

**Examining the Influence of Tone on LiteraryTextInterpretation:
A Study on Third-YearStudents at ENSL**

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Abstract:

This study investigates the influence of tone on the interpretation of literary texts, employing a mixed-methods approach involving a questionnaire for students and interviews with teachers. The research includes 56 third-year students and three teachers of English as a foreign language from the ENSL department, who share their perceptions on how tone shapes the interpretation of literary works and influences students' responses to aesthetic and stylistic elements. Quantitative analysis of the questionnaire data was performed using SPSS (Statistical Package for Social Sciences), a software for statistical analysis. Thematic analysis, a method for scrutinizing qualitative data, was employed for analyzing the interview responses. The findings reveal a widespread awareness among participants regarding the crucial role of tone in facilitating literary interpretation. Consequently, the research questions are validated, and the study effectively underscores the importance of recognizing literary devices in shaping readers' understanding and engagement with texts in a more accessible and adaptable manner.

Keywords: Literary texts, tone, interpretation, SPSS, thematic analysis, engagement.

INTRODUCTION

The essence of storytelling, deeply ingrained in human culture since ancient times, has served as a conduit for preserving the beliefs and events of communities. From the earliest communal gatherings around fires to the emergence of written narratives, storytelling has evolved to encapsulate the essence of human experience. While recognizing this rich historical backdrop, it's essential to acknowledge the necessity of a focused approach in tackling our topic.

Literary history, though vast and complex, often lacks a clear delineation of landmarks or periods. Therefore, attempting to condense it into a shortened overview may not provide a logical justification. Instead, it is imperative to delve directly into our topic from the outset.

The twentieth century witnessed transformative movements and events, such as World War I and the Industrial Revolution, which significantly impacted literature. Modernist writers revolutionized literary expression, experimenting with techniques like stream of consciousness and fragmented narratives, ushering in darker thematic content.

In light of literature's profound influence on society, the study and teaching of literature have become indispensable. However, the vast array of global literature presents challenges in encompassing all texts and discerning readers' specific objectives. Each literary work revolves around distinct elements and themes, necessitating focused strategies for study and instruction.

Critics emphasize the importance of understanding the literary devices employed by writers. These devices, rooted in semiotic constructs, render texts open to interpretation, comprehension, and evaluation.

Against this backdrop, our study aims to explore the role of tone in the interpretation of literary texts. Recognizing the significance of literary devices in conveying deeper meaning and shaping narrative dynamics, we seek to elucidate how tone influences readers' understanding and engagement with literature. By focusing on this aspect from the outset, we aim to provide a clear and coherent exploration of our topic.

I. The Role of Tone in Literature

1. Nature of Tone

In literature, every piece of writing possesses a tone that describes how the writer uses language. This aspect is found in journalistic, scientific, literary, academic, or professional texts. The dictionary definition of "tone" involves

the height and change of pitch associated with the pronunciation of syllables or words, affecting their meaning. Tone is an essential element that distinguishes itself from other literary devices.

2. Types of Tone in Literary Texts

As tone is inherent in every text, various examples illustrate its diverse styles.

2.1. Formal Tone

A formal writing tone is typically expected in academic or professional contexts, emphasizing thoroughness and directness without using contractions. This tone employs total words and focuses on facts and grammatical correctness.

2.2. Ironic Tone

The ironic tone, commonly used in poetry, conveys a juxtaposition of a mournful message with a hint of hope.

2.3. Cynical Tone

The cynical tone, portraying a view of humans as selfish and opportunistic, is evident in works like Gustave Flaubert's "Madame Bovary."

2.4. Mournful Tone

The mournful tone, prevalent in works reflecting life's harsh realities, is exemplified in Milton's "Lycidas."

2.5. Nostalgic Tone

A nostalgic tone, expressing a longing for the past and reflecting on changed conditions, is observed in works by writers of The Lost Generation.

3. Functions of Tone

Tone plays various roles in literary writing, influencing the relationship between the writer, text, and reader.

3.1. Tone and Text

Writers use a range of tones within an overarching tone to enhance the scope and relevance of their work.

