

Teaching with Literature: the Needs of Indonesian Islamic Universities

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1 Teaching with Literature: The Needs of Indonesian Islamic Universities

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ABSTRACT

1 Reading literary works helps learners grow linguistically, personally, culturally, and spiritually. However, researchers in the field of ESL and EFL have not conducted adequate analysis on the use of literature as a resource particularly in a multi-layered educational contexts like Indonesian Islamic universities where values embedded in literature might be in conflict with each other. This research therefore aims to provide a thick description on the target needs and the learning needs of teaching with literature in such context. A case study with qualitative and quantitative methods of data collection was conducted. A questioner was distributed to 30 students and a semi-structured interview was conducted to five lecturers from three Islamic universities. Major findings show that short stories with the topics of noble character, self-empowerment, freedom, code of conduct, and greed are preferable to novel, drama, and poem. The stories in the forms of their simplified and original versions should be used to teach language skills and to inculcate global, national, and Islamic values within the CTL framework. Values similarities are to be the basis of teaching universal values while their differences are to strengthen cross-culture understanding.

Key words: Teaching with Literature, EFL, Indonesian Islamic University, Reading

INTRODUCTION

In the last decades, there has been a wide interest in how to use literature with the English language teaching (ELT) because it is beneficial to students' linguistic competence, intellectual capacity, social awareness, and cultural understanding. Literature is promising learning materials as it possesses spectacular features (Khatib, et al., 2011: 207); is a natural resource (Chalikendy, 2015: 233); is the primary materials for a communicative language teaching (Mohammad, et al., 2012: 36); and promotes creative skills (Choudhary, 2016: 1). Thus, literature deserves a place in the context of English as a Second Language (ESL) and English as a Foreign Language (EFL) seeking to develop communicative competence and character education.

Researches have shown that many factors should be considered in teaching of literature in ESL and EFL contexts, such as cultural and historical relevance (Llach, 2007: 16), integrated approach (Yimwilai, 2015: 14; Al-Mahrooqi, 2012: 179), eclectic approach (Hwang and Embi, 2007: 1; Rashid, et al., 2010: 95; Areqi, 2015: 9), wide range of topics (Adelabu & Matthias, 2013: 857), classroom activities (Yeasmin, et al., 2011: 283; Chen, 2014: 232), model of presentation (Kirgöz, 2012: 115), cultural negotiation and interaction (Bacha, 2010: 62), literary theory (Chun, 2015: 734), analysis on students' needs (Violetta-Irene, 2015: 78; Hişmanoğlu, 2005: 65), language proficiency (Hussein,

et al., 2016: 136), communicative competence (Muhammed, 2013: 35), technology or ICT (Hayati & Hashemy, 2013: 183; Li, 2011: 245; Zainal, 2012: 237; Jain, 2012: 53), assessment or testing (Khalid, 2016: 26; Mohamed, 2015: 2317; Nurgiyantoro & Efendi, 2013: 382), curriculum (Njagi & Muriungi, 2014: 147; Samuel, 1995: 107; Tuncer & Kizildağ, 2014: 181), post-colonial context (Makhdoom, 2014: 420; Rohmah, 2012: 157), teacher's competency (Mills, 2011: 76; Ortells, 2013: 97), non-native writer of literary work (Mujumdar, 2010: 210), the 21st century education context (Akhter, 2013: 7; Yeasmin, 2011: 10), cultural and linguistic differences (Shakfa, 2012: 95), literary text selection (Novianti, 2016: 45), and genres like short story (Erkaya, 2003: 10; Midhin, 2015: 83) song (Kennedy, 2014: 295) as well as poetry (Mittal, 2014: 21).

