The Utilization of Media Digital Literary Works in Online Lectures for English Education Study Program Students

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ABSTRACT

In higher education, online learning by utilizing information technology has now become a necessity because of the demand to create quality and competitive higher education institutions. One of the learning systems that carries the concept of information technology is electronic-based learning (e-learning) with digital literary works assisted. This study aims to find out the benefits for students and their expectations on e-learning with digital literary works assisted. The research subjects are 10 students of the English Language Education study program at a private university who conduct lectures in 'Introduction to Linguistics' course, in which the lecturer uses digital literary works as teaching media, and the lectures are conducted online. Data are obtained through online interviews to research subjects via Google form. From the results of data analysis, it is found that e-learning with digital literary works assisted in the Introduction to Linguistics course can motivate, support, and facilitate lecturer and students of English education study program in lecture activities. On the other hand, students expect that lecturers have the ability to determine the right type of digital instrument for teaching material content, present teaching material online in an interesting and motivating manner, and determine the method that supports their teaching. From the results of this study, related to the utilization of digital literary works as teaching media, it is recommended that all English lecturers develop and improve the quality of teaching materials, keep abreast of technological development, master network skill, communication skill, thinking skill, nurturing ability, and knowledge management skill.

Keywords: Digital Literary Works, E-learning, Utilization.

1. INTRODUCTION

In this era of digital technology presently, the younger generation learners use internet technology in all aspects of their lives. Due to the emergence of these technically literate learners, their learning style is different from previous generations. As such, it leads to an integrated approach and a paradigm shift in learning by adopting new teaching methods applying virtual digital technology. According to [1] although the learning experience is more meaningful when learning is carried out conventionally or face to face, the fact shows that virtual space is an alternative solution for efforts to advance the education.

This new change in the world of education also shows the developments that have occurred [2-5]. The new technology has provided many opportunities to improve the quality of teaching and learning, such as the use of the internet and social media. One indicator of developments in science and technology is the utilization of Information and Communication Technology (ICT) such as media, multimedia, e-learning, mobile learning, web-learning, in learning activities [6-8]. This phenomenon makes it clear that

the combination of offline and online learning system is a solutive policy to be implemented at every level of education, including at the higher level.

The demand for information technology-based educational services will never subside, but will continue to grow and develop along with the development of information technology. The demand for the flexibility of learning by the community, one of which is online learning, will continue to be massive and this needs to be responded to. Currently, several universities abroad have even offered online learning [9-11].

All universities in Indonesia are competing to improve quality to attract public interest to become students at those education institutions. One of the efforts to improve the quality of the institution is the use of digital technology and information in an effort to accelerate learning. The use of digital technology and information in lectures is one of the demands that must be met as a quality university [12-14]. Most of Indonesia university students use that media to help them do their assignments and other language learning tasks.

One of the learning systems that carries the concept of digital technology is electronic based learning or e-learning. [15] stated e-learning is a teaching model that in its process utilizes information and communication technology which refers to the use of hand-held and mobile devices, such as mobile phone, tablet, or computer. In line with that opinion, [16] proposed that e-learning is a learning model that involves mobile devices. The characteristic of e-learning is that students can access learning materials with learning applications anywhere and anytime because they are not limited by space and time [17-19].

Since the use of digital literary works in online English lectures is still a new idea, how it can be used in facilitating language learning in class effectively is still unclear. A study on the insight of the usage of digital literary works in EFL classroom for university students is a relatively new field of study and not much literature has been published regarding the subject. Despite the importance of using digital literary works in engaging students in the classroom, little research has been conducted to investigate the perceptions of Indonesia undergraduate in using digital literary works in EFL online learning. Therefore, the objective of this research is to investigate the use of digital literary works in the EFL classroom by surveying students' insight towards using digital literary works in online English lectures. In particular, it seeks to look at the students' insight of using digital literary works as a supplement to other learning materials.

The use of media in the learning process really helps the effectiveness of the learning process. Appropriate learning media can make it easier for educators to convey material and lesson content [20-22]. In addition to arousing student motivation and interest, learning media can also help them to increase understanding, present data in an interesting and reliable manner, facilitate interpretation of data, and condense information [23].

Media is one of the important things that must exist in a learning activity. In learning, the media is a tool that is used to support the process of conveying material from teacher or lecturer to learners, which makes the learning activity interesting and fun [24, 25]. One of the media that can be used in language learning is literary works. Literary works are one of the media that can be used in learning and can be classified as visual media.