3.2. Tone and Reader-Response

Tone influences reader comprehension and engagement with the text.

3.3. Tone and Comprehension

Cognitively and effectively, tone serves as a symbol of meaning, a facilitator of knowledge and processing, a cohesive device, and a signal.

3.4. The Significance of Tone in Interpreting Literary Texts

Establishing a suitable tone is common among great literature writers for several reasons. Researchers emphasize the importance of tone in comprehension, asserting that readers must recognize and comprehend the text's tone and the writer's attitude.

In conclusion, the study of tone in literature has received scholarly attention, emphasizing its role in conveying attitude and shaping reader interpretation. The current study utilizes a questionnaire and interview to further explore the role of tone in literary interpretation.

II. RESEARCH METHODOLOGY

1. Explanation of the ResearchMethodology

This section is dedicated to outlining the methodology employed in the execution of this research, elucidating the rationale behind the selection of specific methods, approaches, and tools. A meticulous description of the research tools is provided, and a comprehensive discussion of the analysis methods is presented.

2. Methodology Overview

The research method, as defined by Richards and Schmidt (2010), encompasses the approaches used to gather and assess data. According to George and McCombes (2022), it is a pivotal aspect of any dissertation or research work, offering readers the means to evaluate the research's reliability and validity. This study adopts a mixed-method approach, combining qualitative and quantitative methods to leverage their respective strengths (Creswell, 2009; Johnson and Christenson, 2014). Dowson (2019) distinguishes qualitative research, relying on qualitative data collection, from quantitative research, which centers on quantitative data. The mixed-methods approach is deemed essential for exploring students' and teachers' perceptions of tone in interpreting literary texts, necessitating both questionnaire and interview data.

3. Research Design

The research design serves as the overarching plan for the study, guiding the execution from assumptions to data collection and analysis (Creswell, 2009; Johnson and Christensen, 2014). This study adopts an exploratory data analysis approach to investigate the perceptions of students and teachers concerning the interpretive role of tone in literary texts.

4. Research Variables

Research variables, defined by Johnson and Christensen (2014) as conditions or characteristics with different values or categories, are crucial in any research study. In this revised approach, the dependent variable will be the perceptions of teachers and students regarding tone in literary texts. Consequently, the independent variable will be the presence of tone in literary texts, which will be explored in relation to the dependent variable of teachers' and students' perceptions.

5. Research Setting

The research setting, as emphasized by Burns and Grove (2011), is the location where the research is conducted. The chosen setting for this research is the ENSL department of English, selected for its relevance to the study's objectives and accessibility for data collection.

6. Population and Sampling

Defining the population as the entire group under investigation (Bhandari, 2022), this study focuses on third-year students and English teachers at ENSL. A random sample of 56 students out of 70 and three teachers was selected from this population to ensure diverse perspectives.

7. Data Collection Instruments

Data collection involves the use of research tools or Data Collection Instruments (DCIs) (Griffie, 2012). This study employs a mixed-methods approach, utilizing a questionnaire and an interview.

8. Questionnaire

The questionnaire, a self-report instrument completed by participants (Holmes et al., 2011; Johnson and Christensen, 2014), was administered to 56 third-year students. It included close-ended and open-ended questions to gather quantitative and qualitative data on students' perceptions of tone in literary interpretation.

9. Interview

The interview, a method of gathering qualitative data through direct questioning (Johnson and Christensen, 2014), was conducted with three English teachers. Seven open-ended questions explored their perspectives on the role of tone in literary interpretation.

10. Methods of Analysis

Quantitative analysis of the questionnaire data was performed using SPSS (Statistical Package for Social Sciences), a software for statistical analysis (Williams, 2023). Thematic analysis, a method for scrutinizing qualitative data, was employed for analyzing the interview responses (Caulfield, 2022).

11. Ethical Considerations

Prior to data collection, participants were informed about the research procedure, and their consent was obtained. Assurance was given regarding the confidentiality of data analysis and interpretation. The participants were also informed that the research process would be efficient, respecting their time commitments.

III. Discussion and Analysis

In this section, the data collected from the research tools were analyzed, treated, and interpreted quantitatively and qualitatively, as displayed below.

