Designing Introduction to Literature Syllabus based on English Department Students' Needs of UIN Prof. K.H. Saifuddin Zuhri Purwokerto

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Abstract

Students' needs analysis is generally used for collecting and assessing information relevant to course design to establish how the course will be conducted and what is the course about by obtaining the information related to the students' needs. It comprises the teaching materials, the teaching methodology or approaches, the task design, and the evaluation process as a continuous process in which the whole teaching and learning process is being assessed and evaluated to fit the existing course with the students' needs that always changing to establish an effective course. This research employed descriptive qualitative research to analyze the students' needs related to Introduction to literature course at English Education Study Program of UIN Prof.K.H. Saifuddin Zuhri Purwokerto. The subject of this research was the third-semester students as much as 127 students. The data were collected through questionnaires and interviews. The questionnaires were designed to find out the students' interest related to English literature, meanwhile in-depth interview was used to confirm and get more information related to students' needs. The result from the present needs analysis which was related to students' prior knowledge of the course shows that the students were mistaken the term literature with the text used as reference for academic writing and that they are already

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familiar with reading literary text which was dominated by novels and short story in Bahasa Indonesia. Meanwhile, the target needs analysis shows that most of the students agreed that learning English literature is important. The result of learner needs analysis shows that the students want to learn some materials in English literature with specific task and project.

Keywords: *students' needs analysis, introduction to literature, syllabus*

A. Introduction

Since its establishment on 2014, English Education Study Program (TBI) of UIN Prof. K.H. Saifudin Zuhri Purwokerto has revised its curriculum on 2020 and started to be implemented since 2020-2021 academic year for the Kurikulum Merdeka (Struktur Kurikulum Dan Sebaran Mata Kuliah 2020 Prodi Tadris Bahasa Inggris, 2020). The distribution of courses in the new curriculum consists of 30 institutional credits, 24 credits of faculty courses, and 74 credits of study program courses. The new curriculum also includes 10 elective courses for English for Specific Purposes and 10 others for the concentration of translation. The 74 credits of study program courses are divided into 34 different subjects including seven new subjects including Introduction to Literature (Struktur Kurikulum Dan Sebaran Mata Kuliah 2020 Prodi Tadris Bahasa Inggris, 2020, pp. 70–72). However, the syllabus of these new subjects has not been developed or determined along with the curriculum development. Before designing a syllabus, generally, it requires a needs analysis as part of curriculum development for language teaching (Nur & Sulistyani, 2018). Therefore, it is necessary for the department and the lecturer to design the appropriate syllabus for these new subjects based on the students' needs, including materials design, teaching approach, students' tasks, and most importantly the output of the subject.

Students' needs analysis is not something new. It has been widely used to determine curriculum development or syllabus design for language courses. Needs analysis is defined as the approach used to accumulate

information about the learners' needs (Richards, 2001, p. 51). According to Hyland (2006) in Flowerdew (2012), Need Analysis refers to the techniques for collecting and assessing information relevant to course design. It means need analysis is used to establish how the course will be conducted and what is the course about by obtaining the information related to the students' needs. It comprises the teaching materials, the teaching methodology or approaches, the task design, and the evaluation process. In other words, needs analysis is a continuous process in which the whole teaching and learning process is being assessed and evaluated to fit the existing course with the students' needs that always changing to establish an effective course. Needs analysis incorporating many aspects including what the learners already know and what they want to know (Flowerdew, 2012). According to Brindley (1984) in Richards (2001) need encompasses the learners' wants, desires, motivations, demands, expectations, lacks, constraints, and requirements. It suggests that need comprises the students' motivations, objectives, and expectations in taking the course including their problems as well as kinds of teaching and learning processes they like. Similarly, Long (2018) also argue that needs analysis can be used to identify learner's goals and language needs to design appropriate program and the best method to administer the design.

In relation to syllabus design, needs analysis can help with the selection of appropriate teaching methods and provide the basis for developing a syllabus and teaching materials for a course (Richards, 2001). It is the initial stage of course development which will be followed by curriculum design, materials selection, methodology, assessment, and evaluation (Flowerdew, 2012). These stages are intertwined and interconnected with each other in a cyclical process as explained by Dudley - Evans, and St John (1998). The procedures can include interviews, surveys, meetings, observation, analyzing students' works, or study cases. The result of need analysis is a compulsory factor for designing the instructional material and

the entire component of the teaching and learning process (Wijayanti & Awaliyah, 2021). Need analysis is used for various purposes, whether to collect information about the students' needs for particular language skills and/or problems they encounter or to determine the appropriate courses that address their needs (Richards, 2001, p. 53). Therefore, the purpose of needs analysis must be determined first before conducting a needs analysis.

This research proposes to conduct students' needs analysis for designing the Introduction to Literature syllabus. Thus, the purpose of this students' need analysis is to design an appropriate syllabus for this subject. Introduction to literature is not a new subject for English Department in other institutions. Rahmawati et al., (2017) argue that this subject aims to introduce and teach the students about English literature and its development to equip the students to be appropriately well prepared when they once graduated and become English teachers, translators, or interpreters. Although some argue that studying language and literature are distinct and that literature had no place in the teaching of English as a foreign language, Falvey and Kennedy (2006) argue that the aesthetic dimensions of literary texts can catch students' imaginations. Thus, teaching English as a foreign language using literary text is considered to be more authentic because the learner can relate the experiences represented in the text with their actual real-life experiences. Falvey and Kennedy (2006) further argue that selecting interesting texts that can invite students' interest in reading, play a significant role in effective language learning. Damayanti (2017) also has a similar idea about the effectiveness of using literature in English language teaching particularly in Indonesia. She argues that storytelling can become a powerful tool to engage students in studying English. Through storytelling, students are immersed in interactive activities and rich linguistic resources that can motivate them to learn English as well as identifying their own culture (Damayanti, 2016).

