

Introducing Intercultural Character Model (ICM): A Literature Based-Character Education in Increasing Intercultural Understanding for Indonesian Learners of English

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Abstract

The 2013 curriculum of Indonesia recommends that education processes should be able to provide a learning environment which not only develops students' intelligence and skills, but also forms their good character including English education. One way to bring character education into the English language pedagogy is to provide character learning derived from English literature. This study aims to examine the use of English literature for developing the good character of Indonesian learners of English. Descriptive method with inquiry based questioners is used to undertake this study. 78 students are randomly selected and participate to give the data required for this study. The results reveal two things. *The first*, all students find the English literature useful to recognize the culture of the target language and to know the intercultural character. *The second*, three good characters are found in English literature, i.e. heroic, honest and truth characters, which are here known as the intercultural characters model (ICM). The findings should be used as convincing reasons by English teachers to prove the positive effect of using literature not only for teaching English, but also for developing the learners' good characters.

Keywords: intercultural character, literature, character education, English learning

1. Introduction

Education given in schools and universities in Indonesia should focus not only on providing knowledge and skills, but also on making up good characters to students. Therefore, education materials need to cover character education. Character education refers to the method of teaching that encourages the development of students' ethical values by teaching good characters such as honesty, responsibility, and caring about other people (Althof, W., & Berkowitz, M. W. 2006). Character education has a main objective that is to teach the students the principles of becoming both good individuals which can prevent them from doing juvenile delinquency and moral deficiency as we commonly see in our neighborhood nowadays (Thoyyibah, N. et.al 2019, Arafah,

A. N. B., & Setiyawati, D. 2020), and good citizens which are needed to strengthen national resilience (Sukatman, et.al 2019). In an effort to achieve the objective, the ministry of Education of the republic of Indonesia has reformed the curriculum from competence based curriculum (KTSP) to 2013 curriculum which specifically aims to form the character and the moral of the students (Arafah, K., Arafah, A. N. B., & Arafah, B. 2020).

The internalization of character education from the 2013 curriculum in pedagogical practices can be incurred by developing character building-based teaching materials. Teaching materials, teaching methods, and curriculum are a single entity and have reciprocal relationship (Andi, K., & Arafah, B. 2017, Kaharuddin, A. 2019). If a curriculum changes, the teaching methods and teaching materials will change as well (Arafah, B. & Kaharuddin 2019). The character building-based teaching materials refers to resources contain ethical or moral values that teachers use to deliver

instructions to a group of students. In this regard, Kemendiknas (2010) establishes three underlying principles in implementing character values in education, i.e. *the first* principle is continuity which means that teaching moral values is a continuous process from the very beginning of education to the end, *the second* principle is that moral values have to be internalized in all subjects and activities of the subjects., and *the third* one is the moral values should not be taught by not only touching the level of recognition of the moral values, but also encouraging the implementation of the values as the cultures of education (Kaharuddin, A. 2018, Arafah, K., Rusyadi, R., Arafah, B., & Arafah, A. N. B. 2020).

This recent study aims to look at the application of the three principles by introducing character building-based English teaching materials which internalize the moral values from literature or literary works. The issue is examined due to three primary reasons. *The first*; as everyone knows that English is the only foreign language which is taught as a compulsory subject in all levels of education in Indonesia from elementary to university level (Kaharuddin, Hikmawati, Arafah, B. 2019). *The second*; English as a foreign language is a good medium to teach good characters to students e.g. by teaching them proper use of English such as polite expressions vs. impolite expressions (Arafah, B., & Kaharuddin, 2019, Arafah, B., Jamulia. J& Kaharuddin. 2020). *The third*; literature is considered as one of good teaching resources for character education. Literature is not only used to help students become more responsive to the ethical themes, but also to help teachers to integrate character education into the classroom by focusing on a variety of fictional life narratives containing ethical values and principles (Bohlin,

2. Literature Review

Intercultural Ability

To understand the concept of IC, intercultural communication arises mainly from interpersonal needs and two-way communication wants negotiating social reality among participants. Intercultural communication leads to interactions between different people cultural background. This might be used to describe one person trying to interact in a foreign environment but more often, it is a two-way form, where people from both cultures use the best way to improve their communication (Kaharuddin., & Hasyim, M. 2020).

