Research Article

Literature Exposure and Vocabulary Acquisition on English Language Learning among Bachelor of Secondary Education

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ABSTRACT

This study explored the challenges faced by Bachelor of Secondary Education (BSEd) Major in English students at President Ramon Magsaysay State University (PRMSU) Santa Cruz Campus during the Academic year 2023-2024 in learning English Language through literature exposure, frequent reading of literature materials, and vocabulary acquisition. The research was guided by Krashen's Implicit Vocabulary Learning Theory and Rumelhart's Schema Theory. A quantitative research design utilizing a survey questionnaire via Google Forms was conducted with 60 BSEd English students at PRMSU Santa Cruz to assess demographics, literature exposure frequency, and challenges in vocabulary acquisition and literature exposure.

The results indicated that although literature exposure was perceived as beneficial for vocabulary development, students encountered challenges such as difficulties in teaching methods, time constraints, understanding complex texts, limited exposure to the target language, and technological unfamiliarity. Additionally, female students faced challenges in all macro language skills areas. Notably, the students' year level did not significantly influence the challenges they encountered. However, a difference was observed between sex in challenges related to language exposure and reading comprehension. Furthermore, a positive correlation was found between challenges in vocabulary acquisition, macro language skills, vocabulary instruction, and vocabulary development.

In conclusion, the study highlights the significant impact of challenges in learning English through literature exposure, frequent reading, and vocabulary acquisition on BSEd-English

students. The researchers recommend adopting a comprehensive approach to address these challenges effectively.

Keywords*: Acquisition, Exposure, English, Literature, Macro Language Skills, Vocabulary, Language, Learning*

Introduction

The correlation between literature exposure and vocabulary acquisition in English language learning has garnered significant interest from educators and researchers. In our increasingly interconnected world, proficiency in English is vital for individuals striving to succeed across various fields. Literature plays a pivotal role in language learning by providing authentic and meaningful contexts for language use. By engaging with diverse literary texts, students can enhance their reading, writing, listening, and speaking skills, while simultaneously expanding their vocabulary. Previous research indicates that exposure to literature positively influences vocabulary acquisition among language learners (Liu, 2018; Zhang, 2019). Not only does literature serve as a rich source of vocabulary, but it also immerses learners in authentic language usage. A robust vocabulary is essential for English language learners, as it enables effective understanding and communication. Research by Nassaji & Farid (2014) underscores the importance of exposure to a broader range of vocabulary, particularly for intermediate learners. This aligns with findings from Woloshyn & Nation (2017), who demonstrated that extensive reading of authentic English literature enhances vocabulary knowledge and reading comprehension among adult Ukrainian EFL learners. This study seeks to address the gap by examining the relationship between literature exposure and vocabulary acquisition among English language learners. The purpose of this study is to investigate the significance of literature exposure on vocabulary acquisition among Bachelor of Secondary Education students majoring in English at President Ramon Magsaysay State University, Santa Cruz Campus, during the academic year 2023-2024. Specifically, the study aims to determine whether a significant relationship exists between literature exposure and vocabulary acquisition in this student population.

Methods

The researchers employed a correlational research design to examine the relationship between literature exposure and vocabulary acquisition among Bachelor of Secondary Education Major in English students at President Ramon Magsaysay State University, Santa Cruz Campus.

Correlational research was a measurement of the strength and/or direction of a relationship between two (or more) variables. A correlation's direction was either positive or negative (Bhandari, 2021). In correlational research, the researchers would measure and investigate the extent of the relationship between variables without the researcher controlling or manipulating any of them.

A purposive sampling method was used to select participants who were Bachelor of Secondary Education Major in English students. The sample size of 60 was chosen based on statistical factors to ensure there was enough power to find significant relationships while also representing the target population well. This sample size struck a balance between the need for strong analysis and practical limits, such as time and available resources. Data were collected using a questionnaire administered through Google Forms. The questionnaire comprised a series of questions designed to gather information on participants' experiences and perceptions. The researchers provided clear instructions on completing the questionnaire and allowed sufficient time for respondents to participate.

The researchers ensured ethical integrity throughout the study by obtaining formal permission from the Campus Director of President Ramon Magsaysay State University, Santa Cruz Campus, to conduct the research and distribute the questionnaire. A detailed letter outlining the study's purpose and procedures was submitted, as documented in Appendix A. Participants were provided with a clear explanation of

the study's objectives, and informed consent was obtained prior to participation. The questionnaire included instructions for completion, ensuring that respondents understood their role in the research. Sufficient time was allocated for participants to thoughtfully complete the questionnaires, promoting voluntary and informed participation. To uphold confidentiality, all responses were anonymized by assigning unique identifiers, ensuring that individual data could not be traced back to participants. Data collected was stored securely and used solely for research purposes, safeguarding participants' privacy throughout the study.

To ensure the reliability and validity of the data collection instrument, a pilot test was conducted prior to the main study. Feedback from the pilot test participants was critically analyzed and integrated into instrument revisions. Specific modifications included clarifying ambiguous questions and adjusting the Likert scale items based on participant understanding. This iterative process ensured that the final questionnaire effectively captured the participants' perceptions, experiences, and attitudes regarding literature exposure and vocabulary acquisition.

Results and Discussion
Frequency and Percentage distribution on the Profile of the Respondents. Table 2 shows the demographic profile of the respondents.

Table 2. Frequency and Percentage distribution on the Profile of the Respondents

Profile		Frequency	Percentage
Sex	Male	9	15.0
	Female	51	85.0
	Total	60	100.0
Age	18	6	10.0
	19	9	15.0
	20	11	18.3
Mean Age: 20.82	21	14	23.3
	22	11	18.3
	23	4	6.7
	24	3	5.0
	25 and above	2	3.3
	Total	60	100.0
	1st year	16	26.7
	2nd year	12	20.0
	3rd year	16	26.7
	4th year	16	26.7
	Total	60	100.0

Table 2 shows the frequency and percentage distribution on the profile of the respondents.

Sex. Out of 60 respondents, 51 or 85.0% were female and 9 or 15.0% were male. The data shows the dominance of female respondents in this study.

Age. Out of 60 respondents, 14 or 23.3% were 21 years old, 11 or 18.3% were 20 years old and 22 years old, 9 or 15.0% were 19 years old, 6 or 10.0% were 18 years old, 4 or 6.7% were 23 years old, 3 or 5.0% were 24 years old, and 2 or 3.3% were 25 years old and above. The computed mean age of the respondents is 20.82, which is in the early adulthood stage.

Year Level. Out of 60 respondents, 16 or 26.7% were first year level, third year level and fourth year level while 12 or 20.0% from second year level. The data revealed that the respondent's year level come from second year, third year and fourth year.
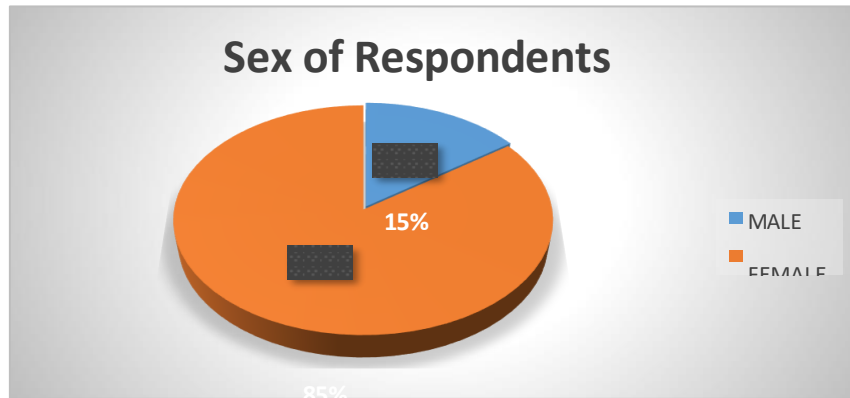
Figure 1. Pie Chart: Sex of Respondents

The pie chart for sex shows that 15% of the respondents are male and 85% are female.
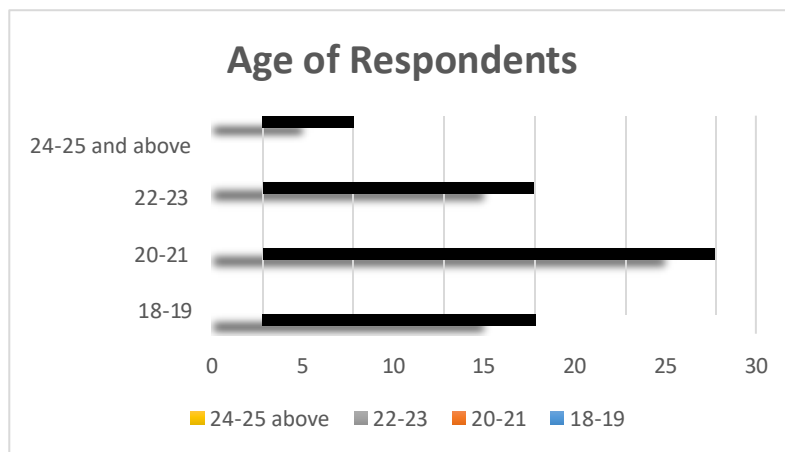

Figure 2. Bar Graph: Age of Respondents

The bar graph for age shows the distribution of respondents by age. The mean age is 20.82.
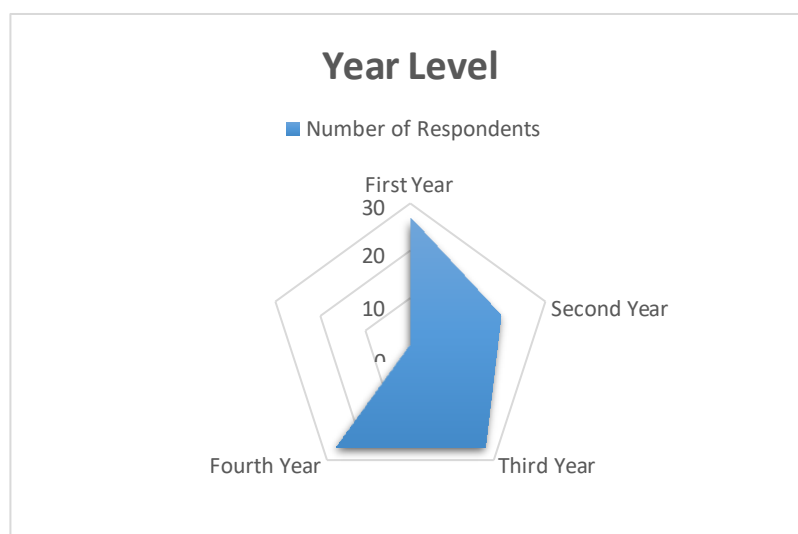

Figure 3. Radar Graph: Year level of Respondents

The radar graph for age shows the distribution of respondents by year level. There are 26.7% of the respondents are in their 1st year, 20% are in their 2nd year, 26.7% are in their 3rd year, and 26.7% are in their 4th year.

Exposure to English language was something learners run into in their everyday life. Interest and motivation were essential factors when it comes to language learning, but one should distinguish between reward and work when bringing different types of media in the classroom. Learners recognize when they were being taught when they were at school, and they may concentrate on what the teacher is presenting. But when they sit on their computers at home, watching a film or playing a game, they might learn words and phrases and use them in real life situations. This was called incidental learning (d'Ydewalle & De Bruycker, 2007). Thus, formal classroom learning is one way to perform and learn a new language skills, although multitudes of opportunities for learning a new language can be presented outside of the classroom. Multimedia (Internet, social media, television, radio, Video games), group work and projects may assist learners to develop the target language appropriately.

