IDEAS

Before and After Lecturers' Perceptions on the Implementation of Literature-based Reading Instruction
: Advantages and Disadvantages

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Abstract

Some literary experts conveyed that literature is recommended to be utilized in language teaching especially if the lecturers are knowledgeable on literary integration for language teaching. Experts define the literary use in language teaching as literature-based instruction (LBI). Hence, this research aimed at studying the lecturers' perception towards literature-based instructional approach before and after implementing it in the reading class. In exploring the issues, this research investigated two research questions (RQs): a) what are the lecturers' perceptions towards LBI before implanting it in a reading classroom? b) What are the lecturers' perceptions towards LBI after implanting it in the reading classroom? Furthermore, a qualitative method with a case study approach is employed in this study. The participants consisted of two lecturers who taught in the English education department at Universitas Sawerigading Makassar. To gain the data, the researchers utilized a semi-structured interview which was adapted from McDiarmid's (1995) interview model. All the collected data were furthermore analyzed using Braun and Clarke's (2006) thematic analysis. The results showed that both lecturers' perceptions were varied for both before and after implementing the LBI due to different academic background and experience. The lecturers who's academic and research interest were focusing on literary studies would have better perception towards LBI. Definitely, with an eye-eagle vision towards LBI, the lecturers could potentially touch many aspects and values in his/her literary teaching as the advantages of LBI.

Keywords: *Literature-based Instruction, Lecturers' Perception, Reading, Experience*

Introduction

The use of literature in language instruction is not a recent teaching approach. This teaching approach is an antithesis of the traditional grammar teaching approach which was dominant in most of foreign language classes around the world (Al Rabadi & Bataineh, 2015). The instructional model that integrates literature as teaching material is called literature-based instruction (LB) (Hiebert & Colt, 1989; Irwansyah et al., 2019; Mardiani & Baharuddin, 2023). Experts state that LBI aims to offer educational resources that support students in comprehending the comprehensive elements of language components (e.g., vocabulary, grammar, and pronunciation).

Moreover, integrating literary works into teaching material triggers students' curiosity to know differentiation towards human culture around the world. That is why, Arafah and Kaharuddin (2019) states that the LBI approach is more complex and advantageous as a teaching model rather than the traditional grammar approach because it touches many aspects of language itself. Besides, Zaker (2016) perceives that applying LBI provides numerous benefits for the foreign language class program because students are not only equipped with language components and language skills but also become multicultural individuals. Therefore, the outputs of applying LBI into teaching material makes students respect different cultures of others.

This is the reason why literature had been widely used in many countries around the world. For example, Takahashi (2015) investigate that EFL lecturers who use literature perceive that that literary work is authential material because it benefits for developing students communicative competence. Besides Ismail & Sharan (2020) also studies that the use of literature in Palestinian EFL context helps educators to develop students' linguistic skills which is beneficial. It is because when learners read literature, they read literary text carefully and can identify the main point and the grammatical structure of the literary writing style. With these benefits, it impacts students' writing ability.

From the two literary research examples above, it indicates that the integration of literature in EFL context provides informative insight for the educators and their perception. However, in this research, the researchers attempt to study the lecturers' perception towards LBI before and after implement it in the classroom such as types of literature used in the classroom, benefits of integrating literature in language learning programs, etc. Because, if the lecturers Misuse the theme of literary reading material, it causes a negative impact on their students' learning mood and performance (Yeasmin et al., 2011). Thus, it also decreases the learning activity in the classroom.

For example, students might feel that literary reading material is difficult to follow and comprehend the story. if it happens, it reduces their learners' learning enthusiasm. Therefore, the lecturers must surely know and be familiar with the teaching approach called LBI. Because, if the lecturers are lacking information and understanding on how to plan, implement, and evaluate the material of LBI for the university students, the lecturers probably would not be interested in utilizing this teaching approach. In contrast, if the lecturers are well-familiar with the LBI material and model, then it will encourage them to reuse in many cases the English university classroom.

In order to develop the discourse of LBI in a higher education context, the researchers are interested in studying the lecturers' perception toward LBI. Therefore, to study it, several research questions (RQs) are presented as follow:

a. What are the lecturers' perceptions towards LBI before implanting it in the reading classroom?
b. What are the lecturers' perceptions towards LBI after implanting it in the reading classroom?