The rich body of related researches in the field convinces that literature is pedagogically, linguistically and culturally advantageous. However, less attention has been paid to its use to teach English in Indonesian Islamic university, a particular institutional context whose tradition and education philosophy, to certain extent, is different from those of the Western's. Diallo (2012: 175) argues that differences between Islamic tradition and Western tradition bring about divergent pedagogical and epistemological implications. Rohmah (2012: 157) argues that the failure of bridging the two traditions might create tension among learners. Thus,

within Indonesian context, English materials should include Islamic messages. Meanwhile, Adebayo (2010: 198) reports that European publishers sometimes present EFL texts and illustrations which are insensitive to Islamic idioms or symbols. The same is true with the Islamic symbols used in *A Thief's Story* which seems insensitive for English learners at Indonesian Islamic university (see Kasser and Silverman, 1986: 102-103). Thus, an investigation on what the learners and teachers expect from reading literature should be conducted. Only then can literature be used to foster the growth of students' heart, head, and hand.

1 The present study will fill in the gap by investigating the target needs and the learning needs of teaching with literature in the English Department of Islamic Universities. The aims of the study are formulated into the following research questions:

1. What are the students' target needs and the learning needs of teaching English with literature?
2. What are the teachers' target needs and the learning needs of teaching English with literature?

The findings of this research will shed some light on designing appropriate literature-based reading model for students of the English Department at Islamic universities within Indonesian context.

LITERATURE REVIEW

Literature and EFL

Stern (1991: 330-337) holds that literature could be integrated with the mastery of language (vocabulary and grammar) and with the language skills (listening, speaking, reading, and writing). It serves as a good context to teach idioms, culture-tied words and phrases, and grammatical structures; helps learners build literal understanding, inferential skill, and evaluation skill; provides a model for writing activities; and serves as a basis for oral activities through role playing and oral reading. Nevertheless, it is not always easy to identify which text constitutes literary and which one non-literary. Although specific features like intertextuality and foregrounding language often characterize a literary text, those features are relative rather than absolute since figurative languages like metaphors and similes often occur in everyday colloquial conversation (Lazar, 2009: 7). For the purpose of this study, the term literature refers to poetry, song, fiction, drama, essay, and biography, philosophical and religious texts (Maley, 2012: 302). When it is hard to categorize whether a text is literary or non-literary, a teacher should ask himself or herself whether the text is linguistically, culturally, and spiritually 'sweet and useful' (*dulce et utile*) for the students or not.

The use of literature in language classroom has been faced with two main approaches. First, 'literature as study' aims at teaching about literature or the knowledge of literature in order to gain qualification in literary study (Maley, 2012: 303). Synonymous to this approach are: traditional approach (Hall, 2005: 49), literature as content (Lazar, 2009: 24), and teaching literature as literature (Carter and McRae, 1996: xxiii). These approaches emphasize the study

of canon works, the writer's biography and influences, stylistic study, literary critic, moral agenda historical and socio-cultural information about the text. The proponents of these approaches view a literary text as sacrosanct in that it should not be altered grammatically, extended, or cut up. In other words, literary text should not be adapted or simplified.

Second, 'literature as resource' centers upon the notion of teaching with literature in that literary texts are used as springboards to engage with other language learning activities (Maley, 2012: 303). Other related terms include: communicative language teaching approach (Hall, 2005: 49), language-based approach (Lazar, 2009: 23), and teaching literature as language (Carter and McRae, 1996: xxii). This approach implies that a literary text should not be treated differently from other texts so that it be cut up or adapted to suit the instruction goals.

Cox (2012: 2-3) states that literature includes efferent reading and aesthetic reading in that readers will explore the information of the text and associate it with their feelings, attitudes, and experiences. Treating a literary text as just another text without linking it with students' feelings and experiences might not be appropriate. Yet, exposing stylistic and socio-cultural aspects of the work to less proficient students is not wise. Hence, this paper uses the term 'teaching with literature' to denote the teaching of linguistic elements prior to the values embedded in the work. Teachers might want to expose central vocabularies and certain grammatical points before asking the students to respond idea, message, morals, and values of the text.