In the area of vocabulary acquisition, the role of gender occupied a significant position. There were plentiful of studies that focus on gender differences in the several aspects related to lexical acquisition. The findings within this were were inconclusive as well, depending on the aspect investigated. For instance, Boyle (1987) pointed out that, in the comprehension of heard vocabulary, males were superior to females. Similar findings that men performed significantly better than women in a test of academic vocabulary recognition, understanding and use also indicated by Scarcella & Zimmerman (1998). Others, such as Lin & Wu (2003), Lynn, Fergusson, & Horwood, (2005), and Edelenbos & Vinjé (2000), also reported that the males outperformed the females in vocabulary knowledge in the foreign language. Conversely, Researchers such as Nyikos" (1990, as cited in Sunderland, 2000, p. 206), Meara & Fitzpatrick (2000), and Jiménez & Moreno (2004) studies found that women accomplished more than men in a memorization test of German vocabulary and in productive vocabulary in Lex30. In addition, there were highly significant differences found in the mean number of words produced by the females in response to the 15 cues of a lexical availability test (Jiménez & Ojeda, 2009).

Jimenez (2010), and Sunderland (2010) stated that the relationships between vocabulary and gender were not stable, but rather influenced by context and test type-specific with other factors such as age, L1, or L2 proficiency. Therefore, gender is recognized as a complex and distinctive issue.

Frequent Reading of Literature Materials Enhance Vocabulary Acquisition in Learning English Language of the Respondents

Table 3. Frequent Reading of Literature Materials Enhance Vocabulary Acquisition in Learning English Language of the Respondents

Frequency Of Reading Literature Materials	Mean Rating	Descriptive Equivalent	Rank
1. I read literature materials related to our English literature subject every day.	3.13	Often	22
2. I read literature materials related to our English literature subject every week.	3.22	Often	11.5
3. I make it a habit to read literature materials related to our English literature subject regularly.	3.13	Often	22
4. I rarely miss a day without reading literature materials related to our English literature subject.	3.12	Often	24.5
5. I actively seek out opportunities to engage with literature materials related to our English literature subject.	3.22	Often	11.5

Frequency Of Reading Literature Materials	Mean Rating	Descriptive Equivalent	Rank
6. I find time every week to read literature materials related to our English literature subject.	3.25	Often	5
7. I rarely find the time to read literature materials related to our English literature subject.	3.22	Often	11.5
8. I strongly believe that reading literature materials related to our English literature subject is important.	3.68	Always	1
9. I often incorporate literature materials related to our English literature subject into my daily routine.	**3.13**	**Often**	**22**
10. I seldom engage with literature materials related to our English literature subject.	**3.27**	**Always**	**3**
11. I am motivated to read literature materials related to our English literature subject on a regular basis.	**3.25**	**Often**	**5**
12. I dedicate specific time each day to read literature materials related to our English literature subject.	**3.20**	**Often**	**15**
13. I read literature materials related to our English literature subject and it is a priority for me.	**3.15**	**Often**	**20**
I4. I actively participate in book clubs or literature discussion groups to enhance my exposure to literature materials related to our English literature subject.	3.17	**Often**	**18**
15. I explore different genres of literature outside of our assigned readings for English literature.	**3.23**	**Often**	**7.5**
16. I always make an effort to read literature materials related to our English literature subject at least once a week.	3.22	**Often**	**11.5**
17. I set reading goals for myself when it comes to literature materials related to our English literature subject.	**3.23**	**Often**	**7.5**
18. I engage in literary analysis or critique is important for my exposure to literature materials related to our English literature subject.	**3.17**	**Often**	**18**
19. I have a consistent reading routine when it comes to literature materials related to our English literature subject.	**3.12**	**Often**	**24.5**
20. I engage with literature materials related to our English literature subject on digital platforms or e- books.	**3.25**	**Often**	**5**
21. I actively seek out literature materials from different cultures and time periods to broaden my exposure.	**3.22**	**Often**	**11.5**
22. I frequently attend literary events or author readings to enhance my exposure to literature materials related to our English literature subject.	3.17	**Often**	**18**
23. I believe that I have a strong connection to the world of literature through my exposure to literature materials related to our English literature subject.	**3.28**	**Always**	**2**
24.I discuss literature with friends, family, or classmates to further enhance my exposure to literature materials related to our English literature subject.	**3.18**	**Often**	**16**
25. I always try to read literature materials related to our English literature subject at least once a week.	**3.22**	**Often**	**11.5**
Overall Weighted Mean	**3.21**	**Often**	

Table 3 shows the frequent reading of literature materials enhance vocabulary acquisition in learning English language of the respondents.

The respondents perceived "always" in three key indicators of reading of literature materials enhance vocabulary acquisition in learning English language of the respondents. Indicators "I strongly believe that reading literature materials related to our English literature subject is important." got the highest mean score of 3.68 (Rank 1). Followed by "I believe that I have a strong connection to the world of literature through my exposure to literature materials related to our English literature subject." with a mean score of 3.28 (ranked 2), and "I seldom engage with literature materials related to our English literature subject." with a mean score of 3.27 (ranked 3). While the respondents perceived "often" on the remaining indicators. The indicators, "I rarely miss a day without reading literature materials related to our English literature subject." and "I have a consistent reading routine when it comes to literature materials related to our English literature subject." got the lowest mean of 3.12 (rank 24.5).

Overall, the computed weighted mean in the frequent reading of literature materials enhance vocabulary acquisition in learning English language of the respondents is 3.21, which interpreted as often. Vocabulary is one of the essential aspects of learning English. Every day we say thousands of words. To be able to communicate in English, vocabulary is needed and it is important to improve and have a variety of vocabulary. Without sufficient vocabulary, someone is difficult to communicate with others, express their ideas or opinion, comprehend simple text, and listen to instruction. Without vocabulary, there will be no language as

Rosyidah and Giyoto (2018, p. 1) stated that "Actually, vocabulary is the foundation to learn English and vocabulary is one of the components of language, there is no language without vocabulary." To develop the students' English skills in speaking, listening, reading, and writing, students need to have the vocabulary. As Viera (2018, p. 90) said that "Vocabulary knowledge is viewed as an essential tool for mastering any language skills; it also contributes to the understanding of written and spoken texts." Mastering vocabulary is not easy for the students, especially for Indonesian students where English is considered as a foreign language. According to Mthethwa (2018), the use of a combination of text, sound, graphics, video, or animation to teach vocabulary is becoming a common aspect of instructional practice in language learning. It will make it easier for students to learn vocabulary in a fun way.

Authentic materials refer to pictures, photographs, video selection, and radio. It is an effective material to be used in the teaching and learning process especially to improve students' vocabulary mastery. Authentic material is the real things around the students' life that the teacher brings it into the class. So, learning English with authentic material makes students familiar with the target language particularly in learning vocabulary. Nuriyya (2018, p. 11) said that "By using authentic material students deal with outside and real-world, they become interested when dealing with real language." She also claimed that authentic materials increase learners' motivation in learning vocabulary. The use of authentic material such as texts, songs, and audio-visual materials in the teaching and learning process will make the lesson more meaningful and successful for the language learners (Ruiz, 2015).

Challenges Encountered by the Respondents in Learning English Language using Literature Exposure

Table 4. Challenges Encountered by the Respondents in Learning English Language using Literature Exposure in terms of Understanding Complex Literary Texts

Understanding Complex Literary Texts	Mean Rating	Descriptive Equivalent	Rank
1. I find it challenging to comprehend complex literary texts.	3.20	Agree	1
2. I struggle to understand the meaning of literary devices used in complex texts.	3.12	Agree	4
3. I feel overwhelmed by the complexity of literary texts.	3.13	Agree	3
4. I find it difficult to connect with the themes and messages of complex literary texts.	3.05	Agree	5
5. I feel that my vocabulary and language skills were not advanced enough to fully understand complex literary texts.	3.18	Agree	2
Overall Weighted Mean	**3.13**	**Agree**	

Table 4 shows the challenges encountered by the respondents in learning English language using literature exposure in terms of understanding complex literary texts.

The respondents perceived "agree" in all indicators of challenges encountered by the respondents in learning English language using literature exposure in terms of understanding complex literary texts. Indicators "I find it challenging to comprehend complex literary texts." got the highest mean score of 3.20 (Rank 1). Followed by "I feel that my vocabulary and language skills were not advanced enough to fully understand complex literary texts." with a mean score of 3.18 (ranked 2), "I feel overwhelmed by the complexity of literary texts." with a mean score of 3.13 (ranked 3), "I struggle to understand the meaning of literary devices used in complex texts." with a mean score of 3.12 (ranked 2), and "I find it difficult to connect with the themes and messages of complex literary texts." got the lowest mean of 3.05 (rank 5).

Overall, the computed weighted mean in the challenges encountered by the respondents in learning English language using literature exposure in terms of understanding complex literary texts is 3.13, which interpreted as agree.

Literature was an essential component of English language teaching (ELT) and is widely acknowledged as a vital source of authentic content for language development (Kaowiwattanakull, 2021). It offers various benefits to both students and teachers in acquiring English, such as providing rich language input for students to express themselves, motivating students to learn, catering to students with varying learning styles, and exposing students to creative writing and figurative language (Bist, 2018). Literature also serves as an example for its learners of how to effectively use both sentence structure and vocabulary, which were crucial for language learning (Kaowiwattanakull, 2021). The ability of literature in making the teaching and learning of English process easier and better has been reported in various studies, such as Nagayar et al. (2015); Emodi (2017); and Karlsson (2018).

The study on Scientific Approaches to Literature in Learning Environments usefully prompted reflection about the kind of empirical ground that might be necessary in order to develop a better understanding of teenagers' reading and specifically the nature of a literary reading as distinct from reading for more pragmatic purposes. The study signals a refocusing on literary reading that is also a feature of another research. Recent work by German educators has likewise sought to investigate the

skills and knowledge underpinning a literary reading (see Abraham, 2016; Zabka, 2016).

As remarked elsewhere (see Doecke, 2016), it identifies asked to identify the characteristic features of this work, it would be its sustained focus on the 'literary' as a dimension of education (or Bildung), a standpoint in marked contrast to that of the advocates of 'critical literacy' whom I have just been discussing, who over the past few decades have consistently problematized those very aspects of a literary education that these researchers make the focus of their attention. As Thomas Zabka remarks, 'a literary education should build on a primary level of responsivity towards literature, involving empathy and immersion in the world of the text' (Zabka, 2016, p. 227).

Table 5. Challenges Encountered by the Respondents in Learning English Language using Literature Exposure in terms of Exposure to the Target Language

Exposure to the Target Language	Mean Rating	Descriptive Equivalent	Rank
6. I find it difficult to understand English literature due to insufficient exposure to the language.	3.13	Agree	3.5
7. I struggle to express myself in English because of limited exposure to the language.	3.13	Agree	3.5
8. I believe that my lack of exposure to the English language has hindered my ability to comprehend complex literary texts.	3.23	Agree	1.5
9. I feel that my limited exposure to English has affected my confidence in using the language.	3.23	Agree	1.5
10. I think that increased exposure to the English language through literature don't improve my language skills.	3.10	Agree	5
Overall Weighted Mean	**3.18**	**Agree**	

Table 5 shows the challenges encountered by the respondents in learning English language using literature exposure in terms of exposure to the target language.