1. Analysis and Interpretation of the Students' Questionnaire

Fifty-six samples of the questionnaire were administered to the informants; and the data were analyzed and interpreted through SPSS, as shown below:

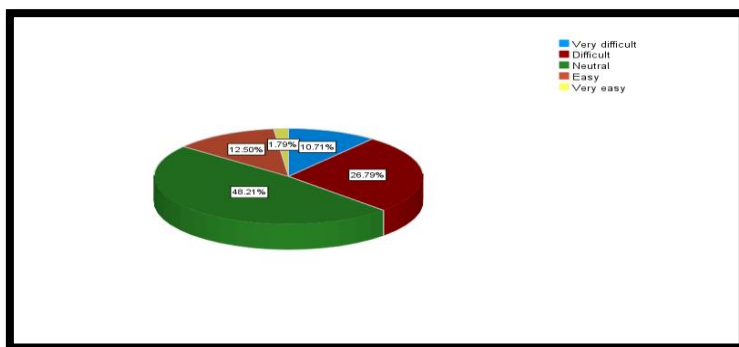
Item 1: How did you find your first experience of reading and discussing literary texts?

- A. Very difficult
- B. Difficult
- C. Neutral
- D. Easy
- E. Very easy

Table 1
Students' Perceptions of the First Literary Experience

		Frequency	Percent	Valid Percent
Valid	Very difficult	6	10.7	10.7
	Difficult	15	26.8	26.8
	Neutral	27	48.2	48.2
	Easy	7	12.5	12.5
	Very easy	1	1.8	1.8
	Total	56	100.0	100.0

Figure 1
Students' Perceptions of the First Literary Experience



Based on the data presented in Table 1 and Figure 1, it's evident that a substantial portion of both students and teachers perceived the students' first literary experience as challenging.

Among the teachers surveyed, approximately 10.7% reported finding the experience difficult. This suggests that even educators, who likely have more experience with literature, acknowledge the potential challenges that students may face in their initial literary encounters.

Among the students, nearly half (48.2%) indicated a neutral stance towards their first literary experience. This could imply that they neither found it overly challenging nor particularly easy, suggesting a mixed response among this group.

However, a noteworthy finding is that a considerable proportion of students did find their first literary experience challenging. About 12.5% considered it easy, while only 1.8% found it very easy. This indicates that the majority of students had some level of difficulty in their initial encounters with literature.

Item 2: The study of the tone plays an important role in the understanding of literary texts.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

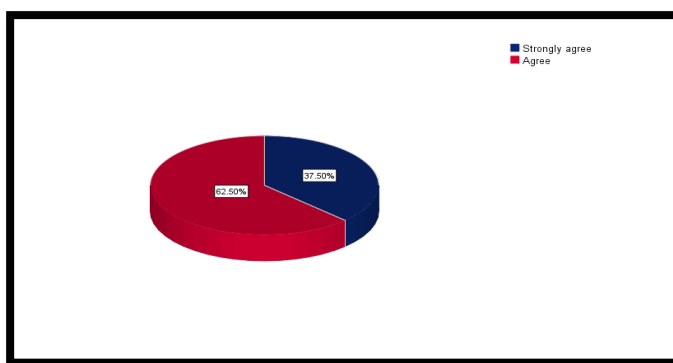
Table 2

Students' Perceptions of the Importance of Studying the Tone in the Overall Understanding of Literary Texts

		Frequency	Percent	Valid Percent
Valid	Strongly agree	21	37.5	37.5
	Agree	35	62.5	62.5
	Total	56	100.0	100.0

Figure 2

Students' Perceptions of the Importance of Studying the Tone in the Overall Understanding of Literary Texts



The findings suggest that a considerable portion of the surveyed students hold the view that the tone of a literary text is crucial for understanding it effectively. With 37.5% of students strongly agreeing and 62.5% agreeing, there is a clear consensus among them regarding the role of tone in comprehending literary works. This indicates that students perceive tone as an important factor that influences their understanding and interpretation of literary texts.