It will be very helpful to understand that intercultural communication arises mainly from interpersonal orientation and two-way communication that wants negotiating social reality among participants (Turistiati, 2016, DI, 2017). Intercultural communication refers to verbal and nonverbal interactions between different people cultural background. This might be used to describe one person trying interact in a foreign environment but more often, it is a two-way form, where people from both cultures try to improve their communication. It is covered in the concepts of Intercultural Character Models (ICM) using literary works that will be developed are: **Language (Language Competence)**

Recent research states about the ability to use language contextually, that is, language as a 'lens' that deep looking in students performance at language challenges and the result state that all experiences deficit in ability or opportunities to develop (Lou, N. M., & Noels, K. A. 2019, Tai, A. L. H. (2019). Expanding this meaning system approach in an intercultural context, the mindset influences the experience of intercultural

interaction and cultural adaptation through language-based rejection sensitivity where there is concern to worry about rejection from native speakers due to lack of language skills (Bahar, A. K. 2013, Munezane, Y., 2019). Intercultural communicative competence is closely related to language teaching, although linguists and methodologies have begun to regard it as a major aspect of new language teaching starting in recent years. At present, the emphasis on foreign language teaching methods is a learning model that enables students to become successful communicators. and the important role of understanding between cultures is needed (Siregar, F. L. 2016, Çiloglan, F., & Bardakçi, M. 2019) Although several models of intercultural communicative competence with its respective components have already been created (Vo. Q. P. (2017, Godwin-Jones, R., 2019, Vu, T. N. 2019, Yue, J. 2019), integrating learning methods is still a challenge for language teachers and students. The point of difficulty is because on the one hand learners must master the language and also they must be able to use it in various cultural contexts in which they communicate. Reflecting some researches and expert opinions above that sociocultural theory and integration in ELT learning play a big role. intercultural communication and relationships with language learning and achievement playing a big role.

One method needed in communication between countries is intercultural communication and English as an international world language then becomes a bridge of cross-cultural communication, thanks to the lingua franca throughout the world. For this reason, Intercultural Communication Ability (ICA) must be paid more attention

in the context of English Language Teaching (ELT). It is found that there is significant positive correlation between

intercultural sensitivity and English language achievement of learners of English as a foreign language and Individuals can connect other cultural awareness in linguistic competence in form skills to use linguistics appropriately to be competent in intercultural communication (Nadeem, M. U.,

Mohammed, R., & Dalib, S. 2017, Mostafaei Alaei, M., & Nosrati, F. 2018, Çiloglan, F., & Bardakçi, M. 2019)

Common sense (Mindfulness)

The key qualities of a mindful state of being are (Langer in Spencer-Oatey, H. 2013):

- a. creation of new categories;
- b. Openness to new information; A mindful state also implies openness to new information. ... Lack of new information can be harmful. ... Our minds, however, have a tendency to block out small, inconsistent signals. And
- c. awareness of more than one perspective: more than one view Openness, not only to new information, but to different points of view is also an important feature of mindfulness.

There are times when you can survive in a belief system that was born from birth and see with your own perspective about what life is and what it should be. so this creates a rejection of opportunities for new ways. But when mindfulness works using old views to understand new things about language, culture, and other beliefs, it will open a way to communicate clearly. Communication with Mindful considers each person's space and perspective (Dhami, M. K., Goodman-

Delahunty, J., Martschuk, N., Cheung, S., & Belton, I. 2020).

The objective of the investigation was to test the impact of mindfulness on intellectual humility, faith development, religious communication apprehension, and religious communication that a new scale was developed to measure religious communication (Arafah, B. & Hasyim, M. 2019, Kadaruddin, Arafah, B., Ahmad, D., Kaharuddin, Iska. 2020). Their results revealed that mindfulness predicted faith development, intellectual arrogance, and openness. Secondly, mindfulness predicted less religious communication apprehension and also mindfulness did not predict religious communication. Their findings help support the notion that greater mindfulness favorably impacts humble faith development. Mindfulness also seemed to buffer less anxiety but with no significant increase in religious communication (Wrench, J. S., Punyanunt-Carter, N. M., & Garcia, A. J., 2019)

Be aware of cultural differences (Cultural awareness)

Current needs have broadly recognized that the main objective of a language teaching program, informed by a theoretical framework of communicative competence, is to develop students' ability to communicate both in understanding the scope of language and culture in the target language (Arafah, K., Sutiawati, M. D., Sudirman, R., Arafah, B., & Arafah, A. N. B. 2020). Cultural awareness Apart from various points of view, culture has taken an important place in the teaching and learning of foreign language learning. It has been widely recognized that culture and language are used as the main medium through which culture is expressed. However, those abilities are useful but do not always direct students' insights. While the development of community cultural awareness makes them think more critically. Most often it is confronted that students generally know the rules of language, but cannot always use language

adequately as required because they do not have enough knowledge about the target culture. (Sifakis, N. C., 2019, O'Dowd, R. 2019)

