

Conference Paper

The Idol: A Model for Incorporating Literature in ELT

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This paper is aimed at introducing an instructional development model which is designed in response to two strong desires i.e. to show the most effective ways of incorporating literature in English Language Teaching and to provide a comprehensive framework for English teachers to develop literature-based ELT materials. The proposed instructional model consists of four distinct phases of development i.e. Input phase (Identifying learners' needs by carrying out a needs analysis), Development phase (Using the information on the learners' needs to select and to organize the literature-based ELT materials), Output Phase (producing the prototypes of literature-based ELT materials), Language acquisition Phase (Assessing the effect of the literature-based ELT materials on the learners' language proficiency) which are here abbreviated as The IDOL Model. The phases are clearly presented and seem compatible the other phases commonly available in the area of instructional materials development in today's English language teaching. Therefore, this model appears to provide useful assistance to materials designers and English teachers in developing a well-designed literature-based ELT material.

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1. Introduction

There is no denying that since the emergence of the communicative approach in the area of English language teaching, the need for communicative competence is increasingly unstoppable (Kaharuddin, A. 2019). Communicative competence is widely known as a foreign language mastery which can be reflected in the possession of language knowledge and language performance (Kaharuddin, 2013). Knowledge of language refers to knowledge related to language components such as vocabulary, pronunciation, and grammar whereas language performance refer to the ability to use language knowledge in accordance with the culture of the use of certain languages in

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the lives of the native speakers (Kaharuddin, A and Latif, I 2017). As a result, communicative competence has become a very important thing in ELT that has to be taught by English teachers, and has to be mastered by English learners. In this regard, Arafah, B. (2018) argues that the achievement of communicative competence in teaching and learning English is done by implementing the communicative approach which might clearly be seen in two trends: *the first*, the trend in choosing the CLT method to equip learners with knowledge and language skills that enable them to interact socially intelligible, *the second*, the trend in using authentic teaching materials as a way to bring the English language used socially by native English speakers into English Language Teaching context.

Many language teachers and language practitioners support the trends, they generally agree and argue that if learners want to be able to speak English effectively, they must learn the real English used in the social life of native speakers of English (Al Azri, RH, & Al- Rashdi, M. H, 2014, Bahar, K, Kaharuddin, A. 2018). Therefore, the use of authentic materials can be one option for teachers to present communicative competence in ELT classrooms because such teaching materials are the representation of the language used in the speakers' social life (Nuttall, 1996, Kaharuddin, Arafah, & latif, 2018). One source of authentic materials which allows the learners learn a real usage of English is literature. According to Collie and Slater, 1987, literature provides three important things required by the learners in learning a language i.e. it is a valuable authentic material, it develops personal involvement, it helps contribute to readers' cultural and language enrichment.

Since literature is considered part of authentic materials, language practitioners (such as language teachers, language researchers and linguists) began incorporating literature in teaching English in the mainstream of ignoring English in the area of ELT (Ilyas, H. P. 2016). Benegas (2010) argues that although many controversies have emerged regarding the use of literary works in teaching English, we cannot hide their important role to be used in English language classrooms. In short, literature is too important to ignore. Its use in ELT classrooms makes pedagogic interactions more interesting (O'Sullivan, R. 1991) and opens up not only enormous opportunities for language acquisition but also increased language skills. More specifically, Türker, F. (1991) argues that the use of literature provides an enormous opportunity for mastering four language skills, where written literary works such as novels and short stories can encourage students to read and write. In addition dramas, poems, as well as plays can be used to improve students' speaking and listening skills.

Although many language practitioners have provided ideas and evidences about the benefits of using literature in teaching English, but the application of these ideas is not a simple task because there are some problems that must be dealt with and overcome in order to use the literature for the purpose of language teaching. According to Ajoke, A.R, & Shapii, A.B. (2017), there are at least two major problems related to the use of literature in ELT: the first problem is the students' low background knowledge of literature. This is due to the lack of literature being taught in secondary schools and only taught at the tertiary level. As a result, students experience so many challenges in studying literature. The second problem is the lack of literary based- English teaching materials which are appropriate to the students' level of proficiency and needs in learning English.