Item 3: The study of the tone of the text improves my comprehension of its literary devices.

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

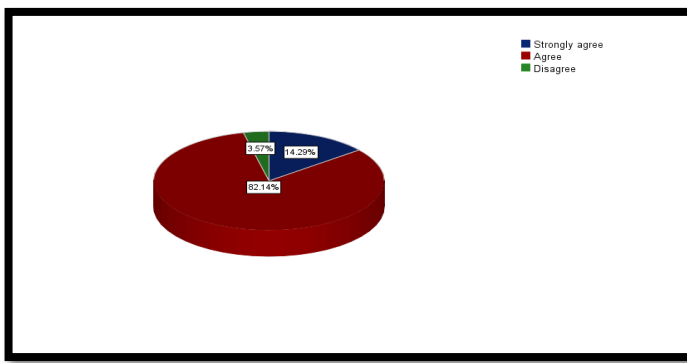
Table 3

Students' Perceptions of the Role of Tone in Improving the Comprehension of Literary Devices

		Frequency	Percent	Valid Percent
Valid	Strongly agree	8	14.3	14.3
	Agree	46	82.1	82.1
	Disagree	2	3.6	3.6
	Total	56	100.0	100.0

Figure 3

Students' Perceptions of the Role of Tone in Improving the Comprehension of Literary Devices



The results indicate that the majority of the surveyed students hold a positive perception regarding the role of tone in enhancing their comprehension of literary devices. With 14.3% of students strongly agreeing and 82.1% agreeing, a significant proportion acknowledge the beneficial impact of tone on their understanding. However, a small minority of 3.6% disagreed with this notion. Overall, these findings suggest that third-year students generally recognize the importance of tone in improving their comprehension of literary devices.

Item 4: The discussion of tone with the teacher affects your understanding of literary texts.

- A. Yes
- B. No
- C. Other:

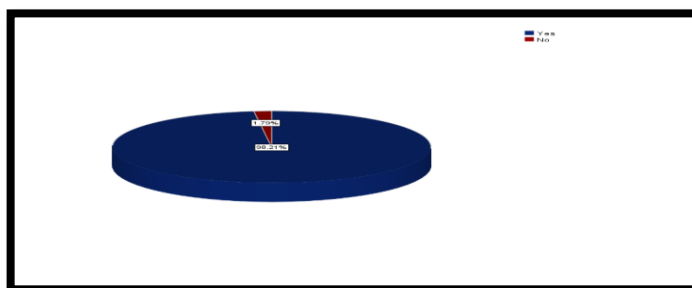
Table 4

Students' Perceptions of the Effect of Tone Discussion on the Understanding of Literary Texts

		Frequency	Percent	Valid Percent
Valid	Yes	55	98.2	98.2
	No	1	1.8	1.8
	Total	56	100.0	100.0

Figure 4

Students' Perceptions of the Effect of Tone Discussion on the Understanding of Literary Texts



The findings reveal a strong consensus among the surveyed students regarding the effect of discussing tone on their understanding of literary texts. With 98.2% of students responding affirmatively and only 1.8% indicating otherwise, the overwhelming majority acknowledges the positive impact of tone discussions. This suggests that third-year students hold a positive attitude towards the significance of tone in enhancing their comprehension of literary texts.

Item 5: Do you think that different readers may have different interpretations of the same text? Illustrate, please.

- A. Yes
- B. No
- C. Other

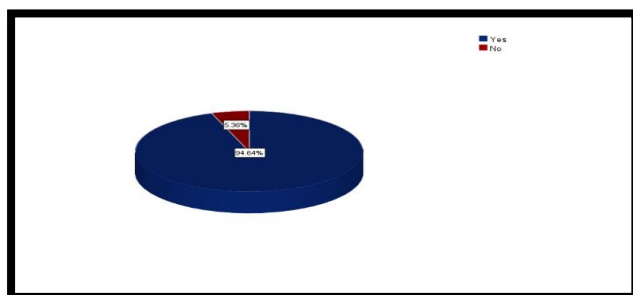
Table 5

Students' Thoughts about the Different Interpretations of Literary Texts among Readers