Studying literature also offers some benefits for the learner such as improving learners' reading interest, developing critical thinking, and enriching language sources (Roe & Ross, 2006). Studying literature also offers pleasure and entertainment for the learner. Therefore, learning activities such as reading fiction, listening to a song, or watching a movie will gain learners' interest far greater than language learning activities that do not involve literary aesthetics such as reading to news reports or listen to some speeches. Considering these benefits of learning literature, designing an appropriate syllabus for Introduction to Literature for English teacher candidates is inevitable. By understanding these benefits, it is hoped that the students of the English Education Study Program will enhance their interest in English literature which will be useful for their future careers.

There has been much research dealing with students' need analysis. The most recent one has been conducted by Muflihah and Wijayanti (2021) under the title Students' Needs Analysis of Language Skills at the English Department of IAIN Purwokerto. Their research was focused on investigating the students' needs of language skills and analyzing whether the existing syllabus fits the students' learning needs or not. The needs analysis including present situation, target situation, learning needs, and meaningful analysis for students' language skills. They conclude that the students of the English Education Department have little experience in learning English and most students are in the intermediate level of English proficiency to be a teacher/a lecturer. It also shows that students expect to learn inside the class consisting of a small number of students and to get Indonesian issues as the learning topics. This previous research has been conducted to know the students' needs in general to improve their language skills which also indicates that they want to get Indonesian issues as the learning topics which is very interesting. This research, however, will focus on the students' needs for designing the syllabus for a specific subject, that is Introduction to Literature. The students' needs related to the Indonesian

issue will also be taken into consideration by including some Indonesian literature originally written in English as one of the materials in this subject.

Another related research dealing with developing a syllabus for the same subject was conducted by Rahmawati et al., (Rahmawati et al., 2017) with the focus to seek the compatibility between the syllabus of Introduction to Literature Subject in the English Department of UNTIRTA with the need of English Department students of UNTIRTA. The result of their research found that the students want a challenging and interesting syllabus that includes a small project in which they can perform in the classroom. This previous research will be used as a sample on how to do needs analysis in developing the syllabus for the same subject. Although the research is quite similar, the students' needs between UINTIRTA and English Departments students of UIN Prof.K.H Saifuddin Zuhri Purwokerto are different which required to take into consideration in designing syllabus based on the students' needs.

There are number different research with various subjects related to need analysis including (Arjanggi et al., 2018; Brown, 2020; Garcia-Ponce, 2020b, 2020a; Hariyadi & Yanti, 2019; Hasbi, 2017; Lestari, 2020; Maulana & Lestari, 2017; Menggo et al., 2019b, 2019a; Richards, 2001; Surbakti, 2016; Ulum, 2015; Yulia & Agustiani, 2019). Most of this research is focused on English for specific purposes to find out the compatibility between the existing syllabus with the students' needs. Meanwhile, this research only focusses on the students' needs related to the development of one subject, Introduction to Literature. Thus, it is necessary to conduct this research to analyze the students' needs related to literature materials and what do they expect in learning this subject. The result of this analysis will be used to develop the appropriate syllabus for this subject.

B. Research Method

This research used the Research and Development (RnD) method. Research and development are a research method which used to produce and validate and educational product (Gall & Borg, 1989). Meanwhile according to (Purnama, 2016), RnD in education is a type of research aimed at producing products for learning that begins with needs analysis, development product, product evaluation, revision, and product dissemination (dissemination). Therefore, RnD is research method used to produce an educational product which can be curriculum, syllabus, teaching or learning media, or other supporting product for educational purposes by analyzing the learner needs, then develop something according to the analysis and followed by the evaluation. According to (Endang Mulyatiningsih, 2015) RnD can be done in 4 D (Define, design, develop, disseminate) model. Define the problems, design the product based on the needs analysis, develop the product, and disseminate the product. In this research, the research applied the 4D model which includes Define, design, develop, disseminate.

1. Define

This research started from defining the students' needs related to Introduction to literature courses through questionnaire. The questionnaire is developed based on students' need analysis to measure what students expected to learn in this subject.

2. Design

After conducting students' need analysis through the questionnaire, the students' expectations were analyzed to design the appropriate syllabus for this course. The syllabus was designed based on the students' responses to the questionnaire. The design includes the main objectives of the Introduction to literature course, the materials will be learned, and the assignment or project that students want to do to achieve the learning goals.

3. Develop

The blueprint of the syllabus design which was designed previously was developed in more detail to be divided into 16 meetings including 1 meeting for midterm exam and 1 meeting for final exam. Thus, the materials on this subject is then developed and divided into 14 meetings.

4. Disseminate

The design of the syllabus is then validated by experts' validators. They are the coordinator of the English Education study program and the appointed lecturer who are responsible for the science (penanggung jawab keilmuan). It was also being validated by external validator who is an expert in teaching Introduction to literature. The next step is implementation of the syllabus in the academic year 2021-2022. The syllabus was implemented in 3 classes of 4 TBI A, B, and C. After the implementation, it was followed by an evaluation, where numbers of students were taken randomly from the three classes. They were chosen and interviewed related to their perspective on the syllabus and the implementation of Introduction to literature class. The result of the evaluation will be used for revision to make better syllabus for the next semester.

According to Richrads (2001) the steps in conducting need analysis are determining the purpose of the needs analysis, deciding the target population which refers to the people to whom the information will be collected, administering the needs analysis. The purpose of this needs analysis is to know the students' present ability and their expectation after joining the course. The target population or subject of this research was the third-semester students of the English Department of UIN Prof. K.H Saifuddin Zuhri Purwokerto as much as 127 students in 3 different classes. They were purposely chosen as the subject of this research because the Introduction to Literature course will be given in the fourth semester in the English Department.

The data in this research was collected through questionnaires and interviews. The questionnaires were designed to find out the students' interest related to English literature. It was distributed before the course started from 13 December 2021 to 7 January 2022 distributed to all students of the 3rd semester in the English Department though google forms. As many as 12 questions were used to analyze the students' background knowledge, the students' perception, and the student's expectation in taking the course. The questionnaire measures two aspects how the course will be conducted and what is the course about. To get more in-depth data, semi-structured interviews were also used. As many as 15 students from the 4th semester students of English Department were chosen randomly and interviewed to analyze their perspective about their needs in taking the course.

