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LITERATURE-BASED EFL INSTRUCTION: BENEFITS FOR LANGUAGE SKILLS DEVELOPMENT, LEARNING MOTIVATION, AND CULTURAL UNDERSTANDING

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Abstract
In an EFL teaching context, the teacher's role is critical for helping students master four English skills. Teachers should ensure that the used learning tools can develop students' language skills (in terms of listening, reading, speaking, and writing). According to experts, literature is a useful learning tool for achieving these objectives. Therefore, this article investigates the benefits of integrating literature into language learning activities. The research method used in this article is qualitative method with the library research approach. The data collected are separated into two types of data, i.e. primary and secondary. Both of these data sources are obtained from several articles (published in either national or international journals), books, and conference papers that relate to the use of literature in English teaching and learning. The total number of sources analyzed in the findings are 8 articles, 4 books, and 3 papers of conferences. The results show that using literature in language learning activities has various advantages, i.e., 1) developing the learners' language skills, 2) triggering students' learning motivation, 3and) providing multi-cultural understanding for EFL learners.

Keywords: culture, language skills development, literature

Introduction
During the post-Covid-19 Pandemic, educational institutions transformed the learning method from conventional learning environments to Virtual Learning Environments (VLEs) (Finlay et al., 2021). At first, teachers and students were unfamiliar with implementing a class using an e-learning model, particularly in the remote village of Indonesia. This is because most Indonesian teachers and learners are accustomed to conventional learning environments.

Therefore, to overcome the above situation, all educators and educational policymakers encourage teachers to adapt to this crucial situation by transferring the teaching material using a digital device or technology (such as a computer, smartphone, etc.). The importance of having these digital tools in the e-learning environment can help teachers efficiently and effectively deliver their English language material.

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Besides that, integrating literature as a teaching instrument in English class is also important, as is technological device use. Saed et al. (2021) argue that using digital devices to access digital platform applications (one of them is YouTube) and literature can help students boost their learning motivation to improve their language proficiency. This means literature and digital platform applications (as learning instruments) cannot be separated in the English language teaching field.

Returning to the conventional learning era, presenting English content could apply to a variety of teaching approaches. Teachers, for example, can allow English learners to participate in group discussions, pairings, and solo speeches to measure and assess the students' confidence, vocabulary enrichment, and spoken style ability.

Furthermore, if teachers desire to teach reading material to their students, they might have them read the papers aloud (Ninsuwan, 2015). The teachers can then monitor how the students pronounce the English words. Additionally, if the English teacher wishes to develop the students' listening skills, the English audio can be supplied to them and they can guess what the speakers are saying. This traditional teaching style is unquestionably appropriate for the face-to-face learning model; nevertheless, when it comes to performing virtual-based learning activities, teachers are bewildered as to how to design the learning content.

The above situation is surely challenging in the educational sector (Irfan et al., 2020), especially for students. Irfan finds out that students face some obstacles in applying technological devices as a learning tool, such as 1) how to operate the digital video application, 2) how to operate the application of mapping concept, and 3) how to master the web design application.

For the first obstacle, it shows that 50% of the students are not able to operate the digital video app, whereas 34.6% are able and 15.4% state maybe. Furthermore, there are 73.1% of states that cannot operate the application of the mapping concept, where 15.4% can and 11.5% state maybe. For the last obstacle, it demonstrates that 80.8% do not have skills in mastering the web design application, 7.7% have them, and 11.5% maybe (Irfan et al., 2020).

According to the evidence presented above, some Indonesian students lack the ability and motivation to use technology to supplement their learning techniques. In other words, it is reasonable to assume that pupils are not yet prepared to engage in e-learning. When professors administer the instructional material digitally, this condition can demotivate students.

Therefore, to resolve the students' problem related to the lack of motivation to follow the teaching material, Lamb (2007) states that educators must trigger two types of students' learning motivation, i.e., the intrinsic and extrinsic motivation that every student possesses. The intrinsic refers to the learner's internal self, e.g., mental, psychic, self-encouragement, etc. whereas the extrinsic refers to the external rewards given by the learners' circumstances (family or society) when the learners achieve good reports from school. The rewards could be money, gifts, social acknowledgment, et cetera.

