

## **An Analysis of Literary Comprehension and Engagement: Innovative Media to Task-Based Learning in Writing Prose Fiction and Lyrical Poetry in the Second Year of SMAN 13 Kabupaten Tangerang**

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### **ABSTRACT**

*This study explores the impact of innovative task-based learning (TBL) approaches on literary comprehension and student engagement in the context of prose fiction and lyrical poetry instruction among second-year students at SMAN 13 Kabupaten Tangerang. Recognizing the challenges students face in understanding and appreciating literary texts, this research investigates how task-based learning strategies can enhance critical thinking, interpretative skills, and overall enthusiasm for literature. Utilizing a qualitative method supported by classroom observations, student feedback, and performance assessments, the study identifies key activities and techniques—such as collaborative, creative writing tasks,—that significantly contribute to deeper engagement with literary content. The findings suggest that when students are actively involved in meaningful, goal-oriented tasks, their ability to comprehend and appreciate both prose fiction and lyrical poetry improves noticeably. The study concludes with recommendations for integrating TBL into literature curricula to foster more dynamic, student-centered learning environments.*

**Keywords:** *Prose Fiction, Lyrical Poetry, Literary Comprehension, Students Engagement, Task-Based Learning, and Writing.*

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## INTRODUCTION

The landscape of literary education, particularly in the context of Indonesian secondary schools, is marked by a pressing need for innovative pedagogical approaches that enhance both comprehension and engagement with literary texts. Prose and poetry serve as vital components of literary education, providing students with opportunities to explore complex themes, emotional depth, and cultural contexts. Literature, encompassing both prose and poetry, is recognized for its ability to cultivate critical thinking skills and foster a deeper understanding of human experiences and societal issues (Gandana et al., 2021). Engagement with literary texts allows students to develop interpretive skills and emotional intelligence, which are crucial for their overall educational development (Fitriane & Nugroho, 2022). In Indonesia, where the English Proficiency Index remains relatively low, innovative approaches that integrate non-traditional methods and digital learning media into the teaching of prose and poetry are essential for enhancing students' literary comprehension (Indriyani, 2023).

This need has become particularly urgent as many students struggle to understand complex literary works, mainly due to complicated language, abstract themes, and the frequent use of metaphors. Chen (2023) reports that students generally achieve lower comprehension scores for literary metaphors compared to non-literary texts, highlighting the cognitive challenges inherent in literary interpretation. These difficulties are evident at SMAN 13 Kabupaten Tangerang, where a preliminary study conducted through interviews with the English teacher revealed that students experience challenges in understanding both prose and poetry. Although the school has implemented task-based learning (TBL) in teaching literary texts, students appear to require more innovative and motivating learning strategies to support their comprehension and engagement. This condition indicates the necessity of integrating appropriate learning media to complement existing instructional methods.

Task-Based Learning (TBL) offers a practical approach to addressing these challenges by emphasizing meaningful tasks that actively involve students in the learning process. Previous studies have shown that TBL can improve students' reading comprehension and learning outcomes by encouraging collaboration, problem-solving, and authentic language use (Wulandari & Frianto, 2019; Xu, 2023). However, in the context of literary learning, particularly prose and poetry, TBL alone may not be sufficient if it is not supported by engaging and visually stimulating learning media. Literary texts often demand imaginative interpretation, emotional engagement, and visualization of abstract ideas, which can be difficult for students when instruction relies solely on conventional text-based activities.

In this regard, the integration of Canva as a digital learning media presents a promising solution. Canva is a user-friendly visual design platform that allows students to create posters, infographics, storyboards, poetry visualizations, and digital presentations. By using Canva in literary learning, students can transform abstract literary elements—such as themes, symbols, characters, and figurative language—into visual representations. This visual engagement supports deeper comprehension, particularly for students who struggle with dense texts and metaphorical language. Moreover, Canva encourages creativity and active participation, enabling students to express their interpretations of prose and poetry in multimodal forms rather than relying solely on written analysis.

The importance of Canva as a learning media in its ability to bridge the gap between task-based learning and digital literacy. When integrated into TBL activities, Canva can serve as a tool for completing meaningful tasks, such as designing visual interpretations of poems, summarizing prose texts through

infographics, or collaboratively creating story maps. This integration not only enhances students' motivation and engagement but also aligns with the learning characteristics of digital-native students. As highlighted by Rosdiani et al. (2022), digital platforms can create a more interactive learning environment and improve language learning outcomes. However, research specifically examining the use of Canva in task-based literary learning remains limited, particularly in Indonesian secondary schools.

Existing literature also indicates gaps in students' literary comprehension skills and a lack of effective strategies for teaching complex literary texts (Erniwati, 2023; Wang, 2022). While previous studies have explored task complexity and digital media in language learning, few have investigated how visual design tools like Canva can be systematically integrated into TBL to support prose and poetry comprehension. This gap is significant, as literary understanding requires not only linguistic competence but also interpretive and creative skills that can be enhanced through visual and interactive learning media.