Realizing the existence of these two problems, this paper seeks to provide an alternative solution to overcome the second problem. One of the efforts made is to propose a methodology of designing and developing literature-based English teaching material known as the IDOL Model. The paper is then structured as follows: section 2 provides information on Literature for English Language Teaching, Section 3 gives information on research method, Section 4 outlines methodology in IDOL Model used for making literature-based ELT materials. Section 5, the Implementation of IDOL Model in ELT materials development. Finally, section 6 provides conclusions and recommendations.

2. Literature Review

There are at least two important things for English teachers to recognize if they are interested in using literature for teaching English. The first is to recognize what literature is and to determine the type of literature that will be used in language teaching. The second is to know how to use literature for the purpose of ELT.

2.1. Literature and literature for ELT

In general, literature may be understood as a written piece of art produced by a certain author. In this regard, some linguists define literature using this perspective. Basnet & Mounfold (1993) argues that literature refers to cultural documents of a country or countries. Eagleton (1983) adds that literature is an art in the form of written texts. Hall, G. (2005) is of the opinion that literature is not only a linguistic artifact, but also an act of communication using texts. Onuekwusi, J.A. (2013) also defines literature as any imaginative and beautiful creation in words whether oral or written, which explores man as he struggles to survive in his existential position and which provides

entertainment, information, education and excitement to its audience. In addition McRae (1994) specifically defines literature as literary works which are able to distinguish between literature with a capital L and literature with a small l. Literature with capital L is defined as the types of classical texts such as the works of Shakespeare and Dickens. On the other hand, literature with a small l is known as popular fictions, short stories, novels, plays, fables, song lyrics and so on.

In this connection, Arafah, B. (2018) suggests that the literature should be used in today's ELT context is not only restricted to literature with capital "L: Literature", but also apparently restricted to literature with small "l: literature" which is known as the written works of many writers (such as Short stories, Poems, Novels, Plays, as well as Songs) from different background of countries and cultures. English teachers are suggested to use 'laterature' (with a small l) for novice, and intermediate learners, and use 'Literature' (with capital L) for high intermediate and advanced learners. The underlying reason for this suggestion is the ideas of Edmondson (1997) and Hişmanoglu, M. (2005). According to Edmondson (1997), Literature (with capital L) is frequently written with high structural complexity and lack of conformity to standard grammatical patterns that creates linguistic difficulty to learners. Consequently, English teachers become very reluctant to use it as a teaching material. Besides, Hişmanoglu, M. (2005) claims that the language of literature with small l (such as poems, short stories, plays) is simpler. This may ease EFL teachers to use it as teaching material since it suits the needs and level of students' knowledge of grammar.

2.2. Using literature for english language teaching

Using literature for the purpose of teaching English is not an easy thing. Many English teachers encounter difficulty using the literature for language teaching because they are accustomed to using conventional teaching material which generally contains lessons on the main components of language (such as vocabulary, pronunciation, and grammar) and activities to develop language skills (such as conversations, discussions, presentations, etc.). Only a few of them are used to using literature-based teaching materials due to their lack of knowledge of how to use literature for language teaching and this is a tough challenge for them. In response to this challenge, Duff and Maley, (2007) propose four determinants to take into account when using literature in ELT context. They are text selection: selecting relevant texts to the students' needs and interests, linguistic difficulty: selecting texts that are appropriate to the level of the students' language proficiency, length: selecting texts that are suitable to the time allotment,

cultural difficulty: selecting texts that contain cultural information required to facilitate self-involvement, and cultural appropriateness: selecting texts which are required for the learners' language development.