The respondents perceived "agree" in all indicators of challenges encountered by the respondents in learning English language using literature exposure in terms of exposure to the target language. Indicators "I believe that my lack of exposure to the English language has hindered my ability to comprehend complex literary texts." and "I feel that my limited exposure to English has affected my confidence in using the language." got the highest mean score of 3.23 (Rank 1.5). Followed by "I struggle to express myself in English because of limited exposure to the language." and "I find it difficult to understand English literature due to insufficient exposure to the language." with the same mean score of

3.13 (ranked 3.5), and "I think that increased exposure to the English language through literature don't improve my language skills." got the lowest mean of 3.10 (rank 5).

Overall, the computed weighted mean in the challenges encountered by the respondents in learning English language using literature exposure in terms of exposure to the target language is 3.18, which interpreted as agree.

Rajagopal (2016), observed that students who were weak in English were those handicapped by their environment. They got less encouragement to practice speaking English at home. Even their contacts outside the home did not give them with situations in which they could practice speaking the language. His findings supported the hypothesis that Malay-medium learners of ESL were unsatisfactorily exposed to English. Consequently, this is the main reason for their poor performance in the language as well as the lack of exposure to the target language is due to the fact that English is not the medium of instruction to any further extent but it is merely a subject taught in schools.

The early studies in second language exposure generally examined the "Age of Arrival" (AOA) that can be defined as the age when a

person starts to live in the second language environment (Asher & Garcia, 2016; Flege et al., 1999). However, the expression "Age of Learning" (AOL) was used to stand for AOA. On the whole, AOL could be confusing as learners may start to learn second language before the arrival in the second language environment. Krashen et al. (1979) suggested that AOA is more significant, mainly when there was no exposure to that second language before the arrival. Moreover, Krashen et al. (1979) anticipated that, due to literature review of, there were three generalizations regarding the impacts of age on the speed and final success in second language acquisition: Firstly, adults progressed during early stages of morphological and syntactic development more rapidly than children. Secondly, older children acquire second language quicker than younger children .Thirdly, learners who start natural exposure to second language throughout their childhood normally accomplish higher second language proficiency than those who beginning as adults.

Table 6. Challenges Encountered by the Respondents in Learning English Language using Literature Exposure in terms of Familiarity with Technology

Familiarity with Technology	Mean Rating	Descriptive Equivalent	Rank
11. I don't feel confident in using technology to access and engage with English literature materials.	3.07	Agree	4.5
12. I find it challenging to navigate and utilize digital platforms for studying English literature.	3.07	Agree	4.5
13. I believe that my limited knowledge of technology has hindered my ability to fully benefit from English literature resources.	**3.08**	**Agree**	**3**
14. I think that my lack of familiarity with technology has affected my participation in online discussions and activities related to English literature.	**3.10**	**Agree**	**2**
15. I am open to learning and using new technological tools to enhance my understanding of the English language through literature.	**3.42**	**Agree**	**1**
Overall Weighted Mean	**3.08**	**Agree**	

Table 6 shows the challenges encountered by the respondents in learning English language using literature exposure in terms of familiarity with technology.

The respondents perceived "Strongly" in one indicator of challenges encountered by the respondents in learning English language using literature exposure in terms of familiarity with technology. Indicator "I am open to learning and using new technological tools to enhance my understanding of the English language through literature." got the highest mean score of 3.42 (Rank 1). While "agree" on the remaining indicators. Indicators, "I think that my lack of familiarity with technology has affected my participation in online discussions and activities related to English literature." with a mean score of 3.10 (ranked 2), "I believe that my limited knowledge of technology has hindered my ability to fully benefit from English literature resources." with a mean score of 3.08 (ranked 3), and both indicators "I don't feel confident in using technology to access and engage with English literature materials." And "I find it challenging to navigate and utilize digital platforms for studying English literature." got the lowest mean of 3.07 (rank 5).

Overall, the computed weighted mean in the challenges encountered by the respondents in learning English language using literature exposure in terms of familiarity with technology.is 3.08, which interpreted as agree.

Authentic materials referred to pictures, photographs, video selection, and radio. It was

an effective material to be used in the teaching and learning process especially to improve students' vocabulary mastery. Authentic material was the real things around the students' life that the teacher brings it into the class. So, learning English with authentic material makes students familiar with the target language particularly in learning vocabulary. Nuriyya (2018, p. 11) said that "By using authentic material students deal with outside and real-world, they become interested when dealing with real language." She also claimed that authentic materials increase learners' motivation in learning vocabulary. The use of authentic material such as texts, songs, and audio-visual materials in the teaching and learning process will make the lesson more meaningful and successful for the language learners (Ruiz, 2015).

Technology has changed and affects many things and it includes the English learning process. Zazulak (2016, p. 1) said that "Technology has gained a more prominent place in classrooms in recent times and is of particular use to blended teachers." The use of computers and technology is effective and helpful for learners to learn English. According to Khiyabani, Ghonsooly and Ghabanchi (2014, p. 2), "Computer technology, Internet and web-based resources were now in many schools and offer teachers and learners vast resources and opportunities for language teaching and learning. Maximum benefit from these resources can only be achieved through teachers' use of technology in developing materials for the language classroom.

Table 7. Challenges Encountered by the Respondents in Learning English Language using Literature Exposure in terms of Teaching Pedagogy

Teaching Pedagogy	Mean Rating	Descriptive Equivalent	Rank
16. I feel that my English language learning experience using literature exposure has been inadequate in terms of teaching methods.	3.23	Agree	4
17. I believe that the teaching pedagogy used in my English language courses could be improved to enhance my learning experience.	3.25	Agree	3
18. I think that my English language teachers could be more effective in helping me learn the language through literature exposure.	3.40	Strongly Agree	1
19. I am confident that my English language skills would improve if the teaching pedagogy used in my courses were to be revised.	3.18	Agree	5
20. I would be willing to provide feedback to my English language teachers on the teaching pedagogy used in literature exposure activities to help improve my learning experience.	3.33	Strongly Agree	2
Overall Weighted Mean	**3.27**	**Strongly Agree**	

Table 7 shows the challenges encountered by the respondents in learning English language using literature exposure in terms of teaching pedagogy.

The respondents perceived "strongly agree" in two indicators of challenges encountered by the respondents in learning English language using literature exposure in terms of teaching pedagogy. Indicator "I think that

my English language teachers could be more effective in helping me learn the language through literature exposure." got the highest mean score of 3.40 (Rank 1) and "I would be willing to provide feedback to my English language teachers on the teaching pedagogy used in literature exposure activities to help improve my learning experience." With a mean

of 3.33 (Rank 2). While "agree" on the remaining indicators. Indicators, "I believe that the teaching pedagogy used in my English language courses could be improved to enhance my learning experience." with a mean score of 3.25 (ranked 3), "I feel that my English language learning experience using literature exposure has been inadequate in terms of teaching methods." with a mean score of 3.23 (ranked 4), and "I am confident that my English language skills would improve if the teaching pedagogy used in my courses were to be revised." got the lowest mean of 3.18 (rank 5).

Overall, the computed weighted mean in the challenges encountered by the respondents in learning English language using literature exposure in terms of teaching pedagogy.is 3.27, which interpreted as strongly agree.

The implementation of literature in the English curriculum more than two decades ago in hopes that it could improve English proficiency among students seems to be ineffective. There is an issue with students' poor proficiency levels in English, even after 11 years of learning the language in both primary and secondary schools (Normazidah et al., 2012). According to Karnine et al. (2022), despite being proficient in English adds value to any professional or highly skilled position, Malaysian students continue to have difficulty learning English as a second language. This situation is worrying because students' overall achievement in secondary schools should be solidified so that they were cognitively mature enough to contribute to society and the nation (Nadesan & Md. Shah, 2020). The decline of English proficiency at the school level could harm the students academically and professionally in the long run. A report by Pemandu in 2016 reported that the unemployment of undergraduate students due to their lack of language ability is one indicator of the decline in the quality of English (Abu Bakar et al., 2021).

Besides that, the teaching and learning of literature received backlash due to its selection of texts, context, and themes as well as language style (Faiza & Azlina, 2020). All these issues related to literature made the teaching and learning of English in general difficult and uninteresting, thus leading to poor English competency among Malaysian students. The issue of poor English proficiency among Malaysian learners has been reported by Nor et al. (2019), in which students generally have their own respective problems in mastering all four language skills: reading, writing, speaking, and listening. This issue could dampen the nation's aspiration in producing well-rounded individuals that were able to compete and thrive in the globally competitive world. Yahya (2017) emphasized that teachers have limited teaching method knowledge that forces them to rely on whatever approaches previously available. In a research by Tayib and Hassan (2020), majority of the respondents agree that teachers are responsible for the challenges in the teaching of literature due to their inappropriate teaching approach. Thus, it is vital to identify the long-standing challenges that prevent the successful teaching and learning of literature in producing proficient English users from taking place in schools.

Table 8. Challenges Encountered by the Respondents in Learning English Language using Literature Exposure in terms of Time Constraints

Time Constraints	Mean Rating	Descriptive Equivalent	Rank
21. I often find it challenging to allocate sufficient time for reading and studying English literature due to busy schedules.	3.13	Agree	5
22. I believe that if I had more time, I could be more effective in learning the English language through literature exposure.	3.27	Strongly Agree	3
23. I feel that my language learning progress could be faster if I had more time to dedicate to studying English literature.	3.33	Strongly Agree	1

Time Constraints	Mean Rating	Descriptive Equivalent	Rank
24. I think that my English language skills would improve if I had more time to engage with literature exposure activities.	3.32	Strongly Agree	2
25. I would be willing to sacrifice some of my free time to extend my literature exposure activities if it would help me learn the English language more effectively.	3.23	Agree	4
Overall Weighted Mean	**3.26**	**Strongly Agree**	

Table 8 shows the challenges encountered by the respondents in learning English language using literature exposure in terms of time constraints.

The respondents perceived "strongly agree" in three indicators of challenges encountered by the respondents in learning English language using literature exposure in terms of time constraints. Indicator "I feel that my language learning progress could be faster if I had more time to dedicate to studying English literature." got the highest mean score of 3.33 (Rank 1), and "I think that my English language skills would improve if I had more time to engage with literature exposure activities." with a mean of 3.32 (Rank 2), and "I believe that if I had more time, I could be more effective in learning the English language through literature exposure." with a mean of 3.27 (Rank 3). While "agree" on the remaining indicators. Indicators, "I would be willing to sacrifice some of my free time to extend my literature exposure activities if it would help me learn the English language more effectively." with a mean score of 3.23 (ranked 4), and "I often find it challenging to allocate sufficient time for reading and studying English literature due to busy schedules." got the lowest mean of 3.13 (rank 5).

Overall, the computed weighted mean in the challenges encountered by the respondents in learning English language using literature exposure in terms of time constraints is 3.26, which interpreted as strongly agree.

A number of articles reported that time constraint in one of the external challenges faced by teachers (Farhanah & Hadina, 2022; Ukat & Hanita, 2022; Ain Suraya & Norhanim, 2020; Yulnetri, 2018; Tayib & Hassan, 2020). Limited time allocated in teaching literature can make it difficult for teachers to cover a large amount of material. This would make it difficult for students to fully understand and appreciate the literature. Ain Suraya and Norhanim (2021) in their study revealed that pre-service teachers considered 'having difficulty with the time allocation to teach literature' to be the most serious problem. Half of the respondents in the study by Tayib and Hassan (2020) agree that the allotted hours for teaching literature were not enough. In implementing interesting literature approaches, the arrangement and preparation of the lessons take a lot of time. Farhanah and Hadina (2022) believe that time constraints hinder the implementation of literature teaching approach in the classrooms. To counter the problem of time constraint in teaching literature, the best solution stated by Ain Suraya and Norhanim (2021) is that teachers were advised to have good time management as students' attention span is not long.