The data was analyzed qualitatively using descriptive methods in which it is used to describe, analyze and interpret the data from individuals, methods, and materials independently (Cohen, L., Manion, L., & Morrison, 2007). The result of questionnaires and interviews was analyzed one by one to distinguish the students' needs related to Introduction to literature.

C. Result and Discussion

English Education Department Students of UIN SAIZU Needs Related to Introduction to Literature

According to Richards (2001) there are three steps in conducting needs analysis. First, determining the purpose of the analysis. The purpose of the need analysis in this research is to find out the students' needs which include their prior knowledge, their perceptions, and expectations in takin Introduction to literature. Thus, this needs analysis aims to design an adequate syllabus for Introduction to Literature, to determine the appropriate teaching methods, materials, tasks, or projects according to the students' needs.

Second, deciding the target population. The target population in this need analysis is the 3rd semester students of English Education Department of UIN Prof. K.H. Saifuddin Zuhri Purwokerto. The participant of this research were 133 students from the fourth semester students of English Education Department, however only 127 students filled up the questionnaire. The participants of this research can be seen in the following diagram.

Figure 1. Participant of the research
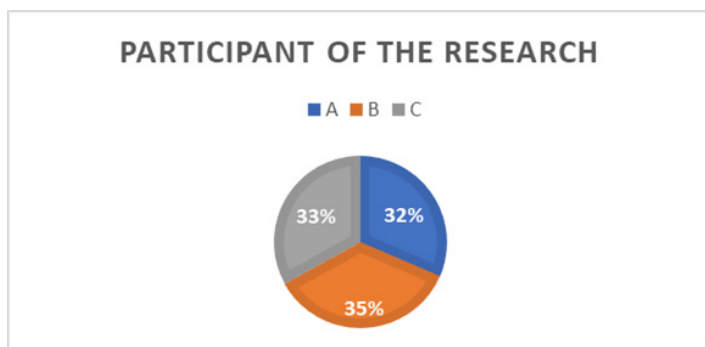
The data were taken from 127 students which consist of 40 students of 4 TBI A, 45 students of 4 TBI B, and 42 Students of 4 TBI C. The participant consists of 16 % male students as much as 21 students and 76% female students as much as 97 students. The informant's gender exposure has no significance to the correlation assessment, but rather as data on the distribution of informants based on gender aspects. Further research is needed in measuring the capacity of informants based on gender aspects, especially in the tendency of understanding capacity or literary competence.

The third step is administering the needs analysis which refers to who and how the needs analysis will be conducted. Who refers to the person, researcher, or lecturer who will administer the needs analysis. How refers to the procedure on how the information will be collected.

The Questionnaires were developed by adapting the needs analysis which covers three aspects including the Present Need Analysis to measure

the gap between what students already know and the target the students need to achieve at the end of the course. Target Need Analysis to measure the target that needs to be achieved by the students at the end of the course. Learner Need Analysis which refers to the strategy or learning activities they want to do in the course (Flowerdew, 2012; Wijayanti & Awaliyah, 2021). Meanwhile, the Mean analysis was not measured since it is related to the facilities to facilitate learning.

The three aspects mentioned previously were divided into three sections to measure the background knowledge, the students' perception, and the student's expectation in taking the course. The result of the questionnaire is described in the following sections.

1. Present Needs Analysis

The first part of the questionnaire was to analyze the present needs analysis to know the gap between what students already know and the target the students need to achieve at the end of the course. Thus, the present needs analysis was to measure the students' background knowledge related to their understanding about literature. There were 4 questions asked to measure their background knowledge.

Table 1. Present Needs Analysis

What do you know about literature?	This question is to know the students' prior knowledge whether they already know what literature is. Their answer will determine whether introduction to literature course is necessary to be given to the students or not and whether the material about definition and concept of literature need to be given in detail during the course or not.
Have you ever read any literary works before either in English or in Bahasa Indonesia?	This question is to know the students' experience whether they are already familiar with reading literature or not either in Bahasa Indonesia or in English. The students' answer related to this question will determine whether the literary works given to the students should include only English literature or Indonesian literature in English should be included.

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Which of the following type of literary works have you read before? (you can choose more than 1 answer)
  a. Novel
  b. Poetry
  c. Prose
  d. Drama
  e. Short story
  f. Serial/ Running Story
	This question is to know the types of literary genre the students most likely to read. The students' answer will determine what kinds of literary genre should be included as the material in Introduction to Literature course.

Can you mention any literary works you have read before?	This question is to know the students' prior experience in reading literary works.

Related to the first question, whether the students already know what literature is, most of the students were unable to give precise answer about literature. Most of them mistake the term literature with any written works that can be used as references to write scientific work. As much as 44 % of the students answer that literature is related to any written work that can be used as reference for scientific purposes. Meanwhile, some of the students honestly answer that they still do not know about literature as much as 37% and as much as 19% of the students already know with the term literature. Some of them answer that literature is related to reading for pleasure which can include novel and stories, some other answer that literature is sastra, which is study about how to express or stand out our feeling or literature is the knowledge about the culture in language, for example poetry, drama, fiction, nonfiction. Only a few of them can define literature correctly as in the following answer: Literature is a written work that applies literary language in writing can be in the form of readings or texts that can be published by writers.

Based on the students' answer, they know the term literature, it can be concluded that most of the students still do not know yet about literature. It can be seen from 44 % students mistaken the term with another term plus 37 % of the students answering do not know about the term. It means that studying about Introduction to Literature is necessary for the students

to give better understanding about literature in general. Thus, the material about definition of literature and its characteristics differentiates literary works with other written texts.