These two motivations could also be perceived as the students' psychological needs in constructing the e-learning environment, which requires digital devices. This can be understood because, in many factors, conducting the online learning system faces disadvantageous things such as unstable internet

connection, lack of discipline, lack of technological knowledge, et cetera (Kusumo et al., 2012).

Alizadeh (2016) furthermore enhances two types of learning motivation, namely instrumental and integrative motivation. The first motivation relates to learning a new language as a way of achieving an instrumental goal, such as the learning being oriented for learners' further career and curriculum understanding. At this point, learners are motivated to master language components (vocabulary acquisition, grammar understanding, and pronunciation) and language skills to follow the teaching content delivered by their teacher.

The second motivation refers to learners who seek to integrate into the culture of the second language group and participate in social interactions to develop their self-efficacy. At this point, the learners are motivated to be able to participate in real interaction and able to integrate their cultural understanding into their speaking performance to impress their interlocutors. So that the learners are acknowledged as great language speakers because they can incorporate the second or foreign language's cultural understanding into their speech.

Cultural understanding in language teaching activities is crucial to be delivered. Cultural understanding provides many benefits for students in an English as a Foreign Language (EFL) learning context. Because cultural understanding triggers students to know their identity, social background, and ethics (Kennedy, 2014). Cultural understanding can also be a way of learning, not only in the language field but also in every field of education. For example, with an understanding of the term Buginess ethics called *malebbi warekkadanna makkiade*, students who possess this character are not only polite in expressing their thoughts but also become *Lempu'* which in English means honest (Mas'ud et al., 2020).

Motivation and cultural understanding must be integrated into students' language learning. With motivation, a teacher can maintain students' learning spirits and, with cultural understanding, a teacher can extend the teaching content, which is based on their local wisdom. Therefore, students gain international teaching content due to learning a foreign language and maintaining their local wisdom as their regional identity. The researchers perceive that literature is one of the best instruments that can be utilized for incorporating both motivation and cultural understanding into a language learning model.

In English language teaching (ELT) fields, some literary experts such as Keshavarzi (2012), Tevdovska (2016), and Arafah & Kaharuddin (2019) argue that using literature in teaching English is an effective way to boost four language abilities. However, in this article, the researchers do not only discuss learners' language skill improvement but also elaborate on some other benefits that can be gained for students when integrating literature into their learning activity.

Therefore, the researchers are concerned to analyze two research questions (RQs) of this article as follows:

(1) Why literature should be integrated into the EFL curriculum context?
(2) What types of literary learning models could be used in EFL teaching?

By elaborating on this RQ, the researchers can contribute some insights to the readers, and it contributes to the use of literature in an EFL learning context.

Method

Research design

This article employed library research as the research design of the qualitative method. The researchers conducted this library research to obtain information from related sources as a research data procedure. Furthermore, after obtaining the needed data from related sources, the researchers analyzed the issue regarding the use of literature in English teaching to develop learners' language skills, motivation, and multicultural understanding in an EFL learning context.

Types of data

To collect the needed data for this article, the researchers categorized the data into two types of data, i.e., primary data and supporting data. The former data refers to 1) the concept of using literary works as teaching material to develop students' language skills, learning motivation, and cultural ethics in EFL classes, and 2) types of literary learning models that could be used in language class programs. The sources of data were from several books, articles, and conference papers. Furthermore, the latter data refers to other data that supports and assists the argument of this article.

Data collection technique

After classifying two types of the needed data, the researchers, then, determined ways to collect data. Fundamentally, both primary and supporting data are gained from several related papers that have been published in both scholarly journals and scholarly conferences/seminars. Most of the articles and papers of the conference were obtained from several sources, namely Google Scholar, Science Direct, and the Indonesian National Library (Perpusnas), where the books were gained from a PDF drive.