By studying these RQs, the researchers expect that it can develop the discourse of LBI in the case of lecturers' perception and the use of literature as reading material.

Method
Researcher design

A mix-method design was employed by the researchers in this study with a case study approach. A mix-method design enabled this research to explore the finding data of both numerical and transcript data. with these two forms of data, it provided enriched information about the lecturers' perception towards LBI (Baharuddin & Baharuddin, 2022). Apart from the design, the approach of case study is also crucial to be explained. Cohen et al. (2007) define that a case study is a specific or particular example that is commonly used to demonstrate a general point. Cohen et al. furthermore state that with a case study sample data, it informs the readers about the context of the research setting.

Participants

The participants of this research consisted of two lecturers who teach in the English Literature department at Universitas Sawerigading Makassar. In order to maintain the ethical study of the participants, the researchers symbolized both participants' real name as L1 (as the first lecturer) and L2 (as the second lecturer). To be known, Both L1 and L2 had different academic background and they also studied in different universities for both their undergraduate and postgraduate degree. L1 is taking the English literature department at Universitas Negeri Makassar for his bachelor's degree.

After finishing his study, he continued his master degree in literature science department at Universitas Gadjah Mada. Both bachelor and master were concentrating and focusing on literature. On the other hand, L2's academic background, both bachelor and master degree were basically not concentrating on literary science. During her undergraduate study program at Universtias Hasanuddin, her concentration was focusing on linguistic studies which was slightly different from the analysis of literature. Afterwards, she then continued her postgraduate study in English Language Studies at Universitas Hasanuddin with the same concentration as her undergraduate i.e., linguistics studies concentration.

Even though both lecturers had different academic background, nevertheless they had a teaching experience in integrating literature in English course. This is the reason why the researchers chose them as the research participants because with these literary teaching experience, it equipped their perception about the integration of in language teaching literature even though in English course scale. However, in this research, the researchers desired to investigate their perception in university context (both before and after) which is different in regional course context.

Instrument

The research instrument used to collect data in this research was an interview. The orientation of the interview was to gain confirmation, logical reasons, perception, and statements stated by lecturers related to their perception towards LBI material before and after implementing it in reading class. In conducting interview sessions, the researchers utilize a semi-structured interview which was adapted from McDiarmid's (1995) interview model. The question of this semi-structured interview explored lecturers' identity, experience of teaching, and expectation.

However, in this semi-structure interview the researchers develop several questions that explore the lecturers' experience i.e., kinds of literary works used as teaching material, kinds of literary studies employed for equipping students to analyze the works, and how they teach moral values promoted in literature. This is the question that the researchers enhanced during interviewing the participants. Apart from semi-structure interview instrument, the researchers also utilized an audio recorder (to record the conversation with the participants) and notebook (to write down any particular information from the interview session).

Data Collection Technique

To collect data, several techniques used in this research i.e., transcribing and highlighting (Endraswara, 2003). These both techniques were utilized to gain and familiarize with the interviewing the data. Because after interviewing the data using audio recording, the researchers firstly transcribed it into a textual draft. Secondly, the researchers highlighted the important information of lecturers' perception.

Data Analysis Technique

Thematic analysis (TA), a tool for data analysis, was employed in this research to study the found data. To analyze all the collected data into the set data, the researchers utilized Braun and Clarke's (2006) thematic analysis with several steps for producing the academic reports. Those six steps are a) familiarizing the data, b) generating initial code, c) searching for themes, d) reviewing the themes, e) naming the themes, f) producing report.

Results

In studying how lecturers perceive literature-based instruction, this research classifies two indicators to measure the lecturers' perception towards LBI. The classification of each RQs is a) highly perceived LBI and moderately perceived LBI. In order to indicate whether a lecturer has highly perception or moderately perceptions toward LBI, several indicators are used i.e., attitude and teaching experience.

What are the Lecturers' Perceptions towards LBI before Implanting it in the Reading Classroom?

