia, D., Yusuf, F.N., Sukyadi, D.,  
Lubis, A.A. (2024). *Literary  
genres in English textbooks for Senior  
High School*.  
*JEES (Journal of English Educators  
Society)*, 9(2).  
<https://doi.org/10.21070/jees.v9i2.1876>

## INTRODUCTION

English as Foreign Language (EFL) teachers may strive to motivate teenage students to learn the language in more enjoyable ways. While various interesting resources such as videos, pictures, and genre-based texts, are available, literature can serve as an appealing alternative to capture the attention of adolescents in the EFL classroom. Furthermore, research has indicated that literary genres in EFL/ESL contexts offer significant contributions to the teaching-learning process. These genres provide authenticity, which is essential for developing communicative competence (Al-Saeed & Alenezi, 2021; Kaowiwattanakul, 2021; Laşcu, 2023; Nozen et al., 2017), enhance student motivation (Abdallahman, 2021; Zakaria & Aziz, 2019) and promote cultural and intercultural awareness (Floris, 2004; Summer, 2019). However, the discourse surrounding teacher and student perceptions of using literature in EFL classrooms has been a persistent issue for the past four decades. Belete & Mussa (2021) found in their study of teacher perceptions regarding the use literary texts for reading instruction that, although the teachers surveyed recognized the benefits of literary texts, they did not implement them meaningfully due to certain limitation, such as the length of the text and a lack of familiarity with the culture contexts presented in the materials.

Despite the variety of definitions, literary works can be understood as the complete body of writing produced by humanity; as well as the body of writing specific to a particular language or culture, and individual pieces of writing.

This encompasses both prose (unmetered language) or verse (meter language) that are considered worthy of study and preservation within the global literacy language. [Turco \(2020\)](#) categorized the literary genre in [table 1](#) as follows:

**TABLE 1** | Genres of Literature According to [Turco \(2020\)](#)

Fiction	Drama	Nonfiction	Poetry
Novel	Tragedy	Autobiography	Lyric
Novella	Comedy	Biography	Verse Narrative
Novelette (long story)	Tragicomedy	Essay	Verse Drama
Short story	Melodrama	Discourse	
Short-short story	Skit (a brief dramatic		
Episode (a single incident or event in a	presentation with a humorous or		
longer work of fiction)	satirical twist)		
Anecdote (a brief account often humorous)			

Furthermore, [Baetens \(2008\)](#) asserts that a literary genre serves a dual purpose: it not only imparts knowledge but also capture the readers' attention. It never diverts without also persuading, nor does it persuade without diverting; if a work is fictional, it invariably possesses some documentary value, while if it is primarily a document, it remains engaging in its own right. Literary works are considered valuable in EFL contexts because they are authentic ([Arens & Swaffar, 2000](#); [Floris, 2004](#); [Khatib et al., 2011](#); [Sari, 2016](#)), motivating ([Abdallahman, 2021](#); [Khatib et al., 2011](#); [Sari, 2016](#); [Tevdovska, 2016](#); [Zakaria & Aziz, 2019](#)), and enriching in terms of cultural awareness ([Calafato & Paran, 2019](#); [Floris, 2004](#); [Khan & Alasmari, 2018](#)). Therefore, literary genres, as materials for learning, can engage students' human and evoke the subtleties of their emotions. This assertion is supported by research indicating that literary genres in foreign language learning can enhance students' engagement with the target language, critical thinking skills, understanding of grammar and vocabulary, and pragmatic competence ([Bloemert et al., 2019](#); [Calafato & Paran, 2019](#)).

Furthermore, the use of literary genres in EFL classrooms to improve students' language skills in listening, reading, speaking, and writing has been extensively researched and found to be beneficial. Students' listening skills can be developed through exposure to diverse speech qualities and dialects, either by listening to native speakers ([McKay, 2001](#)) or through the teacher's oral reading of stories or other literary text transcripts ([Khan & Alasmari, 2018](#)). Furthermore, [Khatib et al., \(2011\)](#) assert that literary reading includes both readings for pleasure and reading for information, thereby filling gaps that non-literary texts may leave. This approach can significantly aid students in developing and achieving their reading skills ([Bobkina & Dominguez, 2014](#); [Khan & Alasmari, 2018](#)).