Models of Teaching Literature

The fundamental question of why teaching literature has led to theories on three models of teaching literature: the cultural model, the language model, and the personal model (Carter and Long, 1991: 2-10). First, the cultural model treats as a source of information about the target culture and aims at appreciating different cultures and ideologies. Rashid, et al., (2010: 89-90) point out that the cultural model is a traditional approach of teaching literature since the teacher's role is to pass knowledge about the text while students' roles are to discover the social, political, and historical context of the given text.

Second, the language model uses literature as an instrument to mainly teach the linguistic forms or features. Bibby and Mellroy (2013: 19-20) maintain that the model tends to be more psycholinguistic since it focuses on how language is used within the given text. Third, the personal growth model is rooted in the idea of helping the students to read and engage with the literary text by relating the themes of the text to the students' personal experiences. Violetta-Irene (2015: 75-76) notes that the model is to help students grow and mature individually and socially.

This study mainly uses the language model as the steppingstone to teaching literature. Cultural issues and personal experience are emphasized when students have been adequately exposed to linguistic features. Thus, the cultural model and the personal growth model are used in addition to the language model so as not to make a literary text just

as another text. As such, a literary text helps students grow linguistically, personally, culturally, and spiritually.

Indonesian Islamic University: A Particular ELT Context

While Moslems constitute a large number of ESL and EFL learners all over the world in that English expressions related to Islam have been included into a comprehensive English dictionary (Ali, 2007: 32), Indonesian Islamic university is one of the settings where a vast number of Moslem students learn English. The university is particular since it is built upon three pillars: Islamic faith (*aqidah*), worldly matters (*muamalah*), and Islamic morals (*akhlakul karimah*) (Muhadjir, 2011: 309). It is that vast number of learners and the particularity of the educational setting that make Indonesian Islamic university deserves ELT practitioners.

Islamic university is pedagogically and epistemologically attached to Qur'anic revelation, prophetic tradition (*Sunna and Hadith*), and the opinion of the righteous predecessors (*qawl al-salaf al-salih*) (Diallo, 2012: 175). It places the spirits of Qur'anic revelation and Prophetic precedent as the heart of education and the glue of the entire curriculum (Halstead, 2005: 525). Such pillars and principles are supposed to shed a light on the EFL goals, syllabus, and classroom activities of any Islamic university.

It is in the above context that an investigation on the needs of Indonesian Islamic university is of a real significance. By the needs we mean the target needs and the learning needs. The former refers to what the students need to do in the target situation. It is pertinent to what is necessary for students to learn (*necessities*); what aspects of the subject that the students lack of (*lacks*); and what the students want to learn (*wants*). The latter deals with what the students need to do in order to make learning happen (Nation & Macalister, 2010: 24-25). It covers the analysis on goals, input, setting, procedure, teacher's roles, learners' roles and so forth.

METHODS

Participants

A total number of 5 lecturers and 95 students of Indonesian Islamic universities participated in this study. The lecturers participated in the interview phase were lecturers of English Language Education Department at Islamic universities: two from Muhammadiyah University of Metro (MUM), one from Ma'arif Islamic Institute NU of Metro (MIINM), and two from State Islamic Institute of Metro (SIIM), Indonesia. While the students involved in the questionnaire phase were the second year students of English Language Education-Department of SIIM. All participants involved in the research were from the Province of Lampung, Indonesia.

Instrumentation

Two instruments were used to collect the data: an interview and a questionnaire. The semi-structured interview consisted of 12 items. The questions were pertinent to the target needs (*necessities*, *lacks*, *wants*) and learning needs (*goals*, *input*,

procedure, *learners' role*) of teaching with literature at Indonesian Islamic universities.

