



ADDIS ABABA UNIVERSITY

**THE ROLE OF WRITTEN LITERARY TEXTS IN DEVELOPING GRADE
TEN STUDENTS' ENGLISH READING SKILLS AT DAERO-HAFASH
SECONDARY SCHOOL.**

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**A THESIS SUBMITTED TO THE DEPARTMENT OF FOREIGN LANGUAGES AND
LITERATURE IN FULFILLMENT OF MASTER'S DEGREE IN ENGLISH LANGUAGE
TEACHING**

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Master's Degree in English Language Teaching

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List of Abbreviations and Acronyms

CG = Control Group

EF = English as a Foreign Language

EFL = English as Foreign Language

EG = Experimental Group

ELT English Language Teaching

ESL= English as a Second Language

F1= First Language/ Mother Tongue Language

F2 = Second Language/ Foreign Language

Fl = Foreign Language

MOE = Ministry Of Education

SD = Standard Deviation

Vs. = Versus

X = Given Data

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ABSTRACT

The purpose of this experimental study was to evaluate the role of the literary texts of grade ten students in developing English reading skill. Two classes of students have been sampled from the total numbers 262 grade ten students in five sections. The students were assigned in to two groups, the experimental group and the control group. The data instruments method were tests, classroom observation and questionnaire. Besides both quantitative and qualitative data analysis approach was used. The findings also drew the teachers' and curriculum developers' and course designers' to give more attention literary texts have vital role in developing student' reading skill Both groups were administered an identical pre-test which showed uniformity in the results with very little variation - a fact that was to be obvious to decide to use literary texts or non-literary texts for the development of reading skill. A literary text on the skills of reading development was designed for the experimental group and non-literary courses were designed for the control group. The experimental group was taught reading through the selected materials for about three months. In this study, tasks were designed for the students based on the literary texts they were taught which provided ample opportunities for developing and practicing reading skills. At the end of the course, they were given a post-test in accordance with the course material selected for their reading skills development. The result suggested that literary texts looked good for the experimental group and therefore it fared far better than the control group. Moreover, the researcher forwarded some recommendations for teachers and students to use literary text during teaching and learning process.

Chapter One: Introduction

This section deals with the introductory part of the study, which encompasses the background of the study, the statement of the problem, the research questions and hypothesis , the objectives of the study, the significance of the study, the delimitation of the study and the limitation of the study.

1.1 Background of the study

Many authors have written about the role of written literary texts, among them Shtepani (2012:13) states the role of literary texts as, literary texts give students real materials and their utilization in language classes enables understudies to improve learning, builds up their basic reasoning and upgrades their social training. These literary texts employ the literary languages which obey aesthetic concerns in order to capture the interest of the reader. It is not about obtaining a concrete knowledge as it can happen in the instructions of domestic appliance, but about capturing a difference experience by reflecting the rich and fascinating diversities of our world. They are written by authors living in many different countries and widely divergent cultures. By exposing our students to literature in English, it seems that we should be asking them to think about the range of cultures from which literature in English is produced. Moreover literary texts have a wide educational function in the classroom in that it can help to stimulate the imagination of our students, to develop their critical abilities and to increase awareness through reading. Literary texts foster the development of reading, writing, speaking, listening and critical thinking skills. According to Maryam Shokrolahi (2014:219) teachers must consider that the use of challenging quality reading materials based on learner's interest and needs is really pivotal and also use of challenging quality reading materials such as short stories and poem should be encouraged because teaching reading of literary texts through critical reading approach played an important role in the development of students reading skill. Critical reading is an important topic in modern education. In every course, especially in content subjects, students should be taught to read logically, to analyze, to compare, to question, and to evaluate the content. To determine the role of literary texts in fostering reading comprehension through critical reading approach teachers can achieve a better result by careful selection of appropriate texts especially by including literary texts in reading skill. Furthermore, M.Shamsur Rabb Khan (2018:2) explained the role of literary text can help enhance language skills and describes the different teaching approaches for teaching literary texts which will be a healthy guide for teachers.

Even though literary texts have great role in developing language skills, teachers and students seemed lack use of literary texts in the classroom rather they focus on the structure form of the language. According to Minoon Alemi (2011:11) literary texts have not been considered as useful teaching tool in the EFL classrooms of many non-English speaking countries. This is because teaching L2 largely has been regarded as a matter of linguistics. The English teaching activity in public schools of these countries mainly focuses on teaching grammar. Following some general explanations of the rules of grammar, teachers assign the students drills consisting of unrelated sentences, and the students memorize the grammar rules. As for reading, special course hours are not devoted to developing the reading skills of the students. The students do not have to infer anything from the passage. The idea of Minoon Alemi seems true in the school this research was conducted. Because the researcher as English teacher experienced for more than fifteen years in teaching English language, he observed teachers and students were not interested on reading passage that suggested in students textbook. As a result students were failed to answer questions prepared regarding to reading related activities. Therefore, in this research the researcher tried to explore the role of literary texts in developing students reading skill in grade ten at Daero-Hafash secondary school.

1.2 Statement of the problem

The achievement of students in English subject was less than the other subjects. The researcher observed students failed to answer question from reading passages. Therefore, he wanted to fill the gap why students had less interest in reading? What would be the role of literary texts in enhancing students' reading skill? Literary texts can be used in language teaching because the language used in a literary texts create pictures for our minds and appeal to our senses, rhetorical devices manipulate the language on the texts. Different studies were carried out related to this study.

For example, Whitener (2019), reading literary texts inspires students to reflect critique, analyze, interpret, and connect. Briefly, literary texts promote the development of reading skills, foster the development of tolerance, and contribute to the development of creativity in learners. Using literary texts helps learners develop creative comprehension and improve their communicative abilities. The above conditions indicate us that the value of literary texts for the development of reading skill is not give attention still now. This situation motivated the researcher to investigate the use of literary texts in developing reading skill by utilizing communicative language teaching which is favored by most educators and then to show the gap that currently exist the study area.

Among the different literary texts, the use of short stories and poems for the developing of reading skill was examined.

This research was different from other studies, because it explored the role of written literary texts focused only on short stories and poem that fostering reading skills of grade ten students. Literary texts have the potential to increase motivation and engagement towards reading. They can be used to incorporate students' interest into daily activities. Students were not very much fond of reading which has got a direct effect on their knowledge. In addition, since grade ten students' level of reading skill development was low in the teaching and learning process and they had a problem of identifying the different subs-skills of reading. Moreover, the researcher had witnessed such studies were not conducted concerning the role of literary texts in the study areas. This situation motivated the researcher to investigate the use of literary texts in developing reading skills of students by utilizing communicative language teaching which is favored by most educators and then to show the gap that currently exist in the school this research was conducted. This was the reason why the researcher motivated to conduct the research on the role of literary texts in developing grade ten students' reading skills at Daero-Hafash Secondary school. Among the different literary texts, the use of short stories and poems for the developing of reading skill was examined.

Based on the above assumptions the researcher set predictions to carry out the study the following alternative and null hypotheses were established.

H1: Literary texts have great role on developing students reading skills.

H0: Literary texts don't have great role on developing students reading skills.

By conducting the study, the researcher hence sought answers for the following research questions

2.3 Research questions

1. What is the role of literary texts on developing students' reading skills?
2. How can students improve their reading abilities?
3. Why Students don't have interest on reading skill.

1.4 Objective of the study

1.4.1. General objective

The general objective of this research would be to explore the role of written literary texts in developing reading skills of grade ten students at Daero-Hafash secondary school.

1.4.2 Specific objectives

The specific objectives of this study were to:

1. To examine the role of written literary texts in developing students' English reading skills.
2. To suggest how can students improve English reading skills.
3. To assess why Students don't have interest on reading skill.

1.5 Significance of the study

The findings of this study had the following significances. Firstly, the result of the study helps the learner to have clear impression, or understanding about the actual situation regarding the role of literary texts in developing reading skill because literary texts have a great role in developing students reading skill. It provides the learner with genuine, authentic sample of language, and also with real samples wide range of styles and text types. The different types of texts help learners to recognize the form of the language and social communicative function. When students learn the different literary texts suggested in their textbook, they develop the skills of language especially reading skill through reading poems, short stories and extracted novels.

Second, the study helps school teachers, particularly English Language teachers to aware the existing situation and, make their efforts to use the different genres of literature to improve students' reading comprehension skills. Moreover, the findings of this study will also useful for other researchers who are inspired to conduct further investigation in the area of literary texts, it provides as models or references to individuals or organizations who want to study similar issues. Finally, it will be useful in developing a syllabus, creates awareness on curriculum experts on the role of literary texts and help them to include literary more texts in English curriculum strongly.

1.6 Delimitation of the study

Even if there were many problems in the teaching language, the researcher delimited only to explore the role of literary texts in developing reading skills of grade ten students at Dearo-Hafash Secondary School. This school was chosen because it was convenient for the investigator to access

the data required for the study as the school is found with nearby of the researcher's residence and The researcher has been teaching in the suggested School and grade level English Language. Moreover, this study delimited on test, questionnaire, and classroom observation checklist, as an instrument of data gathering tools. Interview and document analysis were not relevant in this study to collect data. It was also focused on literary texts such as short stories and poem in grade ten students' textbook.

1.7 Limitation of the study

There were many problems in conducting this research, to mention, some of them were:

The Covid-19, the conflict in north of Ethiopia, lack of network access, shortage of reference materials and the long distance from Addis Ababa University to the researcher's work place which is in the remote area of Tigray that was the most obstacle to contact with advisor. As a result the researcher didn't get much information how to conduct this research.

These all limitations were occurred; however, the researcher tackled to overcome these limitations and he tried his best to do the research by discussing with his colleagues in the school.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Definition of literary text

Literary texts are a piece of written material that is a part of one of the genre of literature, such as story and poem that has the purpose of telling story or entertaining. There are several definitions of literature from different points of view. The most general definition can be seen in Moody's approach. According to Moody (1971), literature is like umbrella term giving information on every business. Therefore literature, for begin interested in every kinds of written and spoken business, can be defined as expressing a specific subject. According to Berhanu Matthews (2013:8) literature define as general meaning and specific meaning. In the general meaning of literature according to him, "the word literature is derived from the Latin word "litteral" which means letter of the alphabet or alphabetic letters. The word alphabet denotes the letter used in writing language. This shows that the derivation of the word of literature implies writing." On the other hand, in the specific meaning of literature refers to work that present an imaginative creation of reality through an artistic use of language.

Besides, M Shamsur Rabb Khan (2018:167) state the role of literary text as Literary texts play an important role in learning English language, especially enhancing communication competence, raising cultural awareness, and generating motivation among students. In addition to this using literary texts in the EFL classrooms, which promote authentic materials, help increase language skills, and extends linguistic knowledge. It explains how different literary texts can help enhance language skills and describes the different teaching approaches for teaching literary texts which will be a healthy guide for teachers. It also shows how literature enriches the EFL learners' overall learning experience.