L1's Perception toward LBI

According to the collected data, both lecturers have different perceptions (in forms of attitude and teaching experience) towards LBI. Based on L1's attitude, he perceives that literature is a good teaching material and recommended it to be applied because literature is motivating and educating for students. For L1, literature is motivating and educating because he has previously experienced the LBI approach in his teaching class. For the former attitude (motivating), L1 shares his reason why LBI is motivating is because it encourages students to keep reading whether in or out of the class. Thus, he sums up that literature motivates students to enjoy reading material.

Excerpt

"..., ada perubahan sikap dari mahasiswa, misalnya mereka yang dulunya malas membaca atau belajar menjadi rajin dan termotivasi (untuk membaca). Itulah mengapa saya berpendapat sastra itu memotivasi".

(..., there was a learning attitude transformation for students, for example those who used to be lazy about reading or studying become diligent and motivated. That is why I perceive that literature is motivating).

Furthermore, for the latter attitude (educating) L1 expresses his reason why literature is educating for students because it enlarges students' knowledge in many aspects such as culture, philosophy, linguistics, etc. This utterance can be seen below:

Excerpt

"Apalagi dengan membaca karya sastra yang di dalamnya terdapat nilai edukasi. ..., Misalnya melalui karya sastra, saya mengajarkan sesuatu nilai-nilai di dalamnya seperti tentang nasionalisme atau penguatan kebangsaan"

(Especially by reading literary works which contain educational value. ..., For example, through literary works, I taught the valuable things in it, such as nationalism or character building).

Both of the above attitudes are strengthened with his academic background, journal publication and experience of teaching. According to his academic background, both his bachelor and master degree are majoring and focusing on literature science. By majoring and concentrating on literature science, L1 is familiar with various subjects of literature such as with introduction to theory of literature, philosophy of literature, sociology of literature, critics of literature and even literature in ELT. This can be seen in the evidence below:

Excerpt

"Waktu saya kuliah untuk program S1, saya mengambil prodi sastra inggris di UNM. Dan ketika selesai melanjutkan program S2 di UGM dengan prodi ilmu sastra".

(when I study for bachelor degree (S1), I took English literature department at UNM. Afterwards, I continue my study for master degree (S2) at UGM by majoring literature science).

Besides, for L1's publication, it also focuses on researching literary works (short story, poetry, etc.) with various literary theories. According to the data of L1's publication (observed on google scholar), he has thirteen publications published in several journals.   All of his publication can be seen in the below figure:
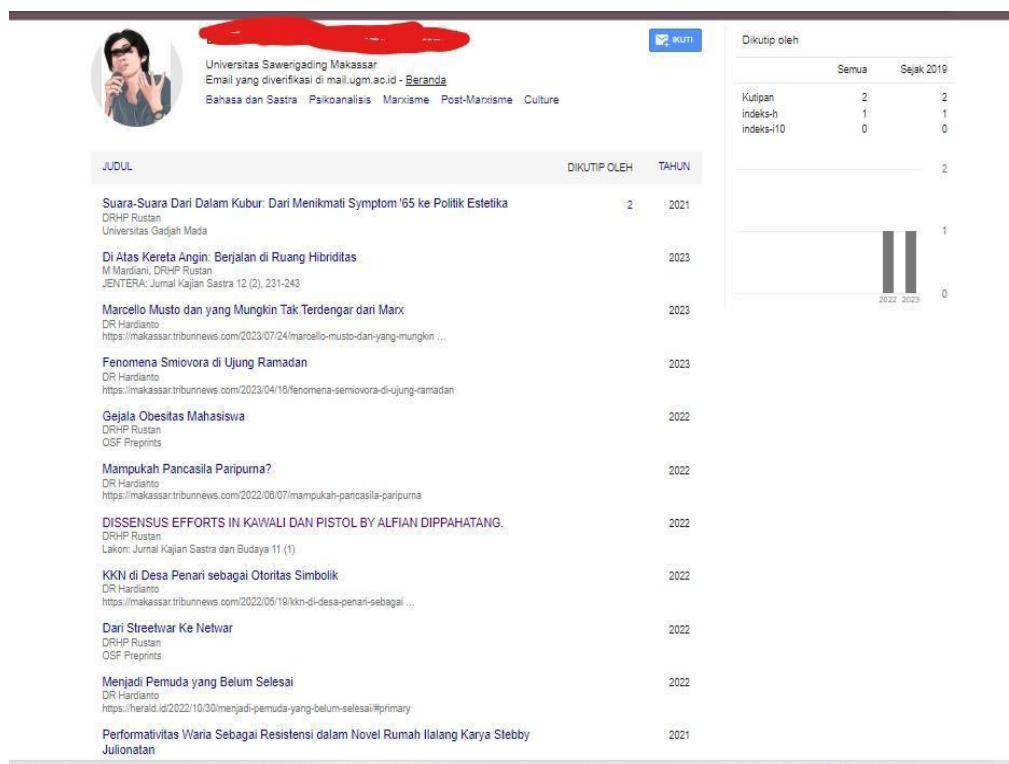