The questionnaire consisted of 41 items in the form of a four-point Likert-scale. The items covered topics of the literary text, text comprehension level, forms of literary works, goals of instruction, text source, text version, text length, materials distribution, and students' expectation of teacher's role. The items were conceptually validated by experts in the field of reading instruction and literature teaching

Procedure

A case study was used as an approach to elicit the perspectives of the involved participants (Gall, et al, 2007: 447). Although it was basically a qualitative research, it applied a quantitative method in validating the instruments and displaying the data. This case study design included five steps. First, the items of the interview and questionnaire were validated by experts in the field. Second, the interview was administered to five English lecturers to gain qualitative data. The lecturers are representatives of state Islamic university, private Islamic university affiliated with Nahdhatul Ulama organization, and private Islamic university affiliated with Muhammadiyah organization. Third, the qualitative data and interpretations were validated through member checking technique in that the researcher asked one of the participants to check the accuracy of the interview description. Fourth, the questionnaire was piloted to 65 students to ensure its reliability and validity. Cronbach's alpha was calculated to be 0.805. Fifth, the reliable questionnaire was distributed to other 30 students to gain quantitative data. Quantitative analysis was used to support the interpretation of the qualitative findings

FINDING AND DISCUSSION

In general, it is found that the use of short stories with rich topics is more preferable than that of poem, novel, and drama. The short stories are expected to be a vehicle to teach micro-skills and macro-skills of reading as well as a springboard to explore global, national, and Islamic culture. Meanwhile, the topics, which ranges from noble character to greed, are to be related with Islamic values. The rest remarkable finding will be discussed further in the following section.

1

The Students' Target Needs and the Learning Needs of Teaching English with Literature

The data on students' perspectives related to the sub-items of the target needs (*necessities*, *lacks*, *wants*) and the learning needs (*goals*, *input*, *setting*, and *teacher's role*) are ranked in order to gain a general description. The results from the ranking are presented in the Table 1.

The elaboration of each sub-item is further presented in the form of rating tables so as to provide a richer description.

Target needs

For this research, target needs is directed at gathering information about: (1) *necessities* which is mainly about the top-

Table 1. The rank of sub-items of students' needs analysis

No.	Question substance	Sub-item	Rank	Mean
Target needs				
1.	Topics of the literary text	Noble character	I	3.73
		Self-empowerment	II	3.43
		Human and society	III	3.33
		Environment	IV	3.07
2.	Text comprehension level	Friendship	I	3.63
		Peace	II	3.23
		Heroism	III	2.97
		Bravery	IV	2.93
		Love	V	2.90
		Freedom	VI	2.80
		Code of conduct	VII	2.73
		Greed	VIII	2.07
		Novel	III	3.17
3.	Forms of literary works	Short story	I	3.50
		Drama	II	3.37
		Novel	III	3.17
Learning needs				
4.	The goals of instruction	Reading strategies	I	3.67
		Comprehension	II	3.60
		Vocabulary and grammar	III	3.57
		Reading speed	IV	3.53
		Values	V	3.40
		Cohesion devices	VI	3.20
		Inner circle countries	I	3.53
5.	Text source	Outer circle countries	II	2.23
		Expanding circle countries (suggestion)	III	0.17
		Simplified	I	3.47
6.	Text version	Original	II	2.83
		1-2 pages	I	3.20
7.	Text length	5-6 pages	II	2.97
		> 6 pages	III	2.23
		Weekly	I	3.07
8.	Materials distribution	All in the first meeting	II	2.90
		Role model	I	3.73
9.	Students' expectation of the teacher's role	Resource developer	II	3.53
		Information provider	III	3.50
		Facilitator	III	3.50
		Assessor	III	3.50
		Planner	IV	3.40
		Participant	IV	3.40
		Manager	V	3.37

ics to be presented through the literary texts; (2) *lacks* that is particularly pertinent to the students' understanding level on certain topics; and (3) *wants* which is related to the forms of literary works that the students need to read. The results from this research are presented in the tables below.