Challenges Encountered by Respondents in Learning English Language Using Vocabulary Acquisition

Table 9. Challenges Encountered by Respondents in Learning English Language Using Vocabulary Acquisition in terms of Macro Language Skills in Reading

Macro Language Skills in Reading	Mean Rating	Descriptive Equivalent	Rank
1. I often struggle with understanding the context when I encounter unfamiliar words in my reading.	3.12	Agree	1.5
2. I am significantly affected by my reading speed due to my vocabulary limitations.	3.12	Agree	1.5
3. I am suffering to comprehend the text when I encounter unfamiliar vocabulary during reading.	3.10	Agree	3
Overall Weighted Mean	**3.11**	**Agree**	

Table 9 shows the challenges encountered by respondents in learning English language using vocabulary acquisition in terms of macro language skills in reading.

The respondents perceived "agree" in all indicators on the challenges encountered by respondents in learning English language using vocabulary acquisition in terms of macro language skills in reading. Both indicators "I am significantly affected by my reading speed due to my vocabulary limitations." and "I often struggle with understanding the context when I encounter unfamiliar words in my reading." got the highest mean score of 3.12 (Rank 1.5). While the indicator, "I am suffering to comprehend the text when I encounter unfamiliar vocabulary during reading." got the lowest mean of 3.10 (rank 3).

Overall, the computed weighted mean in the challenges encountered by respondents in learning English language using vocabulary acquisition in terms of macro language skills in reading is 3.11, which interpreted as agree.

Most of the studies highlighted students' English language competency as the contributing factor behind the issue in English literature lessons (Farhanah & Hadina, 2022; Yahya, 2017; Noraishah et al., 2015; Yulnetri, 2018; Ugwu, 2022; Isikli & Tarakcioglu, 2017; Tayib & Hassan, 2020; Gatdula et al., 2022; Dar et al., 2021; Hussein & Al-Emami, 2016; Dahiru, 2020). Specifically, students have poor mastery of reading and speaking skills (Tayib & Hassan, 2020). Students who have poor proficiency in English might face a problem understanding the deeper message and meaning that the writers or poets were trying to convey as they were only able to understand the literal meanings of the works (Yahya, 2017; Noraishah et al., 2015). This is because the language used in literary texts is usually difficult and archaic, which can confuse students with limited vocabulary (Noraishah et al., 2015; Yulnetri, 2018).

In addition to difficulties in reading and comprehending the texts' content, pronunciation issues can discourage low-proficiency students from studying the required literary works because they struggle to even pronounce the English words correctly (Yulnetri, 2018). Furthermore, low-proficiency students might need to refer to dictionaries or search for the words online to identify the meanings and pronunciations, which can take a long time to finish the whole literary text. If teachers need to cater to students with limited vocabulary, it might take up quite a lot of time to finish the syllabus, which is one of the problems faced by teachers in teaching literature (Farhanah & Hadina, 2022; Ukat & Hanita, 2022; Harwati & Mohamad Asyraf, 2019; Yahya, 2017; Ain Suraya & Norhanim, 2021; Yulnetri, 2018).

In general, having low proficiency in English can hinder students from critically analyzing and appreciating literary texts (Dahiru, 2020).

Table 10. Challenges Encountered by Respondents in Learning English Language Using Vocabulary Acquisition in terms of Macro Language Skills in Listening

Macro Language Skills in Listening	Mean Rating	Descriptive Equivalent	Rank
1. I often find it difficult to understand spoken English due to my vocabulary knowledge.	3.15	Agree	1
2. I am significantly affected when I encounter unfamiliar vocabulary in spoken English because of my listening comprehension.	3.10	Agree	2
3. I often feel lost during English conversations due to my limited vocabulary.	3.08	Agree	3
Overall Weighted Mean	**3.11**	**Agree**	

Table 10 shows the challenges encountered by respondents in learning English language using vocabulary acquisition in terms of macro language skills in listening.

The respondents perceived "agree" in all indicators on the challenges encountered by respondents in learning English language using vocabulary acquisition in terms of macro language skills in listening. Indicator "I often find it difficult to understand spoken English due to my vocabulary knowledge." got the highest mean score of 3.15 (Rank 1). Followed by "I am significantly affected when I encounter unfamiliar vocabulary in spoken English because of my listening comprehension." With a mean score of 3.10 (Rank 2). While the indicator, "I often feel lost during English conversations due to my limited vocabulary." got the lowest mean of 3.08 (rank 3).

Overall, the computed weighted mean in the challenges encountered by respondents in learning English language using vocabulary acquisition in terms of macro language skills in listening is 3.11, which interpreted as agree.

It cannot be denied that having good language competence is essential in conducting a successful literature lesson because it can help students to comprehend literary texts and actively give their own feedback during question-and-answer sessions or class discussions (Farhanah & Hadina, 2022). In this way, teachers can assess their students' comprehension of the text accurately and efficiently. Thus, in helping students with low proficiency in English to learn literature, teachers need to be alert to the word choice, text length, difficulty levels, and time available when they choose the materials for their literature lessons (Yulnetri, 2018). They can also improvise the materials for literature lessons based on their students' abilities and proficiency levels. Not to forget, teachers need to always guide and motivate low- proficiency students on how to improve their competency (Tayib & Hasssan, 2020).

Table 11. Challenges Encountered by Respondents in Learning English Language Using Vocabulary Acquisition in terms of Macro Language Skills in Writing

Macro Language Skills in Writing	Mean Rating	Descriptive Equivalent	Rank
1. I often hinder my ability to express complex ideas in writing because I am struggling to understand the context.	3.10	Agree	1
2. I often struggle to write an essay or report due to my vocabulary limitations.	**3.07**	**Agree**	**2.5**
3. I am significantly affected by my vocabulary limitations due to my writing skills.	**3.07**	**Agree**	**2.5**
Overall Weighted Mean	**3.08**	**Agree**	

Table 11 shows the challenges encountered by respondents in learning English language using vocabulary acquisition in terms of macro language skills in writing.

The respondents perceived "agree" in all indicators on the challenges encountered by respondents in learning English language using vocabulary acquisition in terms of macro language skills in writing. Indicator "I often hinder my ability to express complex ideas in writing because I am struggling to understand the context." got the highest mean score of 3.10 (Rank 1). While the indicators, "I often struggle to write an essay or report due to my vocabulary limitations." and "I am significantly affected by my vocabulary limitations due to my writing skills." got the lowest mean of 3.08 (rank 2.5).

Overall, the computed weighted mean in the challenges encountered by respondents in learning English language using vocabulary acquisition in terms of macro language skills in writing is 3.08, which interpreted as agree.

Other than the texts being foreign and culturally unsuitable, the difficult language level of literary works used in the text selection can also pose a challenge to the teaching of literature (Tayib & Hassan, 2020; Gatdula et al., 2022; Harwati & Mohamad Asyraf, 2019; Hussein & Al-Emami, 2016; Siti Salina et al., 2014). According to Harwati and Mohamad Asyraf (2019), high level of language used in literary text would cause difficulty for the teachers in teaching literature to students.

This statement is agreed by Yulnetri (2018), who stated that some literary texts contain complicated and unfamiliar vocabulary that even teachers found it difficult to explain. In a study conducted by Hussein and Al-Emami (2016) on 22 instructors at The University of Hail, it was found that respondents viewed text-selection issues such as the level of linguistic and stylistic difficulty, influence the productivity of the teaching-learning process.

Thus, it is important for the teachers to select a text that does not have too many new and difficult words and grammatical structures (Yahya, 2017).

Table 12. Challenges Encountered by Respondents in Learning English Language Using Vocabulary Acquisition in terms of Macro Language Skills in Speaking

Macro Language Skills in Speaking	Mean Rating	Descriptive Equivalent	Rank
1. I often struggle to express my thoughts verbally due to my vocabulary knowledge.	3.13	Agree	1.5
2. I am affected of my limited vocabulary in fluency and confidence in speaking English.	3.12	Agree	3
3. I often find it difficult to participate in English conversations due to my limited vocabulary.	3.13	Agree	1.5
Overall Weighted Mean	**3.13**	**Agree**	

Table 12 shows the challenges encountered by respondents in learning English language using vocabulary acquisition in terms of macro language skills in speaking.

The respondents perceived "agree" in all indicators on the challenges encountered by respondents in learning English language using vocabulary acquisition in terms of macro language skills in speaking. Indicators, "I often struggle to express my thoughts verbally due to my vocabulary knowledge." And "I often find it difficult to participate in English conversations due to my limited vocabulary." Got the highest mean score of 3.13 (Rank 1). While the indicator, "I am affected of my limited vocabulary in fluency and confidence in speaking English." Got the lowest mean of 3.12 (rank 3).

Overall, the computed weighted mean in the challenges encountered by respondents in learning English language using vocabulary acquisition in terms of macro language skills in speaking is 3.13, which interpreted as agree.

Noraishah et al. (2015) reported that one of the issues faced by 60 Form 5 students in learning the literary text is that they lack basic knowledge of literary components, which is the

technical part of the literary texts such as the plots, characters, and settings. Students who do not have a solid foundation in this basic literary knowledge might find it difficult to analyze the literary texts in depth. One reason to explain this is the little exposure to literature in schools (Dar et al., 2021). Thus, in order to overcome this situation, teachers can prepwere materials that can assist the students to understand the literature (Noraishah et al., 2015).

There were several recurrent external challenges in the teaching of literature that were found in the past articles and SLRs, namely text-selection, poor learning environment and infrastructure, and time constraint (Farhanah & Hadina, 2022; Yulnetri, 2018; Tayib & Hassan, 2020).

Table 13. Challenges Encountered by Respondents in Learning English Language Using Vocabulary Acquisition in terms of Vocabulary Instruction

Vocabulary Instruction	Mean Rating	Descriptive Equivalent	Rank
1. I am given effective vocabulary instruction methods used in my English classes.	3.12	Agree	4.5
2. I often struggle to understand or remember a word despite receiving vocabulary instruction.	3.22	Agree	2
3. I find it easy to learn new vocabulary through the instruction methods used in my English classes.	3.18	Agree	3
4. I often find it challenging to apply the vocabulary	3.25	Agree	1
5. I receive sufficient vocabulary instruction for my needs in learning English.	3.12	Agree	4.5
Overall Weighted Mean	**3.19**	**Agree**	

Table 13 shows the challenges encountered by respondents in learning English language using vocabulary acquisition in terms of vocabulary instruction.

The respondents perceived "agree" in all indicators of challenges encountered by respondents in learning English language using vocabulary acquisition in terms of vocabulary instruction. Indicator "I often find it challenging to apply the vocabulary." got the highest mean score of 3.25 (Rank 1). Followed by the indicators, "I often struggle to understand or remember a word despite receiving vocabulary instruction." with a mean of 3.32 (Rank 2), "I find it easy to learn new vocabulary through the instruction methods used in my English classes." with a mean of 3.18 (Rank 3), and both "I receive sufficient vocabulary instruction for my needs in learning English." and "I am given effective vocabulary instruction methods used in my English classes." got the lowest mean of 3.12 (rank 4.5).

Overall, the computed weighted mean in the challenges encountered by respondents in learning English language using vocabulary acquisition in terms of vocabulary instruction is 3.19, which interpreted as agree.