Topics and themes from poems, short stories, or novels can serve as discussion material, allowing students to express and convey their creative ideas through speaking activities ([Khatib et al., 2011](#)). Furthermore, [Calafato and Gudim \(2022\)](#) found that using literary texts enhance

students' writing skills, particularly in creative writing activities. Moreover, relevant topics within literary works significantly contribute to students' interest and engagement ([Tevdovska, 2016](#)). However, the use literary genres or the teaching of them as content knowledge in senior high schools in Indonesia remains controversial. [Floris \(2004\)](#) articulates those challenges such as incomprehensible literary language, cultural background differences, and the length of the texts may explain why literature is not widely embraced

Although, there is a wealth of research on incorporating literature into senior high school curricula, both within and outside the Indonesian context, challenges remain. [Alwasilah \(2006\)](#) states, "Most curriculum developers, textbook writers, and teachers believe that English literature is too difficult to be appreciated by Indonesian EFL students." Similarly, in the context of Swedish primary education, [Dodou \(2024\)](#) demonstrated that the inclusion of literary works in English textbooks remains insufficient and often marginalized. Meanwhile, in research on Iraqi English textbooks, [Nader Sharhan and Janfeshan \(2024\)](#) found that although language teachers had a positive perception of using literature in English language teaching, its presence in textbooks was lacking both in quantity and quality.

Given the issues mentioned above, research on Indonesia's EFL curriculum for senior high schools, specifically concerning the use of literary genres, remains largely unexplored. This study aims to examine the presence of literature in English textbooks for students, as well as the literary elements they contain. To achieve this, the following research questions (RQ) were posed:

1. What literary genres are discussed in the textbooks?
2. How are language skills and literary elements addressed through the tasks in the textbooks?

The finding of this study aims to provide insights for EFL textbook authors and stakeholders regarding the integration of literary genres to enrich teaching materials, media, and instructional strategies. Furthermore, this research will illustrate the representation of literary works in

Indonesian senior high school English textbooks, thereby reflecting the broader curriculum.

## METHODS

This study examines the use of literary works in the 2013 National Curriculum English textbooks for senior high school students in Indonesia.

It employs a mixed-method approach, combining a quantitative assessment of the literary works included in the textbooks with a qualitative analysis of how these works are

used in tasks related to language skills and the study of literary itself. The textbooks were analyzed and interpreted using content analysis to uncover the meaning embedded within the text (Drisko & Maschi, 2016; Krippendorff, 2018; Neuendorf, 2017; Weber, 1990). The sample for this study consists of English textbooks for senior high school students in Indonesia chosen as the data source (Krippendorff, 2018) because they are widely used in public schools. The selected textbooks were published by the Ministry of Education and Culture of the Republic of Indonesia and written by some well-recognized EFL professors and teachers from various Indonesian universities and schools.

**TABLE 2** | Textbook Description

Senior High School Grade	Title	Year of Publication	Publisher
X	Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas X	2017 Revision Edition	The Ministry of Education
XI	Bahasa Inggris Tingkat Lanjut Untuk SMA Kelas XI	2021	The Ministry of Education, Culture, Research, and Technology
XII	Bahasa Inggris: Buku Siswa Untuk SMA/MA/SMK/MAK Kelas XII	2018 Revision Edition	The Ministry of Education and Culture

All the textbooks listed in Table 2 are available in PDF format for free download at <https://buku.kemdikbud.go.id/katalog/>. Each book contains chapters or units featuring various genre texts accompanied by a range of EFL activities. The Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas X (English for Senior High School Grade 10) textbook is 240 pages long and divided into fifteen chapters. The Bahasa Inggris Tingkat Lanjut Untuk SMA Kelas XI (Advanced English for Senior High School Grade 11) textbook, 232 pages long, is organized into five units and two concluding sections. Furthermore, The Bahasa Inggris: Buku Siswa Untuk SMA/MA/SMK/MAK Kelas XII (English: Student Textbook for Senior High School Grade 12) textbook is 184 pages long and divided into eleven chapters. These textbooks contained seven genres: descriptive, recount, narrative, analytical exposition, explanation, news item, and procedure.

