

THESIS

**DEVELOPING LITERATURE-INTEGRATED CALL MATERIALS FOR
THE INTENSIVE FOREIGN LANGUAGE PROGRAM AT ALAUDDIN
STATE ISLAMIC UNIVERSITY MAKASSAR**

Written and Submitted by

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**ENGLISH LANGUAGE STUDIES
FACULTY OF CULTURAL SCIENCES
POST GRADUATE PROGRAM
HASANUDDIN UNIVERSITY**

MAKASSAR

2022

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As a partial fulfillment of the requirements of Magister Degree

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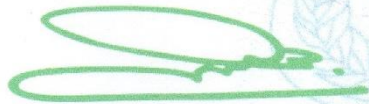
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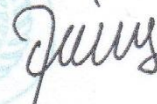
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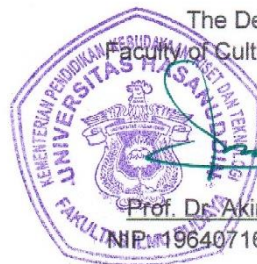
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INTENSIVE FOREIGN LANGUAGE PROGRAM AT ALAUDDIN STATE ISLAMIC
UNIVERSITY MAKASSAR**

is an original work of the writer. If it is proven that some part of this thesis is the work of others, I am willing to accept any sanction for my dishonesty.

Makassar, 20th January 2022



searcher

Ummu Rofikah

ACKNOWLEDGEMENT

First of all, as a Muslim, the highest praise and sincere gratitude be to Allah Almighty for His endless blessings and guidance that had brought me to the completion of this research.

I owe a particular debt of thanks to Prof. Drs. Burhanuddin Arafah, M.Hum., Ph.D., and Dr. Andi Kaharuddin, S.IP, M.Hum. as the supervisors of this study for their academic expertise and enduring patience in giving me continued advice and feedbacks that had made this research possible. My immense gratitude goes to the examiners of this study, Dra. Nasmilah, M.Hum., Ph.D., Dra. Herawaty Abbas, M.Hum., M.A., Ph.D., and Dr. Sukmawaty, M.Hum, whose constructive and comprehensive advice had shed light on the important parts of this research.

Special acknowledgment and gratitude are sent to the students, alumni, and lecturers of the Intensive Foreign Language Program (PIBA) at Alauddin State Islamic University Makassar who kindly participated in this study which their responses had become the fundamental basis of the present materials development project.

I also would like to thank the members of the English Language Studies Postgraduate Program, Hasanuddin University who had provided valuable help when this research took form and for their technical assistance during the seminars of this thesis.

On a more personal level, heartfelt gratitude is sent to my parents, H. Edy Mukhlisy, S.Sos. and Hj. Wahidah, S.Ag. for their endless love and support.

Makassar, 25th November 2021

Ummu Rofikah

ABSTRACT

Ummu Rofikah. 2022. *Developing Literature-integrated CALL Materials for the Intensive Foreign Language Program at Alauddin State Islamic University Makassar.* (Supervised by **Burhanuddin Arafah** and **Andi Kaharuddin**).

This research aims at developing the prototype of English teaching materials that is compatible with the online learning in the Intensive Foreign Language Program (PIBA) program at Alauddin State Islamic University Makassar, namely literature-integrated Computer-Assisted Language Learning (CALL) materials.

This Developmental Research employed IDOL Model. 73 respondents were involved including 53 students, 10 lecturers, and 10 graduates. Their responses were attained using needs analysis questionnaire, interview, and evaluation checklist. The statistical data were proceeded using frequency analysis while the qualitative data were analyzed using data condensation, data display, and conclusion drawing.

This study results in three forms of findings i.e., the need inventory (information about the needs of the students in learning English on online platforms), the syllabus for online learning, and the prototype of literature-integrated CALL materials. The developed syllabus and prototype of materials can be used in teaching English in the PIBA or other similar programs both as primary and secondary materials. The need inventory can be used as the basis for improving the PIBA programs. Additionally, the use of literature can inspire other educators and material designers that literature is exceptionally potential for ELT purposes. However, the limitation of this study lies in its evaluation which is restricted to the pre-use evaluation only.

Keywords: materials development, CALL materials, literature.

ABSTRAK

Ummu Rofikah. 2022. *Pengembangan Materi CALL Terintegrasi Karya Sastra untuk Program Intensive Bahasa Asing di UIN Alauddin Makassar.* (Dibimbing oleh **Burhanuddin Arafah** dan **Andi Kaharuddin**).

Penelitian ini bertujuan untuk mengembangkan prototipe bahan ajar yang kompatibel dengan pembelajaran Bahasa Inggris daring pada Program Intensif Bahasa Asing (PIBA) di Universitas Islam Negeri Alauddin Makassar, yaitu materi Pembelajaran Bahasa Berbantuan Komputer (*CALL*) terintegrasi karya sastra.

Penelitian Pengembangan ini menggunakan model IDOL. 73 responden terlibat, termasuk 53 mahasiswa, 10 dosen, dan 10 alumni. Tanggapan mereka diperoleh dengan menggunakan kuesioner analisis kebutuhan, wawancara, dan daftar periksa evaluasi. Data statistik diolah dengan analisis frekuensi sedangkan data kualitatif dianalisis dengan metode kondensasi data, penyajian data, dan penarikan kesimpulan.

Studi ini menghasilkan tiga bentuk temuan yaitu, inventaris kebutuhan (informasi tentang kebutuhan siswa dalam belajar bahasa Inggris di platform daring), silabus untuk pembelajaran daring, dan prototipe materi *CALL* terintegrasi karya sastra. Silabus dan prototipe materi yang dikembangkan dapat digunakan dalam pengajaran bahasa Inggris di PIBA atau program serupa lainnya baik sebagai materi dasar maupun sekunder. Inventaris kebutuhan dapat digunakan sebagai dasar untuk meningkatkan program PIBA. Selain itu, penggunaan karya sastra dapat menginspirasi pendidik dan perancang materi lainnya bahwa karya sastra sangat potensial untuk tujuan pengajaran bahasa Inggris. Namun keterbatasan penelitian ini terletak pada evaluasinya yang dibatasi pada evaluasi pra-penggunaan saja.

Kata Kunci: pengembangan materi, materi *CALL*, karya sastra.

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CHAPTER I

INTRODUCTION

A. Background

Indonesian higher education pays special attention to English language mastery. Nationally, the inclusion of English in the higher education curriculum is regulated in Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning the National Standards of Education article 9 paragraph (2). However, as regulated in the standard of content 2010, the compulsory English subject only weighs two credits. Considering the time needed to acquire a foreign language, these two credits seem to be insufficient to answer the demand of learning English to achieve communicative competence. Therefore, several universities in their internal policies independently set additional English credits and programs to supplement their students with a denser English foundation.

As an instance, Alauddin State Islamic University Makassar in their internal policy called Education Guidelines (2019) regulates that this university also held additional education programs based on their need, including a language program called *Pelatihan Intensif Bahasa Asing* (Intensive Foreign Language Program, hereinafter referred to as "PIBA"). This additional program is obliged to all students, particularly in their first year of study.