Cultural awareness reflects the level of awareness that students might have towards different cultures to take appropriate actions to avoid any kind of cultural conflict if it occurs in their educational context. Student cultural awareness increases every time, student awareness about cultural diversity increases and vice versa. This means that students have high cultural awareness which is manifested in their respect for foreign cultures. Also, it is important to include

moral ideas about equality and respect for other cultures indirectly in the syllabus of students. It is recommended to help students to know and understand their own culture first by focusing on the idea that their culture might be different from others, but these differences must be respected and respected. (Haddad, S., 2019, Al-Obaydi, L. H., 2019).

Ethics

The competent intercultural speakers according to Feeri apparently appearing in

intercultural research with the distinction which proposed by Levinas that is between proverb and Word (Le Dire and Le dit, meaning speech and speech content), to suggest two intercultural interaction scenarios that demonstrate two different approaches to responsibility, one that operates in the word dimension and the other in the proverb dimension (Ferri, G. 2018).

Intercultural education must be able to teach people to be respectful and effective for all cultures, languages, classes, races, ethnic backgrounds, religions, and various other factors in a way that recognizes, valuable values for individuals, families, and society and

protects and conserves each other's dignity (Nelson, W., Fowler, C. F., & Luetz, J. M. 2019). The current critical intercultural communication frameworks that are perspectivism, social constructivism, and emancipatory critique, aim to establish the appropriate relations between self and other in intercultural interaction (Wu, W., & Li, T. 2020).

It is well known that teachers' attitudes are reflected in daily educational practices, these must, therefore, be taken seriously and addressed through programs that address the notion of intercultural competence as part of intercultural education, (Frimberger, K., 2017, Little, S., Golledge, M., Agarwalla, H., Griffiths, B., & McCamlie, D. (2019). Because of this diversity of cultures and associated attitudes evident in our world today, there can be no such universal education process and "a 'one size fits all' approach" will not suffice (UNESCO 2007). However, humanity can work together to provide quality education, which is culturally acceptable and can be adapted to changing societies, inclusive of histories (Nelson, W., Fowler, C. F., & Luetz, J. M. 2019).

Literary Text and Cultural Introduction

The intercultural approach in teaching foreign languages promotes linguistic competence as a good intercultural communication competency (ICC), and aims to develop cultural awareness of differences that can interfere with communication and understanding between students themselves culture and target culture. Intercultural understanding is not a point of destination, but a process of sustainable growth. According Chen, V.H.H, 2014, characteristics of someone who grows up in an intercultural understanding include:

- a. Demonstrate curiosity and basic knowledge about the world and global culture.
- b. Expect complexity in the point of view and deliberately seek various perspectives.
- c. Positioning itself as a product and participant of various cultures.
- d. The value of cultural diversity as a resource.
- e. Comfortable with ambiguity and not having one "right" answer

The texts in literary works are open to various choices of meaning construction. Thus, for the purpose of cultural education, which aims to increase awareness of native culture and target students, Armstrong, M. (2015) has developed a systematic method of reading literary texts labeled Understanding on-culture understanding. The key role in this method is still played by readers who subjectively interpret texts from the perspective of their own culture and personal experiences. However, proposing to deal with such interpretations with expert interpretations, is understood here as native speakers of the target language and culture.

Chen, V. H. H. (2014) also states the importance of the presence of literary works in the learning process, namely:

- a. Literature supports the need for imagination in democracy;
- b. Literature diverts imagination, behavior, attitudes, emotions, social values, and personality;
- c. Literature presents the possibility of different views about life, patterns of relationships, and philosophy;
- d. Literature helps in the selection of different imaginations through the experience of literature review;
- e. Literary experience allows the reader to see his own personality and problems objectively and solve them better; and
- f. Literature gives reality to adults of different value systems so that they are free from fear, guilt, and uncertainty.

Experience in the learning process can be imagined or real. Learners can gain experience through

e.g. games, activities in the classroom or on social media, face-to-face interactions and correspondence. The best way to develop the attitudes needed to introduce intercultural understanding is to directly experience how people act, interact and communicate.