The media used in the learning process is very useful for the smoothness and the success of the learning process. A research conducted by [26] found that the right learning media in learning produced important benefits, namely (a) making students more interested in the learning process and fostering motivation to learn; (b) the meaning of learning material is clearly so that it is better understandable by students and allows students to achieve the learning goals better; (c) learning methods become more varied so that students do not get bored; and (d) students do more learning activities.

According to [27] literary work is essentially the embodiment of life and the result of the composer's observation of the life around him. In creating a literary work, the composer bases on the experience he/she gain from the reality of life in society that occurs in the role of figures in the real world and is poured into the form of literary works. Language in literary works that contains aesthetic value can motivate language learners to find linguistic features.

Literary works can be used as teaching media in language learning at the university level. [28] explained the nature of the literary work is not universal and eternal. Literary work depends on place and time. The literary work is expression of the human person in the form of experiences, thoughts, feelings, ideas, enthusiasm, beliefs in a form of concrete images that evoke fascination with language tools.

In the field of education, literary works have a vital role as a medium for conveying material. Literary work is a creation and artistic activity related to expression and creation. Digital literary works as learning media

can be used receptively and expressively in the learning process [29, 30].

The online learning system can be said to be a solution in learning in the era of an independent campus with the millennial generation as students. This is because online-based learning media has the advantage of being accessible anywhere and anytime without being limited by space and time. Curriculum development to achieve the best predicate ultimately places demands on the world of education to accelerate with technological sophistication [31, 32]. This shows that the world of education that utilizes technology will find it easy and practical in implementing the educational curriculum itself.

The closeness of university students to technology is also the reason for the need for learning strategies that are not only effective, fun, and meaningful, but also based on digital technology [33, 34]. Another benefit felt through online learning by utilizing electronic digital media is reducing burden on universities in terms of providing learning facilities and infrastructure in classroom. In some small universities, many lecturers have complained about the inadequate learning facilities in the classrooms, for example, the rooms are uncomfortable because there is no air conditioning, and LCD that doesn't function. Usually, the reason for the leadership is the limited budget to meet those needs. Therefore, the choice of the online learning system or e-learning will at least reduce the burden of maintaining and providing facilities and infrastructure that must be borne by universities.

A relevant research on the effectiveness of online learning has been carried out by [35]. That research found positive responses from students, which means that Android-based learning is considered interesting and needed to be implemented. That previous research is different from the current research in the scope and target of the research results. The scope of the previous research was online learning for university students generally, while this research was conducted on the e-learning system for language courses, (namely Introduction to Linguistics) with the aid of digital literary works media for students. In addition, the results of previous research only looked at the effectiveness of learning based on responses from students, while the current researcher will look at effectiveness based on student responses and the implementation process based on observations of learning activities carried out by lecturers.

Related to the use of literary works in EFL learning, a study has been conducted by [36] to examine the working of a project that implemented an interactive approach based on a combination of reader-response theory and social-constructivist theory to teaching English literary texts in Vietnam, focusing on the students' perspectives of their learning experience. The findings of that research show that the project pedagogy not only helped the students become more active, dialogic, and reflective in constructing the interpretations of the texts they studied, but also subjected the students to the tensions of creating a new learning paradigm in a traditional context. That researcher concluded that negotiation of that tension enabled strategic and critical learning to happen.

The number of studies on literary works in language education has increased in the past two decades, but the subject is still in need of empirical research. Therefore, [37] conducted a case study to examine the selection, frequency, and functions of literary texts in English as a Foreign Language education in Finnish general upper-secondary. That researcher found that the texts were mostly twentieth-century poetry and novels. Selections by teachers were primarily based on the texts, students often selected texts independently, and the literary texts were mainly used to teach language, particularly reading skill. The results of that previous study suggest a need for a conceptual expansion of literature, the wider use of literary works with visual components, and the use of literary works for developing students' intercultural competence.

Another relevant previous research has been conducted by [38] which aims to increase student motivation and learning outcomes in the 'Literature Theories' course by using e-learning-based learning media assisted by the inventor application. The result of that study indicates an increase in student learning outcomes and motivation in the learning activity when the lecture applies mobile learning-based learning media assisted of an inventor application. The difference between that research and the present research is in the lecture material and media used. The previous research was carried out in the 'Literature Theories' course with media in the form of mobile learning assisted by an inventor application, while this research was conducted in a language course with digital literary works as the teaching medium and the lecture system is conducted online.