In principle, EFL teachers are not only required to know the determinants that should be used as guidelines in determining the type of literature to be chosen as English teaching materials, but also to know the genre of literary texts in line with the theory of McRae (1994) on literature. According to Drucker. H. (n.d.), there are five genres of literatures which could be used in teaching and learning English namely Drama, Poetry, Prose, Non-fiction, and Media. The genres are explained in more detail as follows:

2.2.1. Drama

All texts containing dialogues written to be performed in the form of stage action in front of an audience can be called dramas or also known as plays. Drama can be used to teach language skills such as vocabulary, pronunciation, and fluency of speaking. Besides, through acting a drama, students can also learn the culture of a certain society contained in the script of a drama and involve themselves in situations of the scenario of the drama. One of literary texts commonly learnt as a drama in EFL or ESL classrooms is the work of William Shakespeare 'Romeo and Juliet'.

2.2.2. Poetry

This refers to any texts written to be performed by reciting it with some sort of rhythm. Poetry in the form of poems are commonly written imaginatively with common patterns that contain fragments, phrase and use high metaphors. This kind of literary work is often collected in a book of poem collection by a single or a variety of writers. One of the most commonly taught poems in EFL or ESL is the work of Allan Poe 'The Raven'.

2.2.3. Prose

Prose refers to any kind of texts written in paragraphs with complete sentences and focus on plot which has characters. The common varieties of prose are novels, short stories, fables, folktales, comic books, letters, diaries, romances, mysteries, fantasies and so on. One of prose types which is commonly learnt in English classrooms is a science fiction short story 'a sound of thunder' written by Ray Bradbury.

2.2.4. Non-fiction

Non-fiction may be understood as any texts written creatively functions not only to share information or to tell a story, but also to educate readers on particular issues, ideas, or facts. The common types of non-fictions are personal essays, scientific papers. Autobiographies, histories, travel books, newspapers, literary criticism etc.

2.2.5. Media

Another different type of literature which is considered as the newest one is media. Media refers to any kind of works which exist not as written texts and rely on technology development. The genres of this kind literature are movies and films, websites, commercials, billboards, and radio programs. Media literature carry out some functions such as education, entertainment, advertisement, as well as persuasion. The most common type of media learnt in EFL classroom is internet literacy which is specifically focused on teaching students how to understand, to use, to create and to share information in online websites.

In order to be able to use these types of literature in teaching English effectively, EFL teachers should consider several factors such as: students' interest in certain types of literature, compatibility between the literature and the level of students' language skills, students' background knowledge of literature, time allotment and length of literature, the possibility of using it for language learning purposes. Therefore by considering the factors, literary texts may be taught in their original forms or in simplified versions and in various task difficulties.

3. Research Method

This paper was written by employing Library research which undertook three activities in gathering information and completing the content of this paper. The first activity is to identify important information on the concept of literature and its possible use in English language teaching context. The second activity is to analyze the information to determine the kinds of literary works and to describe the possibility of integrating the literary works into ELT by using a proposed model. The third step is to introduce an idea about using the IDOL Model as a framework for developing literary-based ELT materials as the reflection of incorporating literature in ELT. To do the three activities, two sources were provided namely primary and secondary sources. Primary sources refer to

original works such as studies carried out by researchers, linguists, language teachers, and language practitioners that report original concepts, thoughts, ideas based on their findings. Besides, secondary sources refer to information written by language experts such as books, online articles, dictionaries, handbooks, as well as reviews (Kaharuddin, A. 2018).

4. Discussion

4.1. Incorporating literature in english language teaching

The word 'incorporating' refers to the process of including literature as an important part of English language teaching. One of ways to include literature in ELT. One way to incorporate literature into English language teaching is through the development of teaching materials that will be used in English classrooms. The demand of teaching materials development is inevitable today. The urgency of ELT materials development emerges owing to some facts i.e. the changing methodology in language teaching, the shift of curriculum at schools, the change of education policy, and the change of social values in society. Pardo (2009) is of the view that teachers should devote plenty of time to the demanding task of constructing, deconstructing, and reconstructing their daily pedagogical practice as a means of facing decision making, improving their teaching performance, innovating in their classes that fulfill particular students' needs and learning settings. Therefore, considerable attention is required to make well-developed ELT materials and ELT strategies which satisfy the needs of the changing pedagogical methodology, the shift of curriculum and education policy, students' learning behaviors (styles and preferences), and society's expectations.