3. Methodology

This research has been completed by using a questionnaire-based investigation approach for statistical survey methods in three different sample groups of students. The group of students who became samples covered a different age range aged 14-15 years, compared with students from two other groups. In this study the researchers divided the different groups in terms of their curriculum discipline, each curriculum including one or several curriculums including no scientific disciplines related to the realm of literature. Questionnaires which had been tested for prior and declared validity are then distributed to three different groups of students, participating in this study by anonymously answering questionnaires with the following features:

- a. First group: 31 first-year students, aged 14-15 years
- b. Second group: 22 second year students, aged 16-17 years
- c. Third group: 25 third year students, aged 18-19 years

The students in this group answered the questionnaire covering 10 open items, focusing on aspects such as: the number of hours spent reading literature per week; reason to read; values promoted by literature; time spent at work and spending time reading; community needs for literature.

Samples were taken randomly on MAN IC, namely 1 class X science as many as 31 students, 1 class XI science as

many as 22, 1 class XII science as many as 25 students so that the total students were 78 samples from 12 classes of the

total population. With each number of hours in the introduction of intercultural understanding through English literary works is about 60 minutes (1 hour). This research will look at data on their needs for reading in general and literary works in particular. Then the introduction of intercultural character models is introduced by providing reading material that contains cultural recognition, ethics, as well as motivation and will lead to linguistic abilities.

4. Finding and Discussion

This section discussed the presentation of data on 4 intercultural character models recorded in 10 questionnaires. Before this study was conducted, all sample's students were given directions on the form of literary works, literary works, cultural understandings and values in literary works. It is intended to look at the literacy rate in English literary works and intercultural understanding of MAN IC Palu's students. The results of the explanation and understanding of literary works can be seen in the following explanation:

Tabel . The student's answer to the questionnaire

No	Question	Group Age 13-14 years old (Class X)		Group Age 15-16 years old (Class XI)		Group Age 17-18 years old (Class XII)	
		Hour/week	% students	Hour/week	% students	Hour/week	% students
1	How many hours a week do you spend reading literary works (novels, poems, drama)?	0-2	47,05%	2-5	47,61%	4-7	50%
		3-6	29,41%	6-10	28,57%	8-11	27,72%
		7-10	23,52%	11-16	19,04%	12-15	22,28%
2	How many hours a week do you spend using/ accessing information via the new information technologies	7-10	47,05%	5-9	20,56%	8-15	36,12%
		11-16	21,30%	10-18	23,17%	16-21	25,45%
		17-25	15,62%	19-27	36,85%	22-28	27,13%
		26-32	16,03%	28-35	19,42%	29-38	11,30%
3	Do you prefer reading the full novel or reading plot summaries of the		% students				
		Full novel	63,85%	Full novel	78,30%	Full novel	91,23%
		summary	0	summary	21,7%	summary	0
		both	36,15%	both	0	both	8,77%

	novel?	reason	sum	reason	sum	reason	Sum
4	Why do you read literary works? (give at least 2 reasons in order of relevance)	Pleasure and relaxation	18	Pleasure and relaxation	12	Pleasure and relaxation	14
		confirm personal values and personal development	5	confirm personal values and personal development	3	confirm personal values and personal development	4
		vocabulary and general knowledge	8	vocabulary and general knowledge	7	vocabulary and general knowledge	7
5	What are the reasons which hinder you from reading? (give at least 3 reasons in order of relevance)	reason	sum	reason	sum	reason	Sum
		lack of vocabularies	8	lack of vocabularies	8	lack of vocabularies	13
		other activities (studying, work)	5	other activities (studying, work)	5	other activities (studying, work)	5
		Social media blogging	18	Social media blogging	9	Social media blogging	7
6	What are, according to you, the values that reading literary	reason	sum	reason	sum	reason	Sum
		Moral (honest	18	Moral (honest	11	Moral (honest	14

	works promotes?	y, modest y, strength of character, truth)		y, modest y, strength of character, truth)		y, modest y, strength of character, truth)	
		Aesthetic	9	aesthetic	8	aesthetic	8
		religious	4	religious	3	religious	3
7	Does work affect your time for reading?		% Answer		% Answer		% Answer
		yes	19	yes	13	yes	11
		no	12	no	9	no	14
8	According to you, what is the future of literature?	opinion	% Answer	opinion	% Answer	opinion	% Answer
		positive	28	Positive	22	Positive	19
		Negative	-	Negative	-	Negative	-
		Between	3	Between	-	Between	6
9	Identify factors which drive society away from reading literature?	factor	Answer sum	factor	Answer sum	factor	Answer sum
		Internet/communication technology	18	Internet/communication technology	12	Internet/communication technology	14
		lack of time	5	lack of time	3	lack of time	5
		lack of interest	8	lack of interest	7	lack of interest	6
10	Do we/ does society need literature?	YES	100%	YES	100%	YES	100%

The first aspect revealed by our study was the percentage of the number of students who gave the number of hours associated with time devoted to reading per week which was very low (or zero-6 hours) for all three groups (Item 1: highest percentage rate of 47.05%, 47, 61% and, 50% included in the low category). The table above also shows that those who do not have time to read for several reasons: not interested, time, social media and other work.