A rigorous content analysis should confirm the variables using scholarly literature and applied research, while also using theory as a guiding framework (Neuendorf, 2017). To address the first research question, the textbooks were examined using Turco’s (2020) literary framework (see Table 1). For the second research question, the analysis was based on a framework of student-centered literary tasks and activities, including role-play, improvisation, creative writing, discussions, questionnaires, visual aids, and other interactive exercises.

Research Question 1 was addressed by identifying the literary works included at each level of the textbooks. The data were presented using simple statistics to illustrate the

number, forms, and locations of literary texts in each textbook. A systematic scan of each textbook was conducted to identify literary works, and all texts that met the literary genre classification (Turco, 2020) were coded, regardless of whether they were English authentic literary works or translated texts. NVivo was used to organize and code the data effectively. For Research Question 2, tasks related to language skills and literary works were examined. All tasks and activities associated with the identified literary texts were analyzed. Qualitative content analysis (Drisko & Maschi, 2016) was employed to answer Research Question 2.

Triangulation was essential before presenting the data as academic research findings. Two experts in language teaching research were consulted to review the data and provide feedback on its validity and reliability. A detailed description of the research design, research questions, data collection process, and data analysis methods was shared with them. A confirmation phase was conducted to ensure the accuracy of their feedback. Their professional expertise helped establish the trustworthiness of the research data (Lindheim, 2022).

## RESULTS AND DISCUSSION

The study examined literary genres, tasks, and the alignment of tasks with language skills across all levels of senior high school English textbooks published by the Indonesian government. Since the textbooks did not explicitly mention literary genre terms, the researchers aligned the genres found in the textbooks with established literary text classification (see [Table 1](#)).

An analysis of the English for Senior High School Grade 10 textbook revealed that eight of the fifteen chapters focus on literary works. These chapters cover text with structures such as recounts, narratives, and songs. Recount texts primarily depict past events, including personal experiences, historical accounts, and biographies of famous figures. Folktales, a type of narrative text, are also featured (See [Figure 1](#)). In Advanced English for Senior High School Grade 11, three out of five chapters are dedicated to literary genres. In contrast, the English: Student Textbook for Senior High School Grade 12 dedicates only one out of eleven to literary genres.

Literary genres are predominantly discussed in the Grade 11 textbook, which contains more than half of the total chapters dedicated to this topic, followed by the Grade 10 and Grade 12 textbooks. However, despite the inclusion of literary works, these books do not explicitly use the terms "literary works," "literary genres," or even "sastra" (the Indonesian term for literature). Instead, the authors refer to genres using terms such as "recount" and "narrative." Nevertheless, this is not entirely detrimental, as students still gain valuable experience engaging with literary texts ([Abdalrahman, 2021](#); [Calafato & Paran, 2019](#)). Such exposure allows students to utilize literary texts for EFL activities, enhancing their creativity by exploring concrete and abstract meanings, developing critical thinking skills, and improving other language competencies ([Bloemert et al., 2019](#); [Calafato & Gudim, 2022](#); [Calafato & Paran, 2019](#)).

