

**FICTION AS A CATALYST FOR LANGUAGE LEARNING: A SYSTEMATIC
LITERATURE REVIEW OF ELT STRATEGIES AND OUTCOMES**

OUTCOME BASED EDUCATION (OBE)

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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT
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Dengan hormat kami sampaikan bahwa tim redaktur telah menerima artikel yang berjudul **Fiction as a Catalyst for Language Learning: A Systematic Literature Review of ELT Strategies and Outcomes**. Setelah melalui proses review, dengan ini kami sampaikan bahwa tim telah menyatakan menerima manuskrip dan akan diterbitkan pada edisi Januari tahun 2026 Volume 7 Nomor 1.

Demikian kami sampaikan, atas waktu dan perhatiannya diucapkan terima kasih.

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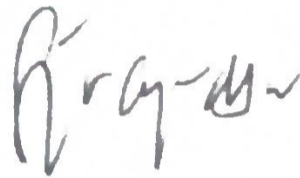

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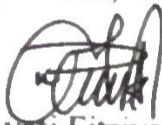
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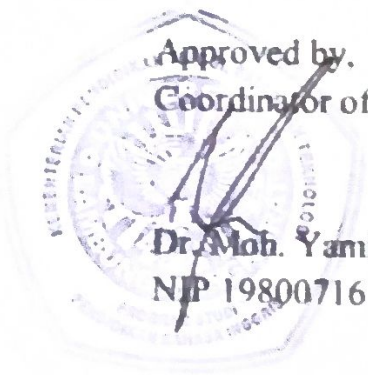
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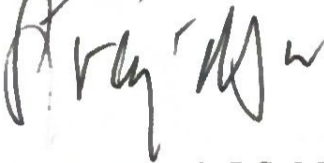
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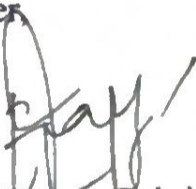
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**PERNYATAAN KEASLIAN TULISAN,
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ABSTRACT

Sari, Aprilia Nilam. 2025. *Fiction as a Catalyst for Language Learning: A Systematic Literature Review of ELT Strategies and Outcomes*. English Language Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Sirajuddin Kamal, S.S. M.Ed, and the second advisor: Inayati Fitriyah Asrimawati, M.Pd.

Keywords: English Language Teaching; Fiction; Language Learning; Strategies; Systematic Literature Review.

Fiction has long been recognized as a powerful medium for fostering language acquisition, yet its full potential in English Language Teaching (ELT) remains underexplored. This study critically reviews the integration of fiction into ELT practices, focusing on pedagogical strategies, learner engagement, and comparative outcomes with nonfiction materials. The primary aim is to examine how fictional texts influence student motivation, linguistic competence, and critical thinking within language learning contexts. Drawing on qualitative content analysis, this review synthesizes findings from scholarly articles published between 2020 and 2024 that explore fiction-based approaches in language classrooms across primary to secondary education levels. The methodology is systematic literature review involving thematic analysis of empirical and theoretical works related to fiction use in ELT, with particular attention to methods such as Problem-Based Learning, digital storytelling, and culturally responsive narratives. Results indicate that fiction enhances learner engagement through relatable characters, narrative immersion, and emotional resonance, which, in turn, contribute to improved language skills and classroom participation. Additionally, fiction was found to be more effective than nonfiction in stimulating motivation and empathy, especially when integrated with interactive or multimodal learning tools. In conclusion, fiction serves not only as a linguistic input but also as a meaningful context for language use, offering cognitive and affective benefits. The study recommends further empirical research to measure long-term impacts of fiction in ELT and to develop adaptable instructional frameworks suited to diverse learning environments.

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