As PIBA is a big program given to all students in this university, the teaching materials play a central role in determining its quality. Materials in nature represent “the visible heart of any ELT program” (Sheldon, 1988: 237). In 2020, in the middle of the COVID-19 pandemic, thousands copies of PIBA printed materials provided by Ma’had Al-Jami’ah, the internal organization responsible for this program, were distributed to all freshmen and lecturers. It was a big decision to distribute that great number of copies considering the fact that this material was developed under no research and development study. Consequently, it risks several things such as material inappropriateness, ignorance of students’ needs, material ineffectiveness, and even cost risk.

A preliminary study in the form of material evaluation was conducted on 22 April 2021 to evaluate the material suitability of PIBA printed material. The questionnaire was designed based on the criteria of material evaluation by McDonough, Shaw, and Masuhara (2013). Eleven PIBA English lecturers who had used the material participated in the study shared their evaluation of PIBA printed material. The external and internal factors of PIBA printed material were evaluated. In the external evaluation, it is found that the layout and presentation of the materials were arranged with a lack of clarity (81.8% responses). In the internal evaluation, the responses reveal that the skills presentation in the material was unsuitably provided (63.3% responses), and the material was developed with a lack

of considerations in context and need (72.7% responses). Regarding the gradation and sequencing of the materials, 72.7% of the lecturers opted 'less appropriate', and 18.2% selected 'not appropriate', while only 9.1% selected 'appropriate enough'. In terms of speaking materials, 90.9% of respondents discerned that PIBA printed materials were developed using unnatural fabricated dialogs.

Furthermore, in the micro evaluation, it was revealed that PIBA printed materials mostly could not accommodate students with different learning styles. In this regard, 63.6% of respondents perceived it was 'less appropriate', and 27.3% of respondents discerned that it was 'not appropriate', while only 1 respondent choose 'fair'. This evaluation also reveals that the lecturers themselves seemed uninterested and unmotivated to use the materials in their teaching. It is reflected from 81.8% teacher respondents opting 'less motivated and interested', and 18.2% choosing 'not motivated and interested', showing a logical answer why in the very first part of this evaluation study, 90.9% of them stated that they only use these materials as supplementary materials rather than the main one. In sum, several problems were found within the material both from macro and micro evaluation.

Another gap in PIBA printed materials lied in its incoherence with the demands of online learning during the Covid-19 pandemic. The printed material was incompatible with the specific characteristic of online learning

where interactions and communication occur virtually. Online learning requires digitally accessible materials, so the geographical barrier will not matter. But, the PIBA materials were printed. It was ineffective in cost, time, and effort to physically distribute the printed materials to all students who were mostly in their hometowns. Consequently, based on the information gathered from the preliminary study, almost all lecturers reported that there were still some of their students who had not received their module yet due to the geographical barrier in the distribution process. Someone should have been left behind due to this.

Moreover, another profound problem associated with the printed material is its incongruity with the media used for online learning. In virtual learning, the material should be able to keep up with the different dimensions, features, communication models, and other aspects that the online platforms offer. The existing printed material was considered ineffective in virtual material presentation. It was limited in exploration as it only harnessed texts and very few pictures, and it applied a traditional set of assessments. Meanwhile, several aspects should be considered in the teaching material that is delivered online such as the suitability, effectiveness, attractiveness, multimodality, and richness of the materials. These aspects hardly could be found in the PIBA printed materials if it was to be used in online learning. We can describe this situation with one word: **incompatible**.

The result of the preliminary study shows that the students and lecturers prefer materials that harness multimedia use (integrating texts, pictures, audio, and video). A well-developed material accessible online is needed in the program to allow technology-enhanced materials presentation, effective assessment system, effective feedback-giving, and more interactive teaching and learning activities.

Several studies have provided ample evidence of how computer technology has aided language pedagogy. Since the beginning of the Computer-Assisted Language Learning (hereinafter referred to as "CALL") in the 1960s (Sanders, 1995; and Levy, 1997) until now, the expanding interest on the potential of technology in language teaching and learning has led to the growing body of research and literature in the field CALL, serving as a stronger basis on the use of technology for language teaching and learning purposes.

A considerable amount of research has indicated the positive outcomes of using technology in teaching and learning (Bhagat et al., 2016; Tan et al., 2010). For instance, CALL materials which encompass tasks, software, courseware, websites, online courses, programs and learning environments to create "a sense of continuity between CALL and language teaching more generally... especially in relation to language-learning materials design and development" (Levy and Stockwell's, 2006: 3) have grown so much and its use become more normalized in the

language learning purpose (see Thomas, Reinders, & Warschauer, 2013). However, the use of technology in language learning and teaching is not determined by the technology per se, but by the user and the pedagogical principle underlying it. Technology is simply the vehicle, while the user and the teaching principles behind it are the heart of the successful online teaching.

In a study by Nugroho et al. (2020), it was revealed that students and lecturers are facing several challenges during online learning such as lack of students' motivation and engagement, and time-consuming to prepare online learning during this pandemic. In the context of PIBA, similar challenges were also encountered. This situation led to the need of the provision of well-developed materials accessible online that has the potential to teach English effectively and to provoke students' motivation and social presence within the learning process.

Concerning the need for motivation-provoking materials, literature potentially serves as an engaging and motivating English teaching resource. Literature is actually very close with human life experience as the history shows that human communication had been done using stories such as the oral traditions of tales, myths, and legends (Ghosn, 2002: 173). In relation to L2 learning, the inclusion of literature in ELT materials provides a close-up view of humans' life experiences which can be universally related by students, allowing them to imagine, personalize, and

emotionally engage with the text (Arafah et al., 2021). Incorporating literature in ELT practices means bringing the language with the richness of its culture and tradition into the classrooms, allowing students to both internalize English language skills and sharpen their cultural sensitivity in the same time. Literature also comes up in numerous interesting genres and subject matters (Duff and Maley, 2007), offering us various options to use in developing ELT materials based on students' interests. Thus, literature is considered potential in maintaining students' motivation and interest during L2 learning.

In short, from the given elucidation, there were two problems identified here i.e., firstly, the absence of the proper materials that can answer the need of the students in online learning in the PIBA program, and secondly the students' learning motivation problem. Therefore, considering the valuable merits hold by CALL materials and literature, this study aimed to fuse these two outstanding potentials in one promising project – the development of the prototype of literature-integrated CALL materials for the PIBA program.

Derewianka (2014) indicated that there is still insufficient research in the area of electronic material development. She stated that research related to CALL materials is more often about student attitudes towards using computers, their motivation, their self-confidence, and interaction around the computer than related to the design of materials.

The developed product of this research is expected to contribute to the effective technology-enhanced language teaching and learning in the PIBA program that can be harnessed both for the main material and supplementary material according to the needs. Moreover, the yielding product can be used for several teaching purposes in multiple conditions such as online learning, blended learning, or flipped classroom, allowing a wider range of use in the context of ELT.