**TABLE 3** | The Number of Chapters Discussing Literary Genres

Textbooks	Chapters discussing Literary Genres	Total Chapters
English for Senior High School Grade 10	8	15
Advanced English for Senior High School Grade 11	3	5
English: Students Textbook for Senior High School Grade 12	1	11
<b>Total</b>	<b>12</b>	<b>31</b>

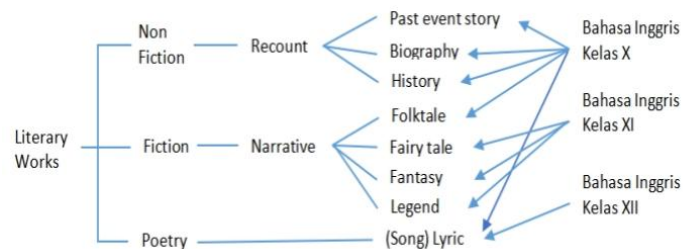
The data presented in [Table 3](#) indicate that very few chapters engage with and discuss literary genres. Overall, of the 31 chapters across all textbooks, only twelve chapters—representing 39% of the total—cover literary works. However, the Grade 11 textbook allocates a significant

portion to literary elements, with three out of five chapters (60%) containing literary texts. In contrast, the Grade 10 textbook includes literary texts in eight of its fifteen chapters, which accounts for more than half of the total. The Grade 12 textbook contains only one chapter (9%) dedicated to literary genres.

These findings reveal a moderate integration of genres within the topics and texts. Nevertheless, a more in-depth analysis of the literary texts employed and the types of student activities that demonstrate language proficiency and literary comprehension is necessary. Such an analysis will aid in addressing the research questions outlined above.

### Literary Genres

The analysis identified three literary genre classifications present in all the textbooks: fiction, nonfiction, and poetry. Fiction is represented through narratives or narrative texts, which appear in both the Grade 10 and Grade 11 textbooks, both of which refer to the term "story." Nonfiction is characterized by the recount text structure. The Grade 10 textbook includes folktales (4 texts), stories about past events (1 text), biographies (2 texts), and historical recounts (1 text). In contrast, the Grade 11 textbook features fairy tales (2 texts), fantasy stories (2 texts), and legends (2 texts). Additionally, song lyrics from the Grade 10 and Grade 12 textbooks are utilized to illustrate the poetry genre, with each book focusing on a single song lyric. [Figure 1](#) provides a summary of the literary genres found in the textbooks.



**FIGURE 1** | Literary Genres in Senior High School English Textbooks Published by the Indonesian Government

The literary genres in the textbooks include nonfiction, fiction, and poetry. The Grade 10 textbook encompasses various nonfiction categories, such as past event stories, biographies, and historical accounts. One past event story features a teen's encounter with their idol, an Indonesian pop singer. The biography section includes texts about an Indonesian female hero and a former Indonesian president. Meanwhile, the history section contains a text entitled "The Battle of Surabaya" with all these nonfiction texts contextualized within Indonesia.

In contrast, the fiction genre presents a more diverse array of narrative texts. The Grade 11 textbook includes three folktales: "Issumboshi" from Japan, "Kanchil" and "Malin Kundang" from Indonesia, and "Strong Wind" from the United States. Furthermore, this textbook features a popular German fairy tale, "The Goose Girl," and an Italian fairy tale, "Puss in Boots." The Grade 11 textbook also contains three fantasy texts: a summarized adaptation of the children's fantasy novel *The Chronicles of Narnia* titled "[The Lion, the Witch, and the Wardrobe](#)" (2024); the English

allegorical novella "Animal Farm"; and the Indonesian fantasy tale "Bawang Merah and Bawang Putih." The poetry genre is represented through song lyrics in the Grade 10 and Grade 12 textbooks. The Grade 10 textbook includes the English song "You've Got a Friend," while the Grade 12 textbook features "Heal the World."

All fiction genre terms in the Grade 11 textbook were clearly labeled under the literary genre of fiction, including folktale, fairy tale, legend, and fantasy. In contrast, the grade 10 textbook does not explicitly mention the term "literary genre" opting instead, for genre-based terminology such as "recount" and "narrative text". Furthermore, the poetry genre was mentioned only once in the Grade 12 textbook.