Data analysis

After getting both primary and secondary data, the researchers analyzed the data using Braun and Clarke's (2012) thematic analysis (TA). TA approach helped the researchers to investigate the data and to answer the RQs related to the benefits of applying literature and appropriate literary learning models in language teaching programs. The researchers perceived that by analyzing these themes above, this study was able to offer the positive impact of integrating literature into pedagogical content.

Findings and Discussion

At this point, the researchers intend to analyze two RQs i.e., 1) why should literature be integrated into the EFL curriculum? and 2) What literary learning model should be used in EFL teaching? To analyze these two issues, the researchers provide the logical reasons and benefits of integrating literature in the EFL curriculum context.

Nevertheless, before elaborating on the benefits of applying literature in EFL teaching, the researchers need to demonstrate the several sources (articles, books, and conference papers) analyzed in this article. The analyzed sources can be seen below table:

Table 1. Types of the analyzed sources

No.	Articles	Books	Conference Papers
1.	Arafah & Kaharuddin (2019)	Bailey (2005)	Baharuddin (2018)
2.	CAN & TEZCAN (2021)	Hiebert & Colt (1989)	Ninsuwan, (2015)
3.	Deepa & Ilankumaran (2018)	Teeuw (1984)	Keshavarzi (2012)
4.	Erkaya (2005)	Zarrillo (1989)	
5.	Tevdovska (2016)		
	Vural (2013)		
6.	Yeasmin et al. (2011)		
7.	Strong (2012)		

The above types of sources are expected to provide benefits and logical discourses of why EFL teachers should employ literature as their teaching material.

Why literature should be integrated in the EFL curriculum?

Many scholars have investigated the effectiveness of integrating literature in the field of ELT. The use of literature can be directed toward a variety of goals, including language skill improvement, learner motivation, and multicultural understanding. According to Tevdovska (2016), these learning objectives are objectified as benefits of integrating literature in the EFL education context. To evaluate these benefits on a deeper level (as also assumed as a logical reason why literature should be integrated into the EFL curricular environment), the researchers divide them into three sections below:

Integrating literature for students' language skills development

Language skills are generally classified into four types, i.e., listening, reading, writing, and speaking. These four skills are the basic purposes for students to master. In regards to literature use in improving learners' language proficiency, CAN & TEZCAN (2021) argue that if EFL teachers apply literature in their teaching content, then it can help teachers improve their learners' four language skills. This can be seen as follows:

> (*"... a teacher must use literature in a way that would improve the four main language skills of students, which are speaking, writing, reading, and listening. When literature is being used, these skills cannot be neglected, and must be used in parallel with the teaching methods the teacher decides to use in class"*) (p. 191).

From the above statement, it is clear to conceive that literature is recommended for improving students' language skills. The reason because literary works (Prose, Drama, and Poetry) can help students build the language component which is crucial to mastering language proficiency. Language components consist of vocabulary enrichment, grammatical understanding, and pronunciation.

According to Arafah and Kaharuddin (2019), if students are required to do extensive and intensive reading of literary works, they will develop a diverse vocabulary that will be useful in communication. Furthermore, students become acquainted with the grammatical forms used in the story. As a result, Arafah and Kaharuddin assume that the more literary works students read, the more they understand the grammatical form of written language. Furthermore, literary works

(particularly poetry) can be used to practice pronunciation. Deepa and Ilankumaran (2018) emphasize that kids can enjoy the tone and flow of the terminology through literature. As a result, it will help them in figuring out the words spoken by the speaker.

Learning English using literature also provides linguistic competence, which helps students understand the language system. Linguists state that to master a foreign language, the language curriculum should be broken down from small units (phonetic/sound) to big units (discourse). Bailey (2005) elaborates the language component types into several points, namely: 1) Distinctive Feature, 2) Phoneme, 3) Morpheme, 4) Word, 5) Phrase, 6) Clause, 7) Utterance, 8) Text.