Therefore, this research aims to explore the use of Canva as a learning media within a task-based learning framework to enhance students' comprehension and engagement in learning prose and poetry at SMAN 13 Kabupaten Tangerang. By examining students' responses, challenges, and learning outcomes, this study seeks to provide empirical evidence on the effectiveness of Canva-supported TBL in literary education. The findings are expected to offer practical insights for English teachers in implementing innovative, media-assisted teaching strategies and contribute to the broader discourse on effective literary instruction in the Indonesian educational context.

## METHODS OF RESEARCH

The researcher employed a descriptive-qualitative research methodology in this study, utilizing process-oriented techniques to comprehend, interpret, describe, and develop theories about phenomena or settings. Qualitative research is a methodical and subjective approach that aims to attribute significance to personal life experiences. This research conducted at SMAN 13 Kabupaten Tangerang located on Jl. Raya Rajeg KM.03, Sindang Panon, Sindang Jaya sub-district, Tangerang Regency, Banten province. This research conducted in September 2025. The subject of this research is focused on the literary comprehension and engagement for innovative approaches with task based learning in second year students of SMAN 13 Kabupaten Tangerang. The second year consist of 10 classes, with 3 English teachers. The researcher selected 2 classes as samples for this study, namely class 11 MIPA 1 and 11 IPS 1.

The research instruments are the first, an observation sheet. Observation is made to analyze all conditions that appear in the classroom. By using the observation sheet, the researcher can find out the students' behavior that indicates students are understood English and learning activities. Second, an interview guide. The interview guide is made by the researcher to collect data which sources from teacher. The interview was conducted with the english teachers in the form of open-ended questions in a semi-structured format to explore information about the application of TBL in teaching prose fiction and lyrical poetry. This interview also sought to determine teachers' responses regarding the differences in usage when using innovative media and when not using innovative media. Third, questionnaire form. In research, a questionnaire form is a data collection tool used to gather information from respondents systematically.

The questionnaire consists of 15 question that should be answer by students. The questionnaire completed by selecting ten students from each class as a representatives. These students chose based on

their active participation during the learning process. The results of this questionnaire are used to explore their literary comprehension and can also be used as a benchmark in determining student engagement. The last is documentation, the results of students' work to determine their literary comprehension. There is an observation sheet that is filled in to record what happens in the classroom to determine the responses of both teachers and students in the classroom. Recordings of interviews to determine how teachers respond to their work when using innovative media.

## RESULT AND DISCUSSION

### Task-Based Learning (TBL) in Enhancing Students' Literary Comprehension in Writing Prose Fiction and Lyrical Poetry

The findings of this study indicate that the implementation of Task-Based Learning (TBL) significantly enhanced the literary comprehension of second-year students at SMAN 13 Kabupaten Tangerang in writing prose fiction and lyrical poetry. This improvement is evident from the quality of students' written works, where the majority of groups achieved good and intermediate categories, demonstrating clearer understanding of literary elements such as theme, plot, symbolism, imagery, tone, and moral values. Students were able to transform abstract literary concepts into coherent and meaningful prose fiction and lyrical poetry, suggesting a deeper level of comprehension.

**Table 1. Summary of Categorization**

No.	Group	Title	Genre	Category	Justification (Summary)
1	A and A	"Teachers"	Poetry	<b>Good</b>	Strong imagery, consistent tone, creative metaphor, emotional depth
2	R and A	"Education"	Poetry	<b>Good</b>	Symbolic complexity, abstract thought, and strong engagement
3	S and S	"Childhood Friendship"	Poetry	<b>Good</b>	Nostalgic imagery, rhythmic form, emotional clarity
4	I and Z	"The Little Mushroom House"	Prose	<b>Good</b>	Coherent plot, vivid setting, moral integration
5	R and G	"The Lost Feather"	Prose	<b>Good</b>	Symbolism, strong theme, emotional tone
6	S and D	"The Song of The Birds"	Prose	<b>Good</b>	Moral unity, creative style, and visual engagement
7	F and D	"Friendship"	Poetry	<b>Intermediate</b>	Clear message but simple rhythm and language
8	S and F	"School Days"	Poetry	<b>Intermediate</b>	Sincere tone, but limited imagery and figurative devices
9	I and N	"The Three Children and the	Prose	<b>Intermediate</b>	Structured narrative but minimal stylistic creativity

		Whispering Woods”			
10	V and D	“The Lantern in the Forest”	Prose	<b>Low</b>	Weak structure, limited emotion, and minimal creative detail

This enhancement in literary comprehension can be explained through Rosenblatt (1995) transactional theory, which emphasizes that literary understanding emerges from an active interaction between the reader/writer and the text. Through TBL activities, students were not only exposed to literary texts but were also required to reconstruct meaning by creating their own stories and poems. When students rewrote fables or composed lyrical poetry, they engaged cognitively and aesthetically with literary elements, allowing comprehension to develop through personal interpretation and imagination. This finding supports Kucer (2014) view that literary comprehension involves both cognitive processing and emotional engagement.

