


The Relevance To Lesson Of English Literature In A Globalized World

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Article Info	ABSTRACT
Keywords: lesson of english literature, globalized world	In accordance with the results of the study, it can be explained that the things learned by students in Indonesia in studying English Literature in the current era of globalization are related to the cultural and historical contexts that are described through the process of integration between English literary works and the global context through critical understanding analysis through digital applications and analyzing both types of English literary works through real differences in terms of theme, story setting, message and relevance to current conditions. The research method used is a qualitative descriptive method, where the object of this research is students and school students in Indonesia who take English Literature courses using data collection techniques through literature studies. The results of the study describe that learning English literature in the current global era must be integrated with current conditions and critical understanding must be carried out by analyzing themes, story settings, messages and relevance to the current context.
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INTRODUCTION

English is one of the general subjects or courses and is very important to learn in schools and colleges, both state and private, where English is an international language that must be learned by every student so that later in 2030 the era of free trade all parties abroad will trade freely to Indonesia and need a form of international language that is easy to understand and also easy to learn (Ahsan, A. F.M.Mainul, Bose, Sudipta and Ali, 2024).

For students and college students, English will provide its own advantages for existing human resources, where the English that is learned must be able to make it easier for students and college students so that later after completing their education, they will have English language skills as provisions for them to compete with residents in other countries who will carry out free trade in the current era of globalization (Lal, Arush, 2021). English will be the main language that will make students and college students have to train themselves, and have to learn English from the basics in order to be able to improve their ability to speak English well, where the English that is learned must be adjusted to international English grammar and requires more effort to be able to continue learning English well (Batawalage, L. H.F., Williams & and Wijegoonewardene, 2023). English

language learning, especially English literature in the current era of globalization for students is very important so that students can improve the quality and capacity of human resources that have high competitiveness which is the output of the current era of globalization is very necessary so that later the existing human resources can improve self-development to compete with parties who enter Indonesia to compete with the Indonesian population related to improving skills and competencies (Pemsl, Diemuth E., 2022).

What students must do in studying English literature properly and correctly in order to improve self-development and competence is to study various things related to learning English, where students do not only study grammar, vocabulary, and also study conversation, but students can study English literature, where studying English literature in this era of globalization is very good to study and has a relationship between culture and grammar, as well as the conversation process that will be studied (Pettrakaki, Dimitra, Chamakiotis, Petros and Curto-Millet, 2023).

As connectivity in this global era spreads and affects almost every aspect of life, including education, learning English literature becomes increasingly important and strategic. The ideals, history, and culture of British and Western societies are often reflected in English literature, which helps students develop cross-cultural tolerance and understand the various cultures in the world (Pitchforth, Emma, 2023).

In this era of globalization, students can study modern and classical English literature whose materials can be easily accessed thanks to today's digital technology. English literature materials can also be viewed through online chats, podcasts, and e-books, thus expanding the reach of education. In the era of globalization, studying English literature is not only about understanding works; but also about developing critical thinking skills, appreciating diversity, and sensitivity to global dynamics (Charani, Esmita, 2023).

For example, students can practice understanding, as well as thinking about the meaning and message contained in one of the literary works, such as one student's understanding of William Shakespeare's English literary work with the title of literary work, such as *Romeo and Juliet*, where one student stated that "if the meaning of the literary work *Romeo and Juliet* is to describe how love and affection require sacrifice, even though there are social limitations, such as social status that is still ", where the message and meaning of this English literary work are still very relevant to developments in the current global era to be responded to and experienced, and become a real life experience.

For a more comprehensive understanding of the global context, English literature can be connected to other fields such as history, philosophy, or social sciences. Through literary analysis, symbolic interpretation, and deep thinking about the issues presented, literary education can help students develop their critical thinking skills (Smidt, Esther, 2021).

In the current era of globalization, it requires a real understanding in studying English literature, where globalization plays an important role in the development of English literature so that it can be studied properly, where English literature can be studied and developed through digital technology, such as adding material about literary works to e-books and also adapting English literature into a film through the Netflix application and also Spotify. This will make it easier for students to develop knowledge about English

literature, because the influence of globalization with the presence of digital entertainment applications will increase critical power, cultural understanding in the stories of English literary works that are filmed, and sensitivity in describing the meaning of the story with the existing global dynamics (Biljecki, Filip, Chow & and Lee, 2023).