B. Research Questions

Based on the elucidation in the background, the core problem is the development of the literature-integrated CALL materials that meet the students' needs and the context in the PIBA program. Two research questions had guided this study, namely:

1. Based on the perspectives of students, lecturers, and graduates, what were the students' needs in learning English via online learning?
2. How to develop the prototype of literature-integrated CALL materials for the PIBA Program at Alauddin State Islamic University Makassar?

C. Research Objectives

This study aimed at developing the prototype of the literature-integrated CALL materials for the PIBA program at Alauddin State Islamic University Makassar. The specific objectives of this study were:

1. To analyze the students' needs in learning English via online learning based on the perspectives of students, lecturers, and graduates.
2. To develop a well-designed prototype of literature-integrated CALL materials for the PIBA program at Alauddin State Islamic University Makassar.

D. Research Significance

1. Theoretical Significance

Theoretically, this study applied three major approaches i.e., the approach of material development, computer-assisted language learning (CALL), and literature. The materials development also encompasses some underlying important theories such as the Second Language Acquisition, and language pedagogy. Several preceding studies and theories were harnessed in the development process of the literature-integrated CALL materials to ensure the effective exploitation of literature and technology in teaching English as a foreign language. Therefore, the result of this research is expected to be theoretically contributive at enriching and illuminating the knowledge and insight regarding the development of literature-integrated CALL material which today remains under-researched. Additionally, it is expected to be a clear portrayal of the application of IDOL Model in the practical undertaking of material development (Arafah, et al., 2021).

2. Practical Significance

Practically, this research is expected to be advantageous for several intended parties i.e., the students, lecturers, and the PIBA Program of Alauddin State Islamic University Makassar.

Firstly, for students, the yielded product of this study is aimed to be significantly contributive in aiding their online language learning based on their needs and interests. Several studies have argued that the inclusion of literature in EFL classrooms has been proven fruitful in multiple aspects such as enhancing students' motivation, involvement, engagement, critical thinking, imagination, and so on (Maley, 1990, Gilroy and Parkinson, 1997; Simpson, 1997; Fatma and Ajam, 2020; Keshavarzi, 2012; Mourao, 2009; Ferradas in Britlit 2009; Obediat, 1997). Thus, the developed prototype of literature-integrated CALL materials is expected to bring those merits for the students. Moreover, being developed digitally in which it is accessible for all members of the classroom anywhere and anytime, this material allows students to learn English more flexibly and independently. In this way, students' self-regulated learning and active participation are stimulated. Moreover, to challenge the existing literature-integrated CALL materials spreading on the internet, the developed prototype in this study was developed based on the needs analysis of the students in the PIBA

program so that it is aimed to accommodate the local and specific needs of the students in this particular program.

The second is the practical significances for the lecturers. The developed prototype in this research is aimed to be one of the teaching resources that can be used in teaching English in the PIBA program. The developed CALL materials can be either the primary material or the supplementary material harnessed in several teaching contexts such as online learning and blended learning. As the findings of this study are multiple – need inventory, syllabus, lesson plan, literature-integrated CALL materials – the yielding information and prototype can be utilized in several ways. The information of students' needs can be used by the lecturers in adjusting the course material in teaching their students. It can help lecturers to better understand the voices of their students associated with the learning. Moreover, the use of the WordPress website as the media of the material development is aimed to facilitate effective instruction, online access, easy hyperlink, and interesting online learning environment for the students in learning English.

Since this study was carried out by employing one of the materials development models namely IDOL Model (Arafah et al., 2021), and showed how the theoretical elucidation in this model is turned into the real application, it can be beneficial for the lecturers or educators who are interested in their own materials using IDOL Model as their guidance.

Lecturers and teachers are expected to have the ability to develop appropriate materials that consider students' needs since they are the closest persons to their students who should know them best. Therefore, the task to compile materials should not be given to outside parties e.g., the business industries that craft the "one size fits all" materials to accommodate the differing and local needs of varying students from varying contexts. Tomlinson (2014) agreed that material development is critically essential for the educator since it contributes to teachers' growth, critical thinking, creativity, awareness of the importance of audience and context, motivation, and inner satisfaction.

Thirdly, for the Intensive Foreign Language Program of Alauddin State Islamic University Makassar, the findings of this study are of utmost importance due to several reasons. First, in response to the absence of any digitally accessible material provided by this program during the Covid-19 pandemic, this study provides a suggested literature-integrated CALL materials that can be digitally accessed for online classes in this program. Second, this literature-integrated CALL materials is expected to help complete the existing material. The existing material in the PIBA program was available printed only and was constructed by using a structuralism approach in which grammar took a dominant position, while the one developed in this study was developed on a website basis and promote topical framework sources from literary texts, allowing students to

develop English skills from authentic sources while appreciating literary works, without being restricted by the geographical barriers. The developed materials are accessible online to answer the challenge of the 5.0 era in which the ability to use active English in communication and the ability to operate technology are highly required.

E. Definition and Terms

1. Develop

In the context of this study, the term “develop” means an action of elaborating, escalating, and upgrading the effectiveness and efficiency of an existing product/program by carrying out a sequence of methodologies that will result in the form of a new product/program aiming at fulfilling the needs and expectations of the targeted participants.

2. Literature-integrated CALL materials

Firstly, we need to clarify the definition of literature, and CALL materials before we come to a definition of the integration of the two elements. In its broadest sense, literature can be defined as any written work. However, here we restrict literature as “a written piece of work containing aesthetic merits produced by authors for communication purposes” (Arafah et al, 2021).

Levy and Stockwell’s (2006) stated that CALL materials include tasks, software, courseware, websites, online courses, programs and

learning environments to create “a sense of continuity between CALL and language teaching more generally... especially in relation to language-learning materials design and development” (p. 3). Using this approach, we can subsume everything from tasks as the starting point for materials development to online learning environments in which tasks are carried out under the ‘materials umbrella’ (Hauck and Warnecke, 2013).

According to Warschauer (1996) and Warschauer and Healey (1998), we are now in the integrative CALL period in which the language teaching and learning is characterized by the advent of two important innovations namely internet and multimedia. Among the most used technology for pedagogical purposes today, website has a flourishing popularity. Thus, the present study harnessed the potential of website built with WordPress in developing the literature-integrated ELT materials for learners in PIBA program at Alauddin State Islamic University.

Therefore, literature-integrated CALL materials in this study are the materials that integrate literary works for the purpose of teaching English using the technology of internet and multimedia on the website basis.

3. Foreign Language Intensive Training Program

Intensive Foreign Language Program (Program Intensif Bahasa Asing hereinafter referred to as PIBA) is a two-semester supplementary language program consisting of English and Arabic courses for all freshmen in Alauddin State Islamic University Makassar. This program is

additional, but compulsory. It is under the responsibility of Ma'had Al Jami'ah in Character Building Program Building at Alauddin State Islamic University Makassar. The goal of this program is to equip students of UIN Alauddin with communication skills in two important international languages: English and Arabic. The language that becomes the focus of the present study is English.

F. Research Scope

This research aimed at developing literature-integrated CALL materials for the English course in the PIBA program at Alauddin State Islamic University Makassar. Thus, this study aimed at filling the gap of the availability of the appropriate materials that meet the students' local needs in the online learning environment in the PIBA program.