Figure 1 L1's publication on his google scholar account

From the above evidence, it shows that his articles are mostly discussing social class resistance in the novel, post-colonial hybridity theory used to study short stories, historical hermeneutics applied to analyze short stories of Makassar author, etc. Even though most of his articles are written in Indonesian language, it is clear to state L1 is highly perceived toward literary studies.

Finally, as mentioned before, L1 also has teaching experience in applying literature into language teaching. From his teaching experience, L1 conveys that before being a lecturer at Universitas Sawerigading Makassar, he had ever taught English using literature in some English courses in Maros since he was an undergraduate student at UNM. Therefore, the researchers view that L1 is familiar with the approach of literature-based instruction or the use of literature in language teaching. The data of L1's teaching experience can be seen as follow:

Excerpt

"Tentu saya familiar dengan pendekatan pengjaran sastra. Saya pernah ngajar (Bahasa inggris) tapi di tempat kursus di Maros. Misalnya melalui karya sastra, saya mengajarkan sesuatu nilai2 di dlmnya seperti tentang nasionalisme atau penguatan kebangsaan"

(Of course, I am familiar with the literary teaching approach. I once taught (English) but at a course in Maros. For example, through literary works, I teach the values in it, such as nationalism or character building).

L1 furthermore enhances that in teaching, literature is supposed to enhance students' global knowledge and is supposed to strengthen the learners' characteristics. Thus, he expresses the aim of utilizing literature in language teaching is to make them knowledgeable about cultural differentiation western culture or locality. This can be seen in the evidence below:

Excerpt

"Tujuan pembelajarannya adalah agar mereka juga memiliki pemahaman tentang budaya luar tapi juga mengenalkan mereka tentang lokalitas budaya kita".

(The learning objective is aimed at giving students insightful information about broad culture but also familiarizing students about local wisdom of their own cultural locality).

L2's Perception towards LBI

Apart from L1's perception above, L2 perceives that literary material is good for vocabulary acquisition. This is because L2's academic background is not concentrating on an English literature major. During her study in undergraduate and postgraduate programs at Universtias Hasanuddin, her concentration was focusing on linguistic studies which was slightly different from the analysis of literature. Thus, L2 has a different perception (in form of attitude and experience of teaching) with L1. This evidence can be seen as follow:

Excerpt

"saya kuliah S1 fokusnya linguistik Pas ambil S2, saya mengambil English Language Studies (ELS) di unhas dengan konstrasi linguistic"

(My undergraduate studies focused on linguistics. When I took my Masters, I took English Language Studies (ELS) at Unhas with a linguistic concentration).