Although technology is developing along with the development of digital technology, English Literature learning materials can be easily accessed through literature on various digital platforms, such as e-books and through literary works made into films through the Netflix and Spotify applications, and are able to support improved learning, where existing digital technology can facilitate the process of learning English literature.

In general, there are real obstacles in the process of learning English Literature comprehensively, especially in Indonesia where there are still many students and pupils who do not have adequate language skills, and there are still difficulties in understanding and analyzing the contents of classical and modern literary works, because they have different cultural, social, and historical contexts from the experiences of students in Western countries, such as England. In addition, there are still a lack of several students and pupils who have critical and social reasoning competence and understanding, so that there are still those who have not been able to improve their understanding and development of knowledge in the context of critical thinking, understanding of cultural diversity, and understanding the meaning of English literary works in the context of globalization.

The challenges that students must face in studying English Literature in order to be able to improve their understanding of the meaning of the story through increasing their reasoning skills in order to be able to think critically, understand diverse cultures, and understand the education of English literary works in a global context are the continued use of ancient language, metaphorical language, and symbolic language that requires critical thinking to solve the meaning of the language, where the cultural and linguistic differences of ancient English literary works are very different and difficult to understand because they are not appropriate in current conditions.

Based on the existing problems, this study aims to find out and analyze what needs to be learned in analyzing and reviewing the contents of classical and modern English literary works in this era of globalization, as well as how students understand the contents of classical and modern English literary works in the current era of globalization by using digital technology that has emerged in the current era of globalization.

Literature Review

Understanding Studying English Literature

English Literature is the process of studying literary works written in English to understand the aesthetic, cultural, social, and historical values contained therein. This activity includes the analysis of various genres, such as poetry, drama, novels, and essays, both classical and contemporary, originating from various geographical and cultural backgrounds (Abu-Bakar, Halidu, 2024). The aim of studying English Literature are:

1. Developing language comprehension, and English Literature improves vocabulary, grammar, and style, among other aspects of the English language.
2. Getting to know culture, where through literary works, students can understand the

culture, traditions and history of the society where the work was created.

3. Sharpening critical thinking, where literary learning encourages students to analyze, interpret, and evaluate the message or meaning behind a text.
4. Increase empathy, where college and school students can gain a better understanding of other people's experiences, feelings, and perspectives by reading literature from a variety of perspectives.
5. Connecting with global issues, where universal struggles and ideals that are relevant to global issues, such as diversity, social justice, and transformation, are often reflected in literary works (Habinek, 2023).

The scope of study for learning English Literature are:

1. Classical works, examples of which include the works of Shakespeare, Jane Austen, or Charles Dickens, offer insight into a particular historical period and the values that were dominant at the time.
2. Contemporary works, for example, those by Chimamanda Ngozi Adichie or Kazuo Ishiguro, which explore modern issues such as identity, globalization and migration.
3. Literary Theory, namely a critical method of applying theories such as feminism, postcolonialism, or deconstruction to understand the themes, structure, and meaning of literary works.
4. Literary Theory, namely a critical method of applying theories such as feminism, postcolonialism, or deconstruction to understand the themes, structure, and meaning of literary works (Castro-Diaz, Laura, 2023).

The benefits of studying English Literature are:

1. Enhancing creativity, where students' creativity can be stimulated by their understanding of story style and writing strategies.
2. Enhancing multicultural understanding, where works from different cultures and countries are included in English literature, which helps students appreciate global diversity.
3. Career preparation, where English Literature study is relevant in a variety of domains, including education, translation, journalism, or international communication.
4. Sharpening aesthetic sensitivity, where reading literary works helps students appreciate the beauty of language and art (Armstrong, Margaret, 2022).

In addition to broadening students' linguistic and cultural perspectives, studying English literature makes them more aware of multiculturalism and becoming global citizens. Understanding universal ideals through literature has become increasingly important as a result of globalization to foster international collaboration and communication (Abraham, Mathew, 2022).

METHOD

This research method uses a qualitative descriptive method (Hutabarat, *et al.*, 2024), where this research method describes a research strategy that uses qualitative data to describe and analyze events, situations or phenomena comprehensively and methodically (Chan, 2024). The object of this research is university students and school students in Indonesia who study

English Literature using data collection techniques through literature studies (studi dokumentasi).