Bailey classifies eight of these language component types into four linguistic terms. For the distinctive feature (1) to morpheme (3), it is called Phonology. From morpheme (3) to word (4), it is named Morphology. Afterwards, from word (4) to utterance (7), it is called Syntax. Finally, for clause (6) to text (8), it is called Discourse. Bailey asserts that through literature, the ELT content can provide linguistic competence for students from phonology to discourse.

Bailey's statement above is in line with Can and Tezcan (2021), who state that in literature, there is a school of thought that provides linguistic competence for students' cognition. This can be seen as follows:

> (*"There are two schools of thought regarding the integration of literature in an English teaching classroom. The first school argues that the topics of linguistics need to be the focus, such as syntax, grammar, semantics, and phonology. While the other school argues that understanding literature needs to be the objective of the class, such as studying, and analyzing the works of poets, and authors alike"*) (p. 191).

Both Bailey's and Can and Tezcan's ideas suggest that using literature to teach English can raise students' linguistic competence, which automatically influences their language proficiency. This situation makes students not only able to communicate in English but also able to understand the idea of the language system.

Integrating literature for students' learning motivation

As previously stated, motivation is essential in language education. Unmotivated students may find it difficult to follow the content presented by their teacher. As a result, if educators confront challenges with students' learning motivation (for example, students are not inspired to conduct extended reading), educators should find a good teaching tool that can ignite learners' learning motivation.

Vural (2013) also states that one of the good teaching instruments that can be utilized for increasing students' learning motivation is through literature. The reason is that literary works help students enjoy and follow their reading activity. Logically, if the reading passage is enjoyable for them, then it can automatically trigger them to do extensive reading. Bamford and Day in Vural (2013) asserts that literature is a strategy to motivate students to read.

> (*"Literary texts help students to practice and develop their reading and writing skills and strategies. This can be said to contribute to the development of their reading fluency*

> *proficiency, and writing accuracy. As a result, there may be an increase in students' reading and writing speed and self-confidence, and thus the students can pay more attention to the overall meaning of what they are reading"*) (Vural, 2013, p. 18)

From the above statement, it can be conceived that through literature, students are motivated to develop their reading fluency and proficiency. It is because, when students read literary works, they pay close attention to the meaning of what they are reading. That is why, if there are unrecognized words in the reading passage, students are triggered to find the meaning (in the dictionary) before reading it further.

Literary reading activities motivate students to build their vocabulary. In real communication, students need to enrich their vocabulary. Having a lot of English vocabulary can influence many benefits for students' further careers (such as applying for jobs, getting scholarships, getting promotions, and maintaining good conversation). This situation is related to instrumental motivation, which students need to possess.

Furthermore, Erkaya (2005) asserts that literature is an effective learning tool for encouraging and motivating students to write creatively. Erkaya notices that there are many beautiful and unusual words, slang, idioms, and terminology in literary works that convey the authors' feelings. Nevertheless, composing literary work (especially poetry) does not necessitate a strict grammatical style. This is known as "poetic license" in literary studies. As a result, if pupils are invited to express themselves through poetry, they are free to use words and terminology (depending on their emotions) without having to structure it properly.

The teacher and students might collaborate in a learning activity when practicing reading skills through literature. A teacher can facilitate dozens of literary works appropriate for students' learning levels, allowing them to choose what type of story they want to read on their own. Erkaya describes it thus:

> *"Literature is often more interesting than the texts found in coursebooks. As a result, instructors should agree that literary texts encourage students to read, and most literary texts chosen according to students' language proficiency levels and preferences will certainly be motivating. …, By selecting stories appropriate to students' level of language proficiency, instructors avoid "frustrated reading"* (Erkaya, 2005, p. 6).

According to the facts provided above, both the teacher and the students can negotiate on the reading material through literature. This condition is also advised to be used, particularly during the COVID-19 pandemic. It is because the teaching and learning activities in the COVID-19 pandemic are conducted virtually. With the existence of literature, the EFL teacher can require students to do extensive or intensive reading of literary works at home.