Table 2. shows the topics of the literary texts that students wish to read. More than half of students rated noble charac-

ter as absolutely necessary (73.3%), and self-empowerment as necessary topics (56.7%). Findings also reveal that few students think that the topics on human and society as well as environment are unnecessary. It is likely due to the rare exposure to the last two topics mentioned.

Table 3. is related to the students' self-assessment of their understanding on particular topics. A majority of respon-

dents (66.7%) comprehend the texts on friendship. More than half of the students are good at understanding the topics on heroism (50%), peace (56.7%), and love (56.7%). Half of them are good at texts on heroism (50%) and bravery (50%). The students' understanding on freedom, code of conduct, and greed appear to be low which implies the need to include more texts on the mentioned topics. Khairuddin, et al. (2014: 128-129) report that Muslim Malaysian undergraduate students tend to read texts about personal relationship, Islamic studies like Qur'an and Prophet's tradition, and personal development like motivation and seeking knowledge.

Table 4. shows the percentage of what literary works that the students wanted to read in the Reading class. It appears that short story was the most wanted form as none of the respondents perceived it as unnecessary. However, drama and novel were also welcome.

Learning needs

The learning needs is aimed at collecting relevant information on: (1) goals or the things that the students ought to learn in a Reading class; (2) inputs which cover the cultural background of the texts, the version of the texts, and the length of the texts; (3) setting which mainly deals with the material distribution preferred by the students; and (4) teach-

er's role or the activities that the students want from a lecturer of reading. The results from this research are presented in Table 5.

Table 5. shows what the respondents prefer to learn in a Reading class. More than half of the students strongly agree to learn reading strategies (66.7%), reading comprehension (60%), vocabulary and grammar (56.7%), and reading speed (56.7%). More than half agree to learn values (60%) and cohesion devices (73.3%). Interestingly, all respondents agreed to include values in addition to reading microskills and macroskills.

Table 6. presents the the cultural background of the texts that the respondents wanted to read. All of the respondents agree (46.7%) and strongly agree (53.3) to read the texts from British and American culture. Most of the respondents disagree (60%) with reading texts from outer circle countries like India and Singapore. Some respondents suggested that the texts be taken from Korean, Japanese, Middle East, and Indonesian cultural background.

Table 7. shows that the respondents prefer to read simplified version of the literary work, 43.3% agree and 36.7% disagree. However, although 36.7% of the respondents disagree with reading the original version, the rest 63.3% stated that they wish to read the original ones. This indicates that both simplified and original versions of the texts could be included.

Table 2. Necessities: Ratings according to the topics of the literary text

Rank	Topics of the literary text	Percentage			
		Totally unnecessary	Unnecessary	Necessary	Absolutely necessary
I	Noble character	-	-	26.7	73.3
II	Self-empowerment	-	-	56.7	43.3
III	Human and society	-	13.3	40	46.7
IV	Environment	3.3	20	43.3	33.3

Table 3. Lacks: Ratings according to text comprehension level

Rank	Text comprehension level	Percentage			
		Poor	Enough	Good	Excellent
I	Friendship	-	3.3	30	66.7
II	Peace	-	10	56.7	33.3
III	Heroism	6.7	16.7	50	26.7
IV	Bravery	3.3	23.3	50	23.3
V	Love	6.7	16.7	56.7	20
VI	Freedom	3.3	33.3	43.3	20
VII	Code of conduct	13.3	23.3	40	23.3
VIII	Greed	33.3	30	33.3	3.3

Table 4. Wants: Ratings according to the forms of the literary works

Rank	The forms of literary works	Percentage			
		Totally unnecessary	Unnecessary	Necessary	Absolutely necessary
I	Short story	-	-	50	50
II	Drama	-	6.7	50	43.3
III	Novel	-	6.7	70	23.3

The use of simplified and original literary works has been observed by Khanum (2016: 43) in the context of literature-based materials in Bangladesh, where he noticed that 'in case of using original form of literature simplified versions should be used.' Zhen (2012: 38) also reports that in the EFL context in China, exposing original texts without their simplified versions are not suitable for students with limited command of English. Thus, both simplified version of literary work can be used as a springboard for appreciating the original version.