RESULTS AND DISCUSSION

Results

Something to Learned about Learning English Literature

There's something that students and pupils in Indonesia learn when studying English Literature in the current era of globalization:

1. Cultural and historical context, where what is studied is how literary works reflect the culture, traditions, and values of the society where the work originates. For example, the English literary work entitled "Pride and Prejudice" by Jane Austen, which is:
 - a. Can reflect the culture and traditions that depict the upper middle class with a focus on different social status and social relationships.
 - b. This literary work has values regarding the importance of upholding morality, true love and the courage to fight against unfair norms, such as women's dependence on marriage due to economic status.
2. Literary analysis and critical theory, where the things learned are the ability to evaluate literary components such as topic, character, story, symbolism, and style are taught to students and college students.
 - a. The topic of this literary work is related to a love relationship that is influenced by social and economic status.
 - b. This literary work has 2 different characters, such as Elizabeth Bennet whose character is Smart, independent, critical, confident, and not easily influenced by social norms, and Fitzwilliam Darcy who has a character who is Rich, quiet, and looks arrogant at the beginning of the story. However, he is actually sincere, caring, and has high integrity.
 - c. The plot of "Pride and Prejudice" by English literature Jane Austen is the story of Elizabeth Bennet and Fitzwilliam Darcy which is colored by differences in social class, piety, and hatred. This novel describes how the two main characters must respect each other's privacy and pragmatism in order to treat each other with respect. In addition, this story provides social criticism for people who will learn English in the 21st century, especially about gender roles, social class, and marriage.
 - d. The symbolism contained in the literary work Pride and Prejudice, such as:
 - a) Netherfield Park is a symbol of social status and new opportunities.
 - b) Darcy's giving of the letter is a symbol of honesty and a change of perspective
 - c) Longbourn which is a symbol of financial security and uncertainty
 - d) Rosings Park is a symbol of aristocratic power and ancient traditions.
 - e) Pemberley is a symbol of the true personality of the character named Darcy.
 - e. The style of literary works taught to students and students in the story of the literary work pride and prejudice is that students are taught to analyze the refined language style of the 19th century in conveying emotions, and social criticism in a polite way to be applied well in the community environment in Indonesia. In addition, through

this literary work, students and students are taught to analyze communication in English in the literary work to understand the characters and also the conflicts in the story.

3. Sharpening critical thinking, where literary learning encourages students to analyze, interpret, and evaluate the message or meaning behind a text, where students are required to solve problems in the story, as well as deep meanings related to existing problems related to the message to be conveyed, as well as the relationship between problems in the literary work with the global context, such as messages related to someone's assessment due to first impressions, social status and prejudice, where the relevance to this global era, this message is very valuable for overcoming stereotypes, discrimination and prejudice between cultures and religions, as well as groups to build harmonious and united relationships in the current era of globalization.
4. Increasing empathy, where students and schools can gain a better understanding of the experiences, feelings, and perspectives of others by reading literature from various perspectives, where in the English literary work entitled *Pride and Prejudice* the experiences, feelings and perspectives of people in reading and translating this literary work can be adapted to the current global context, where grouping and activities differentiate social status, as well as bad prejudices related to social status and also differentiate between tribes and races will make life in society suspicious of each other and cause divisions, so that in order to live harmoniously, a change in attitude is needed to be humble and not arrogant, and not to differentiate between one party and another, both between tribes, races and religions.
5. Connected to global issues, where universal struggles and ideals that are relevant to global issues, such as diversity, social justice, and transformation, are often reflected in literary works, where the English literary work entitled *Pride and Prejudice* will tend to be in accordance with the current conditions in Indonesia which must maintain the motto of *Bhineka Tunggal Ika* without distinguishing between social status, ethnicity, religion, and groups in accordance with the Constitution of the State of the 1945 Constitution.
6. Studying English literature in the era of globalization by utilizing digital technology such as digital books (e-books), and other digital tools aimed at improving skills and understanding in the English literature learning process, where e-books and digital tools are useful for improving knowledge, understanding and increasing critical thinking, as well as creating an understanding of the meaning of the story in English Literature, such as the literary work *Pride and Prejudice*, where students in studying this English literature can be helped to understand the story in several digital applications, such as e-books, and the use of digital applications, such as AI (Artificial Intelligence) such as GPT chat, where the analysis process carried out will create an effective learning process, and is able to train students to continue to hone their critical thinking skills in finding meaning and messages in the literary work in a global context (Pungartnik, Paula Cristina, 2023).