Furthermore, for L2's publication on her google scholar account, it shows that her publications are varied and cited more rather than L1. Nevertheless, even though L2's publication has more citation, yet, her publication that relates to literary study is only one publication since 2013 - 2023. The evidence can be seen as follow:
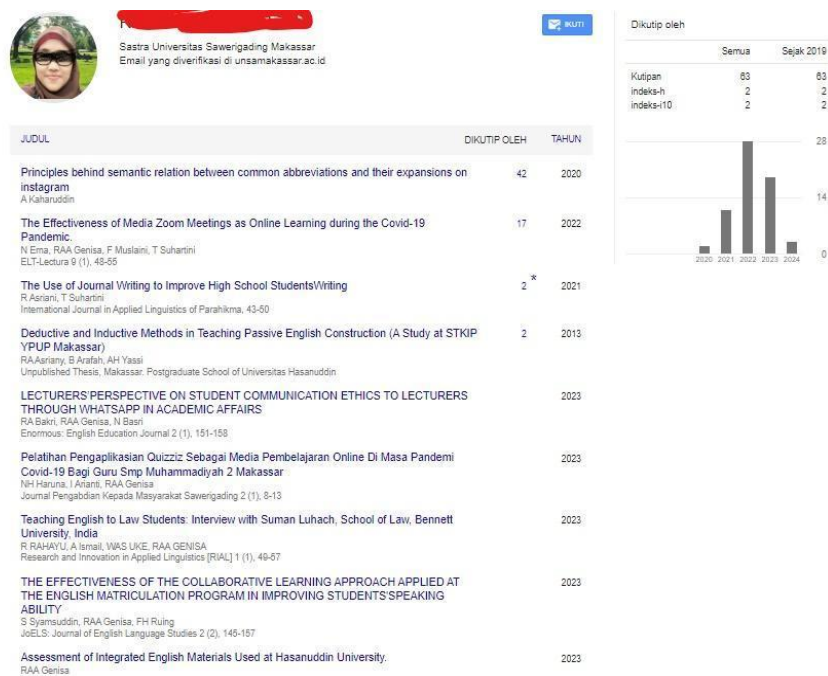

Figure 2 L1's Google scholar account

From the above evidence, it can be seen that most of L2's publications were written in English which is surely better than L1's work (that mostly written in Indonesian language). Nevertheless, the focus of her works mostly discus linguistic and English education. The only article that she writes about literary analysis is published in 2022. From this case, it can be stated that L2 has moderate perception rather than L1.

Finally, for her teaching experience she explains that before teaching at university level, she was a course tutor at some English courses in Makassar. During her teaching at English courses, she sometimes utilized song or poetry to teach English for building her students vocabulary. Because she perceived that using song or poetry is fun for students. However, the use of literature in language teaching was a long time ago. After being a lecturer with linguistic concentration, she rarely utilized literature in her class.

Excerpt

"iya pernah. Saya menggunakan lagu atau puisi karena menarik buat siswa. Tapi dulu-dulu ji. Saya aplikasikan biasa untuk peningkatan kosakata.
"

"yes, I had. I used poetry or song because they are interesting for students. But it's been a long time ago. I apply it (the use of literature in English teaching) ordinary for vocabulary acquisition"

From the above evidence of L2's statement. It can be stated that L2 teaching strategy, when applying LBI approach, is limited because she only focuses on vocabulary acquisition.

From the above case, related to lecturers' perception towards LBI before implementing it in university reading classrooms, the researchers categorize that L1 have more comprehensive perception LBI rather than L2. It is because L1 attempts to touch many aspects of students' learning context such as culture, social reality, vocabulary acquisition, morality, and philosophy. In contrast, L2 is categorized moderately perceived toward LBI because she only touches one aspect i.e., vocabulary acquisition. In order to ease the readers to know the comparative lecturers' perception before implementing it in the class, the researchers demonstrated in the table below:

Table 1 Comparative lectures' perception before implementing literature in the classroom

No	Research Participants	Literary Work used in English class	Perception towards LBI before implementing it in the class	Orientation/goal
1	L1	Short Story	a. Literature motivates students to enjoy the reading material b. Literature enlarges students' knowledge in many aspects such (etc., culture, philosophy, linguistics)	To motivate students and to educate students about local wisdom.
2	L2	Poetry or song	The use of literature (poetry and song) is interesting and fun for students	To develop students' linguistic language components especially vocabulary.

What are the Lecturers' Perceptions towards LBI after Implanting it in the Reading Classroom?

After implementing LBI in reading class for 16th meeting, both L1 and L2 furthermore have broad perception towards LBI. In this point, the researchers classify both lecturers' perception into two discourses i.e., advantage and disadvantage of LBI material.

L1's Views on the Advantage and Disadvantage of LBI Material

After delivering LBI material in the reading classroom, both lecturers then share that literary material surely provides many advantages that are beneficial for students. Nevertheless, they have a different view when evaluating the advantages of literary use in language teaching. L1 states that the advantages of literature in language teaching are educating and relatable to students' life experience. On the other hand, for L2, she states that the advantages of literature in language instruction are entertaining and educating.