Integrating literature for students' multi-cultural understanding

Every literary author cannot be separated from their socio-cultural environment when expressing their work. The socio-cultural background is one of the crucial elements that influence people to write a story. This analysis can be studied through Abrams's (1971) four literary elements perspective, i.e., expressive (the way the author expresses the work), mimetic (ideology and socio-cultural background), objective (intrinsic analysis of the work, e.g., character, plot, setting, and theme), and pragmatic (reader's perspective towards the work).

From the above types of literary elements, Abrams perceives that the author's ideology and socio-cultural background are the elements that colorize the author's psychic and thoughts to write their story. Reading the novel 1984 (1949) by Orwell, for instance, gives an understanding of the undemocratic system run by an authoritarian ruler called Big Brother. Baharuddin (2018) argues that this novel fundamentally portrays the working class socio-cultural circumstances and the communist ideology when attempting to organize the country. At that time, when this novel was written by Orwell, the communist ideology and the working class culture were dominant in some particular countries. Therefore, this condition affects Orwell's thoughts and feelings when writing his work.

Another socio-cultural issue in literary work can be depicted through Hughes' poem called "I, Too (1926). This poem reflects the criticism of the segregation situation where white people were the class dominant (superior) and black people were associated with the inferior class. The segregation situation can be portrayed as follows:

> *I am the darker brother.*
> *They sent me to eat in the kitchen*
> *When the company comes,*
> *But I laugh,*
> *And eat well,*
> *And grow strong.*

The underlined text above states that whenever company (white people) arrive at the restaurant for lunch, the Afro-Americans should eat in the kitchen. This has resulted in a segregated culture not only in the restaurant but in every aspect of American life. Therefore, from this poem, it can be stated that Hughes expresses his work to tell the younger generation about the socio-cultural environment when segregation still happens in America.

Both the literary works above attempt to describe the author's social and cultural environment in a way that surely provides multi-cultural understanding for students as literary readers. Students who read literary works will encounter different cultures, perspectives, ideologies, and historical periods of the authors. That is why the reading literary work activity presents insightful information for students. Tevdovska (2016) states as follows:

> (*"..., literary texts are important, because learners encounter different cultural representations and offer a chance for a richer intercultural experience and deeper intercultural understanding. Therefore, ... using literary texts to promote the awareness and understanding of different cultural concepts"*) (p. 164)

The above argument is in line with what Yeasmin et al. (2011) state that integrating literature into language class activities can enrich multi-cultural understanding and students will become tolerant of the different cultures they encounter. Yeasmin et al. state as follows:

> (*"..., the use of literary text in a language class can act as a means of cultural enrichment. It helps the learners to get familiar with the socio-political backgrounds of the target language society and also makes them understand how communication takes place in a particular community. ... Moreover, the learners learn to be more tolerable*

> *and sensible when they confront the differences in other cultures and their own"*) *(pp. 284–285).*

The above statement can be understood that integrating literature into language class activities provides many insights into the authors' culture, especially if students read literary works from English-speaking countries. Because it makes them able to understand how language is culturally communicated in a particular community.

The most crucial aspect of incorporating literature into language class activities is that students respect and become accepting of other cultures. Students will be driven to become multi-cultural individuals as a result of this condition. The researchers state that constructing the teaching curriculum for EFL learners using literature is recommended for strengthening a) students' language skills, b) students' learning motivation, and c) students' multicultural awareness.

What literary learning model could be employed in EFL teaching?

There are numerous types of literary teaching models that teachers might employ for developing students' language skills, motivation, and multicultural understanding. Therefore, to answer this RQ, the researchers provide several literary scholars who study the effective literary teaching model in EFL teaching.

The first scholar who analyzes the use of literature in language teaching is Hiebert and Colt (1989). They describe three patterns of using literary works in LBI for students' reading skill development. Those patterns are:

a. Teacher-selected literature
b. Students selected literature read independently
c. Teacher- and student-selected literature.