Exposure to language can be defined as the contact that the learners have with the target language that they were attempting to learn. Inside the classroom, one of the most central roles of the teacher is to provide learners with sufficient exposure to practice the target language in a variety of contexts, and from different speakers. As a qualified speaker of the language, the teachers can give practical examples of language, moreover they can apply natural input from television, cassettes, video, web sites, books, and magazines. Mainly, language exposure in general, refers to contact outside the classroom. Benson (2001) defined outside-of-class language exposure term as, "any kind of learning that takes place outside the classroom and involves self-instruction, naturalistic learning or self-directed naturalistic learning." The forms of outside classroom language exposure can include listening to English programme on the radio, watching English programme and movies on the television, traveling to English speaking countries, talking face to

face with English native speakers (L2 interaction), using English language in real life situations, surfing the internet using English language as well as, reading English books, magazines, and newspapers.

Table 14. Challenges Encountered by Respondents in Learning English Language Using Vocabulary Acquisition in terms of Vocabulary Development

Vocabulary Development	Mean Rating	Descriptive Equivalent	Rank
1. I am significantly impacted my vocabulary development in English.	3.32	Strongly Agree	1
2. I find it difficult to learn and remember specific words or types of words.	3.30	Strongly Agree	2.5
3. I am satisfied with my progress in vocabulary development using Vocabulary Acquisition.	3.27	Strongly Agree	4
4. I have tried to overcome the challenges in vocabulary development have for the strategies been effective.	3.25	Agree	5
5. I often feel frustrated or stuck in my vocabulary development.	3.30	Strongly Agree	2.5
Overall Weighted Mean	**3.28**	**Strongly Agree**	

Table 14 shows the challenges encountered by respondents in learning English language using vocabulary acquisition in terms of vocabulary development.

The respondents perceived "strongly agree" in four key indicators of challenges encountered by respondents in learning English language using vocabulary acquisition in terms of vocabulary development. Indicator "I am significantly impacted my vocabulary development in English." got the highest mean score of 3.32 (Rank 1). Followed by the indicators, "I find it difficult to learn and remember specific words or types of words." and "I often feel frustrated or stuck in my vocabulary development." got the same mean of 3.30 (Rank 2.5), and "I am satisfied with my progress in vocabulary development using Vocabulary Acquisition." with a mean of 3.27 (Rank 4). While agree on the indicator, "I have tried to overcome the challenges in vocabulary development have for the strategies been effective." got the lowest mean of 3.25 (rank 5).

Overall, the computed weighted mean in the challenges encountered by respondents in learning English language using vocabulary acquisition in terms of vocabulary development is 3.28, which interpreted as strongly agree.

Other than the texts being foreign and culturally unsuitable, the difficult language level of literary works used in the text selection can also pose a challenge to the teaching of literature (Tayib & Hassan, 2020; Gatdula et al., 2022; Harwati & Mohamad Asyraf, 2019; Hussein & Al-Emami, 2016; Siti Salina et al., 2014). According to Harwati and Mohamad Asyraf (2019), high level of language used in literary text would cause difficulty for the teachers in teaching literature to students.

This statement is agreed by Yulnetri (2018), who stated that some literary texts contain complicated and unfamiliar vocabulary that even teachers found it difficult to explain. In a study conducted by Hussein and Al-Emami (2016) on 22 instructors at The University of Hail, it was found that respondents viewed text-selection issues such as the level of linguistic and stylistic difficulty, influence the productivity of the teaching-learning process. Thus, it is important for the teachers to select a text that does not have too many new and difficult words and grammatical structures (Yahya, 2017).

Significant difference on the challenges encountered by the respondents in learning English language through frequent reading of literature materials when grouped according to profile variables

Table 15. Significant Difference on the Challenges Encountered by the Respondents in Learning English Language through Frequent Reading of Literature Materials when grouped According to Profile Variables

Frequency Of Reading Literature Materials		Sum of Squares	df	Mean Square	Sig.	Interpretation
Sex	Between Groups	0.07	1	0.07	0.32	Accept Ho Not Significant
	Within Groups	3.99	58	0.07		
	Total	4.058533	59			
Age	Between Groups	0.59	7	0.08	0.28	Accept Ho Not Significant
	Within Groups	3.47	52	0.07		
	Total	4.058533	59			
Year Level	Between Groups	0.39	3	0.13	0.12	Accept Ho Not Significant
	Within Groups	3.66	56	0.07		
	Total	4.058533	59			

Table 15 shows the significant difference on the challenges encountered by the respondents in learning English language through frequent reading of literature materials when grouped according to profile variables. The computed significance values for sex (0.32), age (0.28), and year level (0.12) were higher than the 0.05 level of significance, indicating that the null hypothesis is accepted. This means that there is no significant difference on the challenges encountered by the respondents in learning English language through frequent reading of literature materials when grouped according to age, sex and year level. Therefore, there is no significant difference on the challenges encountered by the respondents in learning English language through frequent reading of literature materials when grouped according to profile variables.

Gender is known as one of the most relevant factors used in second language acquisition research to distinguish among learners. In the area of vocabulary acquisition, the role of gender occupied a significant position. There were plentiful of studies that focus on gender differences in the several aspects related to vocabulary acquisition. Some studies show inconsistent results, where some focused on the superiority of males over females, others highlighted on females being better as language learners than males, and some others pointed out that gender is irrelevant in second or foreign language acquisition. Jimenez (2010), and Sunderland (2010) stated that the relationships between vocabulary and gender were not stable, but rather influenced by context and test type-specific with other factors such as age, L1, or L2 proficiency. Therefore, gender is recognized as a complex and distinctive issue.

Significant difference on the challenges encountered by the respondents in learning English language using Literature Exposure when grouped according to profile variables

Table 16. Significant difference on the challenges encountered by the respondents in learning English language using Literature Exposure in terms of Understanding Complex Literary Texts when grouped according to profile variables

Understanding Complex Literary Texts		Sum of Squares	df	Mean Square	Sig.	Interpretation
Sex	Between Groups	0.12	1	0.12	0.17	Accept Ho Not Significant
	Within Groups	3.68	58	0.06		
	Total	3.80	59			

Understanding Complex Literary Texts		Sum of Squares	df	Mean Square	Sig.	Interpretation
Age	Between Groups	0.38	7	0.05	0.57	Accept Ho Not Significant
	Within Groups	3.42	52	0.07		
	Total	3.80	59			
Year Level	Between Groups	0.32	3	0.11	0.18	Accept Ho Not Significant
	Within Groups	3.48	56	0.06		
	Total	3.80	59			

Table 16 shows the significant difference on the challenges encountered by the respondents in learning English language using literature exposure in terms of understanding complex literary texts when grouped according to profile variables.

The computed significance values for sex (0.17), age (0.57), and year level (0.18) were higher than the 0.05 level of significance, indicating that the null hypothesis is accepted. This means that there is no significant difference on the difference on the challenges encountered by the respondents in learning

English language using literature exposure in terms of understanding complex literary texts when grouped according to age, sex and year level.

Therefore, there is no significant difference on the challenges encountered by the respondents in learning English language using literature exposure in terms of understanding complex literary texts when grouped according to profile variables.

Studies on the use of nursery rhymes conducted outside Indonesia indicated that nursery rhymes could help to promote oral proficiency skills, listening, thinking skills, interest and motivation towards learning English (Harper, 2011; Schiller, 2010; Shwetha, 2013; Vidal, 2011). Unfortunately, in Indonesia, there were very few studies conducted to evaluate the effects of nursery rhymes in enhancing vocabulary acquisition and phonemic awareness. Nursery rhymes were recommended suitable in teaching vocabulary to young learner because there is no melody to serve as a point of identification (Fauziati, 2015), and learning nursery rhymes develops and improves extensive early literacy skills, such as oral skills, phonemic awareness, phonics, vocabulary, fluency, the rhythm of words, and comprehension (Maclean et al. 1987). Although the scope was limited (third grade elementary school students), it appeared that gander has no significant effect on the vocabulary acquisition.

Table 17. Significant difference on the challenges encountered by the respondents in learning English language using Literature Exposure in terms of Exposure to the Target Language when grouped according to profile variables

Exposure to the Target Language		Sum of Squares	df	Mean Square	Sig.	Interpretation
Sex	Between Groups	0.29	1	0.29	0.04	Reject Ho Not Significant
	Within Groups	3.88	58	0.07		
	Total	4.17	59			
Age	Between Groups	0.24	7	0.03	0.86	Accept Ho Not Significant
	Within Groups	3.93	52	0.08		
	Total	4.17	59			
Year Level	Between Groups	0.15	3	0.05	0.57	Accept Ho Not Significant
	Within Groups	4.03	56	0.07		
	Total	4.17	59			

Table 17 shows the significant difference on the challenges encountered by the respondents in learning English language using literature exposure in terms of exposure to the target language when grouped according to profile variables.

The computed significance value for sex (0.04) is lower than the 0.05 level of significance, indicating that the null hypothesis is rejected. This means that there is a significant difference on the difference on the challenges encountered by the respondents in learning English language using literature exposure in terms of exposure to the target language when grouped according to sex. While the computed significance values for age (0.86), and year level (0.87) were higher than the 0.05 level of significance, indicating that the null hypothesis is accepted. This means that there is no significant difference on the challenges encountered by the respondents in learning English language using literature exposure in terms of exposure to the target language when grouped according to age and year level. Therefore, there is a significant difference on the

challenges encountered by the respondents in learning English language using literature exposure in terms of exposure to the target language when grouped according to sex.

Analysis in recent studies do not conclude that female students have a larger productive vocabulary than male students, but considering that males and females were given the same amount of time for accomplishing the tests, and that females achieving a significantly higher score in the post-test two than males, Jimenez-Catalan (2010) believe that the female students may have higher levels in the scale of vocabulary knowledge than boys because of their higher motivation towards the English language. Similarly, other studies (Agreda, 2006; Fontecha, 2010; Ehrman & Oxford, 1989; Oxford & Niykos, 1989; Bacon, 1992; and Graham, 1997) also claimed that the female students were more motivated than the male students and that the females utilized a significantly greater number of language learning strategies than their male counterparts.

Table 18. Significant difference on the challenges encountered by the respondents in learning English language using Literature Exposure in terms of Familiarity with Technology when grouped according to profile variables

Familiarity with Technology		Sum of Squares	df	Mean Square	Sig.	Interpretation
Sex	Between Groups	0.03	1	0.03	0.42	Accept Ho Not Significant
	Within Groups	2.68	58	0.05		
	Total	2.71	59			
Age	Between Groups	0.32	7	0.05	0.45	Accept Ho Not Significant
	Within Groups	2.39	52	0.05		
	Total	2.71	59			
Year Level	Between Groups	0.12	3	0.04	0.47	Accept Ho Not Significant
	Within Groups	2.59	56	0.05		
	Total	2.71	59			

Table 18 shows the significant difference on the challenges encountered by the respondents in learning English language using literature exposure in terms of familiarity with technology when grouped according to profile variables. The computed significance values for sex (0.42), age (0.45), and year level (0.47) were higher than the 0.05 level of significance, indicating that the null hypothesis is accepted. This

means that there is no significant difference on the difference on the challenges encountered by the respondents in learning English language using literature exposure in terms of familiarity with technology when grouped according to age, sex and year level.

Therefore, there is no significant difference on the challenges encountered by the respondents in learning English language using

literature exposure in terms of familiarity with technology when grouped according to profile variables.