In regards to the chosen literary works in this material, they were determined by considering the level of proficiency of the students. According to McRae (1994), literature falls in two categories namely literature with a capital 'L' (Literature) and literature with a small 'l' (literature). Literature with capital 'L' refers to the types of classical texts, while literature with a small 'l' may be understood as popular fictions, novels, short stories, plays, fables, song lyrics, etc. Literature with small 'l' is suggested for beginner and pre-intermediate learners since the language of literature with small l (such as poems, short stories, plays) is considered simpler (Hişmanoğlu, 2005). Thus, considering the level of

proficiency of the students in this study which mainly are still beginners and pre-intermediate, the literary works used in this study were literature with small 'l'.

In the subject of CALL materials, Derewianka (2014) uses the term 'electronic material' to refer to CALL materials which is defined as the material that has been digitally processed so that the user is able to access it through a single source, usually a computer. According to her, there are three interrelated dimensions in electronic materials i.e., hypermedia, multimedia, and communication media. Hypermedia (originally 'hypertext') refers to the capacity to make links between 'bits' of information. Multimedia may be defined as material that can include a variety of media such as static text, animated text, sound, voice, still graphics (photos, illustrations, diagrams, icons, maps, etc.), animated graphics, and video that can be combined in various ways. Communication media can take several forms such as e-mail, bulletin boards, discussion lists, chat rooms, and video conferencing, allowing one-to-one basis, one-to-many or many-to-many interactions and can take place in real-time (synchronous) or with a delay (asynchronous) (Derewianka, 2014).

This study integrated the three dimensions in developing the materials based on the need of the students. WordPress was used as the Content Management System (CMS). Canva was used in developing

grammar explanation videos. Anchor was used to record the audio of the story. Quizziz was used to develop vocabulary and grammar quiz. WhatsApp group was used as the communication media for the class update. Hypermedia was used to link the CMS WordPress web page with other sources such as Canva, Spotify (where the audios made in Anchor were published), Quizziz, and a google drive (where the group activities and other files in PDF format were uploaded). Google Meet was instructed to use for conducting a video conference meeting for the students' group presentation and discussion.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Studies

A large and growing body of literature has contributed in examining both the inclusion of literature and digital learning material in ELT. Therefore, the works of a number of experts related to those issues are presented here to provide a solid base of evidences, strengthening the rationale of conducting this research.

1. Some Studies in Literature's inclusion in ELT

On the subject of literature's integration in ELT, several studies have been done and established a solid base theoretically and practically in terms of using literature in teaching English. To record the current development of literature in ELT use, Hall (2015) previewed some major ongoing development of the inclusion of literature in English Language Teaching. In this survey, Hall displayed several studies that has been done related to the growing use and popularity of literature in English classrooms and several institutions worldwide. Literature texts have been exploited to teach creative writing by the pedagogical stylisticians due to its practical function as a model text to show how authors creatively craft their notions within written literary texts. Besides, in the growth of ESL and EFL reading circles, this survey also portrayed several studies that reveal literature's important roles in this area. It can be used in the form of

multimodal texts and can follow the developments of technologies. Hall also provided a long list of professional interest groups working on incorporating literature to English classrooms such as British Council's BritLit Project, IATEFL Literature, Media and Cultural Studies Group, and Global Issues Group. British Council's BritLit Project website provides literature-integrated ELT resources downloaded by 150,000 visitors around the world each month, indicating a massive interest in the potential of literature for ELT. In short, this study recorded the ever-growing interest and the evolving body of literature in this area, evidencing the potential of literature in EFL that can no more be ignored.

Looking back to the history of literature's trajectory in English Language Teaching, a great ignorance and neglect were thrown to literature by several language practitioners worldwide, questioning what this complex work can do for language teaching, specifically for second language teaching. Reacting to this history which also occurred in Japan, Takahashi (2015) explored the reasons behind the exclusion of literary materials in the L2/EFL classrooms in Japan that accelerated around the 1980s. Takahashi argued that the overall objectives of English teaching in Japan were to develop students' communication abilities in English. This study described how English materials that are closely related to daily life are frequently used, whereas literary materials are mostly marginalized from Japanese English teaching. Takahashi asserted that literary works

are authentic materials and are beneficial to improving L2/EFL learners' communicative competence in English based on several studies conducted by other experts. The situation of English teaching in Japan portrayed in this study in some extent has some similarities with what is happening in Indonesia. The use of literature-integrated material in Indonesia is also not so popular and has not been explored to its maximal potential in English teaching.

When literature started to gain attention for its amusing and entertainment potential in teaching English language, typical assumption that occur was that it is only appropriate to teach young learners, but irrelevant for adult students. In response to this, Lazar (2015) explores the ways in which post-modernist picture books can be employed in L2 English education both for children and adult learners. Post-modernist picture books in English have been characterized as children's books with pictures that subvert literary conventions, manifest complex intertextuality and communicate multiple meanings leading to open-ended interpretations. This paper argued that such picture books, including those by Anthony Browne, Shaun Tan and Mimi Grey, while apparently targeted at children, also provide a rich resource for developing language and cultural awareness, interpretive strategies and creativity for both teenage and adult learners of English at high school and at university.

In literature's potential to bridge students' language acquisition, Saito (2015) proposed that EFL and L2 teachers should approach students in the way their L1 education was addressed. In Japan, L1 education is closely related to the roles of L1 literature. Japanese L1 education has treated literature as a key teaching material. Looking at the similar potential that the L2 literature can bring to L2 teaching and learning, this study shows how to teach English as L2 using literature in multiple ways, adapting the principles and practices of teaching L1 using Japanese literature.

In relation to this, Nasu (2015) examines the role of literature in foreign language acquisition by engaging in a qualitative analysis and by investigating the learning trajectories of the successful foreign language learners who used literature as their main learning sources. The successful learners of English, Chinese and Japanese were interviewed and it was found that their advanced foreign language proficiency was inseparable from the role of literature in their language learning process.

Additionally, literature from the L1 heritage also can be used to aid the L2 learning. Sakamoto (2015) then explores the role of literature in the learner's first language as a way to encourage them to communicate in a second language. In this case study, Japanese university students were asked to translate traditional Japanese short poems into English. The students' responses to the questionnaires showed that this activity could

trigger their production of creative expressions in English, provide a meaningful communication opportunity with English speakers, and raise language awareness in both L1 and L2. The study thus suggests the potential of using the L1 heritage in the L2 classroom. Even though the present study will not develop literature-integrated material from L1 heritage, but Sakamoto's work adds up to the existing body of literature regarding the rich potential that can be utilized when integrating literature in EFL/ESL classes.

In the practical undertaking, Kuze's work (2015) explored the potential of the use of literature in English teaching in the context of university students. Implementing qualitative analysis, the Japanese EFL students' literature-integrated writings, and their perceptions and attitudes regarding the integration of literature in their English class were recorded and analyzed. This study reported practical evidence that literature is a powerful teaching resource that provides the opportunity for EFL students to sharpen their creative writing skills, active reading skills, and interpretation skills that involve critical thinking in a foreign language.