Table 8. shows that the majority of the students have positive attitude toward reading 1 to 6 pages. The text length of more than 6 pages was disagreed by around 66.7% of the respondents.

Table 9. is related to the reading materials distribution. 26.7% disagree with perceiving the materials weekly, while 36.6% (strongly) disagree with perceiving them all in the first meeting. 73.3% would like to perceive the materials weekly, and 63.3% all in the first meeting

Table 10. shows a list of the most wanted roles that the respondents want their lecturers to play, consecutively: role model, resource developer, information provider, facilitator, assessor, planner, participant, and manager. However, few students do not expect the teacher's role as facilitator (3.3%), assessor (6.7%), and manager (3.3%).

In sum, the findings of the target needs gathered from the questionnaire imply that short stories about noble charac-

Table 5. Goals: Ratings according to the goals of instruction

Rank	The goals of instruction	Percentage			
		Strongly disagree	Disagree	Agree	Strongly agree
I	Reading strategies	-	-	33.3	66.7
II	Comprehension	-	-	40	60
III	Vocabulary and grammar	-	-	43.3	56.7
IV	Reading speed	-	3.3	40	56.7
V	Values	-	-	60	40
VI	Cohesion devices	-	3.3	73.3	23.3

Table 6. Input: Ratings according to the text source

Rank	The text source	Percentage			
		Strongly disagree	Disagree	Agree	Strongly agree
I	Inner circle countries	-	-	46.7	53.3
II	Outer circle countries	10	60	26.7	3.3
III	Expanding circle countries*				

*Respondents' suggestion

Table 7. Input: Ratings according to the text version

Rank	The text version	Percentage			
		Strongly disagree	Disagree	Agree	Strongly agree
I	Simplified	3.3	-	43.3	53.3
II	Original	-	36.7	43.3	20

Table 8. Input: Ratings according to the text length

Rank	The text length	Percentage			
		Strongly disagree	Disagree	Agree	Strongly agree
I	1-2 pages	-	16.7	46.7	36.7
II	5-6 pages	-	26.7	50	23.3
III	> 6 pages	16.7	50	26.7	6.7

Table 9. Setting: Ratings according to materials distribution

Rank	Materials distribution	Percentage			
		Strongly disagree	Disagree	Agree	Strongly agree
I	Weekly	-	26.7	40	33.3
II	All in the first meetin	3.3	33.3	33.3	30

Table 10. Teacher's roles: Rating according to students' expectation of the teacher's roles

Rank	Text comprehension level	Percentage			
		Strongly disagree	Disagree	Agree	Strongly agree
I	Role model	-	-	26.7	73.3
II	Resource developer	-	-	46.7	53.3
III	Information provider	-	-	50	50
III	Facilitator	-	3.3	43.3	53.3
III	Assessor	-	6.7	36.7	56.7
IV	Planner	-	-	60	40
IV	Participant	-	-	60	40
V	Manager	-	3.3	56.7	40

ter, self-empowerment, freedom, code of conduct, and greed are mostly needed. Meanwhile, the findings of the learning needs imply that reading class should include micro-skills, macro-skills, and values. Both simplified and original texts with the length range of 1-6 pages are needed. Reading lecturers are expected to be role models and resource developers at most.

1 The Teachers' Target Needs and the Learning Needs of Teaching English with Literature

All the interviewees are reading lecturers except one from SIIM who is a senior lecturer and a curriculum developer. As the subjects of the research, the lecturers were coded into S1, S2, S3, S4, and S5. The interview was conducted during October, 2016. The questions of the semi-structured interview were related to the target needs and learning needs. The findings of the the interview are displayed in tables below.