The second aspect about the number of hours to access information technology, the answers reveal not only the majority of students, from the three groups, who are related to the large number of hours spent accessing information through new information technology, for the time they use per week namely high and very high categories (15-36 hours) for the three groups (the highest percentage rates are 47.05%, 36.85% and 36.12%). The table above also shows that they access more technological information every day than the number of hours of reading.

The third aspect about the choice of reading literary works as a whole (full book) or synopsis (summary), the answers reveal that most students choose to read the entire contents of literary works with a very high percentage (the third percentage of groups 63.85%, 78.30%, 91, 23%) although there are 21.7% who choose synopsis. The three groups of different ages and different levels of activity have the same interests in reading books as a whole. The table above also shows that 36.15% of those who read the synopsis and full book from an interview have several reasons: read a synopsis to find out their interest in the story, make a reading list, and as material to determine the type of text.

The fourth aspect about the reason for reading literary works, the answer reveals the reason the highest number of voters from the three groups is for fun and relaxation (number 18 out of 31, 12 out of 22 and 14 out of 25). Then the reasons for increasing vocabulary and increasing

knowledge become the second most reasons for choice (8,7, and 7). The reason for the value and character development is at a low point and is not their main reason. The interview also showed that their reasons for learning foreign cultures had not yet crossed.

The fifth aspect of the reasons that prevented them from reading literary works in English for the three groups that put social blogging as the reason that occupies the highest number (highest level 18, 9 and 7). The table above also shows that those who do not have a lot of vocabulary in English are the second highest reason to use so as to avoid reading literary works in English.

The sixth aspect about the values contained in English literature is the highest choice, namely strength of character (heroic), honest and truth of the three groups (18, 11 and 14). The second highest reason chosen was due to aesthetic or beauty (9, 8 and 8). In the interview session heroic literary works (action) occupy the highest number of literary works of their choice.

The seventh aspect of daily activities affecting reading time the highest number of the two groups is yes (19, 13 and 11), the group for class XII (ages 17-18) who answered no occupies the highest number. The table above also shows that those over the age of 17 are able to determine the reading time between busy activities if there is a habit of reading a few minutes a day.

The eighth aspect of how literary works in the future, is it still needed? The highest answer from all three groups is positive (yes), namely (28, 22, and 19). The table above also proves that those who do not have time to read are very positive about the needs of literary works for their future.

The ninth aspect of the factors that make people less interested in reading literary works according to the table of the answers of the three highest groups is due to technological factors and the

presence of the internet (18, 12 and 14). In the interview session it was also seen that they saw the internet negatively impacting interest in reading literary works.

The tenth aspect of the need for literary works in which all students from all three groups gave the answer yes (100%, 100%, 100%). The table above also shows that those who do not have time to read for some reason still need literary literacy.

1. The level of literacy in English literature on MAN IC Palu's students

The percentage value in the first question result that group one of class X science students ages 13-14 shows a high number at low number of hours to read literacy in English literature 0-2 hours a week. Some students based on the results of the interview gave the reason that they preferred audio visual compared to text so that the presence of visual elements in textbooks was very important where students had little exposure to the target language. In addition, visual illustrations in the text above can cause cognitive burdens for students themselves. This is one of the potential problems in the form of cultural information because it is considered that text in visual elements / visual illustrations is much better understood than text without visual elements.

The use of literature in English for Language Teaching (ELT) classes is more likely to be a manual textbook that introduces only the structure or grammar of English separately from the culture of the target language user for a number of reasons. After forming part of the traditional language teaching approach, literature became less popular when teaching and language learning began to focus on the use of functional languages. However, the literary role in the ELT class has been revalued as seeing literary texts as a means to provide rich linguistic input, an effective stimulus for students to express

themselves in other languages and potential students' motivational resources. On some sites to meet the needs of literacy can find various literary texts and support the material of the class in digital form.