All nonfiction and fiction texts in the studied textbooks are short to medium in length, which is beneficial for speaking students' interest and motivation in learning EFL. Stories can enhance students' reading motivation in EFL/ESL classrooms, as their concise length allows readers to focus on the content, plot, and language of the narratives (Ceylan, 2016; Tevdovska, 2016). Furthermore, the brevity and straightforward plots of these stories can cultivate students' appreciation for literature, encouraging them to explore more short stories (Ceylan, 2016).

The poetry genre was presented through song lyrics in both the Grade 10 and the Grade 12 textbooks. These lyrics possess evocative imagery and appeal to emotions and personal experiences, making them engaging and enjoyable for second or foreign language learners (Llach, 2007). Moreover, as teenagers often listen to music, leveraging their interest in music can serve as an effective motivator for their English studies (Lems, 2018). Songs and music can aid students in learning English vocabulary (Al-efeshat & Baniabdelrahman, 2020), understanding language patterns and grammar (Vishnevskaja & Zhou, 2019), and improving their pronunciation and listening skills while fostering a fun and enjoyable learning environment (Chen et al., 2024; Kumar et al., 2022; Putri et al., 2022).

*Issue of Authenticity, Cultural and Intercultural Awareness*

The textbooks examined contain a limited number of original or authentic English literary texts. Many researchers have found that authentic literary texts are more effective for enhancing students' cultural and intercultural awareness (Arens & Swaffar, 2000; Collie & Slater, 1987; Floris, 2004; Khatib et al., 2011; Sari, 2016; Swaffar, 1999). Consequently, the students' exposure to authentic language (Bobkina & Dominguez, 2014) and their understanding of authentic texts (Sari, 2016) are not fully realized. Most of the literary texts in the studied textbooks are rooted in Indonesian context and culture. While all Indonesian stories and texts are well translated, they do not provide students with a genuine sense of the English language. For instance, all nonfiction texts are set within an Indonesian context. Although some Western stories are included in the fiction genre, they are outweighed by the number of Indonesian stories. The only genre featuring original English texts is poetry.

**TABLE 4** | Title and Country of Origin Literary Genre in Textbooks

Literary Genre		Text Title	Country of Origin
Non-Fiction	Biography	Cut Nyak Dien	Indonesia
		B.J. Habibie	Indonesia
Fiction	History	The Battle of Surabaya	Indonesia
	Past Event Story	Meeting My Idol	Indonesia
	Legend	The Legend of The Holy Stone	Indonesia
		The Legend of N'daung Snake	Indonesia
		The Legend of Black Sea (recent kid story)	Bulgaria
		The Legend of Crying Stone	Indonesia
	Folktale	Issumboshi	Japan
		Kanchil	Indonesia
		Malin Kundang	Indonesia
		Strong Wind	USA
Fantasy		The Lion, the Witch, and the Wardrobe	USA
		Animal Farm	UK
		Bawang Merah and Bawang Putih	Indonesia
	Fairy Tale	The Goose Girl	German
		Puss in Boots	Italian
Poetry	Song Lyrics	You've Got a Friend	USA
		Heal The World	USA

Table 4 shows that a total of nineteen literary texts are utilized across all textbooks, with ten texts (approximately 53%) derived from the Indonesian context. This aligns with Tomlinson's (2023) argument that textbooks should be humanized by incorporating engaging topics and themes relevant to students' home countries. However, the goal of enhancing students' cultural and intercultural awareness through literary works (Van, 2009) is challenging to achieve with the English textbooks studied.

Most themes and topics related to Indonesian culture are already familiar to senior high school students, who may have encountered and understood them in their native language. Consequently, without the inclusion of a more diverse range of literary texts originating from English-speaking countries, it becomes difficult to fulfill the cultural model proposed by Beach et al. (2021), which emphasizes the importance of understanding the historical background, authors, cultural trends, and specific periods of English literary texts.

Furthermore, the limited exposure to diverse cultural backgrounds restricts students' opportunities to gain a deeper understanding of literary works or to motivate them to recognize and appreciate cultural differences and ideologies

compared to their own. This aligns with the content or cultural approach model suggested by [Divsar and Tahriri \(2009\)](#). Additionally, the lack of exposure to varied cultural narratives diminishes the potential for cultural enrichment, as indicated by [Collie and Slater \(1987\)](#), who argue "literature is perhaps best seen as a complement to other materials used to increase the foreign learner's insight into the country whose language is being learned."