Along with the real impact of learning English literature, it can be seen from the distribution of answers to 3 statements from respondents, namely 30 students at several universities in Medan City, where as many as 60% of students stated that learning English literature can improve critical thinking skills to solve the hidden meaning of the language in English literature, while 47% of students answered that learning English literature will provide understanding and knowledge about cultural diversity and around 44% of students answered that the message and meaning of the story from Literary works are relevant to the current global context as a learning material for life in order to be able to have a harmonious life among fellow human beings even though they are different castes, social statuses and different tribes, races and religions.

English literature learning, both classical and modern literature aimed at cultural understanding and understanding through critical thinking, as well as understanding in this global context is a challenging learning process and also has a great impact on life in Indonesia, where issues of environmental damage and issues of differences in religion, ethnicity and social status become things that will have a real impact on the lives of society, nation and state, where in Indonesia the difference between the poor and the rich, differences in ethnicity, and religion will trigger conflicts that will cause hostility between fellow human beings. In addition, the issue of environmental damage and global warming is a real issue depicted in several works of modern literature, where global warming will have an impact on increasing environmental damage in the Indonesian region.

Students are often less than optimal in understanding the context and meaning in learning classical English literature, because the language style is hyperbolic and tends to be difficult to understand Classical English, so that there is a difference in understanding when carrying out learning, so that the teaching carried out is different from teaching in European countries in understanding the meaning and increasing critical understanding of this English literary work, where a teaching strategy is needed that is intended to understand the context of the meaning of English literary works by implementing contextualization (the process of linking) the meaning of English literary works by linking family conflicts in Romeo and Juliet with local traditional stories that have similar themes, such as Malin Kundang or Siti Nurbaya. This is done so that students can understand the relevance of learning and understanding the meaning of classical English literary works by linking values, themes and characters in English literary works with cultural experiences that are familiar to students, it is hoped that their understanding of the content and message of the work can increase significantly.

How Classical and Modern English Literature Works Are Contained in the Current Era of Globalization

The contents of classical and modern English literary works in the current era of globalization are:

1. The main areas of study in English literature are:
 - a. Analyze text and narrative by studying story structure, theme, plot, characters, symbolism and style.
 - a) For the story structure in the literary work by William Shakespeare with the title

of the literary work *Romeo and Juliet*, it is related to the threatened love between the two couples Rome and Juliet due to family feuds between Romeo and Juliet's families, where as a result of this feud and revenge, Romeo and Juliet become victims, where they both swear to live and die together, so they both dare to drink poison which causes unrest among the two families who are respected families.

- b) The theme of the story from the literary work *Romeo and Juliet* is the sacrifice of love amidst the enmity of two families.
- c) The plot of the literary work *Romeo and Juliet* tells the beginning of the emergence of a story that is set in the background of the hostility of 2 noble families in a region of Verona, Italy, where the story develops from the feeling of love between a couple named Romeo and Juliet in this conflicting family, due to the disapproval of the 2 families towards their relationship, the couple Romeo and Juliet attempted suicide and committed to living together until death.
- d) The characters in this story are Romeo who has a romantic and loyal character, and is willing to sacrifice for love, Juliet's character is intelligent and brave, and is able to think rationally and impulsively about love, and the 2 families of Romeo and Juliet who have stubborn characters and like to cause trouble.
- e) The symbolism in the story of *Romeo and Juliet* is light and darkness, where the meaning of this light is to represent the bright and beautiful love between Romeo and Juliet, while the darkness depicts their hidden and risky struggle. In addition, there is the symbolism of roses as a symbol of true love that does not depend on name or social status. Juliet states that their love is more important than the enmity between their families.
- f) The language style analyzed in the literary work *Romeo and Juliet*, so that it can be analyzed through critical thinking, is the language style of metaphor, namely the language style used to describe love, emotion, and conflict beautifully, as well as the language style of personification which is used to understand human nature in inanimate objects to create beauty and depth of emotion.