According to L1's perception, the first advantage of literature is educating learners about socio-cultural phenomena that occur in the literary text and teaching students about social empathy. Besides, the learners gain a lot of knowledge, information, characters' perspective, and moral value. Gaining moral value from the literary text educated them about the life or poor people who are always oppressed by the elite class and made them sensitive to the condition of the society. L1 states his thoughts related to the advantages of LBI for students through this quotation below:

> **Excerpt**
> "Moral value is important. The moral value is how they are sensitive to the social conditions of small communities who are oppressed by feudal culture. Moral values can be found in literary works".

From this above quotation, L1 views that literary material educates and increases students' critical thinking to the life of people depicted in the story.

Furthermore, L1 also stated that literary reading material is also relatable to the readers' experience. L1 exemplifies how relatable literature is for students' life when he utilized Wilde's literary story called 'The Happy Prince' (THP). L1 illustrates the work as follow:

Excerpt

"karya sastra selalu berkaitan dengan pengalaman mereka sebagai pembaca. Misal cerita 'The Happy Prince, meskipun karya THP sudah terbit 2 abad yang lalu, tapi ternyata masih sangat kontekstual untuk pengalaman dan kehidupan mereka"

(Literary works are always related to their experiences as readers. For example, the story of 'The Happy Prince' by Oscar Wilde. Even though this work was published 2 centuries ago, but it is still very contextual to their (students') experiences and lives).

From the above L1's excerpt, it can be conveyed that after experiencing LBI for the reading class from 1st to 16th meeting, L1 perceives that literature has advantages because it is still relatable and contextual for students even though the work had been published a long time ago.

However, L1 also perceives that LBI can also be disadvantageous for the reading classroom. This situation could happen if students do not have more information about the background of the work and the knowledge basis of literary analysis. L1 stated as follow:

Excerpt

"kekurangannya adalah ketika mereka tidak punya basis pengetahuan sastra (pengetahuan analisis sastra). misalnya konteks sastra kiri".

(The disadvantage is when they don't have a literary knowledge base (the knowledge of literary analysis). for example, leftist literary context).

From the above data, it implicitly informs that if students do not have sufficient literary theory, then students might find it difficult to analyze literary works.

L2's Views on the Advantage and Disadvantage of LBI Material

Apart from L1, L2 evaluates that literature use in language teaching also provides two advantages i.e., entertaining and educating. According to her thoughts, the entertaining advantage is indicated through the characteristic of literary writing style that is fun to read. She emphasizes that most authors compose their work using popular language styles that ease learners' understanding of the words used.

Besides, the literary authors frequently utilize metaphoric terms in their writing. The metaphoric terms (written in the literary text) definitely trigger students to study its meaning. L2 states,

Excerpt

"The entertaining advantage is that literature is a fun reading (not too serious). Which means it can entertain them through its beautiful and metaphorical writing style."

L2 enhances that through metaphorical language used in literary writing, it increases students' curiosity to know the meaning. This, of course, affects students' vocabulary enhancement.

L2 furthermore states that another advantage could be gained from literature is literary reading educates learners linguistically. L2 evaluates that during instructing students to read Chekhov's The Bet story, most students enjoy it by stating that literature influences their reading skills due to the literary works assisting them to improve their vocabulary acquisition and grammatical understanding. L2 states as follow:

Excerpt

"During teaching reading using short story, students felt that their reading skills improved. It was because they get a lot of words and understanding the language grammatical pattern".

However, same as the L1, L2 also evaluate that literary reading material can be disadvantageous to be applied if the work used as learning material was not suitable to the students' learning level or interest.

Excerpt

"..., literature could not be impacted students' cognitive skills if it is not suitably matched with students' learning level. This was the disadvantages of literature in language teaching".