Research has shown that the use of authentic literary texts in EFL classrooms was more appealing and engaging for university-level students in Aceh, Indonesia ([Sari, 2016](#)). Authentic literary texts enhance students' learning motivation compared to non-literary authentic texts, as they provide significant opportunities for communicative use and are recommended for inclusion in course books ([Al-Saeed & Alenezi, 2021](#)). However, the potential benefit of learning from authentic literary texts may not be fully realized due to the fact that the English textbooks studied contain more than half of literary content derived from the local or Indonesian context.

### Literary Activities and Tasks

Like other sections of the English for Senior High School student textbooks in Indonesia, the chapters addressing literary genres also include a variety of related activities and tasks. These encompass common EFL activities such as pronunciation, vocabulary development, and language skills, alongside more specialized tasks focusing on literary works. Each textbook level presents a unique number and arrangement of activities. The Grade 10 and Grade 11 textbooks categorize activities into social functions, text structures, language features, topic-related activities, and skill focus, as outlined in the content mapping of the textbooks. Notably, both textbooks were authored by the same writer. Furthermore, the content mapping in the Grade 11 textbook delineates two main components: linguistic elements, which include vocabulary and grammar, and skill focus, which encompasses rereading, listening, writing, and speaking.

The chapters of the textbooks include elaborated activities subdivided into specific sub-activities. The Grade 10 textbook comprises ten to eleven activities, sub-activities, and tasks, typically categorized as follows: Warmer, Vocabulary Builder, Pronunciation Practice, Reading Comprehension, Vocabulary Exercise, Text Structure, Grammar Review, Speaking, Writing, and Reflection. Each chapter in the Grade 11 textbook is structured into seven parts: My Initial Understanding, Reading, Listening, Grammar Focus, Writing, Speaking, and Reflection. Additionally, the Grade 12 textbook features activities such as Warmer, Listening, Vocabulary Builder, Pronunciation, Vocabulary Exercise, Writing, Speaking, and Reflection.

Overall, the activities and tasks in the studied textbooks reflect the advantages of incorporating literary works into language instruction. A diverse array of engaging activities can serve as an effective means of engaging learners who may lack expertise in literary analysis or have yet to develop an interest in reading literary texts in the target language independently. Furthermore, the activities associated with

language skills—such as Reading (Comprehension), Speaking, Writing, and Listening—underscore the benefits of utilizing literary works in EFL classrooms to enhance students' language proficiency ([Bobkina & Dominguez, 2014](#); [Khan & Alasmari, 2018](#); [Khatib et al., 2011](#)). The advantages of incorporating literary texts into the curriculum are evident, as they introduce greater variety into the classroom and provide teachers with opportunities to prevent monotony while offering students a taste of an author's distinctive style ([Collie & Slater, 1987](#)).

### Listening activities

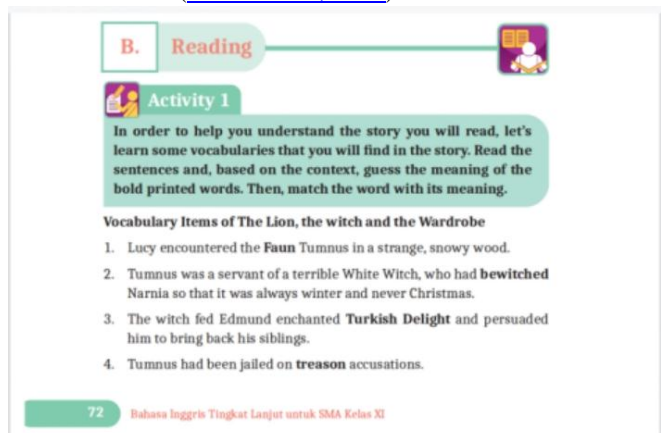
The structured listening activities begin with the final chapter of the Grade 10 textbook, where they are presented in the context of a song discussion. In contrast, the Grade 11 textbook incorporates listening activities in all chapters, including three chapters focused on literary genres. Moreover, the final chapter of the Grade 12 textbook also includes a listening section that features a song, which is beneficial for increasing students' motivation to learn English ([Al-efeshat & Baniabdelrahman, 2020](#); [Chen et al., 2024](#); [Kumar et al., 2022](#); [Putri et al., 2022](#); [Vishnevskaja & Zhou, 2019](#)). These findings corroborate [McKay's \(2001\)](#) assertion that literary works provide an ideal context for improving listening skills, as they expose students to a variety of speech qualities and dialects. However, this benefit is most apparent when students listen to native English speakers. Therefore, combining listening with reading song lyrics seems to be the most activity approach.