In this study, after seeing the figures on the table that the results are very low, then to increase the interest of literacy, through interviews in each group, things can be the reason that making students can be familiar with the literary work of the whole class is to introduce literary texts can be learned in its original form or in the digital version (e-book or PDF). The more literate in English that is given both literary work and the history of target language in digital form will motivate the students to read. The types of literary texts that can be learned inside and outside the ELT class include: Short stories, poetry (poetry), novels, dramas. Literary texts offer a rich linguistic input source and can help students practice the four speaking skills of speaking, listening, reading and writing – as well as modeling the grammar structure and presenting new vocabulary. Literature can help students to develop their understanding of other cultures, awareness of the 'difference' and to develop tolerance and understanding. At the same time, literary texts can relate to Universal themes such as love, war, and losses that are not necessarily included in the purged World course books. Furthermore, this study directs that with literary lessons can lead to a public view of student outcomes through the creation of poster students e.g. poetry, stories or through a drama show. So for a variety of linguistic reasons, culture and personal growth, literary texts can be more motivating than the referential ones that are often used in classrooms.

2. The level of intercultural understanding of English literary works

The table shows the sixth aspect of values found in English literature

which is the highest choice, namely strength of character (heroic), honest and truth of the three groups. The second highest reason chosen was due to aesthetic or beauty. In the interview session heroic literary works (action) occupy the highest number of literary works of their choice. Students are introduced to the method of researching how words, sentences, characters, story lines and figures of speech express who we are as human beings. Humanity is complicated, and requires an unlimited number of words to describe and analyze. The message is conveyed in the form of light language for the purpose of studying literature, there is always something new to discover.

By answering questionnaires and interviews researchers directed IC students to see the beauty of literary language. Aesthetics related to beauty while reading and feeling the flow and conflict in literary work. Literature is a verbal art that directs readers to appreciate the beauty of the language. It adds an aesthetic dimension in the reader's life, making them see their personal experiences in a variety of ways. Fiction, nonfiction and poetry is an artistic interpretation of human experience, activity and character. By learning about the cultural studies contained in literary works, MAN IC students can increase the use of mindfulness. Mindfulness asks practitioners to draw attention at this time: their minds, their bodies, their breath. But attention also involves acceptance. Mindfulness has been shown to reduce repetitive thinking about negative experiences, stress and emotional reactivity, improve memory work, and improve cognitive focus and flexibility. In essence, attention helps us calm our minds and make us less prone to distractions.

On the overall interview and briefing session on granting questionnaires, researchers gave illustrations that by giving access to all types of literature are crucial to their

success. Educators, parents, and community members should help students develop love and desire to read. It not only reads important literature in developing cognitive skills to become successful in school or work environment, but also valuable for other reasons, although there are many values in exposing the child to literature. Giving intercultural character recognition to the students of MAN IC Palu leads them to the understanding that literature teaches manners. By reading the literature, students know the character and understand the motives performed by the character so they understand the reason for the character's behaviour. Be sincere and take leadership with positive intentions.

5. Conclusion

Firstly, the percentage of numbers in the first question indicates a high number with the result of low hour amount used for reading. To read literary works 0-2 hours a week. This is one of the potential problems in the form of cultural information because it is assumed that by reading the literary text in fewer hours the intercultural character models are not yet visible. Thus the intercultural character model using literary works in high-middle students is indispensable.

Secondly, in the data about the number of hours to access information technology, reveals that most students access information through the new information technology they use per week, that is (15-36 hours) for the three groups seems to clarify that their need to access information technology is more widely used so that time to familiarize themselves read the text decreases. To motivate students to increase read interest then the use of technology to provide literacy materials in the form of e-books that can be downloaded free of charge by teachers and students can be utilized. Thus intercultural characters can be built through the proper application of teaching principles in the use of literary works.

Lastly, after the introduction of number of numbers in the tenth question about whether students and society need literary work in English to know the target language culture and to know the character of intercultural characters, the amount obtained is 100% yes. It is a bright point that students want an English-language learning model that introduces culture through literary work. The values contained in English literature are the highest choices, namely strength of character (heroic), honest and truth of the three groups. The second highest reason chosen was due to aesthetic or beauty. In the interview session heroic literary works (action) occupy the highest number of literary works of their choice. In contrast, values, opinions and perspectives, among cultures, are not represented. In the final conclusion, that literary text supports communicative competence between cultures as cultural content. The increasing intensity of contacts and interactions between cultures and the use of English as a global language, poses dynamically changing challenges to ESL education throughout the world.

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