		Frequency	Percent	Valid Percent
Valid	Yes	53	94.6	94.6
	No	3	5.4	5.4
	Total	56	100.0	100.0

Figure 5

Students' Thoughts about the Different Interpretations of Literary Texts among Readers



Examining the Influence of Tone on Literary Text Interpretation:
A Study on Third-Year Students at ENSL

The results clearly indicate a prevailing belief among the majority of third-year students, with 94.6% responding affirmatively, that various interpretations of the same literary texts exist among readers. Conversely, a small minority of three students (5.4%) held a contrary view. This suggests that most third-year students acknowledge the subjectivity inherent in literary interpretation, recognizing the diversity of perspectives that readers bring to texts.

To delve deeper into the reasons behind these perceptions, students were asked to justify their answers. Out of 56 students, 10 provided the following answers. However, the answers were filtered and analyzed thematically, as shown below:

Thematic Analysis of Justifications:

Different readers may have different interpretations of the same text due to:

- The reader's personal situation and specific measures.
- The reader's background.
- The reader's specific point of view, reading condition, and mood.
- The reader's literary background, perspective, opinion, and text analysis.
- The reader's background and culture.
- The reader's personal experience, interest, and background knowledge.
- The reader's religious beliefs, environment, and social position.
- The reader's mood.
- The reader's level.
- The reader's opinion on the text.

From the analysis of the students' answers, it appears that the reader's background, personal experience, opinion, and mood are the primary factors influencing different readings and interpretations of the same literary text.

Item 6: Do you think that the analysis of the tone can help uncover hidden meanings of literary texts?

- A. Yes
- B. No
- C. Other

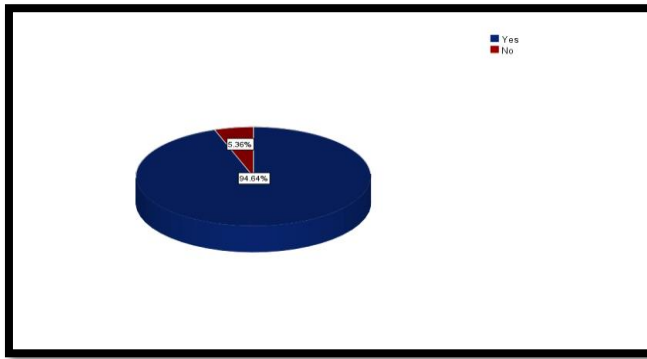
Table 6

Students' Perceptions of the Role of Tone Analysis in Uncovering Hidden Meanings of Literary Texts

		Frequency	Percent	Valid Percent
Valid	Yes	53	94.6	94.6
	No	3	5.4	5.4
	Total	56	100.0	100.0

Figure 6

Students' Perceptions of the Role of tone Analysis in Uncovering Hidden Meanings of Literary Texts



The purpose of this question was to gauge students' perceptions regarding whether analyzing the tone can aid in uncovering hidden meanings within literary texts. According to the data presented in Table (6) and Figure (6), an overwhelming majority of 94.6% of students responded affirmatively, while only 5.4% answered negatively. This suggests that the majority of third-year students believe that analyzing tone indeed assists in revealing the concealed meaning of literary texts.

Item 7: Do you think that the diction used by the writer influences your understanding reaction to the text?

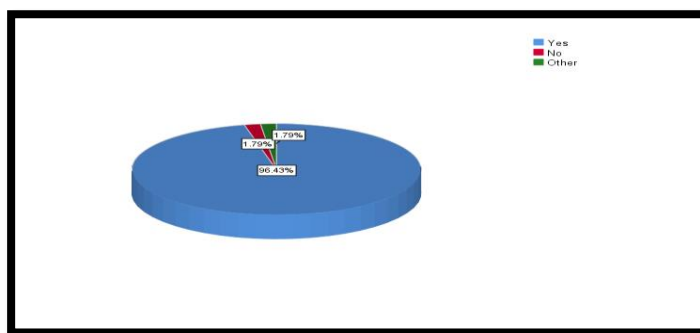
- A. Yes
- B. No
- C. Other

Table 7

Students' Perceptions of the Influence of the Writer's Diction on the Understanding of the Literary Text