2.2 Poetry

Poetry is an art form in which human language is used for its aesthetic qualities in addition to, its national and semantic content. It consists largely of oral or literary works in which language is used in a manner that is felt by its user and audience to differ from ordinary prose. Many scholars define poetry in different way, among the definitions; Melakneh Mengistu (2006:47) cited in his book entitle "Fundamental of Literature" as follow:

“Poetry is the record of the best and happiest moments of the happiest and the best mind.”
Shelly.

“Poetry is a spontaneous over flow of powerful feelings.” William.

“Poetry is a criticism of life.” Mathew Arnold.

Literary work in which the expression of feelings and ideas is given intensity by the use of distinctive style and rhythm, poems collectively or as genre of literature that attempts to stir a reader’s imagination or emotions. The poet does this by carefully choosing and arranging language for its meaning, sound and rhyme. Melakneh Mengistu (2006:60) concludes as poetry is perhaps the most difficult area of literature due to the abstractness of the language and no usual structure of its sentences. The tailoring the language to the target learner’s level could cure the problem. Even more, the selection of appropriate materials proceeding from simple to complex would also help.

2.2.1. Criteria for selecting poem in English classroom

Teachers need to ensure that they choose poems suitably graded to the level of the students and that the students are given as much help as possible in understanding the language of the poem. The occasional use of a poem linked linguistically to a lexical or grammatical area being taught in a particular lesson is often an enjoyable way of reinforcing or revising that area. Making the language of the poem the basis for classroom study is helpful first step towards enabling students to make confident interpretation of poem. There are three criteria for text selection, ranked hierarchically in order of their importance:

2.2.1.1 Suitability of content.

In order for a text to be selected it has to represent experiences that learners can *identify with* and *accept*. Before students can respond to a text and make individual readings into it, they should first of all be willing to accept it. Acceptance comes even before identification, but it is a stage very often glossed over.

2.2.1.2 Accessibility of language

Suitability of content is a necessary but not sufficient condition. A text that appeals to the students but which is linguistically “too difficult” can hardly be enjoyed or appreciated. Linguistic difficulty, however, is not a one-dimensional problem. It has at least four dimensions to it, namely, density of unfamiliar or culturally loaded vocabulary, complexity of syntactic structures,

organization of discourse structure, and length of the text. This should not imply that in order for a text to be selected it has to be linguistically “easy”. A text should present some challenge to the students and should also offer them some learning. In other words, the selected text should be at the right level of difficulty for the students. It should be one that the students can manage to “log into” and make “some” sense of on their own; it should be linguistically accessible.

2.2.1.3 Adaptability of text

In order for a text to qualify for selection, it should be “adaptable” to the teaching objectives of the instructor. A text that is adaptable is not one that exemplifies those linguistic patterns that instructors want their students to learn, although the likelihood of such a coincidence is not ruled out, but one where learning facilitates encounter with other poetic texts. A text that is adaptable, in other words, is one that can be used or exploited to design tasks that serve to facilitate the learning of some skill of interpretation.

2. 2.2 Activities used in teaching reading skills

2.2.2.1. Pre reading

- Students predict the theme of the poem from its title or a few key words or phrases in the poem.
- Set the stage for understanding and response introduce and stimulate interest in the topic
- Motivate students by providing a reason for reading.
- Provide language preparation for the text assess, build, or activate students' prior knowledge.
- Students discuss or describe pictures or photographs relevant to the theme of the poem.

In this stage, a teacher pre- teaches any important words, phrases or grammatical constructions that appear in the poem.

2.2.2.2. While - Reading (Reading phase)

- Engaging in text clarify content and vocabulary of the text
- Help students understand the writer’s Purpose
- Help students understand the structure of the text
- Skimming and scanning occur
- Reading for full understanding

- Certain words are removed from the poem, and students have to fill in the gaps either by themselves or using a list of provided.

2.2.2.3. Post-reading

- Reflect upon what has been read relate the text to the students' own knowledge.
- Provide a stimulus for other language activities encourage reflection on ideas, themes, issues, concepts, etc. in the text.
- Engage students in analysis, synthesis, organization, and expression of ideas clarify and extend comprehension.
- Examine relationships between prior knowledge and experience, and new ideas and information.
- Make interpretations of the text understand the narrative point of view
- Helping learners to express their personal point of view

2.3 The Short story

A short story is a piece of prose fiction that typically can be read in one sitting and focuses on a self-contained incident or series of linked incidents, with the intent of evoking a single effect or mood. The Short story, as generally defined by many sources, is a fictional work depicting one character's inner conflict or conflict with others, usually having one thematic focus. Short stories generally produce a single, focused emotional and intellectual response in the reader. Novels, by contrast, usually depict conflicts among many characters developed through a variety of episodes, stimulating a complexity of responses in the reader. The short story form ranges from "short shorts," which run in length from a sentence to four pages, to novellas that can easily be 100 pages long and exhibit characteristics of both the short story and the novel.

2.3.1. The role of short stories in teaching language.

It is obvious that literature has many benefits in the teaching of language in general and in the teaching of reading in particular. Therefore, if according to various theories, literature is beneficial to an individual development or indeed to society as a whole, then one wishes to know whether such effects are indeed observable (Watson, zinger, 2007). The benefits are usually related to the cultural, the language and the personal growth models of why teachers use literature. Collie and Slater (1990, p. 3), as cited by Hismanoglu (2005) said that there are four main reasons which lead language teachers to use literature in the classroom. These are valuable authentic material, cultural

enrichment; language enrichment and personal involvement. This is in line with Berhanu (2013) who affirms that the three important reasons for studying literature are development of linguistic competence, development of literary competence and personal development.

This means there are several advantages for using short stories in an ESL classroom. The most useful one is their length, which allows the student to finish the task of reading on one sitting or two class lessons depending on the teachers' approach. "As students are always worried about the amount of work they need to perform and often have the feeling of being overwhelmed, reading short stories seems to be less frightening, for their own definition suggests, they are "short" (Koutumpou, 2015). Furthermore, since they are short, such stories can be applied more frequently. This means many short stories can be used and as a result of this, the option of finding pieces that are interesting to each student's tastes and interests increases. Besides, regarding short stories' length, it can be applied to any course, no matter what its level or duration. Another major characteristic of short stories is that they are extremely compressed (Koutumpou, 2015).

A short story is not detailed. It may have 500 to 10,000 words, it is fast, economical, has potential characters and most often it is meant to be read in one sitting (Wondwosen, 2007, p.161). In other words, the use of language in short stories is very economical and the characters speak only in inescapable significant and useful subjects. As a result, it is the teacher's duty to guide the students on this journey, for when reading a short story; the students "are invited to see the universe in a grain, of, sand, and when they look at the grain of sand, they must be helped to see the universe within it, and to respond to it on an emotional level" (Koutumpou, 2015). She pointed out that short fiction is a supreme resource for observing not only language but life itself.

Due to its fast and single story characters as well as its singleness, it uses very limited characters (Wondwosen, 2007). Closely related to the study Koutumpou (2015) wrote that in short fiction, characters act out all the real and symbolic acts people carry out in daily lives, and do so in a variety of registers and tones. That is the cause why people say the world of short fiction is a manifestation and enlightenment of human lives. This means the inclusion of short fiction in the ESL / EFL curriculum offers the following educational benefits. In other words it makes the reading task of the students easy. This is because it is simple and short when compared with the other literary genres. Besides, it improves readers' worldviews about different cultures and different groups of people. In addition, it gives more creative, challenging texts that need personal investigation supported by earlier experience and it motivates learners to read as it is authentic material. Besides, it brings the outstanding and mysterious world to them and gives students the

opportunity to use their creativity. In addition, it encourages critical thinking skills and facilitates teaching a foreign culture. To put what the above scholars said in other words, it serves as an authentic tool in mastering cultural knowledge of the selected community. Moreover, it makes students feel comfortable and free. This is in line with various scholars who believe that it helps students coming from various backgrounds to communicate with each other because of its universal language. Moreover, it helps students to go further than the surface meaning and look into fundamental meanings. While reading literary texts, students have different literary experiences. This includes knowing something, making their knowledge capable of action and application of previous knowledge, inferring and predicting, make summary, analyzing and synthesizing information. In addition, they can develop and answer their own questions. That's why literature is significant in reading comprehension and therefore in ELT. Next, closely related to this study Koutumpou (2015) added that it acts as a perfect vehicle to help students understand the positions of themselves as well as others by transferring these gained knowledge to their own world. In other words she means in brief, the use of a short story seems to be a very helpful technique in today's foreign language classes. Because it is short, it makes the teaching learning process easier. In addition, it is an important feature of short fiction is relating with the whole world which gives students a chance to experience stories in the different parts of the world still they can connect to them. Moreover, by bringing the full personality to endure on a brief account of a situation in a single place and moment, short fiction, like all other types of literature, makes contribution to the development of cognitive analytical abilities.

2.4 The role of literature in language teaching

Literature is very important to learners to promote meaningful contexts with full of authentic language also it may foster the development of reading, writing, speaking, listening and critical thinking skills. Students who study literature and read for pleasure have higher vocabularies, and better communication skills. Chandran A. (2016) suggests Literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax (cited in McKay 1982: 529). Literature enables the learners to get familiar with universal issues and there by motivates them into reading. It introduces an intense range of vocabulary, dialogues and prose that can be used to prepare the learners to communicate the language by using the new words which they learn from the literary text. Maley (1989) also states the role of literature in language teaching has contributed toward the

revival of interest in teaching literature in ESL/EFL contexts. Maley (1989) asserts, “Literature is back - but wearing different clothes”. It is needless to say that language is inseparable from literature and vice versa. It appears that the introduction of literature in language courses is acceptable in the present-day context. This recent interest rejects the idea of literature as being harmful or useless for the language learner. The use of literature as a resource in the second language classroom can develop students’ imagination, problem solving skills and an appreciation for the language. Literature is also considered as an ideal resource for developing learners’ awareness of language use.

Maley (1989) distinguishes two main purposes for teaching literature in second and foreign language courses. The first purpose assigns a special status for literature and presupposes a high degree of linguistic competence to understand the nature of literary discourse. The second purpose promotes the use of literature as a resource for language learning. The literature component of the Interact in English syllabus attempts to treat literature as a resource for language learning rather than a study with a special status. Although literature continues to enjoy a special status in the education system, it is also used a resource to promote personal response and interaction in the Interact in English syllabus. It is important to note that the objectives for teaching literature for second and foreign language learners must be specified in unambiguous terms. It is advisable to identify the appropriate learning environment before further developments in the teaching and learning process. The objectives will depend on the compatibility of literary works and learners’ language proficiency. Both low-medium (beginners or intermediate) and high (advanced) achievers are likely to read literary texts for development of reading skills, literary appreciation and an understanding of conventions of literary genres.