As previously mentioned, the key objective of this work is to describe how to incorporate literary texts in ELT as an effort to provide literature-based English teaching materials due to the demand of today's trend in English education that is the use of innovative and authentic materials to attain communicative competence in EFL learning. To facilitate the inclusion, IDOL is then proposed. IDOL is a model-based framework for the incorporation of literature in ELT, which provides a practical methodology to develop English teaching materials. The IDOL stands for, Input, Development, Output, as well as Language Acquisition.

INPUT PHASE: It suggests the materials' developers to involve participants in the process of instructional materials development. The main idea is to give the participants involvement and a voice in the developed materials. This phase is carried out by

a process of detecting learners’ needs in EFL learning known as a needs analysis or NA (Andi, K., & Arafah, B. 2017). The needs are categorized into subjective and objective needs. Subjective needs may be understood as any information from learners which make EFL teachers easy to determine what to teach e.g. the learners’ language skills, language difficulties, types of literary texts, and relevant literary topics. Objective needs are recognized as any information obtained from learners which easily enables teachers to decide how to teach e.g. learners’ learning behaviors (learning styles and preferences), learning problems and expectations of EFL learning. Detecting the learners’ actual needs requires the materials developers to carry out these simple procedures of NA proposed by Brown (1995).

4.1.1. Making decision on NA

In doing the NA, EFL teachers are in need of taking the following important steps:

4.1.1.1 Determining the participants of the NA

There are three kind of participants taking a part in the NA namely: *the target group*: individuals who will be the main source of information (for example, students), *the resource group*: individuals who are required to implement the results of the NA (for example, teachers) *the audience*: people who become a source of information about the target group (for example, parents, graduates, and prospective employers).

Participants in NA		
<i>The target group</i>	<i>The resource group</i>	<i>The audience</i>
The students	The lectures	The graduates

4.1.1.2 Types of information required in the NA

There are two types of information required to be collected in the IDOL Model namely the objective needs and the subjective needs. The objective needs are the needs recognized from observable data about the situation of the learners e.g. the learners’ learning problems and learning attitudes. Brown (1995) argues that an attitude means the information about how well the students like studying in a language program such as the students’ learning preferences and learning styles. Learning preference refers to the way the students tend to learn best. On the other hand, learning styles refer to the educational conditions under which the students are most likely to learn (Andi, K.,

& Arafah, B. 2017). According to Stewart and Felicetti (1992), learning preferences are about *what* learners should learn in order to learn (for example, task or activities), and learning styles are about *how* they should learn in order to learn (for example, teaching methods). On the other hand, the subjective needs are recognized as the learners' learning interest, wants, desires, as well as expectations. For example, what skills the learners want to learn and how good their ability in the skills, what sort of literary texts they prefer to learn, what topics they expect to learn and so forth.

All information suggested in NA of the IDOL Model			
Subjective needs		Objective needs	
- The learners' interest in Learning certain language skills	- Sub-skills of the a certain language skill to learn	- The learners' learning problems in language skills	- The learners learning attitudes (learning styles and learning preferences)
- The Importance of incorporating literature in ELT	- Types of literary texts and topics for ELT		

4.1.2. Collecting information during the NA

When the types of information are decided in the NA, the types of information are then used as the basis for making the NA appropriate instruments. In this regard, Brown (1995) proposes six types of NA instrumentation such as existing information, tests, observations, interviews, meetings, as well as questionnaires. The IDOL Model suggests to use questionnaires containing a series of questions relating to the subjective and the objective needs which are then distributed to all participants (the target group, the audience and the resource group) in order to obtain the information regarding the needs. Besides, tests are also suggested in the form of pre-test and post test which function to know the students' entry level and exit level. A questionnaire is strongly recommended in the NA of the IDOL Model since it is practical to use and relatively easy to administer, to score, and to interpret.