Alqahtani (2015) exclaimed that vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. He claimed that it is impossible to learn a language without words, yet the communication between human beings is based on words. According to Viera (2017, p. 90), "Vocabulary knowledge is viewed as an essential tool for mastering any language skills; it also contributes to the understanding of written and spoken texts. Thus, while more frequent the exposure to vocabulary is, learners were more confident to understand and interpret the meaning of some unknown words from context." He continued his statement with, "Words were one of the fundamental compo-

nents in the mental processes to acquire languages, which were learned in both ways: incidental and intentional."

The effect of multimedia in learning English led the teachers to develop the materials based on the need of the students as stated by Mthethwa (2018, p. 69) that, "This has led some language teachers to develop their materials and present them using multimedia. The teachers' creation of tailored learning materials allows the teacher to develop materials that suit both the context and cognitive levels of the students."

One pedagogical method involving technology that has gained the interest and attention of many researchers is introducing new words with computer vocabulary teaching programs or software (Lu, Khiyabani, Ghonsooly and Ghabanchi, 2014).

Table 19. Significant difference on the challenges encountered by the respondents in learning English language using Literature Exposure in terms of Teaching Pedagogy when grouped according to profile variables

Teaching Pedagogy		Sum of Squares	df	Mean Square	Sig.	Interpretation
Sex	Between Groups	0.01	1	0.01	0.78	Accept Ho Not Significant
	Within Groups	7.53	58	0.13		
	Total	7.54	59			
Age	Between Groups	0.65	7	0.09	0.67	Accept Ho Not Significant
	Within Groups	6.88	52	0.13		
	Total	7.54	59			
Year Level	Between Groups	0.22	3	0.07	0.64	Accept Ho Not Significant
	Within Groups	7.31	56	0.13		
	Total	7.54	59			

Table 19 shows the significant difference on the challenges encountered by the respondents in learning English language using literature exposure in terms of teaching pedagogy when grouped according to profile variables.

The computed significance values for sex (0.78), age (0.67), and year level (0.64) were higher than the 0.05 level of significance, indicating that the null hypothesis is accepted. This means that there is no significant difference on the difference on the challenges encountered by the respondents in learning English language using literature exposure in terms of

teaching pedagogy when grouped according to age, sex and year level. pedagogy when grouped according to profile variables. Therefore, there is no significant difference on the challenges encountered by the respondents in learning English language using literature exposure in terms of teaching. Teaching of literature that derived from the teachers is the use of inappropriate and ineffective teaching methods in the classrooms (Dahiru, 2020; Tayib & Hassan, 2020; Siti Salina et al., 2014). Yahya (2017) emphasized that teachers have limited teaching method knowledge that forces

them to rely on whatever approaches previously available. In a research by Tayib and Hassan (2020), majority of the respondents agree that teachers were responsible for the challenges in the teaching of literature due to their inappropriate teaching approach. Noraishah et al. (2015) reported that students were lacking in focus and co-operation in class during literature lesson due to teachers' weakness in giving good explanations and elaboration on the literature text. Several articles also mentioned that teachers still succumb to the old traditional ways of dull and less creative literature teaching and refuse to try new interesting techniques of teaching (Faiza & Azlina, 2020; Harwati & Mohamad Asyraf, 2019; Yahya, 2017; Ain Suraya & Norhanim, 2021).

One of the commonly practiced traditional methods of literature teaching is teacher-centered learning where the teacher acts as the dominant figure in explaining and translating literary texts to the students without taking students' input (Yahya, 2017; Harwati & Mohamad Asyraf, 2019). Rochman (2018) also stated that teachers should act as facilitators to develop students' unique traits and potential by providing external guidance. Passive students' participation and teachers' function as sole-distributor of the input in learning process would only cater for instrumental purposes such as examinations. This creates an exam-oriented classroom that is unable to incorporate interesting teaching methods to teach literature (Faiza & Azlina, 2020; Farhanah & Hadina, 2022; Harwati & Mohamad Asyraf, 2019; Yahya, 2017). There is a need to concentrate more on the teachers' involvement in teaching and learning of the literature component of English if teachers were the factor to the decline of certain subjects (Yahya, 2017).

Table 20. Significant difference on the challenges encountered by the respondents in learning English language using Literature Exposure in terms of Time Constraints when grouped according to profile variables

Time Constraints		Sum of Squares	df	Mean Square	Sig.	Interpretation
Sex	Between Groups	0.10	1	0.10	0.34	Accept Ho Not Significant
	Within Groups	6.38	58	0.11		
	Total	6.49	59			
Age	Between Groups	0.38	7	0.05	0.85	Accept Ho Not Significant
	Within Groups	6.10	52	0.12		
	Total	6.49	59			
Year Level	Between Groups	0.04	3	0.01	0.95	Accept Ho Not Significant
	Within Groups	6.45	56	0.12		
	Total	6.49	59			

Table 20 shows the significant difference on the challenges encountered by the respondents in learning English language using literature exposure in terms of time constraints when grouped according to profile variables.

The computed significance values for sex (0.34), age (0.85), and year level (0.95) were higher than the 0.05 level of significance, indicating that the null hypothesis is accepted. This means that there is no significant difference on the difference on the challenges encountered by the respondents in learning English language using literature exposure in terms of time constraints when grouped according to age, sex and year level.

Therefore, there is no significant difference on the challenges encountered by the respondents in learning English language using literature exposure in terms of time constraints when grouped according to profile variables.

Limited time allocated in teaching literature can make it difficult for teachers to cover a large amount of material. This would make it difficult for students to fully understand and appreciate the literature. Ain Suraya and Norhanim (2021) in their study revealed that

pre-service teachers considered having difficulty with the time allocation to teach literature' to be the most serious problem. Half of the respondents in the study by Tayib and Hassan (2020) agree that the allotted hours for teaching literature were not enough.

In implementing interesting literature approaches, the arrangement and preparation of the lessons take a lot of time. Farhanah and Hadina (2022) believe that time constraints hinder the implementation of literature teaching approach in the classrooms. To counter the problem of time constraint in teaching literature, the best solution stated by Ain Suraya and Norhanim (2021) is that teachers were advised to have good time management as students' attention span is not long.

Significant difference on the challenges encountered by the respondents in learning English language using Vocabulary Acquisition when grouped according to profile variables

Table 21. Significant difference on the challenges encountered by the respondents in learning English language using Vocabulary Acquisition in terms of Macro Language Skills in Reading when grouped according to profile variables

Macro Language Skills in Reading		Sum of Squares	df	Mean Square	Sig.	Interpretation
Sex	Between Groups	0.36	1	0.36	0.02	Reject Ho Not Significant
	Within Groups	3.56	58	0.06		
	Total	3.93	59			
Age	Between Groups	0.55	7	0.08	0.31	Accept Ho Not Significant
	Within Groups	3.37	52	0.06		
	Total	3.93	59			
Year Level	Between Groups	0.36	3	0.12	0.14	Accept Ho Not Significant
	Within Groups	3.56	56	0.06		
	Total	3.93	59			

Table 21 shows the significant difference on the challenges encountered by the respondents in learning English language using vocabulary acquisition in terms of macro language skills in reading when grouped according to profile variables.

The computed significance value for sex (0.02) is lower than the 0.05 level of significance, indicating that the null hypothesis is rejected. This means that there is a significant difference on the challenges encountered by the respondents in learning English language using vocabulary acquisition in terms of macro language skills in reading when grouped according to sex. While the computed significance values for age (0.31), and year level (0.14) were higher than the 0.05 level of significance, indicating that the null hypothesis is accepted. This means that there is no significant difference on the challenges encountered by the respondents in learning English language using vocabulary acquisition in terms of macro language skills in

reading when grouped according to age and year level.

Therefore, there is a significant difference on the challenges encountered by the respondents in learning English language using vocabulary acquisition in terms of macro language skills in reading when grouped according to sex.

In the area of vocabulary acquisition, the role of gender occupied a significant position. There were plentiful of studies that focus on gender differences in the several aspects related to lexical acquisition. The findings within this area were inconclusive as well, depending on the aspect investigated. For instance, Boyle (1987) pointed out that, in the comprehension of heard vocabulary, males were superior to females. Similar findings that men performed significantly better than women in a test of academic vocabulary recognition, understanding and use also indicated by Scarcella & Zimmerman (1998). Others, such as Lin & Wu (2003),

Lynn, Fergusson, & Horwood, (2005), and Edelenbos & Vinjé (2000), also reported that the males outperformed the females in vocabulary knowledge in the foreign language.

According to Mahamod, Akup, and Hassan (2019), i-THINK Mapping refers to the instructional strategies utilized in reading comprehension lessons to improve students' comprehension of the text and sharpen their analytical skills. As a result, the pupils' higher-order thinking skills (HOTS) will advance. The study of eight forms of thinking maps were proposed by Sharif, Singh, Ong., Mulyadi, Rahmayanti and Kiong, (2023), each with a distinct function: circle, bubble, double bubble, tree, brace, flow, multi- flow, and bridge.

Listening, speaking, reading, and writing were the four skills required to learn a language. Reading is regarded as one of the most important skills in language acquisition Hyerle (2008). One of the primary goals of any early education programmes is to help pupils develop strong reading skills. They note that the i-THINK Mapping approach could be used to improve students' reading comprehension

skills. i-THINK Mapping refers to the teaching methods used in reading comprehension to help students better understand the text and improve their thinking skills (Mahamod, Akup and Hassan (2019), Hyerle (2008). As a result, pupils' higher-order thinking skills (HOTS) will improve.

Reading is one of the most important skills for children to develop in their early school years, as it serves as the foundation for their learning (Küçükünal et al. 2020), as it can support the learning process at a higher level and will have a significant impact on encouraging students to compete globally (Bowcher and Zhang. (2020) Batool and Sheila (2019).

According to Halimatussakdiah, Sumarwati and Wardhani (2023), empowerment of literacy workshops becomes a solution in an effort to solve problems faced by students affected by disasters and overcome the problem of low reading ability of students in refugee camps in order to avoid the birth of an illiterate young generation and so that students can read fluently so that they can access knowledge independently whenever there is another eruption.

Table 22. Significant difference on the challenges encountered by the respondents in learning English language using Vocabulary Acquisition in terms of Macro Language Skills in Listening when grouped according to profile variables

Macro Language Skills in Listening		Sum of Squares	df	Mean Square	Sig.	Interpretation
Sex	Between Groups	0.01	1	0.01	0.64	Accept Ho Not Significant
	Within Groups	3.91	58	0.07		
	Total	3.93	59			
Age	Between Groups	0.64	7	0.09	0.21	Accept Ho Not Significant
	Within Groups	3.28	52	0.06		
	Total	3.93	59			
Year Level	Between Groups	0.34	3	0.11	0.16	Accept Ho Not Significant
	Within Groups	3.58	56	0.06		
	Total	3.93	59			

`Table 22 shows the significant difference on the challenges encountered by the respondents in learning English language using vocabulary acquisition in terms of macro language skills in listening when grouped according to profile variables.

The computed significance values for sex (0.64), age (0.21), and year level (0.16) were

higher than the 0.05 level of significance, indicating that the null hypothesis is accepted. This means that there is no significant difference on the challenges encountered by the respondents in learning English language using vocabulary acquisition in terms of macro language skills in listening when grouped according to age, sex and year level.

Therefore, there is no significant difference on the challenges encountered by the respondents in learning English language using vocabulary acquisition in terms of macro language skills in listening when grouped according to profile variables.

According to Gulbahor, Rayxon and Laylo (2023), modern effective techniques of teaching listening skills range from interactive exercises to multimedia resources. Listening is one of the most easily acquired talents. Because putting a bit more emphasis on learning through easy and enjoyable activities leads to greater results. It makes no difference whether you work with younger or older kids in this scenario, as long as you apply one of the following strategies to develop yourself: Interpersonal activities such as role playing, mock interviews, interpersonal dialogues, and storytelling were among the most effective strategies to improve great listening skills. Students were separated into small groups of two or three and were asked questions based on the style.