Gillian Lazar (1993) mentions benefits of using literature in language classes with some slight modifications and addition some points are the following:

- ✓ It is Motivating material,
- ✓ It has general educational value,
- ✓ It is found in many syllabuses,
- ✓ It helps students to understand another cultural,
- ✓ Students enjoy it and it is fun
- ✓ It is highly valued and has a high status.
- ✓ Expanding students’ language awareness,

- ✓ Developing students' interpretive abilities,
- ✓ Educating the whole person,
- ✓ It is a stimulus for language acquisition.
- ✓ It encourages students to talk about their opinions and feelings.

2.5 Reasons for Using Literary Texts in the ELT English Classroom.

According to Collie and Slater (1990:3), there are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement. In addition to these four main reasons, universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity are some other factors requiring the use of literature as a powerful resource in the classroom context.

2.5.1. Valuable Authentic Material

Literature is authentic material. In reading literary texts, students become familiar with many different linguistic forms, communicative functions and meanings. Authentic materials provide resources for ELT teachers and offer them the opportunity to expose learners to materials produced for real life. When teacher use authentic texts sensibly, they provide learners with alternatives to learn real English usage. Teaching authentic material is very important because it provides situational language and students are exposed to real discourse. Not only they are interesting for learners but also they are helpful in developing social language social language skills and develop creativity among teachers as well as learners. Moreover, authentic materials provide knowledge of real situations of life.

2.5.2. Cultural Enrichment

Cultural enrichment refers to the general understanding of diversities of culture and an expression used to describe an activity or action that enhances one's awareness of different cultural practice. Therefore, teaching literary texts help learner to develop different cultures. A reader can discover the way the characters in such literary works see the world outside (i.e. their thoughts, feelings, customs, traditions, possessions; what they buy, believe in, fear, enjoy; how they speak and behave in different settings. This colorful created world can quickly help the foreign learner to feel for the codes and preoccupations that shape a real society through visual literacy of semiotics. Literature is perhaps best regarded as a complement to other materials used to develop the foreign learner's

understanding into the country whose language is being learned. Also, literature adds a lot to the cultural grammar of the learners.

2.5.3. Language Enrichment

Literature provides learners with a wide range of individual lexical or syntactic items.

Students become familiar with many features of the written language, reading a substantial and contextualized body of text. They learn about the syntax and discourse functions of sentences, the variety of possible structures, and the different ways of connecting ideas, which develop and enrich their own writing skills. Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves. Thus, they improve their communicative and cultural competence in the authentic richness, naturalness of the authentic texts.

2.5.4. Personal Involvement

Literature can be useful in the language learning process owing to the personal involvement it fosters in the reader. Once the student reads a literary text, he begins to inhabit the text. He/she is drawn into the text. Understanding the meanings of lexical items or phrases becomes less significant than pursuing the development of the story. The student becomes enthusiastic to find out what happens as events unfold via the climax; he feels close to certain characters and shares their emotional responses. This can have beneficial effects upon the whole language learning process. At this juncture, the prominence of the selection of a literary text in relation to the needs, expectations, and interests, language level of the students evident. In this process, he can remove the identity crisis and develop into an extrovert.

2.6 Difficulties of using literature in the language teaching

Despite the advantages of the use of literature in the language classroom which have been mentioned in the above, there are also some major difficulties that require further attention such as language itself, cultural issues or text selection (McKay, 2001, Savvidou, 2004, Lima, 2005). The most common problem is language itself, more specifically, syntax and vocabulary. Literary vocabulary and grammatical structures are often considered to be too complicated, making reading a highly demanding activity. McKay (2001) and Savvidou(2004) criticize the language of literary texts for being far from the conventions of Standard English established for the different levels of the students. That is probably the reason why students often feel that

literary language “does not stick to the most common usages, but exploits and even distorts the accepted conventions in fresh and unexpected ways” (Lazar,1993) According to Lima, also, the mastering of grammatical forms and graded structures that usually guide the EFL teaching “clashes violently with the intentional bending and breaking of grammatical rules that seems to be one of the main features of literature” (Lima, 2005). Lexis happens to reveal the same problem: unrestricted, creative use of lexical items “might hamper understanding instead of providing practical examples” (Lima, 2005) states, literature can provide ‘misleading models’ and this disruptive use of language, stimulating and refreshing for native speakers, might lead to possible confusions in case of FL learners.

2.6.1 Cultural issues

Cultural issues also result in some problems when it comes to the use of literary texts in EFL. According to McKay (2001), literature is saturated with cultural concepts that might frustrate the inexperienced reader. For Duff and Maley (1990), cultural factors might present difficulties to the point of making it clearly impossible for an outsider to fully understand and share the scope of references of an insider. “Undesirable cultural connotations” conveyed by some literary texts might also restrain the use of certain texts (Collie & Slater, 1987). Especially when there is no agreement among language teachers and designers of materials on the question of the culture -L1 vs. L2-EFL students should be exposed to. Some authors (Tomlinson, 2001) stand for including interesting L1 topics and themes as a way to humanize English textbooks while others (Brown, 2007) consider language to be a part of culture and defend L2 culture as an essential component of the EFL teaching program. In this sense, Lima (2005) observes that even in the case that teachers may feel determined to include L2 cultural elements in their EFL classes, these can often present a distorted reality.

2.6.2 Text selection

Text selection is another difficult task for both teachers and students. A number of different factors such as learners’ “language proficiency, age, gender, and background knowledge” (Khatib, Rezaei, Derakhshan, 2011) should be taken into consideration when choosing a text. These factors are important as far as “teachers’ desire to provide students with a literary experience may also result in a source of conflict simply because students do not have the linguistic, literary and cultural competence to tackle the text” (Lima, 2005). The length of the text is also considered by some

scholars one of the major difficulties. If most of the students feel frightened to have to work with long texts, there are also some others who find shorter texts more difficult to handle with when “they do not offer extended contextual support and repetition which longer texts do. At the end, it is important to remember that, when literary texts are brought into the language classroom, it needs a clearly defined aim. Only then can literature be successfully integrated into language teaching.

2.7 Approaches to use Literature in teaching

In the area of education, literature has the potential to develop the learners’ linguistic, communicative and cultural skills therefore teachers need to select appropriate practices and develop powerful tools to contribute to the vitality of their teaching in literature. Carter and Long (1991) introduce three main approaches to the teaching of literary texts. Each uses a particular set of learning objectives for the student.

2.7.1 The Cultural Approach

It is seen as one of the most traditional approach that often used in university courses on teaching of literary texts. Under this approach the literary text is viewed as a product, and treated as a source of information about target culture. Teachers working within such an orientation stress the value of literature in encapsulating the accumulated wisdom, the best that has been thought and felt within a culture. Through literary texts students get to know the background not only of the particular novel but also they learn about history, society, and politics of the country described in the novel or story. By experiencing this, they open themselves to understanding and appreciating ideologies, mentalities, traditions, feeling, and artistic form within the heritage the literature of such cultures endows. There is no specific language work done on a text. This approach tends to be quite teacher-centered.

2.7.2 The Language approach

The language model aims to be more learner-centered. As learners proceed through literary text, they pay attention to the way language is used. A main impulse of language-centered literature teaching is to help students find ways into a text in a methodical way and for themselves. This model uses a particular literary text to consolidate the language skills over the literary skills because the main concern of this model is the increase of learners’ general awareness and understanding of English. Carter and Long (1991) state: “language is the literary medium, that

literature is made from language and that the more students can read in and through language the better able they will be to come to terms with a literary text as literature”

The prominence of this approach became so effective with the call of using literature as a source to teach English. Students can improve their reading proficiency by using literary texts as a resource in language learning. According to Carter (1988), the language-based approach helps students to concentrate on how the literary text is used in identifying (meaning, vocabulary, stated information of the text, summary of the text, structure ,etc.) to strengthen their reading mastery and manipulation. Lazar (1993) sees literary texts as authentic teaching material for language practice through a relevant language activities rather than studying literature for the purpose of acquiring facts and information. This approach is barely based upon a set of strategies used in language reading such as cloze procedure, prediction meanings of unknown words, phrase and clauses, linking sentences, summary writing, creative writing and role play which all construct from the literary texts in order to develop the reading skills. Learners’ engagement with the literary texts is apparently active for the excessive reading practice. That is to say, literary texts are stripped from the literary sense considering them mainly as a tool for language awareness.

2.7.3 The personal Growth approach

Teachers are very interested in the personal growth model of the students. All the activities of the literary texts are practiced by learners. Teachers’ main goal is to help students achieve an engagement with the reading of literary texts. Helping students to read literary texts more effectively is helping them to grow their reading skills and mature as individuals as well as their relationships with the people around them. To encourage personal growth the teacher has to select texts to which students can respond and to which they can use their ideas and imagination about the reading activity creatively.

2.8 Common Strategies in teaching literary texts

Many teachers use various strategies in teaching literary texts that are necessary in the full development of the potentials of students reading skill. The most common strategies in teaching literature are as follows:

2.8.1 Story Telling:

Educators have long known that the art of storytelling contributes to student academic success and emotional well-being. As a learning tool, storytelling can encourage students to explore their unique expressiveness and can heighten a student's ability to communicate thoughts and feelings in an articulate, proficient and lucid manner. It can also resolve interpersonal conflict non- violently since expressing one's thoughts and feelings lucidly are important for a child's safety (Brown, 1990). Furthermore, both telling a story and listening encourage students to use their imaginations. According to Akeret (1991), developing the imagination can empower students to consider new and inventive ideas. Likewise, the imagination can contribute to self-confidence and personal motivation as students envision themselves competent and able to accomplish their hopes and dreams. Barton and Booth (1996) claim that storytelling is a gentle way to guide young people toward constructive personal values by presenting imaginative situations in which the outcome of both wise and unwise actions and decisions can be seen.

2.8.2 Lecture:

The most traditional practice of teaching strategies for literary text is lecture. There are many reasons why teachers still use this strategy in classroom instruction especially in teaching literary texts. One reason is that lectures are appropriate for presenting material not otherwise available to students or material that is too complex for students to grasp on their own. Teachers also use lecture if the lesson is wide and new that is not related to the students' background. Moreover, they are also excellent ways to provide overviews or summaries of course material, to draw together diverse elements and to show connections between concepts (Ibsen 2003).

2.8.3 Discussion:

The discussion method is also considered as one of the most common strategies in teaching literary text. It is patterned after the way Socrates conducted learning activities in Greece. In this strategy, all students are hoped to come to class prepared to share their thoughts and opinions using the given literary text or real life experience to back up their answers (Wilshire, 1998). Thus, students are required to read, analyze and evaluate assigned activities to class discussion. The teacher remains as facilitator and allows true discussion. This strategy is commonly used in teaching any form of literary texts.

2.8.4 Reading a Loud:

Some people understand better a literary text if they read it out loud. As a strategy in teaching literary text, oral reading helps students develop and improve literacy skills of reading. Since learners listen on a higher level than when they read, listening to other readers stimulates growth and understanding of vocabulary and language patterns. Freeman (1992) also explains that: Reading aloud in school is not a frill. Go out of your way to make each book a special experience for your students. Allow them to live literature, to become so involved in a story that they become a part of it. It could change their lives.