The first pattern discusses the teacher's role in selecting types of literary works used for teaching and learning activities. Those teachers who desire to apply this pattern must know their learners' level of language proficiency and knowledge before providing literary works in the classroom.

To know students' level of language proficiency and knowledge, teachers must diagnose students' learning needs that help students to apprehend the lesson material. In other words, doing diagnosis means, teachers must do a pre-service class to assess and to know students' lacks, needs, and the goal of the study, so that the learning material will be enjoyable for students.

Meanwhile, if the second pattern is used for the class learning activity, the teacher must allow students to search and select types of literary works based on their students' favorite genre of stories. In this case, each student cannot be intervened in selecting the work they like. The literary works chosen can be both classical literary works and popular literary stories.

For instance, students who are interested to read comedy genres (e.g., Laurence's *Love and Other Words* (2018), Blume's *Smart Woman* (1983), or *Sh*t my dad says* (2010) by Justin Halpern) may enjoy the story then teacher helps them to follow the plot and study the character of the story.

The last pattern stresses a combination of teachers' and students' role in selecting stories. Hiebert and Colt state that this pattern suggests teacher as the one who should be a class facilitator who provides students with varied books or

literary works. However, from the teachers' literary works collection, students independently choose the types of works and genres they like (this refers to students' roles).

From the three patterns above, it can be said that both teachers and students can discuss and negotiate to prefer the above pattern for the literary works selection that is suitable for the learning program. Nevertheless, Hiebert and Colt's study does not provide the learning model that affects students' language skills (especially for productive language skills i.e., writing and speaking). Therefore, the next point elaborates on the literary learning model in literature-based instruction class studied by Zarrillo (1989).

Zarrillo also separates three learning models. This model substantially focuses on an andragogical approach (students' center-based learning) where students are encouraged to comprehend the literary reading material and do an oral presentation (presenters).

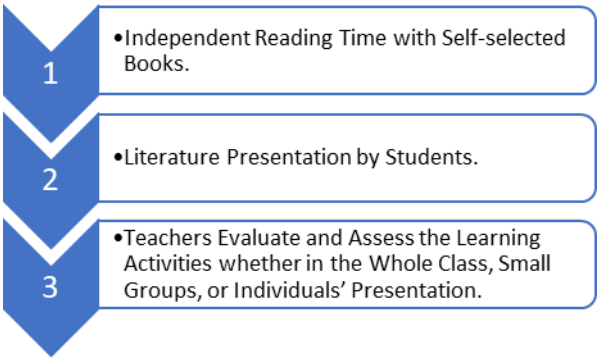


Figure 1. Zarollo's literary learning model

The above model demonstrates that students have a crucial role in carrying out the learning activity in the class. Zarrillo states that this model should follow the steps gradually from the first to the third step. The first step discusses independent reading time which gives students time to enjoy reading and the literary reading material. The independent reading time step can be conducted both for individual learning activity and group learning activity. This step obtains numerous beneficial outputs such as 1) students train their reading skills and comprehension (e.g., skimming and scanning), 2) students train their focus towards the literary reading material to dig essential information required for the literary presentation, 3) students are trained to enjoy the reading material that is expected to shape their reading behavior for academic activity.

After conducting the independent reading time, students are encouraged to do a literary presentation (as a second step of Zarrillo's learning model) to observe students' comprehension of the literary story reading. This second step trains students' oral performance in delivering the essential information of literary works when one of the students is pointed as a presenter of the class group discussion (CGD).

Zarrillo perceives that this step does not only train the presenter's oral performance but other students (participants of CGD) also are invited to practice their speaking skills by expressing their ideas towards the presenter's

presentation. The participant can give a critique, suggestion, and even additional information related to literary reading material.

Finally, after having CGD, teachers convey their evaluation and assessment toward students (presenter and participants) oral performance and participation. In this case, the teacher's assessment should reflect the student's learning activity.

For instance, if there is mistaken information voiced by the presenter, misspelled words, or even unconducive discussion due to the commotion in CGD. These must be seen as learning problems. Therefore, teachers should provide solutions to answer the above problems and give constructive inputs for students' learning motivation.