Salape, Maming and Maravilla (2023) expound that listening is vital for learning because it allows students to participate in conversations while going about their daily tasks. However, if kids lack listening comprehension, they may become disoriented and acquire inaccurate information. Students' challenges with listening comprehension might be attributed to speech tempo, vocabulary, and pronunciation. For example, if the speaker has a unique accent that the students must be aware of, listening to audio as part of the task may be difficult. Pronunciation and unfamiliarity with vocabulary words might be a hindrance to good listening in this situation. According to Morley and Lawrence (1971) as cited by Ahmadi (2016), claimed that broad rules should be followed while instructing students in listening comprehension. Lessons on listening comprehension must first have precise, clearly stated objectives. Lessons in listening comprehension need to be properly and sequentially organized. Thirdly, focus-building exercises must be emphasized in listening comprehension training as a prerequisite for communication. Fourth, listening comprehension instruction must emphasize the use of reactive memory. Lessons in listening comprehension should "teach" rather than "test."

Thus, to mitigate these, Salape et. al. (2023) suggest that it is critical to use a content-based approach for support and to create listening exercise resources to help grade 8 students learn English. Therefore, this study aimed at discovering listening skill strategies to enhance the listening skills of grade 6 Rumanyo language learners in Kavango East region of Namibia.

Table 23. Significant difference on the challenges encountered by the respondents in learning English language using Vocabulary Acquisition in terms of Macro Language Skills in Writing when grouped according to profile variables

Macro Language Skills in Writing		Sum of Squares	df	Mean Square	Sig.	Interpretation
Sex	Between Groups	0.01	1	0.01	0.63	Accept Ho Not Significant
	Within Groups	2.96	58	0.05		
	Total	2.97	59			
Age	Between Groups	0.25	7	0.04	0.70	Accept Ho Not Significant
	Within Groups	2.72	52	0.05		
	Total	2.97	59			
Year Level	Between Groups	0.10	3	0.03	0.60	Accept Ho Not Significant
	Within Groups	2.87	56	0.05		
	Total	2.97	59			

Table 23 shows the significant difference on the challenges encountered by the respondents in learning English language using vocabulary acquisition in terms of macro language skills in writing when grouped according to profile variables.

The computed significance values for sex (0.63), age (0.70), and year level (0.60) were

higher than the 0.05 level of significance, indicating that the null hypothesis is accepted. This means that there is no significant difference on the challenges encountered by the respondents in learning English language using vocabulary acquisition in terms of macro language skills in writing when grouped according to age, sex and year level.

Therefore, there is no significant difference on the challenges encountered by the respondents in learning English language using vocabulary acquisition in terms of macro language skills in writing when grouped according to profile variables.

In reality, there were numerous study papers on the efficacy of employing ICT to engage students in their learning. Writing is regarded as one of the most difficult talents for pupils to learn because it may be a tedious and laborious endeavor. Furthermore, a lack of language had contributed to a lack of confidence and a high level of anxiety, causing them to struggle to write. According to Krashen's Affective Filter Hypothesis, learners who have a low affective filter, high motivation, self-confidence, and a low level of fear were better prepared for second language acquisition success. It is anticipated that incorporating ICT into the learning process using Google Apps will improve students' writing skills. They also asserted that acquisition will not occur if a learner is tense, furious, nervous, or bored, as this will activate the filter. As a result, when the student is relaxed or motivated, it will be lower. Integration of ICT in schooling appears to lower students' anxiety. (Basri, Hashim and Yunus (2019).

Table 24. Significant difference on the challenges encountered by the respondents in learning English language using Vocabulary Acquisition in terms of Macro Language Skills in Speaking when grouped according to profile variables

Macro Language Skills in Speaking		Sum of Squares	df	Mean Square	Sig.	Interpretation
Sex	Between Groups	0.09	1	0.09	0.30	Accept Ho Not Significant
	Within Groups	5.04	58	0.09		
	Total	5.13	59			
Age	Between Groups	0.38	7	0.05	0.76	Accept Ho Not Significant
	Within Groups	4.75	52	0.09		
	Total	5.13	59			
Year Level	Between Groups	0.49	3	0.16	0.13	Accept Ho Not Significant
	Within Groups	4.64	56	0.08		
	Total	5.13	59			

Table 24 shows the significant difference on the challenges encountered by the respondents in learning English language using vocabulary acquisition in terms of macro language skills in speaking when grouped according to profile variables.

The computed significance values for sex (0.30), age (0.76), and year level (0.13) were higher than the 0.05 level of significance, indicating that the null hypothesis is accepted. This means that there is no significant difference on the challenges encountered by the respondents in learning English language using vocabulary acquisition in terms of macro language skills in speaking when grouped according to age, sex and year level.

Therefore, there is no significant difference on the challenges encountered by the respondents in learning English language using vocabulary acquisition in terms of macro language skills in speaking when grouped according to profile variables.

The study conducted in Iran by Sukmana, Koamriah, Bazarov, Patra, Hashim Alghazali, Ali Hussein Al-Khafaji and Farhangi (2023) about " Examining the Effects of Cue Cards on EFL Learners' Speaking Fluency, Accuracy, and Speaking Anxiety" reveal that media is a pow-

erful instrument that is increasingly being employed in the teaching-learning process. As a type of media, a cue card is a card with images or vocabulary that is used to motivate students to respond to questions in group or pair work. Cue cards were used to provide students practice speaking English in real-life circumstances. Cue cards, which were changed graphics, have various advantages, one of which is their visibility. Cue cards can thus assist students when asked to explain something or someone exactly. Cue cards were graphic cards on which cue phrases were used to aid students to initiate dialogs.

Language serves as a method of communication, unification, and scientific and technological advancement. Furthermore, solid language skills were required for all levels of learning (Juliarto, Oktavianti and Purbasari (2020). The findings of Utami, Azzahra and Nuryani (2023) reveal that the material in Indonesian learning has four characteristics of skills. Listening, speaking, reading, and writing were examples of these abilities. To gain good mastery of Indonesian learning, the child must thoroughly master these four whereas, particularly speaking skills. Speaking abilities do not grow on their own; they must be practiced on a daily basis to fully develop (Margweretan (2020). Wijayanti, Suhartono and Juhana (2021). Speaking abilities refer to a person's capacity to verbally transmit concepts supplied by others.

Table 25. Significant difference on the challenges encountered by the respondents in learning English language using Vocabulary Acquisition in terms of Vocabulary Instruction when grouped according to profile variables

Vocabulary Instruction		Sum of Squares	df	Mean Square	Sig.	Interpretation
Sex	Between Groups	0.00	1	0.00	0.99	Accept Ho Not Significant
	Within Groups	4.89	58	0.08		
	Total	4.89	59			
Age	Between Groups	0.45	7	0.06	0.63	Accept Ho Not Significant
	Within Groups	4.44	52	0.09		
	Total	4.89	59			
Year Level	Between Groups	0.34	3	0.11	0.25	Accept Ho Not Significant
	Within Groups	4.54	56	0.08		
	Total	4.89	59			

Table 25 shows the significant difference on the challenges encountered by the respondents in learning English language using vocabulary acquisition in terms of vocabulary instruction when grouped according to profile variables.

The computed significance values for sex (0.99), age (0.63), and year level (0.25) were higher than the 0.05 level of significance, indicating that the null hypothesis is accepted. This means that there is no significant difference on the challenges encountered by the respondents in learning English language using vocabulary acquisition in terms of vocabulary instruction when grouped according to age, sex and year level.

Therefore, there is no significant difference on the challenges encountered by the respondents in learning English language using vocabulary acquisition in terms of vocabulary instruction when grouped according to profile variables.

Vocabulary, encompassing a vast array of words and their meanings, plays a pivotal role in language learning. It serves as the bridge that connects the abstract structure of a language to its practical use in everyday life. Without an adequate vocabulary, language learners may struggle to comprehend spoken or written discourse, and they may find it challenging to express their thoughts and ideas accurately. In essence, vocabulary is the key to unlocking the

doors of linguistic comprehension and expression.

Moreover, the significance of effective vocabulary application skills extends beyond the mere ability to understand and use words correctly. Proficiency in applying vocabulary in real-life contexts is essential for language learners to engage meaningfully in conversations, comprehend complex texts, and produce coherent written documents. Vocabulary application involves not only recognizing words but also knowing when and how to use them appropriately, considering factors like context, register, and tone.

Thus, the development of robust vocabulary application skills is integral to becoming a proficient language user. (Kalra, Kashyap. et al. (2022).

Table 26. Significant difference on the challenges encountered by the respondents in learning English language using Vocabulary Acquisition in terms of Vocabulary Development when grouped according to profile variables

Vocabulary Development		Sum of Squares	df	Mean Square	Sig.	Interpretation
Sex	Between Groups	0.25	1	0.25	0.20	Accept Ho Not Significant
	Within Groups	8.74	58	0.15		
	Total	8.99	59			
Age	Between Groups	1.52	7	0.22	0.18	Accept Ho Not Significant
	Within Groups	7.47	52	0.14		
	Total	8.99	59			
Year Level	Between Groups	0.31	3	0.10	0.58	Accept Ho Not Significant
	Within Groups	8.68	56	0.16		
	Total	8.99	59			

The computed significance values for sex (0.20), age (0.18), and year level (0.58) were higher than the 0.05 level of significance, indicating that the null hypothesis is accepted.

This means that there is no significant difference on the challenges encountered by the respondents in learning English language using vocabulary acquisition in terms of vocabulary development when grouped according to age, sex and year level.

Therefore, there is no significant difference on the challenges encountered by the respondents in learning English language using vocabulary acquisition in terms of vocabulary development when grouped according to profile variables.

Traditional vocabulary learning methods have been employed for generations and often involve rote memorization and the use of flashcards. These methods have their own set of strengths and weaknesses in terms of vocabulary application.

Rote memorization involves repeatedly rehearsing vocabulary words until they were firmly committed to memory. It is a straightforward approach that can lead to relatively quick acquisition of vocabulary. However, its effectiveness in real-life language application is limited. Learners who rely solely on rote memorization may struggle to use the vocabulary in context, such as during conversations or in writing. This method tends to promote passive vocabulary knowledge, where learners recognize words when they encounter them but struggle to use them actively. Flashcards were a common tool used in vocabulary learning. They typically consist of a word on one side and its definition or translation on the other. Flashcards were portable and can be used for quick review. They can be effective for reinforcing vocabulary retention and recognition. However, flashcards often lack context, which is crucial for understanding how words were used in different situations. This method may lead to the memorization of isolated words without a deeper understanding of their usage. (Ali, Mukundan, Ayub et al. (2013).

Contextual learning, on the other hand, emphasizes the importance of understanding words within their context of use. This approach recognizes that language is not just a collection of isolated words but a dynamic system of communication. Contextual learning encourages learners to acquire vocabulary in real-life situations, where words were encountered in meaningful contexts.

Contextual learning enhances vocabulary application by providing learners with a richer understanding of how words were used in various situations. For example, instead of simply memorizing the word "celebration," learners might encounter it in sentences like "I had a grand celebration for my sister's wedding." This contextual exposure helps learners grasp the nuances of word usage, including collocations, idiomatic expressions, and appropriate contexts.