Expectedly, most teachers of literature at universities are confined to these strategies. These strategies seem effective yet they are not that too sensible to the needs of the learners of today's generation. Unfortunately, many of the teachers of literature are not willing to try and embrace new ones despite advances in technology. Worse, they do not have the initiative to innovate strategies that cater to the needs of the learners of the new generation. The goal of this study is not to underrate the capabilities of teachers and the common strategies they use, but to offer a more democratic form of learning, Literature Circles, based on the principles of cooperative learning, independent learning and social learning, which is believed to increase students' motivation and literary appreciation.

2.8.5 Silent Reading / Independent reading:

Sustained silent reading or commonly known as independent reading is another tool used by teachers of literature in developing lifelong literary skills of students. It is a strategy where students are given a period of uninterrupted silent reading. This strategy is based upon a single simple principle: Reading is a skill. Hence, like all skills, the more you use it, the better you get at it. Moreover, Lasaten (2002) expounded that silent reading is beneficial to most students. The more students read, the more their reading skills improve and their vocabulary grows. Thus, when the students are directly in contact with the literary text, the assimilation and accommodation of ideas will be better.

Many teachers when teach their students about reading of different literary texts, they neglect the above five teaching strategies of literature, except lecture. But all of the above strategies are

essential for students in developing their reading ability during the teaching classroom and even out of the classroom.

2.9 Criteria for selecting texts

When we teach our students literature, we should select appropriate literary text that related to our student grade level and age. Many scholars suggest three main areas in choosing a literary text for use with our students. These criteria incorporate, the students' Cultural Background, the students' Linguistic proficiency and the students' Literary Background.

2.9.1 The students' Cultural Background

The students' Cultural Background refers to students' social and political expectations will help or hinder their understanding of a text. It will be difficult if the text is not related with their culture, values of the society. On the hand, it is also true that texts which may appear to be very remote in time and place from the world today may still have appeal for students in different countries around the world. Therefore when we select text to use with our students we should put in consideration the level of students' Cultural Background and their interest on the literary text.

2.9.2 The students' Linguistic proficiency

This is an area of some complexity; the learner may not be able to cope with language of the text because it departs strikingly from the usual norms of language use; it includes a great many archaisms, rhetorical devices and metaphors; or it makes use of the register of a highly specialized field (such a law).

2.9.3 The students' Literary Background

There is an interesting relationship between the literary background of the students and their linguistic competence, since the two do not necessarily go together. For example if students studied literature in their own language which is similar conversation to English language operate for reading and interpreting literature, then they may already have a level of literary competence which help them to make sense of a literary text even when their linguistic knowledge is rather limited. On the other hand, students who have little literary knowledge, but are linguistically proficient, may find themselves understanding each individual word on the page without being able to make sense of the literary meanings behinds the text. Therefore, when we choose texts to use with students, we should look not only at the grading of the language in the text, but at its specific literary qualities and whether our students can navigate their own way through these.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the methodological aspects of the study. It encompasses description of the research design employed, study area , population of the study, sample and sampling techniques, data collection instruments, data collection procedures, and data analysis method

3.1 Design of the Study

The main focus of the study was to explore the role of literary texts in developing students' reading skills through experiment research. According to Philip Cash (2016) Experimental research is a collection of research design which use manipulation and controlled testing to understand causal processes. This experimental research design is a research method used to investigate the interaction between independent and dependent variables, which can be used to determine a cause and effect relationship. It was true experimental research design because the researcher manipulated an independent variable and measures its effects on one or more dependent variables. The independent variable cause supposed to be responsible for the bringing about changing in a phenomenon or situation. On the other hand, dependent variable is the outcome of change brought about by change in the independent variable. An experimental is split in to two groups: the experimental group and the controlled group. The experimental group is given the experimental treatment whereas; the control group is given either standard treatment or nothing. The two groups the control group and experimental group were randomly selected, and both groups were given Pre-test and Post-test to compare how literary texts affect students performance on reading.

3.2 Research setting/ Study Area

The study was conducted in Daero Hafash secondary School. The school is located in north- west of Mekelle, in Tigray regional State, Central Zone wereda NaederAdet. It is governmental school which is built by the cooperation of the society and government in 2002 E.C. The school includes from grade 9-12. However, it is Chosen purposefully grade 10 students for the study because the researcher was assigned in the aforementioned grade level as English teacher since he has been engaged in teaching in the school.

3.3 The Population of the Study

The target population of the study was grade ten students of Daero-Hafash Secondary School who have been attending their education in the academic year, 2012, C.E.

There were 262 students who were registered in the academic year mentioned above. All these students were assigned to attend their education into five sections (A, B, C, D, and E). Among these sections two classes (section 'B' and section 'E') were selected as experimental group and control group using random sampling method. These classes' leveled Section 'E' experimental group and Section 'B' control group using simple sampling method.

3.4 Sample and Sampling Techniques

Sample is the subset of the population where as the process of selecting a sample is known as sampling. According to Hunn and Mathers (2009:6) in some circumstances it is not necessary to select a sample if the subject of your study is very small or limited area. However, you are likely to find yourself in a situation where the potential subjects of your study are much more common and you cannot practically include everybody. So it is necessary to find some way of reducing the number of subjects' included in the study without biasing the findings in any way. Calculating the most appropriate sample size is an important step in the research process.

A larger sample provides a more precise estimate of the 'real' situation but the benefits of increased sample size get smaller as you near the total population. Therefore, there is a trade-off between sample precision and considerations of optimal resource use. There are no 'rules of thumb' when determining sample size for quantitative research .Therefore, from this point of view the researcher took 104 students from the total numbers of grade ten students about 262 assigned in five sections with average number of 52 students in each class. Out of these classes the researcher chose only two classes using random sampling method for the study. Jim Frost (2021:68) support the idea by saying, we don't get to pick a convenient group. Instead, random sampling allows us to have confidence that the sample represents the population. Then, the researcher used simple lottery method to choose between the experimental group and the control group. Therefore, section 'B' was control group and section 'E' became experimental group. Moreover Robert and John (2003) state random sampling technique is vital in enabling the researcher to give unbiased opportunity of participation to the target population and to obtain a representative sample from total population.

3.5 Data Collection Instruments

The researcher used primary data gathering instrument, such as test, questionnaire and classroom observation. Test was the major data gathering instrument, while questionnaire and class observation were as a supportive data gathering instruments.

3.5.1 Tests

According to Teny Colle (2022) test is a method to determine a person's ability or a performance in a given domain. A test in research is used to determine if there is a significant difference between the means of two groups, which may be related in certain features. In this research, the tests were prepared on passages that focused on both poem and the short stories for experimental group and non-literary reading passage for control group. Before the training was started pre-test was conducted for both experimental group and control group to identify the performance of students on reading skills. Then, post-test was given after the training had given by the researcher to compare the results before training and after training. As well as how the literary text affect on the result of experimental group rather than the control group. The experimental group was taught reading skill development through the literary texts (short stories and poems) and the control group was taught with the non-literary texts. The training was given for about twelve weeks at the rate of four periods per week.

Both the experimental and control group were taught by the researcher not by the regular teacher in the same day but different period and using different methodology. This was done to ensure treatment fidelity. After giving the training for both groups, pre, while and post reading activities were prepared from the text they were taught and they understood its concept.

3.5.2 Questionnaire

Since the main objective of this study was to explore the role of literary texts in developing students' reading skills. In this research questionnaire was used as supportive data collecting instrument. The researcher used this data gathering method because he wanted to cross check how students were interested on literary texts.

According to Cooter (2011), based on the objectives of the study questionnaire is very important data gathering instrument to understand the feeling of respondents.

3.5.3 Class Observation

The other data gathering tool used in the study was class observation because observations are useful tools for providing direct information about language and language learning, and it is the best data collecting technique for gaining insight into the subject in a natural environment. Classroom observation provides a clear picture of what the actual teaching- learning process looks like. It allows the study of phenomena at a close range where different variables present So, it is considered as one of the supplementary data collecting devices. The researcher had observed in the

actual class how the teachers use the literary texts cited in the student textbook and how students motivated to learn the literary text. The classroom observation was done in the regular class (period) to compare the experimental group and control how they interact with literary text, is there any difference among them? Is the result of test matched with the actual class being observed? This was the reason why the researcher made classroom observation.

3.6 Method of Data Analysis Techniques

Both quantitative and qualitative data analysis approach was used. Once the data was collected through different methods of data gathering instrument then reviewed and analyzed to get to a conclusion or form some sort of finding, it is very important to analyze the data using different methods of data analysis. According to Barbara Kawulich (2004:96) there are varieties of methods of data analysis, but all of them fall under two main methods that are qualitative analysis method and quantitative analysis method. If you have collected both quantitative and qualitative data you should compare and contrast these findings when interpreting your work. The integration of quantitative and qualitative research can give us a broader understanding of our research subject. In quantitative research, the investigator relies on statistical analysis (mathematical analysis) of the data, which is typically in numeric form the questioner and test result was calculated using this method. In qualitative research, statistics are not used to analyze the data; instead, the inquirer analyzes using words. The data collected through class observation was analyzed in qualitative analysis approach. However, the large data collected through test was analyzed using quantitative data analysis method. Since the data collected using test were from two groups (experimental and control group), it was analyzed using T- Test. A t-test is a type of inferential statistic used to determine if there is a significant difference between the mean of two groups, which may be related in certain features. T-tests are useful for analyzing simple experiments or when making simple comparisons between levels of independent Variable. The only difference between the control group and experimental group is the independent variable. The result of the test was analyzed using Statistical technique like mean, standard deviation, variance and percentage were used to facilitate relative comparisons between sample group's responses . Standard deviation was used to measure dispersion of a sample group's response from one another and it is popularly used in the context of estimation and testing of hypotheses.

3.7 Data Collection Procedures

The researcher first set a pre-test for both the experimental and control groups and the results were record. This pre-test was given to find out their competence in reading comprehension before the researcher gave the treatment by applying the literary texts. After taking the pre-test, both the experimental and the control groups were taught for twelve weeks, four periods in each week based on the selected literary texts to assess the students reading skill. In line with this, classroom observation was made by the observer to the experimental and control groups for six periods to gather important information about the participation of students in the lesson they had been taught in the regular classroom periods. The training was given by the researcher. Teaching both experimental and control groups by the researcher, rather than by the regular teacher, was preferred for two reasons: One was to avoid bias in marking; the other was to ensure treatment fidelity. That is the researcher would have the opportunity to check whether treatment conditions are according to the researcher specifications. After treatment in each month, 25 post-test was given to both groups in order to see if the use of literary texts has a big role in developing reading skill than the non-literary texts. Finally, the questionnaires were distributed to the experimental group after the training or treatment

3.8 Ethical Consideration

Ethical considerations in research are a set of principles that guide research design and practice. These principles include voluntary participant informed consent, anonymity confidentiality, potential for harm, and results communication. Research ethics play a crucial role in ensuring the responsible conduct of research and protect the right and well-being of participants, uphold the integrity of research findings, and contribute to the positive impact of research on individuals or groups of people. Therefore, in this research the researcher assure the confidentiality of the information and the anonymity of respondents must be respected. Besides an individual should no point feel any coercion to participate in a study.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION

In this chapter, test results of pre-test and post-test of the students and their responses deeply analyzed using t-test data analysis method. Besides questionnaire and classroom observation were added to confirm the data that was collected through test to show the role of the literary texts in developing students' reading skills.