Table 11. shows that all respondents agree to integrate the Islamic values of faith, wordly matters, and morals into the reading materials. A reading text should be utilized to improve students' intellectual, social, and spiritual domains as well as environmental awareness. The text is to be connected with Muhadjir's (2011: 309) terms of 'three pillars of Islamic university'; Diallo's (2012: 175) notion of Islamic pedagogy and epistemology; and Halstead's (2005: 525) opinion on Islamic concept of education which is based on the Qur'anic revelation and Prophetic tradition. Thus, the values underpinned the developed model should be derived from Qur'anic verse, prophetic tradition, and the opinion of the righteous Muslim scholars. The values are believed to be universal as Islam is mercy for all creatures (*rahmatan lil 'aalamin*).

Table 12. is related to the topics which are either easy or difficult for the students. Most lecturers found the topics related to daily lives (love, friendship, religion) tend to be easier than those to science and medicine. The stories from prophetic tradition were easy to understand as the students had possessed the relevant schemata of the stories. However, a religious text with Islamic technical terms are not always easy to understand for their English equivalence are not always available in English dictionary. To cope with this, glosses or the explanation difficult words or phrases should be interestingly added to the reading text to help students with difficult topics

Table 11. The necessities

Target needs
Necessities
The pillars of an Islamic university (tauhid, muamalah, and akhlakul karimah) should be integrated into the reading materials (S1- S5)
The topics in reading class should help students grow personally (S1-S5); socially (S3); intellectually (S4), and spiritually (S3, S4)
The topics should also make the students aware of the environmental issues (S1-S5)
Reading texts ought to be connected with the verses in the Holy Qur'an (S4)

Table 12. The lacks

Target needs
Lacks
Most students deal positively with the topics on: current phenomena (S1); love (S1, S2, S3); friendship (S2, S3); daily lives (S3); the story of the prophets (S4); and the story of the companions (S4)
Most students find it difficult to understand scientific articles (S1, S2, S4), journals (S1), medical texts (S3)
English texts with specific Islamic terms tend to be harder than scientific texts. Mostl , the terms are not available in English dictionary (S5)

Table 13. is related to the feasibility of using poem, novel, drama, and short story in a Reading class. Despite the fact that all forms of literary work are usable, short story is the most plausible for it suits the time allotment of reading activity in the class. It could belong to shorter text that fits in-class reading and supports in class-discussion. However, a short story could be complicated in term of language and message in that it needs to be adapted to fit the students' language proficiency and intellectual capacity .

Table 14. shows the learning needs, particularly the goals of teaching reading. The respondents agree that a reading class should go beyond micro-skills of reading (word, sentence, cohesive device) and macro-skills of reading (inference, guessing meaning, activating schemata, applying read-

Table 13. The wants

Target needs
Wants
Drama (S1, S2, S5); poem (S3), novel (S1, S3); and short story (S1, S2, S3, S4, S5) could be used in Reading class
Of the feasible genres, short story best fits the time allocation of the reading class (S3)
The reading of literary texts followed by role-play or 'acting it out' activity is preferable (S2)

Table 14. The goals

Learning needs
Goals
In addition to vocabulary and grammar, the moral lessons (S1, S3) and religious values (S2, S3, S4) of the reading text should be emphasized
Lesson plan should include related religious values as the goal of the Reading class (S2)
Reading comprehension levels (S3) and reading strategies (S3, S5) are skills to be stated as the goals of the Reading class

ing strategies). The class should be a medium of inculcating religious values. A study conducted by Rohmah (2012: 164) reports that teachers and students in Indonesian Islamic schools 'are in need for English materials with some Islamic messages.' Thus, English learning will be more meaningful when it accommodates students' spiritual domain.