Moreover, contextual learning can take various forms, including reading authentic texts, engaging in conversations, watching movies, or participating in immersive language experiences. These activities expose learners to diverse language situations and help them internalize vocabulary naturally. (Ali, Mukundan, Ayub et al. (2013).

Significant relationship between challenges encountered by the respondents in learning English language using Literature Exposure and Vocabulary Acquisition

Table 27. Significant relationship between challenges encountered by the respondents in learning English language using Literature Exposure and Vocabulary Acquisition in Macro-Language Skills

	Macro-Language Skills		Interpretation
Understanding complex literary texts	Pearson Correlation	0.55	Moderate Positive Correlation Significant
	Sig. (2-tailed)	0.00	
	N	60	
Exposure to the target language	Pearson Correlation	0.64	Moderate Positive Correlation Significant
	Sig. (2-tailed)	0.00	
	N	60	
Familiarity with technology	Pearson Correlation	0.61	Moderate Positive Correlation Significant
	Sig. (2-tailed)	0.00	
	N	60	
Teaching pedagogy	Pearson Correlation	0.36	Moderate Positive Correlation Significant
	Sig. (2-tailed)	0.00	
	N	60	
Time constraints	Pearson Correlation	0.50	Moderate Positive Correlation Significant
	Sig. (2-tailed)	0.00	
	N	60	

Table 27 shows the significant relationship between challenges encountered by the respondents in learning English language using literature exposure and vocabulary acquisition in macro-language skills.

The computed Pearson correlation values for Understanding complex literary texts (0.55), Exposure to the target language (0.64), Familiarity with technology (0.61), Teaching pedagogy (0.36) and Time constraints (0.50) were interpreted as moderate positive correlation. The computed significance values for Understanding complex literary texts (0.00), Exposure to the target language (0.00), Familiarity with technology (0.00), Teaching pedagogy (0.00) and Time constraints (0.00) were lower than the 0.05 level of significance, indicating that the null hypothesis is rejected. This means that there is a significant relationship between challenges encountered by the respondents in learning English language using literature exposure and vocabulary acquisition in macro-

language skills. This means that there is a significant relationship between challenges encountered by the respondents in learning English language using literature exposure and vocabulary acquisition in macro-language skills.

Strong relationship between exposure to English language and English language acquisition that can take different forms such as: listening to English programme and songs on the radio, watching English programme and movies on the television, traveling to English speaking countries, talking face to face with English native speakers (L2 interaction), using English language in real life situations, surfing the internet using English language, using social media in English language as well as, reading English books, magazines, and newspapers .Thus, studies cited in this study indicated that the significance of exposure in language learning

that means the more the learner exposed to English language, the more he reads and speaks in the language - i.e. - the higher the exposure, the better the learner performs in the target language. Actually, exposure to English language improves language learning as exposure refers to the total contacts with a target language that a learner receives, both in verbal and in written forms. (Al Zoubi (2018)

Moreover, provide quality English exposure through a variety of pleasurable and developmentally appropriate language activities /materials related to their everyday life. Besides, teachers and parents should raise learners' awareness towards the importance of learning English language through exposure to the language daily using different techniques that can enhance second language acquisition. (Al Zoubi (2018).

Table 28. Significant relationship between challenges encountered by the respondents in learning English language using Literature Exposure and Vocabulary Acquisition in Vocabulary Instruction

	Vocabulary Instruction		**Interpretation**
Understanding complex literary texts	Pearson Correlation	0.34	Low Positive Correlation Significant
	Sig. (2-tailed)	0.01	
	N	60	
Exposure to the target language	Pearson Correlation	0.28	Low Positive Correlation Significant
	Sig. (2-tailed)	0.03	
	N	60	
Familiarity with technology	Pearson Correlation	0.54	Moderate Positive Correlation Significant
	Sig. (2-tailed)	0.00	
	N	60.00	
Teaching pedagogy	Pearson Correlation	0.56	Moderate Positive Correlation Significant
	Sig. (2-tailed)	0.00	
	N	60	
Time constraints	Pearson Correlation	0.58	Moderate Positive Correlation Significant
	Sig. (2-tailed)	0.00	
	N	60	

Table 28 shows the significant relationship between challenges encountered by the respondents in learning English language using literature exposure and vocabulary acquisition in vocabulary instruction. The computed Pearson correlation values for Understanding complex literary texts (0. 34), and Exposure to the target language (0. 28) were interpreted as low positive correlation, While the computed

Pearson correlation values for Familiarity with technology (0.54), Teaching pedagogy (0.56) and Time constraints (0.58) were interpreted as moderate positive correlation. The computed significance values for Understanding complex literary texts (0.01), Exposure to the target language (0.03), Familiarity with technology (0.00), Teaching pedagogy (0.00) and Time constraints (0.00) were lower than the

0.05 level of significance, indicating that the null hypothesis is rejected. This means that there is a significant relationship between challenges encountered by the respondents in learning English language using literature exposure and vocabulary acquisition in vocabulary instruction.

This means that there is a significant relationship between challenges encountered by the respondents in learning English language using literature exposure and vocabulary acquisition in vocabulary instruction.

The main challenges that the teachers might face in teaching literature in ESL classrooms were student-related challenges, which were their attitude, personality, language competency, and basic literary knowledge.

Out of these four sub-topics under student-related challenges, it is found that students'

language competency in English is mentioned in 11 articles (65%). Learning English is already a taxing task, and when it comes to studying literature, the difficulty level increases even further with its complex vocabulary and intricate grammatical constructions. This issue necessitates action from the education scene's front-liners, the teachers themselves.

Teachers, being in close proximity to their students, know their students' needs closely, from their personalities, proficiency levels, and learning styles. All of this information is useful for them to choose the best teaching strategies in teaching the students literature. Teachers need to be able to create interesting and fun ways for students to learn literature meaningfully so that they can reap the most of benefits from it. (Al Zoubi (2018).

Table 29. Significant relationship between challenges encountered by the respondents in learning English language using Literature Exposure and Vocabulary Acquisition in Vocabulary Development

	Vocabulary Development		**Interpretation**
Understanding complex literary texts	Pearson Correlation	0.30	Low Positive Correlation Significant
	Sig. (2-tailed)	0.02	
	N	60	
Exposure to the target language	Pearson Correlation	0.22	Low Positive Correlation Significant
	Sig. (2-tailed)	0.04	
	N	60	
Familiarity with technology	Pearson Correlation	0.60	Moderate Positive Correlation Significant
	Sig. (2-tailed)	0.00	
	N	60	
Teaching pedagogy	Pearson Correlation	0.58	Moderate Positive Correlation Significant
	Sig. (2-tailed)	0.00	
	N	60	
Time constraints	Pearson Correlation	0.53	Moderate Positive Correlation Significant
	Sig. (2-tailed)	0.00	
	N	60	

Table 29 shows the significant relationship between challenges encountered by the respondents in learning English language using literature exposure and vocabulary acquisition in vocabulary development.

The computed Pearson correlation values for Understanding complex literary texts (0.30), and Exposure to the target language (0.22) were interpreted as low positive correlation,

While the computed Pearson correlation values for Familiarity with technology (0.60), Teaching pedagogy (0.58) and Time constraints (0.53) were interpreted as moderate positive correlation. The computed significance values for Understanding complex literary texts (0.04), Exposure to the target language (0.00), Familiarity with technology (0.00), Teaching pedagogy (0.00) and Time constraints (0.00)

were lower than the 0.05 level of significance, indicating that the null hypothesis is rejected. This means that there is a significant relationship between challenges encountered by the respondents in learning English language using literature exposure and vocabulary acquisition in vocabulary development.

This means that there is a significant relationship between challenges encountered by the respondents in learning English language using literature exposure and vocabulary acquisition in vocabulary development.

The significance of vocabulary learning methods in shaping students' vocabulary application skills. Traditional methods like rote memorization and flashcards offer a foundation for vocabulary knowledge but fall short in promoting active application. Contextual learning, technology-assisted methods, and multimodal approaches, on the other hand, enhance vocabulary application by providing real-life contexts, interactive experiences, and a holistic learning environment.

The practical implications of my findings emphasize the importance of a balanced approach to vocabulary acquisition that integrates various methods. Educators should incorporate technology effectively and focus on real-life language contexts to bridge the gap between vocabulary knowledge and practical use. Multimodal approaches that combine traditional methods, contextual learning, and technology offer a comprehensive solution for enhancing vocabulary application skills. By adopting these strategies, language educators can better prepare students to not only recognize and recall vocabulary but also confidently apply it in their language interactions. This research contributed to the improvement of language teaching and learning practices, ultimately enhancing language proficiency and communication abilities. (Zai, 2023).

Conclusions

Based on the summary of the investigations conducted, the researchers have arrived to conclude that:

1. The respondents were English Major students from first year, second year, third year and fourth year levels.

2. The respondents perceived often in frequent reading of literature materials enhance vocabulary acquisition in learning English language of the respondents.

3. The respondents perceived strongly agree on the challenges encountered by the respondents in learning English language using literature exposure in terms of teaching pedagogy and time constraints. Additionally, the respondents perceived agree on understanding complex literary texts, exposure to the target language, and familiarity with technology.

4. The respondents perceived agree on the challenges encountered by respondents in learning English language using vocabulary acquisition in terms of macro language skills in reading, listening, writing, speaking, vocabulary instruction and vocabulary development.

5. There is no significant difference on the challenges encountered by the respondents in learning English language through frequent reading of literature materials when grouped according to profile variables.

6. There is a significant difference on the challenges encountered by the respondents in learning English language using literature exposure in terms of exposure to the target language when grouped according to sex.

7. There is a significant difference on the challenges encountered by the respondents in learning English language using vocabulary acquisition in terms of macro language skills in reading when grouped according to sex.

8. There is a significant relationship between challenges encountered by the respondents in learning English language using literature exposure in terms of vocabulary acquisition in macro-language skills, vocabulary instruction, and vocabulary development

Recommendations

Based on the conclusions of the investigations conducted, the researchers suggest:

I. Research-Oriented Recommendations (for researchers and curriculum developers)

1. Fund research projects using standardized vocabulary tests pre- and post-intervention with controlled reading groups. Analyze the type of vocabulary acquired (e.g., passive vs. active).
2. Conduct case studies of successful and unsuccessful literature-based programs. Analyze student feedback and teacher experiences to identify effective strategies and improvement areas.
3. Develop assessment tools that measure both vocabulary and macro-skills simultaneously. Analyze the data to determine the strength and nature of the relationship.
4. Design studies that track student progress while systematically varying instructional approaches and assessing the impact of identified challenges.
5. Conduct randomized controlled trials comparing vocabulary learning strategies, measuring vocabulary acquisition and retention.
6. Develop and implement lesson plans based on different methodologies, using pre-and post-tests to measure vocabulary gains. Analyze student engagement and learning styles.
7. Create reading lists with varied text types and complexity levels. Track vocabulary acquisition across different text types.
8. Use a combination of assessment methods to gain a comprehensive understanding of vocabulary acquisition. Analyze the strengths and weaknesses of each method.
9. Conduct comparative studies in diverse classrooms, analyzing the influence of cultural background on vocabulary learning.

II. Actionable Recommendations for Educators (Immediate Implementation) These recommendations can be implemented directly in the classroom.

1. Design visually appealing classroom displays. Incorporate English language materials into everyday classroom routines.
2. Provide explicit instruction on reading strategies. Model effective reading strategies during class. Use graphic organizers and other tools to support comprehension.
3. Use formative assessments (e.g., quizzes, exit tickets) to monitor student understanding. Seek student feedback on lessons and activities. Collaborate with colleagues to share best practices.

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