4.1.3. Recognizing the needs inventory from the NA

Immediately after circulating the questionnaires to all participants, the data gathered should be qualitatively processed. The final results of the data processing are then recognized as a needs inventory which fully illustrates the subjective and objective needs needed in developing literary-based ELT materials. The needs inventory provides valuable information on the subjective and the objective needs to be considered in doing the next procedures of IDOL Model.

DEVELOPMENT PHASE: This phase requires the materials developers to use all the obtained information during the NA known as 'needs inventory'. The needs inventory contributes useful information for setting goals and objectives of a curriculum, syllabus, or teaching materials. No precise information should be used for setting goals and objectives, but the needs inventory. Therefore, it is regarded as the vital ingredient for the development phase. The procedures of this phase are described as follows:

4.1.4. Setting learning goals and objectives

The word 'goal' means general statements reflecting the destination of curriculum, syllabus, instructional materials of a language program. Graves (2000) is in the view that setting goals helps teachers and learners to bring into focus on priorities for the course, they are general statements, but they are not vague. Besides, objectives are more specific than goals. They break down goals into smaller targets of learning, and specifically describe the learning outcomes which specify what a group of learners will be able to do after going through the language program.

4.1.5. Outlining the content of the materials

As the goals and objectives are established, the next procedure to follow is to outline the course contents for building the prototypes of teaching materials. Outlining the course content is carried out by selecting the necessary components and determining the order in which the components will be taught in the classroom. The components of the instructional materials are then planned by taking into account the following principles:

1. The teaching materials are developed in a single entity of instructions called a unit
2. Each unit contains a certain type literary text and topic
3. Each topic systematically contains three lessons. The lessons are recognized as lesson One: Skill Learning, lesson Two: Skill Using, and lesson Three: Skill Acquiring (Andi, K., & Arafah, B. 2017).
4. Lesson One: Skill Learning is given to prepare and to equip the EFL learners with specific knowledge of language skills which enable them to communicate effectively in later communication discourses. Hence, this lesson provides knowledge of linguistic forms that the students need to be able to learn something from a certain type of literary text and topic. For example, vocabulary containing information on

phonological, syntactical, and semantical knowledge. When the students have already equipped with the linguistic forms, they will be given an opportunity to use the knowledge learning a certain literary text. This activity is meant to link between the language forms already learnt (e.g. vocabulary) and its potential usage in particular language skills (e.g. reading, writing, or even speaking).

5. Lesson Two: Skill Using is provided to bridge the gap between the students' knowledge of linguistic forms and the ability to use the knowledge in a certain language skill. For example, talking about a particular topic of a literary text.
6. Lesson Three: Skill Acquiring is given to assess how much the students have learnt in a certain given unit.

4.1.6. Selecting the contents

The next procedure to follow is to select the contents of the teaching materials. In this regard, Richards (2001) argues that information obtained from the needs analysis contributes to the planning of course contents. Besides, additional ideas from other resources such as available literature on the topic, published materials on the topics, review similar courses offered elsewhere, review test or exams in the area, analysis of the students' problems, consultation with teachers familiar with the topics, as well as consultation with specialists in the area are also able to contribute. For the reason, to select course contents, the information of the needs analysis and consultation with teachers may be used to select contents. For example, sequencing the teaching materials in terms of language components, types of literary text, and topics. Consultation taking place between materials developers and English teachers will determine how and why the types of literary texts and topics have to be organized as suggested.

4.1.7. Determining relevant tasks for teaching and learning

When teaching materials' contents have been selected and organized. The last procedure is to create relevant tasks that help learners to develop their language skills (for example, providing language knowledge derived from selected literary texts to be used creatively in verbal interactions that they can discover for themselves form and function), to learn rules of interaction (providing conditions to become aware of fundamental procedures of interactions such as allowing to read dialogues of a topic, getting them to listen to conversation from a tape, or encouraging them to discuss something from a topic, etc.), and to experience communication of meanings (providing

opportunities to use the language through activities such as giving learners role to play, assigning social task to be achieved, giving them motivating and attractive reasons to communicate, and so forth).