As can be read in the above description, Zarillo's literary learning model seems interesting to be applied. Nevertheless, the researchers perceive that this learning model slightly has weaknesses to be employed in literature-based instruction. The weakness can be seen in the CGD model where the discussion topic presented by students (presenters) is well-unstructured.

Omar (2018) states that an attractive group discussion must include topics from all of the speakers in each group. Therefore, to critically respond to the weakness of Zarillo's literary learning model above, a literature circle (LC) might be advisable to be applied. One of LC's scholars named Strong (2012).

In Strong's LCs model, integrating literature as a teaching and learning instrument must focus on three schemes 1) pre-learning, 2) while learning, and 3) post-learning. For the activity of the first point, the teacher and students can collaborate to design the learning activity. Yet, Strong suggests that the class can be well done if the teacher gives students independent time to construct the learning activity. Furthermore, the second point of the Strong LCs model is dominated by students' will in managing the CGD. The final point is the teacher's role in assessing the learning activity.

For the pre-learning, students are independently and creatively designing what kind of activities to do for the language class program. The activities that should be committed can be seen as follows:

1. Each student picks their literary reading material.
2. The chairman of the class divides several groups for dialectical discussion.
3. Each group reads different literary reading materials and discusses them in their internal group.

These pre-learning activities above are important due to teaching students to be well prepared. Strong believes that by doing the pre-learning activity, students gain many benefits i.e., reading skill development, story comprehension, democracy implementation because of synchronizing their thoughts of the story to decide the CGD topic.

In contrast to the pre-learning activity above, while-learning should be more attractive due to the substantial part of the LCs group. This activity will invite all members of groups to participate in a discussion. In a while learning activity, each group must distribute students' roles when beginning the discussion, such as group leader, word master, connector, cultural collector, and summarizer. Strong believes that by classifying these roles, each member of the group has the right to express their thoughts about the literary story they have read. Besides, with this classification, the discussion will be democratic, attractive, and interactive.

For instance, students who are pointed to be a group leaders must lead and maintain a conducive discussion. A group leader introduces his/her group members when opening the CGD in front of his/her classmates. Besides, he also manages time for each speaker and allows participants to ask questions in a Q&A session. By being a group leader, a student is expected to train his/her leadership skills, which will be useful in his/her future career.

Furthermore, for the word master position, a student is responsible for choosing new, important, and interesting vocabulary that can be used for daily interaction or even for academic purposes. A student in a word master position is not only telling the meaning of the words but he/she also must explain the word use in different contexts.

The connector position is also crucial because it requires the student's skill in interpreting and contemplating the literary text. The connector must bridge the connection between the story content and reality. In simple terms, the connector can compare the events that occurred in the literary story with people's real lives. From the connector's explanation, the participants of CGD are expected to gain a life lesson from the story character when facing a similar event in real life. This connector position is basically in line with the reader-response theory (Teeuw, 1984).

Furthermore, the cultural collector informs the audience about the cultural forms in the literary story. The cultural forms regard the social behavior played by the story characters, dialect/accent sounded by drama characters, ethics, and ideology which are principles for society's life in the story. Vieira Araújo and Gerling Moro (2021) state that in understanding cultural form in the story, it is advisable to utilize Peirce's semiotics theory which is classified into three branches i.e., icon, index, and symbol. From these three semiotics branches, the symbol is important to be used to know the cultural form.

After gaining the cultural form above, a student, in a cultural collector position, is required to elaborate on the cultural similarity and differentiation between the story and the students' own culture. By sharing and elaborating the cultural similarities and distinctions, students are expected to recognize and respect the diversity of cultural forms. So that students are tolerant due to their understanding of others' cultures.

The last position is a story summarizer who will conclude the essential ideas of the story in the discussion presentation. Being a story summarizer must follow the explanation of every role above (word master, connector, and cultural collector). A story summarizer should also pay attention to in-depth comments from participants during the Q&A session. So that he/she can design a good summary that represents the presenter's and participants' thoughts at the end of the discussion session.