The next question relates to the assessment of students' basic abilities regarding their level of understanding of literature, 97,3 % stated that they had read literary works. Thus, almost all the students had experience reading literary works. Regarding the genre of literary works, they have read, 82.2% of the sample said they had read the novel genre. A total of 53.4% of the sample had read poetry. A total of 12.3% of the sample had read prose. A total of 45.2% stated that they had read drama scripts. A total of 80.8% of the sample stated that they had read short stories. A total of 32.9% stated that they had read running stories. A total of 20.5% of the sample stated that they had read other types of works. Meanwhile, of all students as the sample in this study, 2.7% stated that they had never read a literary work.

Figure 2. Literary Genre Read by the Students
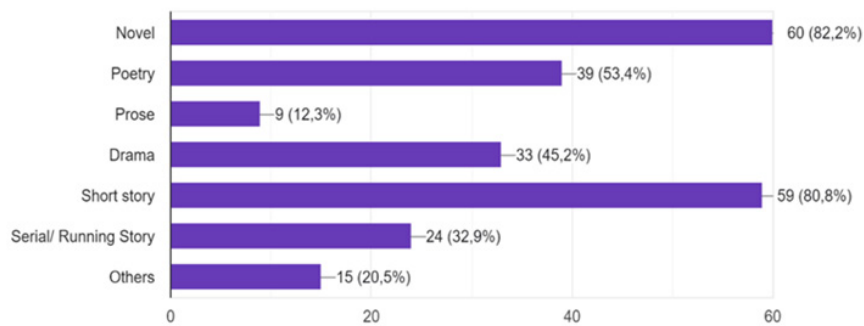
The above result shows that most of the students have familiar and experience reading literary works. Novel and short stories dominating the literary genre mostly read by the students followed by poetry dan drama. Thus, novels, poetry and drama need to be taught to the students as material for literary genre in Introduction to literature class.

Related to the last questions, some students mention some literary works they already read, some of them already read the works in English language but most of them already familiar with Indonesian literature. Based on the students' answer, most of the students already familiar with reading English literature including novel and short stories. The students answer that they were more familiar with reading short stories because they were given assignment to read short stories weekly during their second semester. Meanwhile for novels, it is quite surprising that many students already familiar with reading English novel even though some of them honestly answer that they read the translated English novels in Bahasa Indonesia. Most of the students also already familiar with reading Indonesian literature, many famous novels from notable Indonesian writers were already read by the students. Some of the students also answer that they read literature through online platforms such as wattpad. It is also found that most of the students are more interested in reading teen lit novels which are related to their age. Looking at many Indonesian literature already read by the students, it is necessary to include Indonesian literature in Introduction to Literature. The Indonesian literature can be literature written directly in English by Indonesian writers or Indonesian literature translated in English. It is also in line with the result of the needs analysis of English Education Department conducted by Muflihah and Wijayanti (2021) stating that students expect to get Indonesian issues as the learning topics.

2. Target Needs analysis

The next analysis is related to the target needs analysis which refers to the target which the students want to achieve after completing the course. To do so, the questionnaire is designed to see the student's perspective related to studying literature. There were three questions asked to the students: Do you enjoy reading literary works? Do you think reading English literature

will help you to improve your English skill? Do you think learning English literature is important for English Department students? Why?

Regarding students' perceptions in terms of reading literary works whether they enjoy reading literature or not was measured by the number 1-5 parameters with 1 is the least and 5 is the most enjoyable. The result shows that none of the informants gave 1 as a representation of the low level of pleasure in reading literary works. A total of 2.7% gave a value of 2 regarding the level of pleasure in reading literary works. A total of 34.2% gave an assessment of number 3 regarding the level of pleasure in reading literary works. A total of 23.3% gave a rating of 5 in terms of pleasure in reading literary works. While the highest number of assessments was given by 39.7% of informants to the value of number 4 in terms of pleasure in reading literary works.

Figure 3. Students' perspective about reading literature is enjoyable
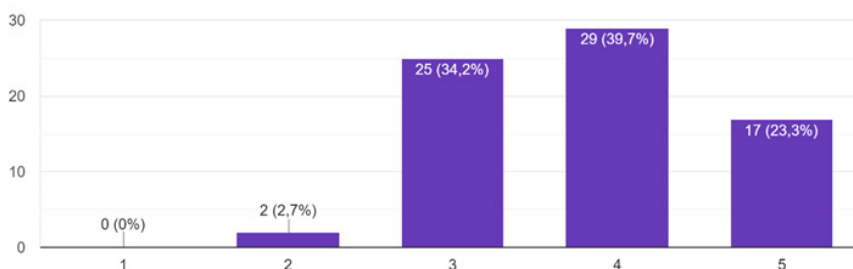
Based on the result, it shows that most of the students enjoy reading literature. Only a few of the students do not relay enjoy reading literature. Thus, it can be concluded that students need to read more literary works for pleasure as well as for academic purposes.

Regarding students' perspective whether reading English literature can influence their English skills, as much as 47, 9% students strongly agree that reading literature in English will help them to improve their English skills. A total of 39.7% of the students agreed that reading literary works

will increase their English capacity. Furthermore, sequentially from the highest to the smallest assessment, the remaining students (12.4%) gave a neutral assessment, strongly disagreed, and disagreed. Hence, it means that most of students agreed that studying English can be done by reading the literature.

Figure 4. Students' perspective on the influence of reading literature to improve their English skills
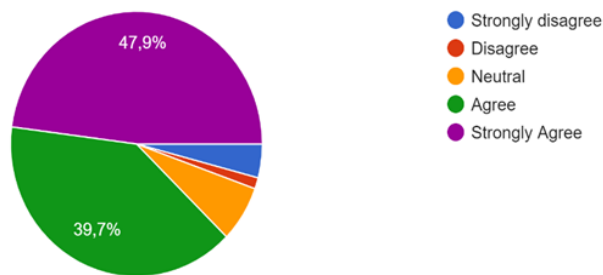
The last question is to know the students' perspective on whether learning English literature is important for English Department students, as much as 50, 7% students strongly agreed and 39.7% students agreed that studying English literature is important for English Department students. Meanwhile, the rest of the informants, which are 9.6%, gave sequential assessments from the most to the fewest, which were neutral, strongly disagree, and disagree. It shows that majority of the English Education Department students agreed that it is important for them to study English literature which signify that Introduction to Literature is necessary course for the students.