		Frequency	Percent	Valid Percent
Valid	Yes	54	96.4	96.4
	No	1	1.8	1.8
	Other	1	1.8	1.8
	Total	56	100.0	100.0

Figure 7
Students' Perceptions of the Influence of the Writer's Diction on the Understanding of the Literary Text



This question aimed to understand third-year students' perspectives on whether writers utilize diction to influence readers' understanding and reactions to literary texts. According to the data presented in Table (7) and Figure (7), the vast majority of students, comprising 96.4%, answered affirmatively, indicating that they believe writers do indeed use diction for this purpose. Only one student, representing 1.8% of the respondents, answered negatively, while another student, also representing 1.8%, chose the option "maybe." These results suggest a strong consensus among third-year students regarding the significant role of diction in shaping readers' understanding and reactions to literary texts.

Item 8: How do you think your cultural background can affect your understanding of literary texts?

This question aimed to know students' thoughts about the possibility of the effect of the reader's cultural background on the understanding of literary texts. In this regard, 38 out of 56 of the students' answers were filtered and analyzed into themes, as shown below:

***According to students, cultural background affects the understanding of literary texts by:**

Themes	Number of Responses	Percentage
Matching the text to its characteristics	1	2.6%
Helping the reader digest and understand the text and the message between the lines	1	2.6%
Introducing information about the text	1	2.6%
Understanding the gender roles, social classes, manners and ethics behind the text	1	2.6%
Facilitating the difficulty of the word and increasing the understanding of other cultures' perceptions and beliefs	2	5.3%
Helping analyze, read, and understand the	5	13.2%

meaning of the text		
Displaying real-life events	1	2.6%
Shaping how readers comprehend symbols, context, language, values, and characters; setting; forming the reader's unique perspective	7	18.4%
Increasing constant reading and practising	1	2.6%
Increasing reading imagination	1	2.6%
Increasing bias towards certain criteria of politics, religion, and culture	1	2.6%
Matching the writer's culture with the reader's culture	1	2.6%
Interpreting the text on the reader's own beliefs	1	2.6%
Allowing free ideas and perspectives	1	2.6%
Exerting a substantial impact on the comprehension of literary texts, shaping perspectives, value systems, and life experiences, and influencing the capacity to interpret and engage with the literature.	1	2.6%
Demonstrating the connection and difference between the reader's experiences and values and those of the writer	1	2.6%
Grasping the deeper meanings, references, and societal influences are woven into the writing, making the text more understandable	1	2.6%
Knowing the social state and the writers' origins	1	2.6%
Familiarizing the reader with cultural concepts	1	2.6%
Having different religious beliefs, standards, customs, and values can all lead to different perspectives and distinct thinking	1	2.6%
Promoting deep meaning	1	2.6%
Reading books such as fiction	3	7.9%
Providing general and particular knowledge about the topic of the text	3	7.9%
Creating diverse points of view	1	2.6%

From the analysis of the students' answers, it appears that most responses revolved around the significance of cultural background in facilitating a deeper understanding of literary texts. This includes shaping readers' perspectives, enhancing their comprehension of symbols and context, and providing valuable knowledge about the text's topic. Having a cultural background is perceived as crucial in promoting diverse reading experiences and enriching literary interpretations.

Item 9: In your opinion, how can the teacher help students understand the different themes of a literary text by the study of tone?

This question aimed to know students' opinions about the teacher's role in facilitating the understanding of literary texts by teaching tone. In this regard, the students' answers were filtered and analyzed into themes, as shown below:

***According to the students, the teacher can help them understand the different themes of a literary text by teaching the tone through:**

Themes	Number of Responses	Percentage
Decoding the themes	4	12.9%
Discussing the writer's attitude toward the text	3	9.7%
Elaborating on complex terms	2	6.5%
Exhibiting opinions and viewpoints	3	9.7%
Explaining and analyzing the writer's diction	8	25.8%
Explaining hidden concepts	1	3.2%
Explaining the tone	8	25.8%
Exploring the writer's word choice	4	12.9%
Linking the text's emotional tone to real-life connections	2	6.5%
Providing background information of the writer	4	12.9%
Providing literary guidance	6	19.4%
Providing reading texts, examples, discussions, and activities	6	19.4%
Teaching literary devices	3	9.7%
Understanding the author's attitude towards a certain case or idea	4	12.9%