From the above L2's statement, it can be stated that literature is good material due to providing lots of benefits for students. However, if the LBI material is not in line with the students' learning level, it might decrease their learning enthusiasm to read the work. Thus, in order to ease the readers in understanding the lecturers' perception towards literature after implementing it in the classroom, the researcher provide the lecturers' comparative perception through the table below:

Table 2 Comparative Lectures' Perception after Implementing Literature in the Classroom

No	Research Participants	Literary Work used in English class	Advantageous Perception towards LBI after implementing it in the class	Disadvantageous Perception towards LBI after implementing it in the class
1	L1	Short Story entitled *"The happy Prince"* by Oscar Wilde	Literature teaches many insights for learners such as socio-cultural phenomena and social empathy	Literature is disadvantageous if students do not have more information about the literary background (schemata) and the knowledge basis of literary analysis.
2	L2	Short story entitled *"The Bet"* by Anthon Chekov	Literature improves students' vocabulary and grammatical understanding.	literary reading material can be disadvantageous if the work used as learning material was not suitable to the students' learning level or interest.

Discussion
Perceptions before Implanting LBI in the Reading Classroom

According to data findings, it is seen that both lecturers have different perceptions on literary use in language teaching. Each of these findings were linked to each other in implementing the literary reading class. For instance, in academic background, L1 who is basically majoring in the English literature department (and concentrating on literary studies) have a different perception with L2 who is focusing on linguistic studies.

L1 who is majoring and studying in literary fields must be familiar with several theories and approaches that are related to literature such as introduction to theory of literature, philosophy of literature, sociology of literature, critics of literature and even literature in ELT. In contrast, L2 who is fundamentally preferring and concentrating on linguistic studies is apparently unfamiliar with these literary approaches.

Studying several literary approaches both in bachelor and master degree of literature equips L2 to apply and develop the literary studies included in language teaching. This finding is in line with Darsih's (2019) analysis that educational background influences the way educators conceive, teach and develop curriculum. Apart from Darsih's study above, the data also demonstrated this academic background definitely influenced their interest in writing and producing academic publication. According to the data of both lecturers' publications, it seems that L2 has more journal publications than L1. However, in the literary study field, L2 only has one publication. In addition, even though L1 had only few articles indexed on google scholar, yet, all of his articles are focusing on literary studies.

The researchers analyze that by consistently producing academic publications on literary studies, it developed L1's comprehension on literary fields instead of producing many articles in different fields. Because, as the academician, the lecturers must focus on a particular subject that is suitable with their academic qualification. By focusing on his subject, it can deepen their knowledge (Lunenberg et al., 2014). Thus, when any lecturers (who focus on study and develop a particular subject) apply their knowledge in the teaching practice, they can prepare and implement it well. Hence, by focusing on our particular discipline, it specializes our knowledge, skills, perception, and career.

Furthermore, both lecturers also perceived that literary reading material contributes to many benefits for students such as linguistic intelligence development (vocabulary enhancement and grammatical understanding), cultural consciousness, global and local knowledge, etc. These contributions above were in line with Bobkina and Stefanova's (2016) analysis that having these learning benefits (through literary class) are profitable because it equips students to build their career for their future.

This indicates that the use of LBI in reading class generates many positive impacts for students' learning performance. LBI material that touches many aspects for classroom learning activity are benefits for university students (ALam, 2002; Strong, 1996; Zaker, 2016). As an English literary lecturer who frequently use literary reading material into my class, the researchers view that students could gained numerous benefits such as linguistic intelligence development, cultural consciousness, global and local knowledge, etc. if the lecturers have a lot of references (e.g., knowledge, schools of literature, and theory) for their class. With these references, it helps the lecturer to elaborate many approaches and help learners to analyze the content of the story when the class is conducted.

Therefore, in the pre-teaching of LBI, the researchers iterate that each lecturer must have broad knowledge and references that can strengthen their perception towards LBI before implanting it in the reading classroom. Because, if they lack information towards LBI, the lecturers might have difficulty teaching a reading

course using LBI (Luukka, 2023). From this case, the researchers stress that the more the lecturers know LBI material, the better they have perception toward LBI. The better they perceive LBI, the more they touch many aspects and values in his/her literary teaching. The more they touch many aspects, the more effectively they deliver the material for their students.