In studying English Literature, it is necessary to have an integration process between global culture into English literature, so that a comprehensive understanding of the meaning of English literary works is needed which is matched with global conditions, where the integration process gets a big challenge, where students must improve their understanding and critical thinking to integrate the meaning of literary works with current conditions by sorting and translating the meaning of several literary works that are relevant to current global conditions. For example, conducting a study of the meaning of English literary works, where the process of studying the meaning of English literary works is carried out by 2 types of Literary Works, namely Classical Literary Works and Modern Literary Works

2. Classical works, for example including the works of Shakespeare, Jane Austen, or Charles Dickens, offer insight into a particular historical period and the values that were dominant at that time, where in Shakespeare's works that are studied and need to be analyzed are related to the history of the story being made, namely in the 16th and 17th

centuries, Jane Austen's works in the 17th and 18th centuries, while Charles Dickens' literary works are the history of the story being made in the 18th and 19th centuries. As for the dominant values in the stories by Shakespeare, Jane Austen and Charles Dickens are humanitarian values that can be used as lessons from the literary works produced not to be carried out in the era of globalization, such as discrimination against the rich and poor, as well as differences in understanding and social status that will tend to cause division and hostility that need to be reduced and not repeated in the current era of globalization.

3. Contemporary English literary works which are modern English literary works, for example the works of Chimamanda Ngozi Adichie or Kazuo Ishiguro, which explore modern issues such as identity, globalization, and migration, where these English literary works have values that need to be learned, namely the existence of mutual respect for fellow human beings and the need for us to uphold Human Rights in today's global life so that there is no friction and hostility between fellow human beings, both within one country, and other humans between one country and another (Tamasiga, Phemelo, 2023).

English literature learning, both classical and modern literature aimed at cultural understanding and understanding through critical thinking, as well as understanding in this global context is a challenging learning process and also has a great impact on life in Indonesia, where issues of environmental damage and issues of differences in religion, ethnicity and social status become things that will have a real impact on the lives of society, nation and state, where in Indonesia the difference between the poor and the rich, differences in ethnicity, and religion will trigger conflicts that will cause hostility between fellow human beings. In addition, the issue of environmental damage and global warming is a real issue depicted in several modern literary works, where global warming will have an impact on increasing environmental damage in the Indonesian region.

Discussion

In accordance with the results of the study, it can be explained that the things learned by students and pupils in Indonesia in studying English Literature in the current era of globalization are related to the cultural and historical context, literary analysis and critical theory, global issues in literary works, world literature in English, technology in learning Literature, and literature in reflection of modern life, where integration is needed between English literature and the global context. This condition can be seen from the real impact of learning English literature, which can be seen from the answers to 4 statements from respondents, namely 30 students at several universities in Medan City, where as many as 60% of students stated that learning English literature can improve critical thinking skills to solve the hidden meaning of the language in English literature, while 47% of students answered that learning English literature will provide understanding and knowledge about cultural diversity and around 44% of students answered that the message and meaning of the story from Literary works are relevant to the current global context as a learning material for life in order to be able to have a harmonious life between fellow human beings even though they are of different castes, social statuses and different tribes, races and

religions. This is in line with research (Fernandez, Ricky, Willson, John and Boyle, 2024) which states that students and students should be able to study literature related to global culture and history and literature in the global and modern era and integrate English literature learning into current global conditions, where students must describe the theme of English literature by choosing to describe literary works with current global conditions whose works are related to current global discussions through the process of contextualizing the meaning of English literary works with Indonesian literary works by implementing learning that creates critical power through discussing the meaning of stories, characters, themes and plots of stories, as well as messages conveyed in English literary works that are contextualized or compared with Indonesian literary stories whether or not they are relevant to the current global context. This is in line with research (Mabhaudhi, Tafadzwanashe, 2023) which states that a form of modern literary learning and understanding of global issues in literary works will have an impact on increasing the understanding of literary learning in the era of globalization, where learning English literature has great benefits for increasing the ability to understand through reasoning and critical thinking, where with the existing understanding, a comprehensive analysis is needed regarding the themes, characters, messages and meanings contained in literary works, so that this analysis is very useful for students and educators in translating meaning as learning material to examine the relevance of the meaning of literary works with the conditions of social life in the current era of globalization.

Based on the discussion above, there was an explanation of feedback from the statements submitted to 30 students and educators which explained that as many as 60% of students stated that the existing English literature learning had good benefits for improving understanding of meaning and literacy regarding the relevance of English literary stories to current global conditions whose contents are related to current conditions in the form of rampant events related to strong differences in social status in society, as well as rampant environmental damage caused by climate change and global warming. As many as 55% of educators stated that this English literature learning was very useful in helping students understand the current situation and the actions that would be taken in order to overcome the problems that arise in the meaning of English literary works in today's life in the era of globalization.