From the analysis of the students' answers, it appears that the majority emphasized the importance of explaining and analyzing the writer's diction and tone, as well as providing literary guidance and reading materials, in helping students understand the different themes of a literary text. Exploring the writer's word choice and discussing the writer's attitude toward the text were also highlighted as significant strategies.

2.3.2. Analysis and Interpretation of the Teachers' Interview

This interview consisted of seven open-ended questions conducted with three teachers. The data were analyzed and interpreted through thematic analysis, as shown below:

Question 1: How long have you been teaching literature?

This question aimed to know how long the teachers have been teaching literature. The teachers answered as follows:

Interviewee	Teaching Experience
Interviewee 1	Nearly three years.
Interviewee 2	Nearly two years.
Interviewee 3	Nearly three years.

The analysis reveals that each teacher has been teaching literature for a relatively short period, ranging from two to three years. This indicates that they may have varying levels of experience in the field, which could influence their teaching approaches and perspectives.

Question 2: What literary genres do you prefer to teach? Why?

This question was designed to discover the literary genres that teachers prefer teaching. After decoding the teachers's responses into themes, the data is presented as follows:

Interviewee	Preferred Literary Genres	Justification
Interviewee 1	Fantasy, science-fiction, dystopia, and postmodernism literature.	Creative, imaginative, informative, well-established, and related to real life.
Interviewee 2	Prose	Considered better than poetry.
Interviewee 3	Fiction, non-fiction, romance, science-fiction, history, and drama.	All genres are deemed important.

The analysis illustrates the diverse preferences of teachers regarding the literary genres they prefer to teach. Interviewee 1 leans towards imaginative and informative genres, while Interviewee 2 prefers prose over poetry. Interviewee 3 appreciates the importance of various genres in literature.

Question 3: What elements of fiction do you target when teaching literary texts?

This question aimed to identify the fictional elements commonly taught by teachers in literature. The teachers provided the following answers:

Interviewee	Targeted Elements of Fiction
Interviewee 1	Setting, complex characters, and open-ended plots.
Interviewee 2	All elements from different perspectives.
Interviewee 3	Characters, plot, theme, central idea, tone, style.

The analysis shows that each teacher has a distinct focus when teaching fiction. Interviewee 1 emphasizes setting, characters, and plots, while Interviewee 2 takes a holistic approach, considering all elements from different perspectives. Interviewee 3 covers a wide range of elements including characters, plot, theme, central idea, tone, and style.

Question 4: How important is the tone in the understanding of literary texts?

This question aimed to shed light on the importance of tone in understanding the literary text. It sought to collect teachers' insights and perceptions as the tone is one of the most important literary devices, so according to the interviewees, the tone is important since:

Interviewee	Importance of Tone
Interviewee 1	Provides a three-dimensional existence to the text, reflects different expressions of words, and sets the mood and atmosphere.
Interviewee 2	Reflects the writer's impression, thoughts, and ideas.
Interviewee 3	Deals with the emotional stance towards the subject matter, sets the mood and atmosphere of the narratives.

The analysis indicates that all teachers perceive tone as crucial in understanding literary texts, as it contributes to creating depth, reflecting the writer's perspective, and establishing the emotional atmosphere of the narrative.

Question 5: Do you provide students with fixed conclusions in literary analysis, or do you encourage them to develop their own interpretations? Please explain.

This question aimed to determine whether the teachers provide the students with fixed conclusions in analyzing or encourage them to generate their own analysis of the text. In this regard, the teachers' responses were categorized into two options and analyzed accordingly, as shown below:

- **Option 1:** Provide fixed conclusions.
- **Option 2:** Encouraging students to make their own analysis.