4.1 Data Analysis

In this section test (pre-test and post-test), questionnaire and class observation results were presented and analyzed with comparing the statistics of the groups result. First, the pre- test result was analyzed to show if there was significance difference or not. Then, the post- test was analyzed to compare how the treatment had influenced on the reading skill, next questionnaire were presented to evaluate the interest of students regarding literary texts in developing reading skill. At last the classroom observation was presented.

4.1.1 Pre-test analysis

The main purpose of this pre- test analysis was to check whether the students were to the same way level of reading ability or not. It was calculated using t-test the mean score of the students was found by adding the marks of each student and divided it by the total number of students. The difference was calculated by subtracting the mean from the individual result of the subject. Moreover the variance was calculated the sum of square differences divided it by $N(N-1)$. It was also calculated the variance square root to drive the standard deviation. The range was the gap between the maximum point and minimum point.

Table: 1Description of the pre-test result from experimental and Control group of students.

No	Experimental group	Difference(D)	Square difference(D ²)	Control Group	Difference(D)	Square difference(D ²)
1	56	-19.94	397.6036	60	-15.46	239.01
2	70	-5.94	35.28	75	-0.46	0.21
3	65	-10.94	119.68	65	-10.46	109.41
4	58	-17.94	321.84	55	-20.46	418.61
5	82	6.06	36.72	64	-11.46	131.33
6	67	-8.94	79.92	80	4.54	20.61
7	75	-0.94	0.88	73	-2.46	6.05
8	62	-13.94	194.32	82	6.54	42.77
9	74	-1.94	3.76	73	-2.46	6.05
10	85	9.06	8.08	56	-19.46	378.69
11	65	-10.94	119.68	64	-11.46	131.33
12	76	0.06	0.0036	81	-5.46	29.81
13	85	9.06	82.08	90	14.54	211.41
14	83	7.06	49.84	78	2.54	6.45
15	73	-2.94	8.64	68	-7.46	55.65
16	92	16.06	257.92	60	-15.46	234.37
17	86	10.06	101.2	80	4.54	20.61
18	82	6.06	36.72	78	2.54	6.45
19	76	0.06	0.0036	88	12.54	157.25
20	74	-1.94	3.76	84	8.54	72.93
21	80	4.06	16.48	75	-0.46	0.21
22	92	16.06	257.92	68	-7.46	55.65
23	75	-0.94	0.88	80	4.54	20.2
24	70	-5.94	35.28	72	-3.46	11.97
25	66	-9.94	98.8	86	10.54	111.09
26	78	2.06	4.24	68	-7.46	55.65
27	68	-7.94	63.04	80	4.54	20.61
28	88	12.06	145.44	87	11.54	133.17
29	56	-19.94	397.6	76	0.54	0.29
30	82	6.06	36.72	91	15.54	241.49
31	65	-10.94	119.68	86	10.54	111.09
32	85	9.06	82.08	68	-7.46	55.65
33	65	-10.94	119.68	77	1.54	2.37
34	60	-15.94	254.08	72	-3.46	11.97
35	75	-0.94	0.88	65	-10.46	109.41
36	92	16.06	257.92	77	1.54	2.37

37	89	13.06	170.56	80	4.54	20.61
38	57	-18.94	358.72	91	15.54	241.49
39	86	10.06	101.2	82	6.54	42.77
40	70	-5.94	35.28	76	0.54	0.54
41	82	6.06	36.72	80	4.54	20.61
42	77	1.06	1.12	86	10.54	111.09
43	92	16.06	257.92	56	-19.46	378.69
44	90	14.06	197.68	64	-11.46	131.33
45	73	-2.94	8.64	81	5.54	30.69
46	69	-6.94	48.16	77	1.54	2.37
47	64	-11.94	142.56	69	-6.46	41.73
48	82	6.06	36.72	67	-4.46	19.89
49	80	4.06	16.48	82	6.54	42.77
50	85	9.06	82.08	87	11.54	133.17
51	84	8.06	64.96	86	10.54	111.09
52	86	10.06	101.2	78	2.54	6.45
sum	3949	0.12	5408.647	3924	-6.92	4557.48
mean	75.94			75.46		
			Variance= 106.05			Variance= 89.36
			Std. Deviation= 10.298			Std. Deviation= 9.453

We could understand from Table1, the mean scores for the experimental and control groups on the pre-test of reading skill were 75.94 and 75.45 respectively and the mean effect was 0.48. Mean effect is the mean difference between the two groups. This effect indicated that the difference between experimental group and control group was small. Besides the standard deviation of the groups were 10.298 and 9.453 for the experimental and control group respectively. Standard deviation indicated the typical distance between each data point and the mean. According to Jim Frost (2021) smaller values indicate that the data points cluster closer to the mean the values in the dataset are relatively consistent. Conversely, higher values signify that the values spread out further from the mean. Data values become more dissimilar and extreme values become more likely. Therefore, the standard deviation differences between the two groups were only 0.845, this implies that there was no more difference between the experimental group and control group before the treatment had given. Moreover the variance for the experimental group was 106.05 and

89.36 respectively for the experimental and control group. These results indicated that there was not a statistically difference between the mean scores of the experimental and control group on the pre-test. Because the largest t-score indicates that the groups are different and a small t-score indicates that the groups are similar or no more difference between them. According to this idea the two groups were homogeneous in terms of their general reading skill proficiency before the treatment had performed.

Table: 2 statistical description of pre-test

Types of Group	Numbers of participant	Range	Maximum	Minimum	Mean	Std. error	Std. deviation	variance
Experimental Group	52	36	92	56	75.94	3.21	10.298	106.05
Control Group	52	37	92	55	75.46	2.946	9.453	89.36
Effect		1	0	1	0.48	0.175	0.845	16.69

The table shown above indicated the result of pre-test for the experimental and control group didn't have much difference. The range difference between the experimental group and control group was 1 and the maximum effect of the group was 0. The effect of the standard deviation of the group was 0.845. According Deborah J. Rumsey, a small standard deviation means that the value in statistical data set are close to the mean of the data set and a large standard deviation means that the value in the data set are farther away from the mean. From this point of view the effect of the standard deviation was below 1, so this data indicated that the difference standard deviation between the experimental and control group was closed to the mean. This result leads to conclude before treatment there was no difference the level of students reading skill.

4.1.2 Post test analysis

Having observed the result of pre-test, the proficiency level of reading skill of the students regarding the literary texts, the researcher planed to teach literary texts such as poem and short stories then set a test to evaluate the changes. Within three months different reading passages was prepared to evaluate the performance of students whether literary texts have influence on the on

the reading skill or not . In each term of test 25 questions were prepared four times to measure the reliability and consistency. The questions were prepared to measure how the treatments achieve the objective of the study. For the experimental group questions were prepared that related to literary texts whereas non-literary questions for the control group to see how the treatment had influence on the reading skill of the students. The result was calculated as shown in table3.

4.1.2.1. Results of the Post- test

The purpose of the post-test was to determine how literary texts influence on developing reading skill of students. First the experimental group was taught different literary texts through different strategies method of teaching literary texts. Whereas, the control group was taught about non-literary texts through the ordinary method of teaching method of language, then post-test was given accordingly they had taught.

Table: 3 Result of Post-test for the experimental and control group

No	Experim ental group	Difference(D)	Square difference(D ²)	Control group	Difference (D)	Square difference(D ²)
1	80	0	0	78	3.2	10.24
2	72	-8	64	81	6.2	38.44
3	89	9	81	64	-10.8	116.64
4	68	-12	144	72	-2.8	7.84
5	90	10	100	58	-16.8	282.24
6	77	-3	9	80	5.2	27.04
7	84	4	16	79	4.2	17.64
8	68	-12	144	76	1.2	1.44
9	82	2	4	84	9.2	84.64
10	74	-6	36	81	6.2	38.44
11	66	-14	196	65	-9.8	96.04
12	78	-2	4	67	-7.8	60.84
13	85	5	25	80	5.2	27.04
14	77	-3	9	68	-6.8	46.24
15	92	12	144	77	2.2	4.84
16	58	-22	484	85	10.2	104.04

17	70	-10	100	92	17.2	295.84
18	94	14	196	84	9.2	84.64
19	86	6	36	75	0.2	0.04
20	75	-5	25	74	-0.8	0.64
21	68	-12	144	82	7.2	51.84
22	71	-9	81	76	1.2	1.44
23	83	3	9	79	4.2	17.64
24	90	10	100	73	-1.8	3.24
25	69	-11	121	76	1.2	1.44
26	74	-6	36	70	-4.8	23.04
27	81	1	1	78	3.2	10.24
28	86	6	36	75	0.2	0.04
29	93	13	169	76	1.2	1.44
30	64	-16	256	77	2.2	4.84
31	80	0	0	81	6.2	38.44
32	72	-8	64	72	-2.8	7.84
33	86	6	36	86	11.2	125.44
34	94	14	196	68	-6.8	46.24
35	76	-4	16	74	-0.8	0.64
36	80	0	0	64	-10.8	116.64
37	81	1	1	82	7.2	51.84
38	87	7	49	75	0.2	0.04
39	70	-10	100	71	-3.8	14.44
40	87	7	49	80	5.2	27.04
41	96	16	256	83	8.2	67.24
42	88	8	64	71	-3.8	14.44
43	63	-13	169	70	-4.8	23.04
44	87	7	49	64	-10.8	116.64
45	75	-5	25	76	1.2	1.44
46	88	8	64	81	6.2	38.44

47	76	-4	16	72	-2.8	7.84
48	87	7	49	73	-1.8	3.24
49	91	11	121	53	-21.8	475.24
50	86	6	36	65	-9.8	96.04
51	81	1	1	78	3.2	10.24
52	84	4	16	69	-5.8	33.64
sum	4160	3	4147	3890	0.4	2776.08
mean	80			74.8		
			Variance=81.31			Variance=54.4
			Std. Deviation= 9.01			Std. Deviation=7.38

As can be seen in the above table 3 the sum result of students were 4160 and 2776 respectively for the experimental group and control group. This data implied that the result of experimental group was higher than by points 1,384 from students in the control group. This difference indicated that the literary texts have great role to increase or decrease the students reading skill. The mean of the groups were 80 and 74.8 respectively for the experimental and control group. The mean effect (difference) between the two groups were 5.2 but in the pre- test the difference of the mean in the two groups were only 0.48. This data implied that after treatment the result of experimental group became improved.

Regarding these results the researcher concludes literary texts have a vital role on the students' level of reading ability.