Regardless, having a teacher read aloud during storytelling can be highly beneficial for listening activities. The textbooks indicate that most listening activities involve the teacher reading aloud, with transcripts provided in the teacher's guide. [Stephens and Brown \(2000\)](#) suggest that listening to a teacher read aloud can help students develop an appreciation for the beauty of language, particularly its rhythm and tone, while also aiding their ability to visualize the story's characters, setting, mood, and situation. The analysis revealed that all textbooks studied rely heavily on reading aloud for listening activities.

### Reading Comprehension Activities

Reading comprehension exercises are included in each chapter that addresses literary texts. These activities involve various tasks. In the Grade 10 textbook, the reading exercises are relatively simple, requiring students to read texts and answer questions to demonstrate comprehension. In contrast, the Grade 11 textbook provides more comprehensive reading tasks, focusing on text structure, comprehension, identification and understanding of expression, and analysis of characters and setting in a story. Several activities specifically address literary elements such as characters, setting, and plot. As a result, these activities help students broaden their perspectives, encouraging them to think critically about causes rather than just outcomes. They also expose students to diverse lifestyles, promote cross-cultural, foster greater respect for literature, and motivate them to read more short stories ([Ceylan, 2016](#)).

The reading activity is not included in the chapter on songs (Chapter 11) in the Grade 12 textbook. As mentioned earlier, songs in this study are classified under the poetry genre. However, the engaging and inspiring nature of texts like song lyrics can stimulate students' interest, helping them achieve the dual goals of reading for pleasure and reading for information (Khatib et al., 2011).



**FIGURE 2** | A Reading Activities in Bahasa Inggris XI

### *Speaking and Writing Activities*

All textbooks studied include both speaking and writing activities. The Grade 10 textbook, speaking activities take the form of dialogues, discussions, and role-plays. Group projects for role-plays involve processes such as selecting scenes, writing scripts, casting roles, and performing. The Grade 11 textbook introduces story presentations, story analysis, storytelling, inside-outside circle story sharing, and discussions. The grade 12 textbook includes activities such as explaining and discussing song lyrics with peers. These speaking activities effectively promote students' speaking skills. This finding aligns with Maley (2001), who noted that role play, improvisation, creative writing, discussion, questionnaires, and visuals can serve similar purposes when teaching literature. In addition, Khan & Alasmari (2018) concluded that role play, when approached as drama, engaging students in the learning process and encourages them to express themselves using the language of the characters they portray.

In the writing activities, the Grade 10 textbook includes tasks such as rewriting, independent writing, and collaborative writing. In the Grade 11 textbook, the writing activities are more comprehensive, covering drafting, creating a story layout and planner, proofreading, revising, refining, and publishing. The Grade 12 textbook also includes writing activities; however, with only one song lyric, the activities do not represent a complete writing process. The task primarily involves rewriting the lyrics, and another writing activity focuses more on reading comprehension—answering questions and discussing the lyrics—rather than developing writing skills. Nonetheless, these activities still encourage students to write by imitating the original work's theme, content, and style, and they also foster original thinking through the analysis and interpretation of texts (Khan & Alasmari, 2018).