Figure 5. Students' perspective on the importance of learning English literature for English Education Department
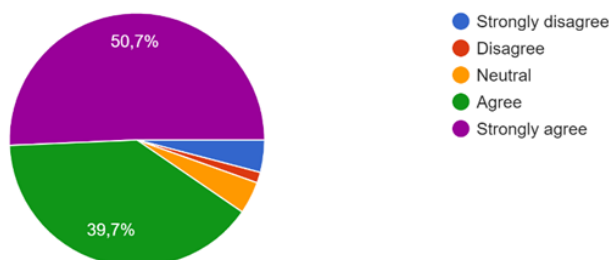

3. Learner Needs Analysis

The third part of the questionnaire was to measure the learner needs analysis which related to their expectation in taking the course. It is regarding what materials they want to learn and how they want to do the lesson in Introduction to literature class. There were 5 questions asked to the students related to what materials in Introduction to literature they want to learn and how do they want to do the task or assignment in understanding English literature. The first and second questions were to know the materials should be included in the course, meanwhile the third, fourth and fifth questions were to know the activities, tasks or assignment students want to do in understanding the material.

The first question was to measure whether the students prefer to learn the history of English literature in brief or the development of English language in general. The result shows that they prefer to learn both with 58,9 % for each category. The result can be seen in the following illustration.

Figure 6. Students' expectations in learning history of English literature or English language in general
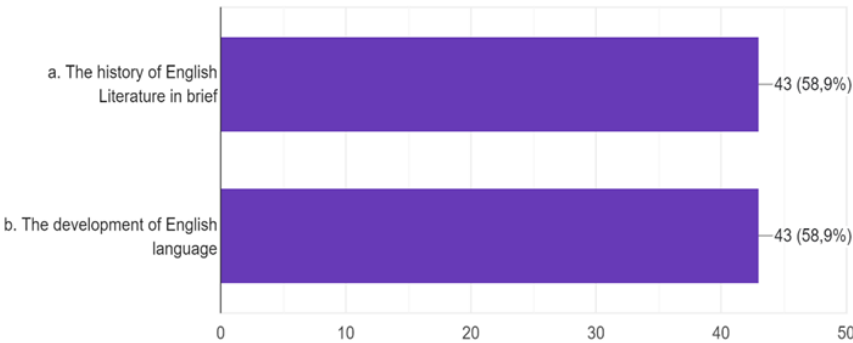
According to the result, it can be concluded that the students expect to learn the history of English literature as well as want to learn about the development of English language in general. Therefore, the material about history of English literature should be included as the material in Introduction to literature, meanwhile the development of English language can be explained along with the history.

The second question is to know the types of reading text the students prefer to be learn in the course. They were asked to choose classic novels or popular novels. Majority of the students prefer to read pop novel which written between 1900 to the 21st century such as Harry Potter, Animal Farm, Inverno compared to classical novels which written in the early development of English literature between 1600- 1900 such as Pride and Prejudice, The Great Gatsby, The Tale of Two Cities, Great Expectation. As much as 78,1 % of the students prefer to read pop novels meanwhile the remaining 31,5% of the students prefer to read classic novels. The result of the questionnaire presented as follows:

Figure 7. Students' expectation in reading English novels
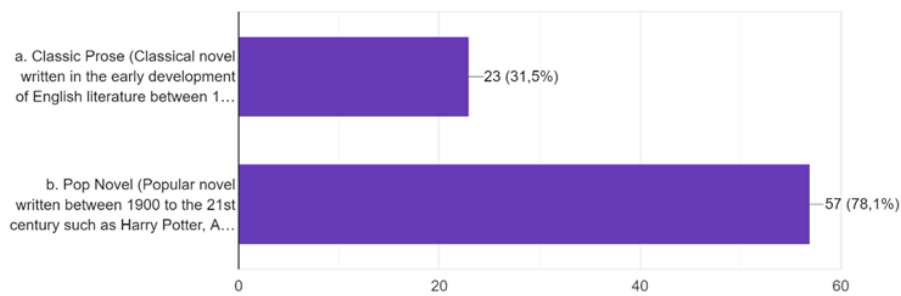
The third question is to know what activities or task the students want to do in understanding English prose. It is related to the assignment that should be given to the students. the results shows that majority of the students with total 82, 2 % prefer to watch movie in understanding English novels. It was followed by writing interpretation of the novel with 23,3% and performing drama based on the novel with 20,5 %. Only 16,4 % of the students prefer to give presentation after reading English novel. It means that the students prefer to watch movie to understand English novel. The result of the questionnaire is presented as follows:

Figure 8. Students' expectation in learning English novels
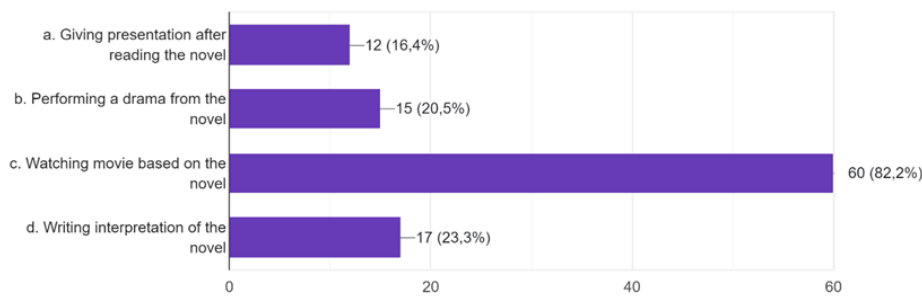
Answering the question Which of the following activities would you like to do to understand poetry? Most of the students prefer to write their own poetry with as much as 41, 1 % followed by writing song lyrics

based on poetry and writing interpretation of the poetry as much as 26 %. Meanwhile, for activities reading aloud and performing musical only 19,2% and 23,3 % prefer to do the activities. The result shows that, the students prefer to write their own poetry rather than performing poetry in any forms.