Interviewee	Option	Approach to Conclusions
Interviewee 1	2	Encourages students to make their own analysis through debatable questions, problematic topics, or discussions.
Interviewee 2	2	Encourages individual analysis to promote critical thinking.
Interviewee 3	2	Guides students through the analysis process, using analytical strategies, encouraging analytical reading, and examining the text's structure.

In the context of literary studies, the term "conclusions" refers to the interpretations or understandings that students draw from analyzing literary texts. Therefore, the analysis focuses on whether teachers provide predetermined interpretations or encourage students to develop their own nuanced understandings of the text. The refined analysis emphasizes the importance of fostering critical thinking and interpretation skills among

students, enabling them to engage deeply with literary texts and explore diverse perspectives.

Question 6: Do you think studying the tone of literary texts helps improve students' comprehension? How?

This question was asked to explore teachers' thoughts about the role of tone in improving students' comprehension of the text. Moreover, the teachers were asked to explain their points of view. Below are the answers analyzed and filtered into themes and options:

Interviewee	Perception of Tone's Impact on Comprehension
Interviewee 1	Yes, performing scenes from the book helps immerse students in the literary realm and convey the intended tone effectively.
Interviewee 2	No, as a literary text can be interpreted from different perspectives, focusing solely on tone may limit comprehension.
Interviewee 3	Yes, understanding tone shapes readers' emotional responses, aiding in deeper engagement with the text.

The analysis reveals varying perspectives on the impact of studying tone. While Interviewee 1 and Interviewee 3 believe it enhances comprehension by immersing students and shaping emotional responses, Interviewee 2 suggests that focusing solely on tone may limit interpretation.

Question 7: To what extent do you think the study of the tone facilitates the students' analysis of literary texts?

This question aimed to know the teachers' perceptions of the role of teaching tone in facilitating the students' analysis of the literary text. Therefore, here are the most insightful perceptions organized into quotes from the teachers' answers:

Interviewee	Perception of Tone's Facilitation of Analysis
Interviewee 1	It significantly helps, as tone influences readers' responses and allows them to build their interpretations of the text.
Interviewee 2	The author's tone directs and guides readers, influencing their perception of the text's notions, opinions, and perspectives.
Interviewee 3	Understanding tone helps readers engage deeply with the text, grasp underlying emotions, and comprehend the author's messages.

The analysis highlights the consensus among teachers that studying tone greatly facilitates students' analysis by influencing their interpretations, guiding their perceptions, and aiding in understanding the text's emotions and messages.

Summary of the Findings

This study aimed to explore students' and teachers' perceptions of the role of tone in the interpretation of literary texts. In this regard, two research instruments were used to answer the questions stated at the beginning of the research. After the analysis of the students' questionnaire and the teachers' interview, the most significant findings are discussed as follows:

After analyzing and interpreting the questionnaire and interview data, the results indicated that third-year students and EFL teachers at ENSL, the department of English were fully aware of the role of tone in making the literary text accessible for interpretation and comprehension. These results were drawn from their perceptions of the literary text framework and the methods used to decipher its meaning through various literary elements and devices, including tone, diction, plot, characters, setting, context, language, themes, motifs, and symbols. While some students viewed the literary journey as simple and comprehensible, others recognized it as something attainable solely by absorbing the encompassing atmosphere beyond its textual narratives. The teachers acknowledged that teaching tone, along with its aspects such as diction, helped in building a solid literary repertoire that effectively engaged the students in literary tasks, making them accessible even for struggling readers.

In brief, delving into the meaning and relevance of the students' and teachers' answers helped interpret the research data and contextualize the results.

CONCLUSION

The study aimed to understand the role of tone in interpreting literary texts, involving 56 third-year students and three teachers of English at ENSL. Data was collected through questionnaires for students and interviews for teachers, analyzed using SPSS for quantitative data and thematic analysis for qualitative data. Results showed positive perceptions among students regarding the importance of tone, aiding comprehension and uncovering hidden meanings. Teachers displayed awareness of teaching literary devices, emphasizing the significance of tone in understanding texts. Overall, participants recognized the importance of tone in interpreting literary texts, aligning with the research objectives.

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