Table: 4 Descriptive statistic of the submission of four consecutive post-test

Types of Group	Numbers of participant	Range	Maximum	Minimum	Mean	Std. deviation	Variance
Experimental Group	52	38	96	58	80	9.01	81.31
Control Group	52	39	92	53	74.8	7.38	54.4
Effect		1	4	5	5.21	1.63	26.91

Table 4 indicates that the result of experimental group became improve after the treatment was given .There was an incensement of the result of experimental group after the treatment applied; however, the result of control group was retain in the same way. When we compare the result of pretest before the treatment and the result of post test after the treatment the results were upgraded in scale. It was also the maximum result of experimental group in the post was increased by 4 points from the pre test. Whereas the maximum result of control group was the same in the pre-test and post test with a little difference. These results of post test indicate that the experimental group was scored good mark than the control group. So the researcher concluded that literary texts such as poem and short stories have a great role to develop students reading skills than the non-literary materials.

Table: 5 Results of Paired t-tests

Types of Group	Numbers of participant	type of test	Ran ge	Maximum	Minimu m	Mean	Std. deviati on	Variance
Experimental Group	52	Pre-test	36	92	56	75.94	10.298	106.05
		Post test	38	96	58	80	9.01	81.31
		difference	2	4	2	4.06	1.288	24.67
Control Group	52	Pre-test	37	92	55	75.46	9.453	89.36
		Post test	39	92	53	74.8	7.38	54.4
		Effect	2	0	-2	-0.66	2.073	34.96

As you see the above table there was differences in all variables. According to Jim Frost (2021) the paired sample t-test procedure compares the means of two variables for single group. It is a statistical procedure used to determine whether the mean difference between two sets of observations is zero. These results of the consecutive test indicated that there was big difference

between the result of pre-test and post test between the same groups. The mean difference for the experimental group was 4.06 and -0.66 for the control group. This mean indicated that there was progress of result in the experimental group whereas in the control group there was no more change.

For example the maximum difference in pre test and post test was 4 and 0 respectively for experimental group and control group. According the data in table 5, the researcher concluded that teaching students with literary texts could have great in the students reading skill abilities.

4.1.3. Data Obtained from the Questionnaire

The questionnaire was prepared for experimental group students only. The reason for this was that students in this group who could appreciate the use of the literary texts in developing reading skill. Hence, ten questions were prepared as questionnaire and distributed for fifty two students that they were selected from the total 262 number of students of the five sections. The contents of the questionnaires were dealing with on the role of literary texts in developing reading skill.

The response of the experimental groups regarding to the specified questions attached in the appendix (C) stated from table 6 – table 14

Table 6: When the teacher was teaching your reading skill through literary texts, how the lesson was enjoyable to you?

Alternatives	Students Responses	Percentage
Very high	28	52.84%
High	19	36.54%
Average	5	9.61%
Low	-	-
No idea	-	-

The responses for table 6 show that, 28(52.84%) respondents confirmed that the lessons of the literary texts are very high enjoyable and are motivating students learning, 19(36.54%) of students reported that when we learn reading skill through literary texts, the lessons of the literary texts are high enjoyable and 5(9.61%) of students said the lesson of literary texts are averagely enjoyable. These responses show that the students are more attractive by the activities of the literary texts and are enjoyable. This helps the student to develop their reading skill.

Table 7: How important is it for you the literary texts in doing actively in pre, while and Post reading activities? Put your reason.

Alternatives	Students Responses	Percentage
Very high	30	57.69%
High	16	30.76%
Average	4	7.69%
Low	2	3.84%
No idea	-	-

Table 7 infer that majority of the respondents (30(57.69%) very high and 16(30.76)high) said that the role of literary texts in working students actively in pre, while and post reading activities arevery important. Most of these respondent put their reason why literary texts are important in doing activities are literary texts are unforgettable, use selective word and it is short in size to catch up easily. 4(7.69%) respondents expressed that the role of literary texts in doing activities is medium important but a few of students responded the literary is not as much as important, their reason was the literary texts used new words difficult to understand.

Table 8: Did the selected stories and poems help you for the development of reading skill?

Alternatives	Students Responses	Percentage
Yes, great extent	35	67.3%
Yes, some extent	15	28.85%
No, great extent	-	-
No, idea	-	-

This table 8, indicate that the majority of the respondents 35(67.3%) said that selected stories and poems were helpful to a great extent for their reading skill development, 15(28.85%) believed that selected short stories and poems helped in some extent for the development of reading skill. 100% of the respondents agreed to short stories and poems helped for their reading skill development.

Table 9: How could you express the values of literary texts in motivating students to read different texts out of class to develop habit of reading?

Alternatives	Students Responses	Percentage
--------------	--------------------	------------

Very important	28	53.84%
Fairly important	16	30.77%
Less important	3	5.77%
No important	1	1.9%
No, idea	2	3.85%

As can be seen from table 9, the majority of respondents 28(53.84%) replied that literary texts are very important in motivating and to have interest students to read different texts out of class and to develop habit of reading; 16(30.77%) of the subjects said that it was fairly important and 3(5.77%) said literary text had less important in motivating students to read different texts out of class to develop habit of reading. A few students 1(1.9) said that literary texts did not motivate to read different material out of class that helped them to devolve reading skill. The rest respondents 2(3.85) retain no idea about how literary texts motivated to read out of class. Totally this table indicates that literary texts are used as motivator for students to read different texts out of class and helps them to develop habit of reading

Table:9 Response of questionnaire

item	Statement	Strong agree 4	%	Agree 3	%	Disagree 2	%	Strong disagree 1	%
1	Learning English through literary texts is interesting because it makes me to use my potential	35	67.3	10	19.23	5	9.61	2	3.84
2	Literary texts are more important than non-literary texts to develop reading skill	40	76.92	8	15.38	4	7.69	-	-
3	Students are more interested to read poem and short stories than non	32	61.54	12	23.07	5	9.61	3	5.77

	literary texts								
4	Short stories and poems use more selective words so that enable students to develop power of new vocabulary	28	53.84	16	30.76	6	11.53	2	3.85

This table indicated that Likert scales from strongly agree, agree, disagree and strongly disagree. These four questions grouped in the same way because they need similar alternatives of choices. With regard to statement number one, 35(67.3%) of the students strongly agreed, 10(19.23%) of the students agreed, 5(9.61%) of the students disagreed, and only 2(3.84%) of the participants of the study strongly disagreed. Therefore, the majority of the students were more interested to read poem and short stories than non literary texts.

In table 9, item two 40 (76.92%) very strong, 8(15.38%) agree and 4(7.69%) disagree. Therefore, according to this data literary texts were more important than non-literary texts to develop reading skill of the students. Item three was about the Students' interest towards reading poem and short stories with comparison to the non literary texts.32(61.54%) strong agree, 12 (23.07%) agree, 5(9.61%) disagree and 3(5.77%) strong disagree. This data indicated that Students were more interested to read poem and short stories than non literary text. For statement number four 28(53.84) strong agree 16 (30.76%) agree, 6(11.53%) disagree and 2(3.85%) strong disagree. This item indicated that the majority of the students agreed a literary text such as poem and short stories help students to develop the power of knowing new words or vocabulary.

4.1.4 Results of the classroom observation

The observer used a checklist for the classroom observation (See Appendix D). Here is the report of the observer what observed. According to the classroom observation report, most of the students in the experimental group were quite motivated by the literary texts to read or to learn the activities. The observer also observed, the experimental students were interested in the topics and contents of the literary texts in answering the pre-reading activities. Thus, most of the experimental students showed good participation in answering the before reading activities. This good participation and motivation of students through literary texts had a vital role in developing reading skill. This observation was related with the idea of Gerrelet (1996:24) "literature gets from

human beings mind and give consciously to human beings and present feelings better which creative literacy” and with Lazar’s idea (1993:4) “literature is used as motivator for students to learn language”.

The role of the literary texts was provided a great value for students in doing while reading tasks. In this phase of reading, most of the experimental students were read strongly and eagerly and there was more participation in answering the while reading questions. In addition, most of the Experimental Students were discussed the history of each literary texts and relate with their and other persons background. The observer also observed some of the words / languages used in the literary texts were more attractive for students to read.

For example, the selected topics of literary texts for the experimental groups are more influential to read. Such topics had a big value in creating positive effect towards students reading interest on the literary texts. Furthermore, most of the experimental students were eager to find out the implicit stated information, guessed meanings of unknown words and phrases, key words, supporting and main idea, linking words, the idea and relation of each paragraph from the literary text they have been taught. With regard to this, the observer observed that students had a good fluency. Moreover, it was also observed that they were eager to see what the teacher would bring next time. This observation strength for the idea of Hamdoun stated “when students read a literary text, they get lots of benefits. They develop reading skill, know an essential language expressions, social relationships and cultures and expand sharp mind.”

In the post reading, it was observed that all the new words, phrases and clause that come with the questions are easily answered by all experimental students since literary texts are helpful to remember what was read. Moreover, when the experimental students read the selected literary texts, they asked for their teacher for clarification about the meaning of unknown words, clause and phrase, unclear language expressions and they understood. In line with this, when the experimental students learn reading skill by the selected literary texts, they observed the cultural, economical, social and political contents of the literary texts were understood. In sum, the participation and motivation of the experimental students on selected literary texts were averagely very high.

Whereas, the motivation and involvement of most of the students in the control group, as observed, began to decrease from time to time in doing pre, while and post reading activities of the selected literary texts. Most of the students were observed disturbing the class, like talking with their friends about some other issues, sleeping in the class, doing other things and etc. Generally, they

were observed that the non-literary texts being bored the students to: recall word meanings, phrases and clauses, linking sentences, draw inferences about the meaning of a word in context, to define answers to questions of explicitly, implicitly stated information, to recognize a writer's purpose, summary, recommendation, to identify a writer's technique;, to follow the structure of a passage to learn such lessons and the students were also passive in doing these activities they asked.

CHAPTER FIVE: CONCLUSION, Finding AND RECOMMENDATIONS

5.1 Conclusion

The main goal of this particular study was to explore the role of literary texts in developing reading skill of students in case of grade ten students' textbook. Two group experimental group and control group were selected for the experiment. The experimental group was taught reading skill through literary texts using different stories and poems. Whereas, the control group was taught reading skill using various non-literary texts. Both groups were taught by the same teacher and the same techniques the same duration of time for twelve-weeks respectively.

After the treatment, a test was given to both groups. The results were corrected and analyzed statistically in order to determine the difference between the performances of the two groups. Moreover, so as to determine the role of literary texts in developing students reading skill, questionnaire was distributed to the experimental group and observation was employed in the study in order to compare the reactions of the students in the experimental group with the control group. How the classroom situations in both groups, in general, looked like was also tried to be assessed through observation.

To this end, the responses of the students and the report of the observer were summarized and reached to the conclusion that compared with the students in control group, students in the experimental group were highly motivated and interested in the lessons they had. The students thoroughly enjoyed themselves reading the texts and practicing the different subs-skills of reading comprehension questions. The mean result of the four post- test of the experimental group had a difference of 5.2 from the control group. This indicated that the proper selected literary texts can be helpful for the development of reading skill.