The final part of Strong's LCs model is the post-learning which involves the teacher assessing each student's performance (both as presenters and participants) in the CGD activity. Strong conveys that in assessing the CGD activity, the teacher must focus on several observations:

1. Each student's role in presenting literary reading material and responding to the participants' questions.
2. Students' oral performance (fluency and accuracy)

According to Strong, using these two observations for the CGD activity is advisable for the learners' self-efficacy because learners will be conscious of their deficiencies in certain areas of learning performance. Students are required to rectify their mistakes after realizing their lack of knowledge from the teacher's advice. Thereby, this contributes to the development of their center collaborative group discussion for further CGD activity.

For instance, after conducting CGD, the teacher begins to observe the first point above by focusing on two discussion assessments: a) Do group members carry out their well-individualized roles when presenting their literary reading material? b) Is there any collaborative group work in answering participant-inquiry questions? For the former assessments, the teacher should notice types of instruments that help group members explain their material (e.g., pictures, supporting arguments on the literary reading material studied by experts, PowerPoint, etc.). For the later assessment, a teacher ought to note group members' participation and activeness in providing argumentative answers through internal collaborative group discussion.

Furthermore, the second observation is students' oral performance, where teacher seeks to measure the fluency and accuracy when expressing language. Masuram and Sripada (2020) define fluency as the skill of processing received information expressed spontaneously by speakers without much rehearsal effort. According to Segalowitz (2010), fluency is classified into two notions of fluency i.e., cognitive fluency and utterance fluency.

Cognitive fluency refers to the speakers' ability to plan their ideas when desire to utter something. The utterance fluency is more specific than the former because it is divided into two types: breakdown and speed. Breakdown fluency is concerned with the continuous flow of speech. It considers the number of words expressed by the speaker and the length of the speaker's utterance. Meanwhile, the speed of utterance relates to the speaker's eloquence by determining the number of syllables per second. Therefore, to assess students' fluency, both cognitive and utterance fluency should be applied at the same time.

Besides, accuracy is also inseparable from oral performance. Accuracy is a crucial ability that should be studied by students to be a good presenter. Derakhshan et al. (2016) state that accuracy should notice several components such as vocabulary use, language grammatical pattern, and pronunciation. Having accuracy skills means students are trained to use all these components accurately when conveying something to avoid some errors in language use. Therefore, to evaluate students' oral performance, teachers should take notice of both fluency and accuracy of spoken expression.

From the three schemes of Strong's LCs model above, it can be summed up that LCs help both students and teachers to be responsible in their roles. The first and second schemes are framed as students' roles, while the third scheme is framed as a teacher's responsibility.

Afterward, while-learning (the second scheme) is oriented to make students classify their discussion role (e.g., group leader, word master, connector, cultural collector, and summarizer) in presenting their material. Finally, the post-learning (the last scheme) is done by the teacher as an approach to assess students' CGD performance.

Conclusion

The role of the teacher in encouraging students to learn four language skills is crucial in an EFL teaching context. This is the teaching goal that every teacher school wishes to achieve. To accomplish this purpose, many teachers employ a variety of instructional tools, and one of those is literature-based Instruction or the use of literature in language teaching. By using literature as reading material, teachers can ask learners to do extensive reading wherever they are (home, gym, restaurant, etc.). The results have shown that the benefits of incorporating literature in EFL learning contexts are 1) students have the capacity not only to strengthen their language abilities but also to increase their 2) learning motivation to study English. Furthermore, 3) many cultural discourses in literature provide a good understanding of students' knowledge. Besides, with the proper types of learning model (e.g., Hiebert & Colt literary learning model, Zarillo's literary reading model, and Strong LC learning model) it contributes to the role of both teacher and learners in the classroom. Teachers as the ones who should facilitate, assess, and evaluate the learners' learning activity where students are trained to be creative and independent in selecting the literary reading material and designing the discussion.

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