OUTPUT PHASE: Two essential things to do in the output phase namely to organize the whole selected materials and activities into lesson plans, and to develop a prototype for the literature-based instructional block for an English course. An instructional block contains the instructional focus of the course which is specifically provided in a single lesson or generally in a unit of work containing several lessons. The instructional block representation may initially be prepared by working out a lesson plan before creating the instructional materials of text book for the English course. A lesson plan is really needed since it functions as a road map for teaching a lesson in classrooms.

4.1.8. Lesson plans for the literature-based ELT materials

A lesson plan in a language program is aimed at reaching an ideal destination (the target of teaching a lesson) and planning the route (activities for each step of a lesson). It is an instrument for a teacher to work out his teaching strategies effectively. Therefore, a well-prepared teacher should write down the details of his teaching activities in the form of lesson plans which will lead to effective interactions between the teacher and his students in the classrooms. Brown (1995) suggests six decisive elements of a lesson plan such as 1) Goals, 2) Objectives, 3) Materials and equipment, 4) Procedures, 5) Evaluation, and 6) Extra-class work. Drawing up the plan for teaching will make the teacher and his students stay not only focus on the learning destination to arrive, but also know how they should going to arrive and what to achieve when they get there. The discovery of the ELT key materials key are then used as a guidance on creating the lesson plans.

4.1.9. The prototype for literature-based ELT materials

ELT Materials may be understood as anything, such as linguistic, visual, and auditory, which can be used to facilitate the learning of English language, to inform learners on English language, to provide experience of English language in use, and to help the learners to discover English language for themselves. On the other hand, the prototype of the Literature-Based ELT materials may be defined as the first model of literature-based teaching materials, from which other forms of the materials are copied or developed. The prototype of the teaching materials is developed based on the needs

analysis results which have previously been transformed into the key components and the lesson plan. The organizational structures of the prototype is constructed by unit in which the unit provide a literary text containing a topic and the topic is the learnt in three lessons. Referring to IDOL Model, the lessons are identified as lesson One: Skill Learning, lesson Two: Skill Using, and lesson Three: Skill Acquiring.

4.1.10. Language acquisition phase

This phase describes the process of teaching the prototype of instructional materials in the classroom, recording the students' progress, as well as evaluating the learning outcomes. Teaching the prototype aims to examine the effect of the developed instructional materials on improving the targeted students' English skills. In evaluating the learning achievement, summative evaluation is suggested to use. This type of evaluation is carried out to check of what has been learnt at a specific point in time such as at the end of a unit, or course. It is based on cumulative learning experiences, tests for achievement, and mastery of specific performance objectives. The evaluation procedures were adopted from Kirkpatrick's (1996) model of summative evaluation (in Naugle, K. A., Naugle, L. B., & Naugle, R. J. (2000) as illustrated below:

Level 1: Reactions

The first level of evaluation should be conducted by assessing the target group's reactions or attitudes after learning with the teaching materials. The instruments used in this level are questionnaires with Likert scale and open questions.