### *Literary-Specific Knowledge*

Other activities and tasks in the studied textbooks also support students in enhancing their linguistic skills and literary knowledge. These activities include pronunciation practice, vocabulary building, text structure analysis, grammar review, and reflective exercises. Literary-specific activities are integrated into the main tasks as well. For instance, in the Grade 10 textbook, literary knowledge is included as part of the "Text Structure" in Chapter 14, which covers the story Strong Wind as an example of narrative text. Students are asked to identify the structure of the story, which includes elements such as characters, setting, conflict, plot (action), climax, and falling action. They are also required to analyze the purpose and details of each section. Additionally, the textbook's final chapter includes a literary-specific activity titled "You've Got a Friend."

There is a paraphrasing activity where students are asked to paraphrase the lyrics of a song. In this task, students first interpret the meaning of the verses before rewriting them in their own words. Additionally, the Making Poems activity in the textbook, which requires students to write based given topics, also qualifies as a literary exercise. However, a PDF search of the textbook reveals that the word "literary" is not mentioned even once.

The Grade 11 textbook, which dedicates more than half of its content to literary genres, includes activities and sub-activities that promote literacy skills, as mentioned in the second research question. This book features three literary genres: legend, fairy tale, and fantasy. Despite the extensive focus on literary genres, the term "literary" appears only once, in a reading activity in Unit 1 about legends. All literary genres in this textbook are referred to as narrative texts, described as imaginative works meant to entertain or amuse readers. In contrast, the Grade 12 textbook lacks activities specifically designed to promote students' literary knowledge.

## CONCLUSION

Despite challenges such as difficulty, length, and potential boredom (Belete, (2021); Floris, 2004), the use of literary works in EFL classrooms is essential for enhancing students' motivation, providing authentic language experiences, promoting cultural and intercultural awareness, and improving language skills (Ghosn, 2002; Khatib et al., 2011; Van, 2009). The author Advanced English for Senior High School Grade 11 recognize the significance of integrating literary works into language learning, with 60% of the textbook's contents comprising literary texts. This is followed by 53% in English for Senior High School Grade 10 and 9% in English: Student Book for Senior High School Grade 12. The literary genres represented in these textbooks include fiction, nonfiction, and poetry.

However, the authors of the analyzed textbooks predominantly utilized the term "genre-based text", including narrative and recount texts, without introducing the term "literary" or "sastra". Consequently, it is recommended that the educators offer additional explanations regarding the literary works presented in the

chapters. Furthermore, a more comprehensive discussion of literary genres, such as fiction, nonfiction, and poetry, is warranted. This approach could enhance students' literacy knowledge and skills.

Conversely, the issues of authenticity and intercultural awareness present challenges across all levels of textbooks. Over 53% of the literary content in these textbooks consists of texts or stories in an Indonesian context. Although all the texts in well-written in English, students require increased exposure to Western culture. To address this deficiency in authentic content, educators should incorporate learning materials featuring original literary works. This initiative expose students to authentic literary works can enhance their intercultural awareness and foster a more authentic understanding of English language nuances and accent.

Moreover, the roles of teachers, policymakers, and textbook authors are crucial in addressing this issue. It is recommended that these stakeholders incorporate discussions of literary terms into learning activities, syllabi, and future English textbooks. While in inclusion of literary genres in these textbooks is believed to enhance students' language skills, this study did not assess the impact of authentic literary works on students' language proficiency, literary knowledge, and cultural and intercultural awareness. Future studies should evaluate textbooks from broader perspectives, focusing on the appropriateness of the literary works included in senior high school English curricula.

## ACKNOWLEDGEMENTS

We would like to express our gratitude to the course lecturers for facilitating this project as part of the Learning Assessment course. Furthermore, we extend our appreciation to the anonymous reviewers whose feedback contributed significantly to advancing this article, as well as to the editors of the Journal of English Education Studies (JEES) for their role in making this publication possible.

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**Conflict of Interest Statement:** The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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