In the level of English sentence structure teaching, Ishihara and Ono (2015) evidenced how the students sentence recognition is affected by the text types and task types used in the learning process. With a focus on literary reading in the EFL context, the novice and pre-intermediate students involved in this study indicated that those who were assigned to

read literary texts perform better in recognizing paraphrased sentences. This study result challenged the ungrounded assumption that literary works cannot perform well for the purpose of teaching the surface structure of a language for its complex linguistic compositions. In fact, literary works come in various genres and differing level of difficulties, allowing a wide range of combination and flexible choices of integration in the purpose of ELT.

Furthermore, several studies have echoed the promising power of literature in sharpening students' critical and reflective thinking skills (e.g. Mourao, 2009; Keshavarzi, 2012; Fatma and Ajam, 2020; Ferradas in BritLit, 2009). Unfortunately, the ungrounded and doubtful voices over literature's potential are heard louder and result in the marginalization of literature in EFL/ESL classrooms. Many teachers, curriculum designers, and materials developers fail to see the hidden gem in the literature that can help shed light on English language teaching. It is counterproductive to find educational practitioners arguing that critical and reflective thinking is important for students, but at the same time, they ignore the nature of these skills that should be honed through the reflections on one's own thinking process (Sugimura, 2015) which can be facilitated by the literature. Literature is rich in metaphor, simile, allusion, and ambiguity, and these are the elements that potentially cultivate critical perspective and linguistic competence during perusing the pages of the thought-

provoking literary works (Obediat, 1997). This valuable work of art is worth giving a greater space in the realm of English language teaching.

An interesting case study carried out by Lambrou (2015) involved some students on a postgraduate English language teaching (ELT) programme who were previously unfamiliar with literature's inclusion in ELT to explore teaching using literature through pedagogical stylistics. The students were presented with a range of linguistic terms for the description and analysis of literary language and were required to develop teaching materials and present a mini-lesson based on a literary text. These activities encouraged the students to engage critically with pedagogical stylistics and teaching language through literature and, in so doing, develop their own linguistic competence and confidence in their transition from learners to teachers. In sum, this study strengthens the basis to develop literature-integrated material for teaching English.

Examining the literature's role when integrated with the advancement of education technology, Oku (2015) examined the difference between reading using digital text and reading using printed materials in the Japanese students' context. Challenging the existing findings associated to digital reading stating that it is found less effective in several facets, Oku's research revealed a surprisingly different finding that the students perform almost equally good in both printed and digital reading. Moreover, it is concluded that in the EFL classroom, young

Japanese readers are likely to overcome the cognitive load, the legibility of digital texts. They are growing accustomed to using digital appliances, so they can modify their reading strategies. Therefore, this study supports the other study done by Coughian (2013) that the reading habits of almost 35,000 eight- to sixteen-year-olds in the UK, high levels of access to mobile phones, computers and tablets now means that reading is an activity more likely to be conducted on screen than on the printed page. Not only British but also Japanese students are becoming 'digital natives', and they are learning how to deal with the additional cognitive load involved in digital reading. However, more studies are needed to investigate this issue in more various settings to complete the body of literature in this issue.

Ultimately, one of the most similar studies in the field of developing literature-integrated digital ELT material is the work of Seargeant and Chapman (2018) that explored the use of Shakespeare's life and works to teach English in the digital age. This study reviewed the design, production, and dissemination of literature-integrated digital teaching materials and in doing so discussed how points of language, issues of historical culture, and insights into modern usage can all be addressed in ways that are both entertaining and instructional by reference to Shakespeare's life and works. Additionally, it considers how the harnessing of the transmedia affordances of digital communication can

create a broad, interactive experience for students, thus mixing the traditional with the cutting-edge in English language pedagogy. However, Seargeant and Chapman's study (2018) was not carried out based on an ideal developmental phase and did not follow any specific model. It missed need analysis phase which is actually central in determining the content of the material for the target audience. They developed 20 animation lessons containing Shakespeare specific learning materials without designing the story boards and syllabus. Consequently, the clarity regarding the selection and gradation of contents in this study remained opaque. Based on Krashen's theory, it is important to measure careful selection and gradation of content using $i+1$ (input plus one) principle meaning that every new material should add one level of higher difficulties to lead students toward a measurable development and to ensure that the materials do not go too far from the reach of the students. In terms of the targeted participant of this material, they intended it for the general English learners in Europe at approximately B1 level (in the Common European Framework of Reference for Languages) and above. Due to the wide coverage of the targeted audiences, it blurs where Seargeant and Chapman attain information about the needs of the participant as no need analysis was conducted in this study, leading to the development of material solely based on the assumptions of the authors alone. It risks to be less functional and practical, considering the possible differing needs of

the great number of the targeted participants. Finally, most importantly, this study missed one of the most vital parts in material development: evaluation. In the end of this study, they did not provide any evidence of how effective these materials were and how well the transmedia approach that they applied in this material development worked.

2. Some Studies about CALL Materials

Several studies have provided ample evidence of how computer technology has aided language pedagogy. Since the beginning of computer-assisted language learning (CALL) in the 1960s (Sanders, 1995; and Levy, 1997) until now, the expanding interest on the potential of technology in language teaching and learning has led to the growing body of research and literature in the field CALL, serving as a stronger basis on the use of technology for language teaching and learning purposes.

As identified by Warschauer (1996) and Warschauer and Healey (1998) according to their underlying pedagogical and methodological approaches, now we have entered the third phase of CALL period called integrative CALL in which the language teaching and learning is characterized by the advent of two important innovations namely internet and multimedia. Among the most used technology for pedagogical purposes today, website has a flourishing popularity. Thus, the present study harnessed the potential of website built with WordPress in

developing the literature-integrated ELT materials for learners in PIBA program at Alauddin State Islamic University.

Several studies have been done on the use of website in language learning purpose. Ozek, Kesli, Kocoglu (2009) investigated the attitudes and expectations of English language teachers in Turkey about the use of web-based learning program in their professional development. Participated by 13 students, this study indicated that most of the participants had positive beliefs about and attitudes towards participating to the e-ELT program and their professional development.

WordPress, the most popularly used content management system dominating the internet today, powering 42.9% of total websites in 2021 (Web Technology Surveys, 2021) is also used as the basis of CALL materials development in the present study. Its features and usability in language teaching purposes have been examined by several studies (such as Krouska, Troussas, & Virvou, 2017; Rachmawati, Hikmah, & Suherlan, 2019; Atikhom, 2016).

Atikhom (2016) proposed a WordPress-based Academic Writing (WAW) instructional model that serves as a guiding conceptual framework for developing online meaning-driven lessons (thereafter WAW lessons) to advance undergraduate students' academic writing skills. Yen and Halili (2015) explored the use of WordPress in a literature lesson based on ASSURE Model and refuted the claim that literature is too abstract,

complex, and 'dry' subject for students. Nevertheless, given the proper guidance and conducive platform, students' literature response can be highly enhanced; the act of blogging can cater to such needs. Additionally, Nur and Afidah (2019) also conducted study on developing an interactive learning media based on website for English subject for material report text and analytical exposition text, and found that the website media was valid after evaluated by three experts.