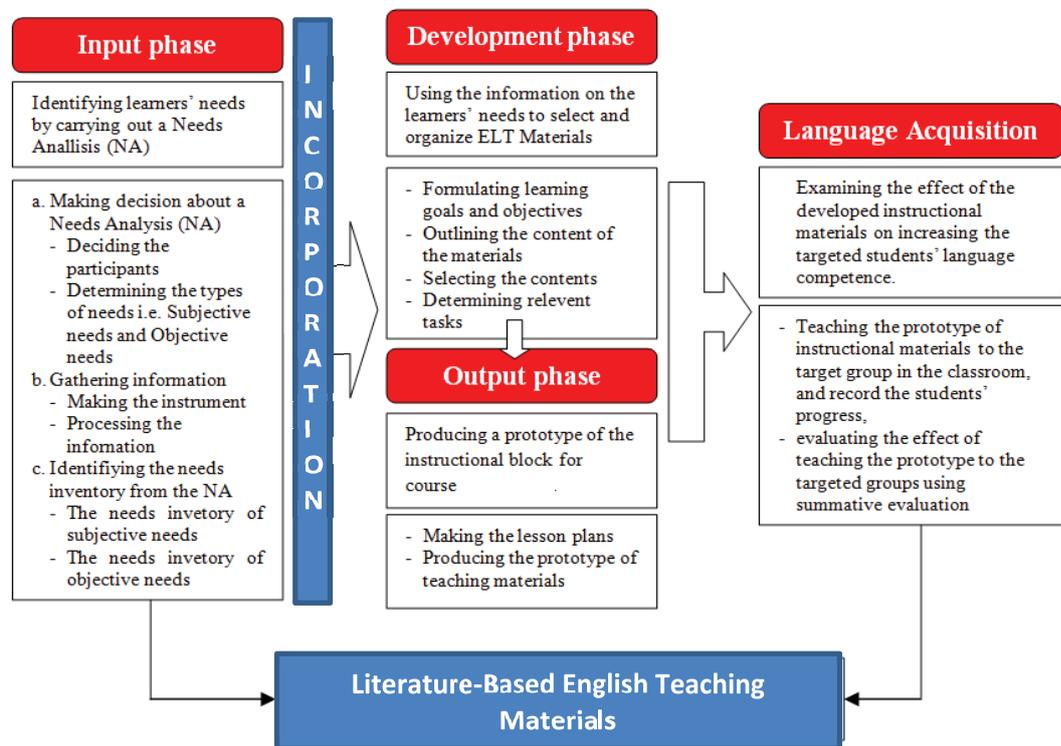
Level 2: Learning

After identifying the students' attitude toward the implementation of the teaching materials in the classroom, the second evaluation type is to measure what the students have learnt from the presented materials by comparing their performance before and after receiving the instructions. Giving test is considered to be very effective to demonstrate that learning has occurred as a result of the instruction (Dick, et.al. 2000). The effectiveness of the course content try out can be measured by comparing the students' gain score in the test given at the beginning of the class (pre-test) with their score in the test given at the end (post-test).

Level 3: Behavior

This type of evaluation requires the English teachers to be involved in determining that the students really can use all they have learnt from the given teaching materials. To undertake this, the English teachers take a part to review the learning outcomes by judging the students' learning achievement after teaching the prototypes of the teaching materials to the target group. Questionnaires can be given to the teachers to elicit the information after teaching the students with the developed materials. The results of the questionnaires analysis covered the effects of the course content, the language items, the activities, and the supplementary materials of the course on the students' speaking skills achievement.

The overall phases of IDOL Model can be illustrated in the following framework:



5. Conclusion and Recommendations

In this work, we have established a methodology regarded necessary to develop the literature-based English teaching materials the course of English. The methodology consists of four phases named The IDOL Model. We propose three important things from the model namely; *The first*; the idea on valuable informations regarding what to teach and how to teach English skills using literary texts. The information on what to teach

should be obtained from the needs inventory of the students subjective needs (The learners' interest in Learning English skills using literature, The Importance of integrating literature in developing ELT Materials, Language components to be learnt, Types of literary texts and topics needed in developing ELT Materials), while the information on how to teach should be gained from the needs inventory of the students objective needs (learning problems and learning attitudes: learning styles and learning preferences). *The second*; four important phases to show how to design a literature-based ELT materials. However, further scientific studies are really needed to be undertaken to examine three things i.e. *Firstly*, doing a needs analysis by using the input phase of this model to recognize the subjective and the objective needs. *Secondly*, developing literature-based ELT materials by using the needs inventory gained from the needs analysis. *Thirdly*, evaluating the effectiveness of teaching literature-based ELT materials on the students' English skills.

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