Figure 9. Students' expectation in learning English poetry
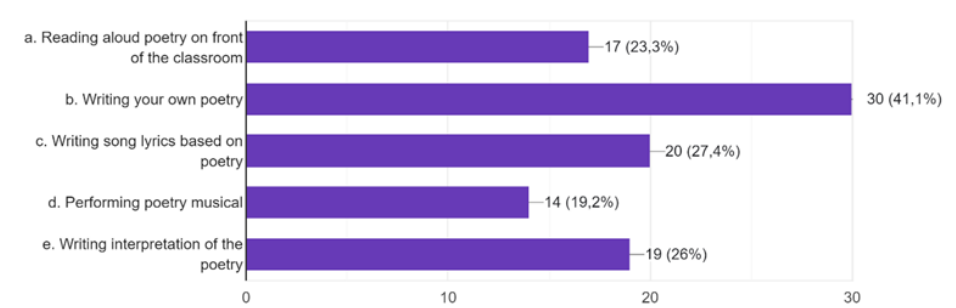
The last question is related to the type of learning activities the students want to do in learning English drama. Most of the students prefer to watch drama performance from youtube video with total 75,3 %. As much as 31,5% if the students prefer to perform a drama performance and followed by 27,4% of them prefer to write drama script. Only 17,8% of the students prefer to write drama interpretation. It can be concluded that the students prefer to watch a drama performance from YouTube video and performing a drama performance in understanding English drama.

Figure 10. Students' expectations in understanding English drama
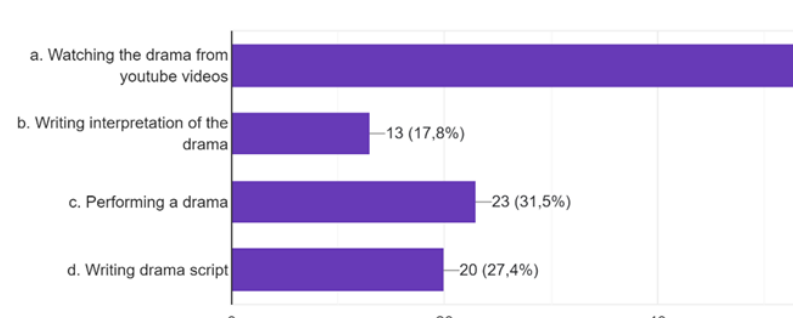
Syllabus of Introduction to Literature Based on the Students' Needs

The syllabus was designed adopting the model of syllabus design introduced by Richards (2001) comprises four stages; planning, designing, implementing, and evaluating. The stages of the syllabus design can be seen in the following diagram adopting from Richards (2001) and (Kaharuddin, Abd Hakim Yassi, Burhanuddin Arafah, 2014):

The Process of Syllabus Design in this study

Planning	**Document Analysis**	Published & unpublished document, English Literature Syllabus, Relevance research
	Needs Analysis	• Learner Needs • Target Needs Analysis • Present Needs Analysis • Means Analysis
Designing	**Formulating Aims and objectives of the course**	• Design syllabus • Select syllabus content • Develop teaching materials • Design appropriate Tasks • Assessment • Learning resources • Instructional media
	Syllabus Design	
Implementing	**Implementing**	Teaching and Learning
Evaluation	**Evaluation**	• Expert Evaluation • Improve syllabus

The first step was analyzing the available documents from published and unpublished documents such as related research on Needs Analysis and syllabus design, as well as the example of the Introduction to Literature syllabus from other institutions. The document analysis was used to find the resources to formulate the questionnaire and interview questions. The syllabus of Introduction to literature from other institutions such as from UNY, UNNES, UPI, and UM were taken as the example and references in developing the questionnaire and to look at the materials and teaching activities conducted in those universities. Next, a needs analysis was

conducted through questionnaires presented in the previous section. The result was used to determine the goals or objective of the course. In designing the syllabus, the researcher refers to the Graduate Competency Standards (SKL) and Graduate Learning Outcomes (CPL) Undergraduate Study Program at Islamic Religious College and Faculty of Islamic Religion (FAI) at College (Standar Kompetensi Lulusan (SKL) Dan Capaian Pembelajaran Lulusan (CPL) Program Studi Jenjang Sarjana Pada Perguruan Tinggi Keagamaan Islam Dan Fakultas Agama Islam (FAI) Pada Perguruan Tinggi Direktorat Pendidikan Tinggi Keagamaan Islam Direktorat, 2018). The objectives of the course generated from the result of the analysis is presented in the following table:

Table 2. Needs Analysis to generate the Objectives of the Course

No	Needs Analysis	Objectives
1.	The result of the present analysis shows that English Education Department students of UIN Prof. K.H. Saifuddin Zuhri were still do not know about the term literature. Most of the students mistaken the term literature with any written works used as reference for scientific writing. It means that studying about Introduction to Literature is necessary for the students to give better understanding about literature in general. Thus, material about definition of literature and its characteristics which differentiate literary works with other written texts need to be given.	1. Students will be able to define literature by paying attention to the characteristics of literary works 2. Students will be able to identify the elements of literary works and distinguish them from nonliterary works
2.	The result of the target needs analysis related to the students' perspective toward the importance of studying English literature for English Education students, most of them are strongly agreed and agreed that English literature is important for them and that it can help them to improve their English skills.	3. The students will be able to identify the importance of studying English literature in English Language teaching in general
3.	The result of learner needs analysis related to the materials the students prefer to learn shows that the students prefer to learn both the history of English literature in brief as well as the development of English language in general.	4. The students will be able to write summary about the history of English literature from old to modern times