3. The Novelty Brought by the Present Research

Despite the fact that more and more education practitioners and researchers put special attention to this area and add their fruit of thoughts and works to the growing body of literature, there is still a paucity in linking the technology-enhanced teaching and the potential of literature in ELT purposes. Therefore, this study fills the gap by developing literature-integrated CALL materials for the foreign language intensive program in Alauddin State Islamic University Makassar. Several merits are seen if these two potentials are integrated in a single project. The saving graces of literature as authentic material that holds linguistic, cultural, and amusement aspects have been integrated in the web-based materials, allowing the exploration using sounds, pictures, and videos with several types of communication and interaction. Literature-integrated CALL material is a full package containing the efficiency of technology-enhanced learning and the entertainment aspect which is very important to maintain

students' motivation and self-regulation, the very needed traits that the students need in an online learning.

B. Theoretical Background

1. Literature in ELT

a. The Definition of Literature

To define literature, many experts have tried to give the characteristics of what can be called literature. Basnet & Mounfold (1993) states that literature is documents of a country or countries that have a dimension of culture. Wellek and Warren (1963: 22) characterize it as imaginative art. Emphasizing the role of literature, Hall (2005) sees literature as not only a linguistic artifact but also as an act of communication using texts. Similarly, Arafah et al (2021) define literature as “a written piece of work containing aesthetic merits produced by authors for communication purpose”. Literature is an art in the form of written texts (Eagleton, 1983) which provides entertainment, information, education, and excitement to its audience (Onuekwusi, J.A., 2013). Despite the varying definitions, in its broadest sense, literature can be understood as any written work.

b. The Potentials of Literature in ELT

Among several experts proposing literature inclusion in English classrooms, Collie and Slater (1987) highlight three important characteristics of literature that allow language acquisition i.e., it is an

authentic material, it allows personal engagement, and it enriches learner's cultural and language understanding. These multiple dimensions that literature can offer may generate a comprehensive and engaging language learning experience involving several aspects all at once. Furthermore, the use of literature in ELT classrooms is regarded beneficial to promote communicative competence in English as it provides the portrayal of authentic language use in various social contexts (Keshavarzi, 2012; Takahashi, 2015).

Concerning the need for motivation-provoking materials, literature potentially serves as an engaging and motivating English teaching resource. Literature is actually very close with human life experience as the history shows that human communication had been done using stories such as the oral traditions of tales, myths, and legends (Ghosn, 2002: 173). In relation to L2 learning, the inclusion of literature in ELT materials provides a close-up view of humans' life experiences which can be universally related by students, allowing them to imagine, personalize, and emotionally engage with the text (Arafah et al., 2021). Incorporating literature in ELT practices means bringing the language with the richness of its culture and tradition into the classrooms, allowing students to both internalize English language skills and sharpen their cultural sensitivity in the same time. Literature also comes up in numerous interesting genres and subject matters (Duff and Maley, 2007), offering us various options to

use in developing ELT materials based on students' interests. Thus, literature is considered potential in maintaining students' motivation and interest during L2 learning.

c. Some Principles in Integrating Literature in ELT

In exploiting literature for the purpose of ELT, McRae (1994) distinguishes literature in two categories i.e. literature with a capital 'L' (Literature) and literature with a small 'l' (literature). Literature with capital 'L' refers to the types of classical texts such as the works of Charles Dicken, William Shakespeare, Edmund Spencer, and so on, while literature with a small 'l' may be understood as popular fictions, novels, short stories, plays, fables, song lyrics, etc. In ELT context, Arafah, B. (2018) suggests the use of both literatures with capital 'L' and small 'l' written by differing authors from various cultural backgrounds. The selection of literary text for ELT purposes should conform students' need and language proficiency. Considering the level of text complexity, it is suggested to use literature with small 'l' for beginner and pre-intermediate learners since the language of literature with small l (such as poems, short stories, plays) is considered simpler (see Hişmanoğlu, 2005). On the other hand, literature with capital 'L' is suggested to be used in teaching high intermediate and advanced students by considering its high structural complexity and frequent grammatical deviation which possibly cause linguistic difficulty (see Edmondson, 1997).

Integrating literature in ELT refers to the process of bringing literature into English classrooms and exploiting it as an integral resource in English teaching purposes. One way to integrate literature in English classrooms is through designing literature-integrated ELT materials. ELT Materials may be defined as all forms of helpful instrument such as linguistic, visual, or audio products that can facilitate English learning in any way i.e., providing English language exposure, giving guidance to English language use, etc. Therefore, literature-integrated ELT material is a material that is developed from literary works for the purpose of teaching English based on students' needs.

In this regard, Duff and Maley (2007) suggest to consider four essential points prior to bringing literature to the ELT classrooms i.e. text selections (selecting the most appropriate text based on learners' needs and interests), linguistic difficulties (selecting the most relevant text that suits learners' level of language proficiency), length (selecting text based on the time allotment), cultural difficulty (selecting text that shares culture to urge learner's self-involvement as cultural beings), and cultural appropriateness (selecting text that facilitate learners' language development).

d. The Genre of Literature

On this subject, Drucker. H. (n.d.) proposes five genres of literature that can be exploited in the ELT context which are Poetry, Prose, Drama,

Non-fiction, and Media. Further explanations regarding these literary genres are provided below:

a. Drama

Drama can be defined as “a wide range of texts written to be performed orally in front of audiences which could be presented in various forms such as role-playing, story-telling, dialogues, and so on” (Arafah et al, 2021). Drama has been brought into language classrooms since 1950s (Zafeiriadou, 2009). Among the most taught play is in English classrooms is ‘Romeo and Juliet’ by Shakespeare.

b. Poetry

Arafah (2021) states that “any text written to be performed by declamation or recitation with some sort of rhythm and style can be called poetry”. Its content-rich reading material, creative language use, potential to teach vocabulary in context, pronunciation, rhythm, and stress have brought poetry into the attention of education practitioners to make use the most effective of it (Dorri et.al, 2012). Poems as a type of poetry are usually written imaginatively and organized in particular patterns and rhythms containing fragments, phrases, and the use of high metaphors. Among the most taught poems in EFL purposes are ‘The Raven’ by Allan Poe (Arafah et al, 2021). However, for some of the poems are written in old English and complicated structures, Tomlinson (1986) suggests carefully selecting the poems for EFL materials and using them as the

stimulus of the English learning rather than as a model of language emulation. In this way, the students can enjoy learning language using poems moreover if they are helped to interpret and respond to poems globally and imaginatively.

c. Prose

Arafah et al (2021) define prose as “any kind of literary text having characters drawing a particular plot or story line written in paragraphs with complete sentences”. Prose comes in numerous varieties including novels, short stories, comic /books, diaries, letters, folktales, fantasies, mysteries, and so on (Arafah et al, 2021). As short stories and novels are available in various genres, lengths, and level of language difficulties, they can be flexibly selected and graded according to theme, diction and lexis, and gripping story lines (Baby, 2012). An effective adaptation of prose in ELT materials will pave the way to interesting and meaningful language learning (Arafah et al, 2021).

d. Non-fiction

As noted by Arafah et al (2021), non-fiction may be understood as “any text written with creativity that serves not only stories or information, but also education on particular issues, phenomena, or, ideas”. Non-fictions come in various types including autobiographies, personal essays, histories, scientific papers, newspaper, travel books, literary criticism, etc.

e. Media

With the advent of technology, there is a revolution in terms of how literature is delivered. The advent of technology has made it possible to produce state-of-the-art literature which is not restricted to a written text only, such as movies and films, billboard, websites, commercials, and radio programs. Media literature poses several functions for educating, entertaining, persuading, as well as advertising purposes.