Perceptions after Implanting LBI in the Reading Classroom

During integrating literary works for reading material class, both lecturers, even though, perceive that the use of literature is advantages (for example, L1 feels that the use of literature is educating and relatable where L2 feels that the literary use for the reading class is entertaining and educating), they also view that literature can also be disadvantages to be applied in reading class. Definitely, through literary reading material, students could be taught about moral values, cultural diversity, metaphoric language style as also mentioned by many literary scholars (Eagleton, 1985; Mardiani & Baharuddin, 2023; McRae, 2022; Zaker, 2016). Nevertheless, the lecturers also perceive that after implementing LBI in reading class both L1 and L2 view that LBI would be useless if several factors happened in the classroom i.e., 1) lack of the basic literary knowledge or sufficient literary theory for analyzing literary works (L1) and 2) unsuitable to students' learning level (L2).

The researchers analyze that what both lecturers felt when evaluating literary reading material were absolutely correct especially if referring to McRae's (2022) literary theory. Utilizing literature as a language teaching material necessitated the lecturers to consider all these things. Because if any lecturers desired to employ literary works without identifying students' learning level and cognition, then the material might be vague for students. Worst of all, it did not contribute to developing students' learning motivation.

That is why, in the researchers' experience when integrating literature into a reading course, the researchers frequently conducted a small discussion with my students a week before providing material to students. By conducting small discussions that involve students in informal situations (usually in café or park near campus), the researchers could trigger them to talk about their learning issue and level during reading literary works. For instance, in investigating students' learning issues, the lecturers can trigger students to talk about what makes them difficult to read literature.

Some students might share that they have a problem in linguistic aspects such as English proficiency and the figurative language (simile, metaphoric, hyperbolic, irony, personification) used in literature. Some also may say that their problem is lack of theoretical understanding (in terms of sociology, culture, and history) to

analyze the work into their reality. After sharing their problem, it is advisable for the lecturers to furthermore search for some references (usually two days after having small discussion with my students) that could increase their knowledge of literary theory. In this case, the researchers recommend them to read Eaglton's book called Marxism and Literary Critics (2002) that is written with popular English so that students could easily understand its content. By reading this book, students can analyze sociologically, politically, and culturally the content of literature.

Therefore, in the researchers' point of view, literary lecturers should be creative and have to be friendly with their students when digging their problems. This is what the researchers call "engaged discourse" method for equipping students to read and analyze literary works. Furthermore, for the researchers, the reason why both lecturers state that literature could be useless and disadvantages to be applied in reading class is because they did not engage students to talk first about their learning issues that might hamper them to follow the material. Thus, I reiterate that with the "engaged discourse" method all the issues of LBI can be minimized.

Conclusion

This research concludes that lecturers' perception toward literature-based reading instruction are varied. Before implementing the LBI approach to the reading class, both lecturers simply perceived that LBI with limited views (i.e., LBI is motivating and educating). It is because both lecturers only use literature in the English course case for senior high school students' context. In fact, when implementing the LBI approach at the university level, both lecturers furthermore have broad perception and can see its advantages and disadvantages. Definitely, the advantageous perceptions enable the lecturers to keep applying the LBI approach for the next semester.

On the other hand, for the disadvantageous perception, it assists the lecturers to reflect and evaluate the issue of LBI. By diagnosing the problem of LBI, the lecturers of course can formulate the appropriate LBI material and know how to contextualize the material for the students' learning level. Therefore, the researchers claim that the more the lecturers know LBI material, the better they have perception toward it. The better they perceive LBI, the more they touch many aspects and values in his/her literary teaching. The more they touch many aspects, the more effectively they deliver the material for their students.

Suggestion

From this case, the researchers invite the readers and scholars who are interested to study and develop the teaching approach of LBI in the case of "the lecturers' teaching strategy in implementing LBI for the students' speaking skill' development". It is because the data, as demonstrated in the results, explains that literature contribute to students' language components especially English vocabulary. With variety of English vocabulary, it enables students to express their thoughts in a real communication and conversation. Besides, with a good content of literature, it enlarges students' knowledge about many social and cultural issues. This of course helps students to produce their knowledge in academic forum (seminar or conference) and enable to talk about social issues and moral values promoted in literature. Apart from that, the researchers also suggest to any educators (both lecturers and teachers) to search contextual literary material that is suitable with students' learning level and issues. Because, as mention in the results, literature can be disadvantageous if the learners are not informed about the background of the works and if the literary material not in line with students' understanding.

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