4.	Related to the types of literary genre that the students want to learn are dominated by novels, short story, and drama.	5.	The students will be able to identify the characteristics of each literary genre including poetry, prose, and drama
5.	Related to the task students prefer to do in understanding poetry, most of the students prefer to write their own poetry and write interpretation of the poetry. Thus, one of the objectives of the course is the students will be able to write an interpretation of the poetry.	6.	The students will be able to analyze the meaning and the poetic language of British and American poetry.
6.	Related to the student's preference whether they prefer to read classics or pop novels, some students prefer to read classics and some others prefer to read pop novels. Therefore, both types of novels should be included.	7.	The students are abale to analyze the intrinsic and extrinsic elements of English Literature.
7.	Related to the types of activities students prefer to do in understanding English drama, it was dominated by watching drama performance on youtube video and followed by performing drama performances in English. Thus, one of the main goals of this course is to perform a drama performance in English.	8. 9.	The students will be able to identify the types of English drama. The students will be able to work together in a group to perform a drama performance in English

After formulating the objectives of the course, the teaching materials and teaching steps were determined. It was developed based on the result of the analysis in section A related to the students' need analysis. The results shows that Introduction to literature should include teaching materials as follows: Literature and literary production; The History of English Literature from old to modern times (Briefly); The Significant of English Literature Towards the development of English Language; Literary Genres; Poetry; Prose; Drama; Indonesian Literature written or translated in English. The materials were divided into 14 meetings for 1 semester. The design also includes the types of tasks or assessments that the students should do in every meeting. For example, the students prefer to write an interpretation of poetry in understanding poetry, then there will be assignment to write

an interpretation. Some of the students also prefer to watch a movie after reading a novel to give better understanding, then there will be a meeting where the students will watch a movie.

The next steps of syllabus design for Introduction to Literature class were implementing and evaluating. The syllabus was implemented in the even semester of 2021-2022 academic year in the 4th semester of English Education department. The class was conducted from March to July 2022. In the first meeting, the students were given an overview and introduction as well as learning contract for the course. The students were also given an introduction to literature. They were asked to find out what differentiates a text which is called literature and non-literature. This activity was conducted to give students brainstorming in the beginning of the course. In the end of the class the students were given the following handout to write their understanding about literature in general. The handout for this task is attached in the appendix. In the second meeting, the material about definition and characteristics of literature were given to reach the first and second goals, that the 1) students will be able to define literature by paying attention to the characteristics of literary works, and 2) students will be able to identify the elements of literary works and distinguish them from nonliterary works. In the end of the second meeting, the students were grouped into several groups consist of 4 to 5 students. They were assigned to read the history of English literature based on the different period. Each group will have to present the result of their reading in the next meeting. They were asked to find out the historical background of the period, the language used at that time, the literary features of the period, major writers, poetry, prose, and drama. The handout for this task was also given to the students. The presentation was conducted at the 3rd and 4th meeting. The fifth to seventh meetings, the material about poetry was delivered. It includes the language features of the poetry, British and American poetry, as well as

how to analyze a poetry. In the sixth meeting, the learning activities were brought outside to read aloud poetry in outdoor class. It was conducted in the basketball court of the university which is in the backyard of the Students Center Building of UIN Saizu. The activities were documented in the following pictures.

At the next meeting, the students were assigned to work in a group of two to analyze poetry. They had to analyze the language or poetic features of the poetry as well as the meaning of the poetry. Every group was assigned with different poetry taken randomly either from British or American poetry. The poems were taken from different periods from renaissance to modern time. After the midterm examination, the meetings were focused on English novels. The students were assigned to read at least few chapters of English novels, then they had to write the summary of each chapter as well as to analyze the intrinsic and extrinsic elements of the novel. They were also given a chance to watch a movie to understand the novel better. In the last four meetings, the class was used to prepare for the final project of this course that is to perform a drama performance in English. The activities began with deciding the story they want to perform, writing the script, dividing the roles, and practice. 4 TBI A chose to perform Rama-Shinta, 4TBI B to perform Aladin, and 4 TBI C came up with their

own idea with Kancil and the Fox. 4 TBI C students write their own story based on their imagination by inserting their own political views which were worth watching. The drama performances were conducted at 7 of July 2022 after the schedule for the Final Exam in that semester at the Students Center Building of UIN Saizu.

The next step of this syllabus design was conducting an evaluation after its implementation. The evaluation was conducted by interviewing the students from the 4th semester after completing the course. There were 15 students chosen randomly from 4 TBI A, B and C to be interviewed to know their perspectives. The interview was conducted from 26 July 2022 to 9 August 2022. There were 8 male students and 7 female students being interviewed. The student's identity remained confidential. In this evaluation analysis, they will be referred to with initial letters like student A, B, C, etc. They were asked several questions to evaluate the syllabus and implementation of the syllabus of Introduction to Literature class through structured interview. The interview guideline was attached in Chapter III. Related to the first question, whether Introduction to Literature class is an interesting subject or not, most of the students argued that it is an interesting class. Some argued that learning English becoming more fun through stories and novels. Others said that Introduction to Literature is a very interesting subject because it taught them something new starting from the history of its development, the writers, the works of arts including poetry, novels, and the drama. One of the students also argues that it became more interesting because through this class, they can understand other cultures and having unforgettable experiences through drama performance.

> Student F argued that "Introduction to Literature is the most interesting subject during my study here in this department." (Interview with students F, 9 August 2022).

The second question was to know students' perspective whether Introduction to literature is necessary for English Education Department

Students. Most of the students argued that it is very important for English Education students to learn English literature. Student A argued that

> *"I think this course is very important for us because when we graduated and will be a teacher, we won't be teaching our students only grammar. But teaching English can be more interesting by using stories. For example, when we have to teach narrative text, we can teach them through literature… And understanding English culture for us is also very necessary to teach our students in the future. (Interview with students A, 26 July 2022)*

Another student argues that Introduction to literature can help them to teach English through literature to make teaching and learning English more fun.