Effective exploitation of these genres of literature for the purpose of English language teaching requires teachers to be aware about some aspects including the students' needs, preferences, prior knowledge and language proficiency prior to determining the genre, length, and level of difficulty of the text. Besides, it is important to ensure the accessibility of the literary works for the language learning purposes. At this point, the input phase (need analysis) of the whole development process of the literature-integrated materials in this study will play significantly vital role in revealing the required details for developing appropriate materials that fit the students' needs (Arafah et al, 2021). Integrating literature in ELT materials may be carried out in some manners such as adopting the original version or adapting the simplified one with varying task difficulties.

2. CALL Materials

In Levy and Stockwell's (2006) seminal volume *CALL Dimensions*, the term CALL materials encompasses tasks, software, courseware,

websites, online courses, programs and learning environments to create 'a sense of continuity between CALL and language teaching more generally... especially in relation to language-learning materials design and development' (p. 3). This approach allows us to subsume everything from tasks as the starting point for materials development to online learning environments in which tasks are carried out under the 'materials umbrella' (Hauck and Warnecke, 2013).

As identified by Warschauer (1996) and Warschauer and Healey (1998) according to their underlying pedagogical and methodological approaches, now we have entered the third phase of CALL period called integrative CALL in which the language teaching and learning is characterized by the advent of two important innovations namely internet and multimedia. Among the most used technology for pedagogical purposes today, website has a flourishing popularity. Thus, the present study harnessed the potential of website built with WordPress in developing the literature-integrated ELT materials for learners in PIBA program at Alauddin State Islamic University.

As instructors become more familiar with commercially available CALL options, they are creating their own contextually appropriate CALL materials. Consequently, teachers are designing materials that address specific courses, contexts, and groups of students. The commitment of resources, along with the benefits of these teacher-developed CALL

materials, demand careful consideration to create useful and usable materials. Throughout the dynamic evolution of CALL materials, developers have designed materials based on a set of design principles for all software (Leshin, Pollock, & Reigeluth, 1992; Thorn, 1995). Boling and Soo (1999) provide valuable principles that describe the “essential elements of good software design” (p. 443) including (1) consistent interface and terminology, (2) effective use of space in the layout of each screen, (3) high legibility and readability, (4) good contrast, repetition, alignment, and proximity, (5) user-friendly navigation system, (6) secure, and (7) high-quality audio and video.

In addition to these design principles, instructor-developers should consider the effects of learner variables (e.g., age, language proficiency, learning styles, previous experience with computers) when designing CALL materials. Although a needs assessment may identify some potential concerns, specific computer-related assessment offers additional insights into the effects of these variables (Bishop, 1999; Ngeow, 1999; Soo, 1999) on learners’ use of computer-based materials (Kessler and Plakans, 2001).

3. IDOL Model

The development of the literature-integrated English CALL materials for Foreign Language Learning Intensive Training program are predicated on IDOL model by Arafah, et al. (2021). IDOL (Input,

Development, Output, Language Acquisition) model is a product/ program-oriented model focusing on providing framework in material development which comprises of four fundamental stages. Firstly, *input* phase which is done by making decision about needs analysis, gathering information, and identifying the needs inventory resulted from needs analysis. Secondly, *development* phase which is gone through formulating the learning goals and objectives, outlining the content of materials, selecting the contents, and determining relevant tasks teaching material. Thirdly, *output* that consists of making lesson plan, and producing the prototype of the teaching materials. And finally, *language learning* phase, this phase covers the steps of teaching the prototype of instructional materials and evaluating the effect of teaching it.

This model has been introduced more widely through some publications such as Arafah (2019) and Arafah et al. (2021), opening opportunity to wider community to adapt it in the practical undertakings of material developments. Some studies had applied this model such in the study of Nur et al (2020) entitled "Using IDOL model in designing syllabus of English for the first semester students of Mathematic Education Department", and in the study of Rofikah (2019) entitled "Using the IDOL model to develop writing for academic purposes instructional blocks for the fifth semester students of English education department at Alauddin State Islamic University Makassar".

C. Conceptual Framework

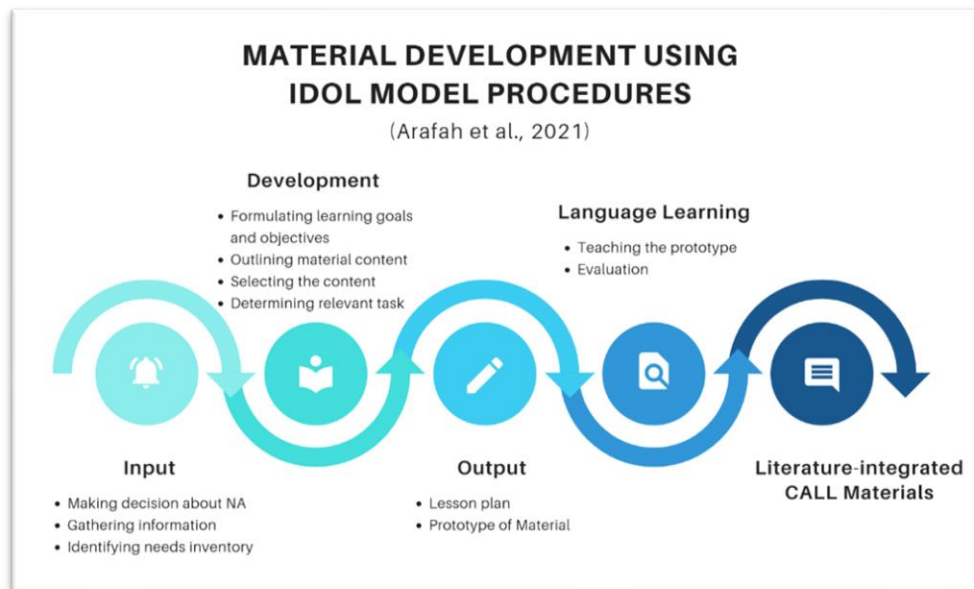


Figure 1. The Framework of IDOL Model

This section illustrates the sequence of phases within this study along with the theories applied in each phase. As this materials development research employed IDOL model (Arafah, et al, 2021), the four fundamental phases of this model were carried out.