5.2 Finding

Based on the analysis of the study the following measure findings are discussed. The findings of the study were drawn from the data result of pre-test and post-test, questionnaire and classroom observation. The result suggested that students learn the literary texts sounded good for the development of reading skill for the experimental group that they taught reading through literary texts than the control group that taught reading by the non- literary texts. Based on the findings given above, the study hence brought the following points. It has been witnessed that:

- ✓ No-literary texts were not enjoyed for students to read and answer the different subs-skills of reading comprehension

- ✓ Non-literary texts are not found to be good resource to facilitate the students' needs of reading or fluency
- ✓ Students are familiar with reading literary texts and they seem to be aware of literature and its various subs-skills of reading comprehension.
- ✓ The result of post-test for the experimental group was increasing.
- ✓ The pre-test result of both the experimental and control group were very similar. It was 75.94% and 75.46%. There is a difference of only 0.48%. However, after teaching and taking the four post-test reading, the test result of the experimental group was 80%, and the test result of the control group in the four post-test was 74.8. This shows, the experimental group better increased in average difference of 5.2% from the control group. Regarding to these results, literary texts had contributed a vital role in motivating and arousing students to learn, to work while and post reading activities and to form a positive view toward the subject and subject teacher. Generally, literary texts have a great value in developing students various subs-skills of reading. It helps to recall word meanings, phrases and clauses, linking sentences, to draw inferences about the meaning of a word in context, define answers to questions of explicitly, implicitly, stated information, recognize a writer's purpose, summary, recommendation, attitude and to identify a writer's technique. It is a factor for students to read different texts out of class and to develop the habit of reading.
- ✓ Short stories and poems are highly motivating for students for the development of different subs-skills of reading, since they are amusing. They employ meaningful and useful language in real contexts.

5.3 Recommendations

Based on the conclusions made above, the researcher would recommend the following points:

1. Since teaching is a developing art which requires innovative and creative ideas to enrich its effectiveness, teachers must not hesitate to use resources like literary texts in their classroom.
2. Teachers should properly use the literary texts that suggested in students textbook for the development of different subs- skills of reading comprehension.
3. Concerned body (school principal, wereda educational bureau) should organize some workshops, in-service trainings and seminars for the English teachers.
4. Schools of library should contain many literary texts and create a situation for students to read them in order to develop their reading subs- skills.
5. Parents should also buy different literary texts and motivate their children to read at their home.
6. The subject teachers should motivate their students to read more literary texts by giving them different assignments.

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Appedix: A Sample of Lesson plan for the purpose of teaching the experimental group

Date 15/3/2012

School Name: Daerohafash Secondary school

Unit one

Teacher's Name W/Michael

Lesson: My dog has got no manners

Grade level: 10

Subject: English

Objective: At the end of this lesson students will

able to: 1.Answer pre reading and post reading activities

2.Define meaning of some terms from the passage

Date	Content	Time	Teacher Activities	Student Activities	Teaching mater	Remarks
15/3/2012	Reading poem about My dog has got no manners	5'	Introduction: To introduce the daily lesson ask oral question. Example, what do you know About dog	Answer the Pre reading		
		20'	Presentation: Tell students to read The passage. Ask while reading Questions. What is the mean idea of Stanza 1	Reading Answering		
		10'	Stabilization: Summarize the point. Example, the theme of the A dog is a faithful animal	Note taking Asking		
		5'	Evaluation: I will give them h work. Example, write your own poem About any animal	writing		

Name of teacher _____ Dep't comment _____ Principal comment _____

Signature _____ Signature _____ Signature _____

Date _____ Date _____ Date _____

Appendix: B Sample of selected topic for teaching the selected students

My dog has got no manners

Pre-Reading Activities

1. Why human beings grow a dog?
2. What comes to your mind when you think about a dog?
3. What do you think the behavior of the dog from the topic?

My dog has got no manners.

I think he's very rude.

He always whines at dinnertime

While we are eating food

And when he's feeling thirsty

And wants to take a drink,

He takes it from the toilet

Instead of from the sink

He never wears a pair of pants.

He doesn't wear a shirt.

But worse, he will not shower

To wash away the dirt

He's not polite to strangers.

He bites them on the rear.

And when I'm on the telephone,

He barks so I can't hear.

When I complained to Mommy,

She said, "I thought you knew:

The reason that his manners stink

He learns by watching you."

While Reading Activities

1. What is the main idea of the poem in stanza one?
2. For what the pronoun **them** stanza 5, refers to?
3. What the word **sink** has the meaning in stanza two?

4. What is the explicit meaning of the poem?

5. What is main idea of stanza two?

Post-Reading Activities

1. According to the writer, the dog is: - A. It is passive to protect a house B. It is active to keep a house C. It is more polite to strangers

2. Stanza 3 has the message A. The dog has worn a shirt B. The dog is nervous since it doesn't wear any cloths and becomes dirt C. The dog takes a shower

4. The clause He always whines at dinner time in stanza 1, refers to

A. The dog satisfaction in food B. The dog is hungry C. The dog is wise to person

5. What is the message of the poem in general?

A. Dogs can be learned easily like humans B. dogs are the keeper of house C. dogs can wear and take shower

6. The clause 'And' when I'm on the telephone, in stanza 4, refers to

A. the dog B. the writer C. the owner of the house

Write the meaning of the following words based on the poem.

1. Whines 4. Rude

2. Rear 5. Sink

3. Stink 6. Polite

4. Bark 7. Complain

Appendix C: Pre-test questions for the experimental group and the control group
**DAERO HAFASH SECONDARY SCHOOL ENGLISH MODEL EXAM FOR GRADE 10
IN 2012 E.C**

Name _____ Grade _____ Section _____

Time allowed: 1Hr

Direction one: Read the following Short story carefully and answer the questions that follow it.

The traveler's first distant glimpse of Addis Ababa is very attractive. The roads winds upwards the city and the woods are very large and dense. At first it seems to be all forest but nearer the town the houses begin to stand out amongst the trees. The rays of the sun sparkle and glitter on the metal roofs and the white washed walls. A very extensive town stands among the foliage. The traveler gets nearer and nearer. The place begins to take shape. The few white walls are like islands in sea of small brown buildings. Two large buildings on higher ground than the rest stand out from the large number of houses and huts in the woods. Addis like no other African town that I have ever seen. It has beauty and ugliness; it shows signs of modern progressive effort and underdevelopment. Its mixture of trees and half made streets makes a picture of contrast. Many of the roads and streets are mainly loose rocks and earth. The trees everywhere are in leaf all the year. High-banked rivers and water courses intersect the town in every direction. These unusual and pleasant features have made Addis Ababa a fascinating town.

1. What does the writer mean by the phrase 'a town of contrast'?

A. Progressive B. underdeveloped C. a town intersected course by water D. a blend of modern and traditional features

2. _____ were full of rocks and earth. A. all of the roads B. many of the roads C. some of the roads D. none of the above

3. What are the unusual and pleasant features of Addis mention in the passage?

A. The high bank rivers B. the loose of rocks and streets C. the trees are in leave all the year D. all

4. The writer give us a of Addis Ababa

A. Panoramic view B. partial view C. photographic reproduction D. modern progressive effort

5. According to the writer, Addis Ababa had _____

A. Some modern features B. no sign of underdevelopment C. no beauty D. no ever green trees.

6. The writer seems to be; A. more attractive about the town of Addis Ababa B. more unpleasant with the town C. more hard to live in Addis Ababa

7. What are the details for the writer to more interest about the town?

A. The large woods B. the white walls C. the forest D. all

Direction two: Match the words or phrases with their similar meanings based on the text above.

1. Foliage A. plastered with a preparation of lime and water

2. Dense B. a thick grown of trees smaller than a jungle

3. Pleasant C. Irresistibly

4. Features D. verdant; evergreen

5. Sparkle and glitter E. the shape or appearance of something

6. Underdevelopment F. backwardness

7. Glimpse G. soil, mud or dirt

8. White washed H. modernization

9. Progressive effort I. the planet on which we live

10. In leave the entire year J. gleam with flashes of sunshine

11. Fascinating K. a momentary look at something from afar

12. Woods L. the leaves of plant or tree

13. Earth M. brining of feeling of pleasure

N. impossible to see through

Appendix D: Classroom Observation Check - list

Observation Checklist for Experimental Groups of Students.

Name of school _____ Name of teachers observed _____ grade & section _____

No of students _____

Selected lesson topics for teaching reading skill _____

Time: from _____ to _____ Period duration _____

No	List of observation	When students perform the following activities during the teaching learning of reading			
		Very high	High	Medium	Low
1	Students situation in doing pre-reading				
1.1	Students participation and interest to the lesson		✓		
1.2	Students interest for learning			✓	
1.3	Students interest on the topics and contents of the literary texts		✓		
1.4	The role of pre-reading activities in arousing students			✓	
2	Students participation in the while-reading				
2.1	Students reading actively without boring		✓		
2.2	Students reading fluency			✓	
2.3	Students interest in while reading activities		✓		
3	Students situation in answering post-reading questions				
3.1	In answering post-reading questions	✓			
3.2	In answering stated information of the		✓		

	text				
3.3	In identifying the relationship of each paragraph		✓		
3.4	In understanding and answering questions of the general message of the story			✓	
3.5	In understanding messages of each paragraph and answering related questions		✓		
3.6	In identifying and answering questions of linking words and explain their uses		✓		

Appendix E: Students' Questionnaire

Dear respondents: This questionnaire is intended for collecting data about the role of literary texts in developing reading skill. The required data is of vital importance for the success of this study. You are, therefore, kindly requested to provide your genuine response to the items in the questionnaire. Nonetheless, without your collaboration in replying to every item, the objectives of this particular study will not be attained.

Thank you indeed for your cooperation!

Part 1: The following questions are concerned with the role of literary texts in developing your skills of reading. Please try to circle letters of your choice from the alternatives given

1. Learning English through literary texts is interesting because it makes me to use my potential

A. Very high B. high C. D. low E No, idea

2. Literary texts are more important than non-literary texts to develop reading skill

A. Very high B. high C. D. low E No, idea

3. Students are more interested to read poem and short stories than non literary texts

A. Yes, great extent B. Yes, some extent C. No great extent D. No idea

4. Short stories and poems use more selective words so that enable students to develop power of new vocabulary.

A. Very important B. Fairly important C. Less important D. No important E. No idea

5. When the teacher was teaching your reading skill through literary texts, how the lesson

6. How important is it for you the literary texts in doing actively in pre, while and Post reading Activities? Put your reason.

A. Strong agree B. agree C. disagree D. Strong disagree.

7. Did the selected stories and poems help you for the development of reading skill?

A. Strong agree B. agree C. disagree D. Strong disagree.

8. How could you express the values of literary texts in motivating students to read different texts out of class to develop habit of reading?