> *"Based on my experience and what I felt, most English teacher in Indonesia that taught us, they taught us only based on the textbook and mostly they taught grammar to us. In other words, the English culture and literature were not explored. Introduction to Literature can be learning sources…what I mean is, how to develop an interesting teaching material in English. So, we can teach English through literature. It will be more interesting for the students. (Interview with students B, 26 July 2022)*

When the students were asked whether the syllabus is already accommodating their needs or not, the students had different answers. A student said that the syllabus is already appropriate with their need even though it is not explained in detail because of the limited time, the syllabus already covered the material that he wants to learn (interview with student E, 26 July 2022). Some students argued that the syllabus needs to be improved. Even though the syllabus already covers the material they want to learn, they think that they need to learn more especially in discussion about novel and drama in English. They think that they need more time to learn about it. It can be understood because the class was taken during the pandemic, the class was limited to only 1 hour per meeting. Therefore, the discussion was also very limited due to the time.

Regarding the question about the material on the history of English literature, some students argue that it is necessary to be given in detail to know the historical background behind the literary text. However, most of the students think that the material about history of English literature can be simplified and can be given during the discussion about the literary genre. They argued that the material about history can be given in 1 meeting not in 2 meetings. Nevertheless, the students agree that the history of English literature materials give them understanding about the development of English Literature. The questions no 7, 8 and 9 are related to the material about poetry. All the students agreed that reading English poetry teaches them moral value and way of life. One student said that:

> "I learn a lot from the poetry. I feel like I was brought to the old days where Shakespeare and other write the poetry. I particularly like Sonnet because it is very beautiful, and we can understand how women were being described beautifully at that time. The concept of love written in the poetry was also amazing. I like it" (interview with student H, 5 August 20222)

Meanwhile, one student argued that

> "The most memorable poetry for me was The World is too much with us. I think this poetry is really menggambarkan… our condition and our society right now. Where people are busy working getting and spending. They are like robot as described in the poetry." (Interview with student L, 7 August 2022).

Many students argued that the activity of reading poetry outdoors is interesting because they have never done that before. It was the first outdoor class they had, and they were excited. However, some students also said that it needs to be evaluated, especially about the schedule. It would be very effective if the outdoor class was conducted in the morning under the shadow. One of the classes was having outdoor class during sunny day and Ramadhan where most of the students were fasting. Question no 9 was asked to know students' perspective whether the handout for

analyzing poetry helps them to analyze the poetry better or not. Most of the students argued that it helps them to know what to do, however they think that they still have difficulty in analyzing the language features of poetry. The think that interpreting English poem is very difficult. The questions no 10, 11 and 12 are to know students' perspective about English novels. All the students agree that reading English novels enrich and help them to improve their reading comprehension. They argued that reading English novels can be difficult sometime but interesting at the same time. They can learn new vocabulary and improve their reading understanding. Most of the students also argue that watching movie help them to understand English novel better. Some students argued that they prefer or understand better by watching movies. Some others think that reading novels cannot be replaced by watching movie because the novels provide certain details which cannot be displayed in the movie. However, generally the students agreed that watching a movie is easier to understand the story compared to reading the novels. The students' perspective about drama performance as the final project of Introduction to Literature. Most of the students agreed that drama performance contributes to improve students' interest to study English through literature. Drama performance also help them to understand more about the intrinsic elements of English drama. Most of the students agreed that drama performance is appropriate as the final project of this class because it help them with soft and hard skills. It helps them to practice their English skills, to be more creative and independence, and to work in a team. According to student A and G;

> *"I think the drama project is really necessary for us because in this project we work in a group and every class has to perform something, and every students want to show something, their talent in which they did not have the place to do so, finally they are able to show off their abilities and this performance is especially very important because it includes 4 skills in English, like writing and reading the script, speaking and listening, so I*

> *think this project must be held every year for English Education Department." (Interview students G, 9 August 2022)*

Meanwhile, other students argued that the drama project was difficult to do at first, because in that semester they have 2 projects that they must finish almost at the same time. They have 1 teaching project for 4 subjects and a drama performance. They felt that it was too difficult to manage the time to practice for both projects. Among 15 students being interviewed for the evaluation, one student argued that the material about drama should be given before they practice doing a drama performance. Based on the interview, it can be concluded that the syllabus design for Introduction to literature subject is already good with some improvement needed. The material about history of English literature needs to be simplified, the practice of reading poem in outdoor class should be evaluated, the discussion about novels need to be given more time, and the drama performance should be kept as the final project of this class with discussion about English drama should be given before they practice performing a drama.

D. Conclusion

Students' needs related to the Introduction to literature course were measured based on their target needs, present needs and learner needs analysis. The present needs analysis was used to measure the students' background knowledge related to literature in general before taking the course. The result shows that the students were mistaken the term literature with the text used as reference for academic writing. The result also shows that the students are generally already familiar with reading literary text which was dominated by novels and short story in Bahasa Indonesia. Meanwhile, the target needs analysis used to analyze the student's perspective about the importance of studying English literature for English Education students. The result shows that most of the students argued that it is important to

learn English literature as an English education department. The learner needs analysis to be conducted to know the student's expectation in taking the course. It includes the materials they want to learn, the literary genre they prefer to read, the types of learning activities and tasks they want to do. The result also shows that the students want to learn the history of English literature in brief, English poetry, prose, and drama. The syllabus for Introduction to literature class was design based on the result of students' needs analysis. There were 10 objectives of the course that will be achieved in this course by taking consideration of students' needs. The material of the course includes the history of English literature in brief, English and American Poetry, Classic and pop novels, drama. The tasks that students want to do include reading poetry aloud, analyzing poetry, watching movie to understand novels, and performing a drama performance in English. The evaluation of the implementation of the poetry shows that most of the students agreed that Introduction to literature class is an interesting subject and that the syllabus is already accommodating their needs with some improvement. The material about history of English literature needs to be simplified, the practice of reading poem in outdoor class should be evaluated, the discussion about novels needs to be given more time, and the drama performance should be kept as the final project of this class with discussion about English drama should be given before they practice performing a drama.

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