1. INPUT PHASE

Initially, in the *Input* phase, three decisions were made i.e., deciding the subjects of this study, gathering information and identifying needs inventory. This model distinguishes three classifications of participants namely *the target group*: the ultimate source of information (e.g., students), *the resource group*: those required to implement the results of the NA (e.g. lecturers), and *the audience*: those who provide information

about the target group (e.g. parents, graduates, and prospective employers). Subsequently, to analyze the needs, the details regarding the students' needs were collected through questionnaire and interview.

The IDOL model distinguishes two different types of need, i.e., objective needs and subjective needs as the basis of data gathering. *The first*, objective needs refer to the needs identified from observable data about the situation of the learners e.g., the learners' learning problems and learning attitudes. Analyzing learners' learning may give a hint of spot which is in need of more attention and careful consideration. More importantly, as Brown (1995) argues that learning attitude reflects how well the students like studying in a program, we need to identify the students' learning preferences and learning styles first. Learning preference say something about the most effective and enjoyable learning ways for learner. On the other hand, identifying learning styles means knowing learners' educational conditions under which they are most likely to learn (Andi, K., & Arafah, B. 2017). Thus, learning preferences deal with *what* learners should learn (for example: task or activities), while learning styles are associated with *how* they should learn (for example: teaching methods) (Stewart and Felicetti, 1992). *The second*, subjective needs refer to the learners' learning interest, wants, expectations, and current language proficiency e.g., their language skills of interest and their ability

in the skills, the linguistic items they want to learn, the sort of literary texts they like, and the topics they expect to learn, and so on.

The predetermined types of information in the NA are then developed into a series of instrument. Brown (1995) classifies NA instrumentation into six classifications i.e., existing information, tests, observations, interviews, meetings, and questionnaires. The IDOL Model proposes to use questionnaires and tests in conducting the NA. As a type of instrument, questionnaire encompassing a series of questions regarding the subjective and objective needs distributed to all participants (target group, resource group, and audience group) is highly recommended. Questionnaire is used in the NA because it is easy to distribute, score, and interpret. Besides, this model also suggests to utilize test in sort of pre-test and post-test to attain clear depiction of learner's entry and exit level.

As the responses of the circulated questionnaires have been collected, a careful quantitative processing of the data is then carried out. The data processing results are identified as a needs inventory which clearly depict the subjective and objective needs of the learners as the basis in developing literature-integrated ELT materials. The needs inventory serves as the guiding light illuminating the subsequent procedures of IDOL Model.

2. DEVELOPMENT PHASE

In the second phase of the IDOL model, the learners' subjective and objective needs are taken into account in conducting four things i.e.

Setting learning goals and objectives

The term 'goals' connotes to general statements about the target of curriculum, syllabus, and instructional materials. Graves (2000) is of the idea that setting the goals of learning helps lecturers and students to be focused on their visions and priorities of the course, and the goals of a course are addressed in general way, but clear. Meanwhile, objectives are more specific and practical. Objectives serve as smaller chunks of learning targets which provide a descriptive expectation associated with 'learning outcomes' of the students in the form of observable behavior or performance.

Outlining the content of the materials

After the course goals and objectives are stipulated, outlining the course components is carried out by a careful selection of major contents based on students' preferences and level of language proficiency.

Selecting the contents

The subsequent procedure of the development phase is to select and to grade the content of the materials. In this phase, the information from need analysis and other resources e.g., the available related references, published materials on the topic, review of any similar courses,

review of any assessment set on the topic, and consultation with practitioners and specialists in the area play important role in the planning of course content (Richard & Roger, 2001). Therefore, in selecting and organizing the course content such as language components, literary text types, and topics require the information gathered from need analysis, the insights from consultation with lecturers, and the available references such as the guidance of teaching using literature by Collie and Slater (1987).

Determining relevant tasks for teaching and learning

In literature-integrated materials, the tasks should reflect the predetermined learning goals and objectives. Krashen's (1983) acquisition-based methodology (input +1 theory) is important to consider in determining the task to ensure that the given tasks match with students' current language proficiency. Therefore, by assigning the tasks, students are expected to gradually make progress in terms of the skills focused in a course. In stipulating reading task for general EFL learners, this study used the proposed task criteria using literature by Nishihara (2015). Additionally, in stipulating the tasks for other skills, the guidelines by Collie and Slater (1987) were applied based on the need and the level of language proficiency of the students.

3. OUTPUT PHASE

There are two products yielded from this output phase i.e., lesson plans and the prototype of literature-integrated CALL materials. Therefore,

this phase is broken down into two important steps namely organizing the selected materials and activities into lesson plans, and developing a prototype for the literature-integrated CALL material.

Lesson plans for the literature-integrated ELT materials

A lesson plan plays important roles in a language program as it serves as a road map which guides to systematic teaching and learning activities. In this part, a teacher should plan and write down the sequence of learning activities to reach the course objectives. Thus, a lesson plan reflects a teacher's teaching strategy and the applied teaching approach. A clear and effective lesson plan will lead to effective teaching process. Brown (1995) proposes six elements of a lesson plan: 1) Goals, 2) Objectives, 3) Materials and equipment, 4) Procedures, 5) Evaluation, and 6) Extra-class work.

In this phase, the students' preferred communication strategies are also considered to determine the instruction of interaction that they will have and to determine the variation of communication media that will be used. Communication plays important role in provoking students' social presence which will contribute to their language learning. Besides, in this phase the students' level of language proficiency will be also the point of consideration in stipulating the level of flexibility of the material. CALL materials, with its ability to expose abundant of information and to link to many pages at one click, opens access to students to do autonomous

discovery (Chambers and Davies, 2001). In this regard, lecturers or materials developers need to adjust the level of flexibility of the material that allow individual discovery by taking into account the students' level of language proficiency. Students with higher level of language proficiency can harness this facility, while students with lower level of language proficiency must be given materials with more directed activities (see Chambers and Davies, 2001).

The prototype for literature-integrated CALL materials

The prototype of the literature-integrated CALL materials may be understood as the initial model of literature-integrated CALL materials, from which other forms of the materials are copied or developed. This prototype was developed based on the information accumulated in the need inventory and the lesson plan which then transformed into digitalization by considering several principles.

4. LANGUAGE LEARNING PHASE

The language learning phase aims at evaluating the effectiveness and the practicality of the developed material prototype. This phase can consist of three steps i.e., teaching the prototype, recording the students' progress, and evaluating the learning outcomes. In nature, these three phases reflect a post-use evaluation (see Cunningsworth, 1995; Ellis, 1997; McGrath, 2002; and Mukundan et al., 2011). However, there are three types of material evaluation namely pre-use evaluation, while-use

evaluation, and post-use evaluation. The pre-use evaluation aims at giving predictive judgment about the prospective performance of the materials, usually using evaluation checklists (such as those developed by Skierso, 1991; and Mukundan et al., 2011) as a consideration in choosing the right materials for a course. While-use evaluation allows a closer look at the developed materials to detect their strengths and weaknesses. Meanwhile, the post-use evaluation aids in reflecting the quality of the developed materials after being tried out for a particular period. However, due to the limited time, the presently developed materials only underwent a pre-use evaluation, using an evaluation checklist developed by Mukundan et al. (2011) that has been modified based on some criteria to evaluate CALL materials.