Furthermore, the writing process embedded in TBL activities played an essential role in strengthening comprehension. As stated by Hyland (2003), writing is a recursive process involving planning, drafting, revising, and reflecting. In this study, students participated in brainstorming sessions, collaborative writing, and peer feedback, which required them to reflect critically on their use of language, figurative expressions, and thematic consistency. These stages align with Willis (1996) TBL framework—pre-task, task cycle, and language focus—which supports learners in developing deeper awareness of both content and form. The reflection stage, in particular, enabled students to evaluate their literary choices, resulting in improved understanding of prose fiction and lyrical poetry structures.

Additionally, observations and interviews with the English teachers, Sir Puji and Miss Nova, confirmed that TBL facilitated students’ comprehension of literary texts. Teachers reported that students were better able to identify intrinsic elements and express literary meaning when tasks were structured collaboratively and supported by digital media such as Canva. Therefore, the findings suggest that TBL effectively enhances students’ literary comprehension by engaging them in meaningful, contextual, and creative writing tasks.

### **Task-Based Learning (TBL) in Promoting Students’ Engagement in Writing Prose Fiction and Lyrical Poetry**

In addition to improving literary comprehension, the implementation of Task-Based Learning (TBL) was found to strongly promote students’ engagement in writing prose fiction and lyrical poetry at the second year of SMAN 13 Kabupaten Tangerang. Students demonstrated high levels of participation, enthusiasm, and motivation throughout the learning process, particularly during collaborative tasks and creative writing activities.

This finding aligns with Fredricks, Blumenfeld, and Paris (2004) framework of student engagement, which includes behavioral, emotional, and cognitive dimensions. Behavioral engagement was evident in students’ active involvement during group discussions, task completion, and presentations. Emotional engagement was reflected in students’ enjoyment, excitement, and pride when presenting their prose fiction and poetry designs through Canva. Cognitive engagement was observed in students’ willingness to revise their work, incorporate feedback, and refine their ideas to improve the quality of their writing.

TBL provided students with autonomy by allowing them to choose themes, storylines, and poetic expressions based on personal experiences and emotions. This autonomy fostered intrinsic motivation, as



students felt less pressured and more confident in expressing themselves. According to Reeve (2012), learning engagement increases when students' needs for autonomy, competence, and relatedness are fulfilled, all of which were present in the collaborative and creative TBL environment implemented in this study.

The integration of Canva as a digital media also played a crucial role in promoting engagement. Canva allowed students to combine visual design with writing, making the learning process more interactive and enhancing. This supports Rosdiani et al. (2022), who argue that technology integration in language learning enhances motivation and participation. By visually designing their literary works, students experienced multimodal learning, which aligns with 21st-century literacy demands and encourages creativity and collaboration (García-Ponce et al., 2023).

Teacher observations and interviews further confirmed that TBL, supported by Canva, successfully motivated students to participate actively in literary learning. Teachers noted that students were more expressive, confident, and creative when completing task-based writing activities. Students were not only engaged in completing assignments but were also emotionally invested in their learning process. Overall, the findings demonstrate that Task-Based Learning (TBL) effectively promotes students' engagement in writing prose fiction and lyrical poetry by creating a learning environment that is interactive, student-centered, and creatively stimulating. This engagement contributes positively to students' motivation, confidence, and willingness to participate in literary learning activities.

## CONCLUSION

Based on the results of observations, interviews, and questionnaires conducted at SMAN 13 Kabupaten Tangerang, this study concludes that the implementation of Task-Based Learning (TBL) in teaching prose fiction and lyrical poetry significantly enhances students' literary comprehension and students engagement. The findings demonstrate that task-based learning activities such as collaborative writing, discussions, and creative digital projects using Canva encourage students to interact actively with literary texts, foster creativity, and develop a deeper appreciation for literature.

The application of TBL effectively transforms the classroom into an interactive and student-centered environment where learners are motivated to express their ideas both critically and imaginatively. It also bridges the gap between language learning and literary appreciation, as students not only analyze but also produce literary works that reflect personal and cultural meaning.

From a pedagogical perspective, Task-Based Learning supports constructivist learning theory, emphasizing learning through experience and collaboration. It promotes students' ability to think critically, communicate effectively, and create meaning from literary texts. The integration of digital media, such as Canva, further strengthens students' engagement by allowing them to present their prose fiction and lyrical poetry creatively in ways that align with visual and technological learning preferences.

In conclusion, this research shows that Task-Based Learning provides a powerful instructional framework for teaching literature especially prose fiction and lyrical poetry by combining interaction, creativity, and contextual understanding. It successfully addresses students' difficulties in comprehending literary texts, increases motivation, and cultivates both cognitive and affective dimensions of learning. Therefore, innovative TBL practices are essential for improving the quality of English literary education in Indonesian senior high schools.

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