Table 15. is pertinent to the questions on text source, version, and length. All respondents include Islamic world as the source of the reading texts in addition to inner circle countries, outer circle countries, and expanding circle countries. A study by Makhdoom (2014: 420) reports that the use of various sources will encourage the teachers to include indigenous literature so as to reduce the hegemony of the western literary text. Qiping & Shubo (2002: 323) also report that texts from the students' cultural background and other cultures are to be designed within the framework of CTL so that the students would connect the text with their personal, social, and cultural contexts. Literary texts that are linked with students' memories, feelings, and imagination will amplify educational, cultural, and even economic values.

With regard to the text version and length, it seems that most respondents agree to utilize both simplified and original versions. While the text length range from 1-6, most respondents suggest 1-2 pages. It is safe to state that 2-4 pages will be a moderately suitable text length.

Table 16. is related to the efforts that a lecturer should make for an effective literature reading class. The efforts could be broadly categorized into planning, implementing, and evaluating. The planning stage includes: stating instructional goals; developing learning materials, planning student-centered classroom scenario; designing classroom activities. The implementing stage covers: activating prior knowledge, providing relevant information, and modelling activities. The evaluation stage embraces assessing reading skills.

Table 15. The inputs

Learning needs
Inputs
The source of the texts could be inner circle countries (S1, S2, S3, S5), outer circle countries (2), expanding circle countries mainly Indonesia (S1, S2, S3), and Islamic literature (S1, S2, S3, S4, S5)
The reading texts should be selected on the framework of Contextual Teaching Learning (CTL) (S2)
Both simplified and original texts could be used (S1, S2, S3, S5)
Simplified text is preferable (S4)
The text length could be 1-2 pages (S2, S3, S4), 3-5 pages (S5), 5-6 pages (S1)

Table 16. The procedure

Learning needs
Procedure
Lecturer should help the students gain their fullest potential of reading (S3)
Lecturer should develop a relevant learning materials (S3)
Lecturer should plan an interesting, engaging, and student-centered classroom scenario (S3, S4)
Lecturer should manage group assignment and peer teaching scheme (S4)
Lecturer should activate the students' prior knowledge (S1)
Lecturer should provide information that helps students bridge the content of the text with their personal, social, and spiritual life (S1, S2)
Lecturer should model the students through reading aloud and paraphrasing activities (S5)
Lecturer should assess the students' active participation during the class (S3)

Table 17. The learners' role

Learning needs
Learners' role
Students should build a good reading habit by dealing with various texts (S1, S2, S3) and accomplishing reading homework (S1)
Students should develop their scanning skill, skimming skill, and reading speed skill (S2)
Students should be able to work in team, solve problem raising from the text, and tutor their peers

Table 17. shows the lecturers' expectation on the students' roles. The students are hoped to be independent learners, active participants, problem solvers, peer tutors, and team workers. These roles would improve the students' reading skills and help form good reading habit.

In sum, the findings of the target needs gathered from the interview imply that the literary texts incorporate Islamic values emphasizing noble characters. The materials, mostly needed in the form of short stories, need to be accompanied

by glosses to help students with difficult words, phrases, and terms. Meanwhile, the findings of the learning needs imply that the course should go beyond teaching micro-skills and macro-skills within CTL framework. The texts ought to represent global, national, and Islamic contexts with 2-4 length average. The scheme of combining original and simplified short stories is needed. Further, proper classroom activities and tasks are needed to help the learners be independent, active participants, problem solvers, peer tutors, and team workers.

CONCLUSION

With regard to the target needs, this research showed that teaching English with literature will be effective when it utilizes short story with various topics such as noble character, self-empowerment, freedom, code of conduct, and greed. The stories should be related to Islamic values and equipped with glosses of difficult words, phrases and expressions. Meanwhile, the learning needs showed that teachers should utilize literature, both simplified and original versions, to teach micro-skills, macro-skills, and values within the framework of CTL. Besides, the texts to be used should represent global, national, and Islamic cultural backgrounds. The concluding remarks of this research will help future researcher to design a contextually-relevant learning materials and to develop a model of teaching with literature within the particular educational context of Indonesian Islamic universities.

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