(Mabhaudhi, Tafadzwanashe, 2023) which state that the great benefits obtained from understanding the use of critical power and elaboration in today's global life, the insights that emerge in responding to the meaning, theme and message conveyed can be applied in curriculum development and the application of teaching methods carried out by implementing a contextual-based curriculum that includes and compares the relevance of English literary stories with Indonesian literary works, as well as developing project-based learning methods by implementing project activities aimed at connecting English literary works with Indonesian literary works through local culture through deepening and adjusting the relevance of the story to current Indonesian conditions.

Based on the research results, the content of classical English literature in the era of globalization is more studied in relation to status and social class, as well as its relation to

life and resilience, while the content of modern English literature in the era of globalization is more studied in relation to human and environmental interactions and its relation to social issues related to race, legal injustice, and contemporary family dynamics, while modern English literature studies issues related to current conditions, such as environmental conditions that are severely damaged by human actions, resulting in global warming, as well as social issues related to social life or social strata between the poor and the rich, based on the research results that 60% of students really want to study English literature to understand knowledge, understanding critical power to understand differences in views and cultures regarding problems in classical literature and modern literature, such as differences in social status and differences in ethnicity, religion and race which will actually create complex problems in the theme of English literary stories, where the classical literary works must be analyzed and adjusted whether they are relevant to current conditions and in accordance with the development of the era of globalization.

According to the research results, the content of classical English literary works in the era of globalization is studied more in relation to social status and class, as well as in relation to life and resilience, and the content of modern English literary works in the era of globalization is studied more in relation to human interaction and the environment and in relation to social issues related to race, legal injustice and contemporary family dynamics. This is in line with research (Tan, Ting Fang, 2023) which explains that the contents of classical and modern literary works have different themes and views. In the era of globalization, classical literary works still describe themes about social status and human survival, while modern literary works describe the process of human interaction with their environment, and are related to social problems and justice for humanity, where the differences between classical and modern English literature can be seen through the themes, story settings, messages and relevance to current conditions presented in the table regarding the differences between English and classical literature according to:

Table 1. Examples of Differences between Classical and Modern English Literature in Terms of Theme

Classical Literature	Modern Literature
Romeo and Juliet (William Shakespeare)	The Fault in Our Stars (John Green)
Setting: Verona, Italy during the Renaissance. The hostile Capulet and Montague families become obstacles to Romeo and Juliet's love.	Setting: Modern United States. Hazel Grace and Augustus Waters face love amidst their battle with cancer.
Conflict: Family conflicts and social honor hinder their love relationship.	Conflict: Terminal illness and emotional limitations become obstacles to their love.
Morality: True love can overcome hatred and prejudice, but sometimes it cannot overcome fate..	Morality: Love can give meaning to life even in the midst of limitations and suffering.
Relevance: Reflects traditional social values and patriarchal structures during the Renaissance which continue to develop in today's era of globalization.	Relevance: Depicts emotional resilience and love in the context of more modern health challenges that couples are experiencing today.

CONCLUSION

Based on the research results of research, the researcher describes a few of conclusion can be drawn and suggestion based on the finding of the research. In general, result of research conclude that the things learned by students and pupils in Indonesia in studying English Literature in the current era of globalization are related to the cultural and historical contexts described through the process of integration between English literary works with the global context through the process of contextualizing English literary works and Indonesian literary works, where this research explain 60% of students stated that learning English literature can improve critical thinking skills to solve the hidden meaning of the language in English literature, while 47% of students answered that learning English literature will provide understanding and knowledge about cultural diversity and around 44% of students answered that the message and meaning of the story from Literary works are relevant to the current global context. Literary analysis and critical theory, global issues in literary works, world literature in English, technology in learning Literature, and literature in reflection of modern life, and the content of classical English literary works in the era of globalization are studied more in relation to status and social class, as well as those related to life and resilience, and the content of modern English literary works in the era of globalization are studied more in relation to human interaction and the environment and related to social issues related to race, legal injustice, and family dynamics, where English literary works, both classical and modern, must be understood differently according to the theme of the story, the setting of the story. The result explain that 60% of students really want to study English literature to understand knowledge, understanding critical power to understand differences in views and cultures regarding problems in classical literature and modern literature, such as differences in social status and differences in ethnicity, religion and race which will actually create complex problems in the theme of English literary stories, where the classical literary works must be analyzed and adjusted whether they are relevant to current conditions and in accordance with the development of the era of globalization

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