A. Strong agree B. agree C. disagree D. Strong disagree.

Appendix: F mark list

DAERO-HAFASH SECONDARY SCHOOL Grade 10E Mark list for the Experimental Group

pre-test Mark list

No	Students' Name	Sex	Students score	
			100	Remark
1	AbrhetGuesh Belay	F	60	
2	AbrhetBerheTsegay	F	75	
3	AbrhetMedhanyeDesta	F	65	
4	AfewerkiKasahun G/Meskel	M	55	
5	AlmazFishaBeyene	F	64	
6	AsmelashGideyGebru	M	80	
7	AzebTsegayBrhane	F	73	
8	AzebTsegayHagos	F	82	
9	BarkiDejeneWelihans	M	73	
10	BrhanTekleTikue	F	56	
11	BrhaneAbebeBerhe	M	64	
12	BrhaneKahsay Amare	M	81	
13	BrhaneKahsu W/Hans	M	90	
14	BrhaneNiguseLegese	M	78	
15	BrktiAbrhaLikanos	F	68	
16	BrktiDebes W/Rgis	F	60	
17	BrktiDrarHadgu	F	80	
18	DanaytMisgna W/Nsea	F	78	
19	DesnetBerheAbay	M	88	
20	DesnetTsegayAbay	F	84	
21	EfremGebru G/Zgi	M	75	
22	Freweyni G/Hans Brhane	F	68	
23	G/Hiwetcharegot G/Wahid	M	80	
24	Gidey G/Hans W/Hans	F	72	
25	Fitsum W/Gebrial W/Aregay	M	86	
26	GirmayAbrha G/Mariam	M	68	
27	GoitomBerihuDemoz	M	80	
28	GoitomHigusTekulu	M	87	
29	GoitomMamuBerhe	M	76	
30	HadushWelu G/Wahid	M	91	

31	HigusMekonen W/Slase	M	86	
32	HigusTekluKidane	F	68	
33	MisgnaHadush W/Gergis	M	77	
34	KbromMebrhatuFisha	M	72	
35	KbromMekonen G/Tsadkan	M	65	
36	KbromMesfin W/Aregay	M	77	
37	KbromTadese W/Michael	M	80	
38	LemlemBerheTsegay	M	91	
39	MeseretAfewerkiKidane	F	82	
40	MigbiBerhu G/Meskel	F	76	
41	MuezMeresaw/Nsea	M	80	
42	RahelDebesBeyen	F	86	
43	RahwaAbebeFisha	F	56	
44	RigbeKidenemariam G/Michael	F	64	
45	RigbeMegos W/Haweria	F	81	
46	ShewitAmahaKsahun	M	77	
47	ShewitMebrhatu G/Medhin	F	69	
48	TirhasMesfin G/Kidan	F	67	
49	TirhasTuemKidane	F	82	
50	Trfe G/Wahid Negash	F	87	
51	WeleshGidey G/Michael	F	86	
52	YenasAssefaBrhane	M	78	

Grade and Section 10 B Mark list for the control Group

Mark list of post-test

No	Students' Name	Sex	Score	Remark
			100	
1	AbrhetGuesh Belay	F	78	
2	AbrhetBerheTsegay	F	81	
3	AbrhetMedhanyeDesta	F	64	
4	AfewerkiKasahun G/Meskel	M	72	
5	AlmazFishaBeyene	F	58	
6	AsmelashGideyGebbru	M	80	
7	AzebTsegayBrhane	F	79	
8	AzebTsegayHagos	F	76	
9	BarkiDejeneWelihans	M	84	
10	BrhanTekleTikue	F	81	
11	BrhaneAbebeBerhe	M	65	
12	BrhaneKahsay Amare	M	67	
13	BrhaneKahsu W/Hans	M	80	
14	BrhaneNiguseLegese	M	68	
15	BrktiAbrhaLikanos	F	77	
16	BrktiDebes W/Rgis	F	85	
17	BrktiDrarHadgu	F	92	
18	DanaytMisgna W/Nsea	F	84	
19	DesnetBerheAbay	M	75	
20	DesnetTsegayAbay	F	74	
21	EfremGebbru G/Zgi	M	82	
22	Freweyni G/Hans Brhane	F	76	
23	G/Hiwetcharegot G/Wahid	M	79	

24	Gidey G/Hans W/Hans	F	73	
25	Fitsum W/Gebrial W/Aregay	M	76	
26	GirmayAbrha G/Mariam	M	70	
27	GoitomBerihuDemoz	M	78	
28	GoitomHigusTekulu	M	75	
29	GoitomMamuBerhe	M	76	
30	HadushWelu G/Wahid	M	77	
31	HigusMekonen W/Slase	M	81	
32	HigusTekluKidane	F	72	
33	MisgnaHadush W/Gergis	M	86	
34	KbromMebrhatuFisha	M	68	
35	KbromMekonen G/Tsadkan	M	74	
36	KbromMesfin W/Aregay	M	64	
37	KbromTadese W/Michael	M	82	
38	LemlemBerheTsegay	M	75	
39	MeseretAfewerkiKidane	F	71	
40	MigbiBerhu G/Meskel	F	80	
41	MuezMeresaw/Nsea	M	83	
42	RahelDebesBeyen	F	71	
43	RahwaAbebeFisha	F	70	
44	RigbeKidenemariam G/Michael	F	64	
45	RigbeMegos W/Haweria	F	76	
46	ShewitAmahaKsahun	M	81	
47	ShewitMebrhatu G/Medhin	F	72	
48	TirhasMesfin G/Kidan	F	73	
49	TirhasTuemKidane	F	53	
50	Trfe G/Wahid Negash	F	65	
51	WeleshGidey G/Michael	F	78	
52	YenasAssefaBrhane	M	69	

No	Students' Name	Sex	Students score	
			100	Remark
1	AbrehetBrhane G/her	F	56	
2	Abrha Araya G/hans	M	70	
3	AtakltiTazebe W/Aregay	F	65	
4	Berhe W/rgisAlemayoh	F	58	
5	BerihuAbrhaMeles	M	82	
6	BerihuBeyeneWelu	M	67	
7	BrktiAgedomLegese	F	75	
8	BrktiFkaduTafere	F	62	
9	BrktiHagosKahsay	F	74	
10	DesaleBrhane W/Kidan	M	85	
11	Eden Haile Abrha	F	65	
12	F/weyniTsehayeHagos	F	76	
13	FitsumFishaDebesay	F	85	
14	G/edhin G/AmlakHagos	M	83	
15	G/medhinTekleAbrha	M	73	
16	G/slaseAbadi G/slase	M	92	
17	GelaseDestaGidey	M	86	
18	GueshHagosAsfaw	M	82	
19	HadushFishaTesfay	M	76	
20	Hadush G/Michael Wgebriel	M	74	
21	Hadush W/gerimaMekonen	M	80	
22	Helen TekluAtsbaha	F	92	
23	Hiluf Haile G/hiwet	M	75	
24	KibromYibrah G/her	M	70	
25	Kiros G/slase G/mariam	M	66	
26	MebrhatuAsefa G/Slase	M	78	
27	Mehari Haile T/haymanot	M	68	
28	MerhawitEliyas W/hid	F	88	

29	MisgnaMengeshaHailu	M	56	
30	Muez G/hansAbay	M	82	
31	MuezHagosSeyfu	M	65	
32	MuezNiguseNiguseNirea	M	85	
33	MuluWeresTeklu	F	65	
34	NegasiNiguse W/michael	M	60	
35	NigstiWelu G/hiwet	F	75	
36	NiguseAssefaHagos	M	92	
37	SelamFishaBeyene	F	89	
38	SelamMekonenTadese	F	57	
39	ShewitFisha T/medhin	F	86	
40	ShewitHagosNiguse	F	70	
41	ShewitMebrhatuZerihun	F	82	
42	ShewitNiguseEmbaye	F	77	
43	ShishayGideyHadgu	M	92	
44	Teberh Belay Kidanu	F	90	
45	TeklayAbrhaDesta	M	73	
46	TeklayKahsayHagos	M	69	
47	TekleHagos G/meskel	M	64	
48	Tesfay G/wahid G/rgis	M	82	
49	TirfeyLeake K/mariam	F	80	
50	TsirytiFisha G/michael	F	85	
51	WeleshHagos	F	84	
52	YibrahGebruTekle	M	86	

Grade and Section 10 E Mark list for the Experimental Group

Post-test Mark list

No	Students' Name	Sex	Score	Remark
			100	
1	AbrehetBrhane G/her	F	80	
2	Abrha Araya G/hans	M	72	
3	AtakltiTazebe W/Aregay	F	89	
4	Berhe W/rgisAlemayoh	F	68	
5	BerihuAbrhaMeles	M	90	
6	BerihuBeyeneWelu	M	77	
7	BrktiAgedomLegese	F	84	
8	BrktiFkaduTafere	F	68	
9	BrktiHagosKahsay	F	82	
10	DesaleBrhane W/Kidan	M	74	
11	Eden Haile Abrha	F	66	
12	F/weyniTsehayHagos	F	78	
13	FitsumFishaDebesay	F	85	
14	G/edhin G/AmlakHagos	M	77	
15	G/medhinTekleAbrha	M	92	
16	G/slaseAbadi G/slase	M	58	
17	GelaseDestaGidey	M	70	
18	GueshHagosAsfaw	M	94	
19	HadushFishaTsfay	M	86	
20	Hadush G/Michael Wgebriel	M	75	
21	Hadush W/gerimaMekonen	M	68	
22	Helen TekluAtsbaha	F	71	
23	Hiluf Haile G/hiwet	M	83	

24	KibromYibrah G/her	M	90	
25	Kiros G/slase G/mariam	M	69	
26	MebrhatuAsefa G/Slase	M	74	
27	Mehari Haile T/haymanot	M	81	
28	MerhawitEliyas W/hid	F	86	
29	MisgnaMengeshaHailu	M	93	
30	Muez G/hansAbay	M	64	
31	MuezHagosSeyfu	M	80	
32	MuezNiguseNiguseNirea	M	72	
33	MuluWeresTeklu	F	86	
34	NegasiNiguse W/michael	M	94	
35	NigstiWelu G/hiwet	F	76	
36	NiguseAssefaHagos	M	80	
37	SelamFishaBeyene	F	81	
38	SelamMekonenTadese	F	87	
39	ShewitFisha T/medhin	F	70	
40	ShewitHagosNiguse	F	87	
41	ShewitMebrhatuZerihun	F	96	
42	ShewitNiguseEmbaye	F	88	
43	ShishayGideyHadgu	M	63	
44	Teberh Belay Kidanu	F	87	
45	TeklayAbrhaDesta	M	75	
46	TeklayKahsayHagos	M	88	
47	TekleHagos G/meskel	M	76	
48	Tesfay G/wahid G/rgis	M	87	
49	TirfeyLeake K/mariam	F	91	
50	TsirytiFisha G/michael	F	86	
51	WeleshHagosBerhe	F	81	
52	YibrahGebbruTekle	M	84	