A research conducted by [39] stated that literary texts can assist expand teaching beyond the traditional monocultural focus and stimulate the development of intercultural competence. The literary texts contribute to the development of the students' intercultural competence because they provide access to other perspectives, while simultaneously encouraging

students to reflect on their own life-world. In addition, those researchers concluded that the literary texts are highly dependent on contextualization and adaptation of classroom activities, thus the crucial role of the teacher in the development of students' intercultural awareness was underlined.

2.   METHOD

This research is a qualitative research conducted on students of the English education study program at STKIP Dampal Selatan. The sources of the research data are 10 students in the course class of Introduction to Linguistics, whose lectures are carried out online using e-learning. Data was obtained by conducting an online interview, namely the researcher sent the interview questions via the Google form to be accessed and answered by those 10 students as informants. The data from the interview answers were analyzed with the following steps. Firstly, comprehensively screening of all interview transcripts. The second step is coding or indexing, namely providing labels or symbols in the transcript. The third step is categorization, namely grouping the codes that have been given into one and making categories. Next is the process of solving the problem, namely explaining the relationship among those categories. It aimed to measure the students' opinion.

3.   FINDINGS AND DISCUSSION

3.1   *Learning Media of Digital Literary Works Assisted in Online EFL Lecture for Students*

From the result of the interview conducted with students, it was found that the role of Digital Literary Works as a teaching medium is very important, because it motivates, supports and facilitates students. This was obtained from students' answers to the interview conducted online. Data 1 shows a student's answer to the question "How do you see e-learning with digital literary works as media in your course?"

Data 1
Student A : "In my opinion, e-learning with digital literary works is very good because anyone can study these subjects anytime and anywhere only from this media, e-learning with digital literary works has a lot of source-related material that can increase knowledge."

The answer from other students support the answers from that student, as shown in data 2 below.

Data 2
Student B : "e-learning with digital literary works is very good because this media is very easy to understand and very simple to apply, Very helpful and easy for development and learning about linguistic features in English."

Three other students also gave almost the same response. They replied that e-learning with digital literary works is very good, interesting and motivating, it can be used to solve language problems, and it is a good learning tool to improve their English especially in constructing sentences. There was one student who gave an answer by saying "This tool will not be effective without adequate training and competence from lecturers to train all students to apply it."

Although students gave various answers, in general they stated that the digital literary works of learning media used in their e-learning lectures were very good, helpful, interesting, motivating, and easy to understand. One of the students added that the media would not be effective without training and guidance from lecturers who have adequate skills to apply it.

3.2   *Learning Experience Students Gain through Online Lectures with Digital Literary Works*

Students give varied answers when answering the question "How e-learning with digital literary works can enhance your learning experience?"

Data 3
Student C : "E-learning with digital literary works makes me easier to find learning resources, with some attractive features, e-learning with digital literary works improve my linguistic learning abilities."

Other answers came from other students as shown by data 4 below.

Data 4
Student D : "e-learning with digital literary works provides new models and ways of learning in lectures, it gives convenience in learning English."

Student E : "It gives us some knowledge of the English language, and also shows us some examples of how to express words or sentences, It is very good with tasks that can increase knowledge."

Students who became informants stated that digital literary works of learning media made it easier for them to find learning resources, improve their language learning abilities, and were equipped with assignments that could increase knowledge. Apart from that, they also hope that the lecturers will improve their teaching skills, cultivate appropriate teaching methods, and have evenly distributed technological capabilities.

3.3   Students' Participation in Online Lecture with Assisted Digital Literary Works Media

Data 5 shows students' answers to the question "While using e-learning with digital literary works, are you actively learning and participating??"

Data 5

Student A : "Yes, I'm active."
Student B : "Yes"
Student C : "Yes, I am active and excited to enjoy this learning, because this is very interesting."
Student D : "Yes"
Student E : "Yes, we are actively learning, we help each other learn the system."

All students who became informants gave the same answer that they were active in lecture activities. Based on the results of the interviews conducted online, information was obtained that overall, students stated that the useful things they got were as follows:

a. they are increasingly competent in using digital media to solve everyday life problems
b. Digital literary works in online learning foster a positive attitude about digital media in learning
c. students can easily explore literary works and find linguistic features that are appropriate to the assignments and lecture topics
d. students are better trained and accustomed to writing words, clauses, sentences in English
e. In general, the application of this learning system and media helps them to improve their language skills and increase their vocabulary mastery

As seen from the result of the interview, the students agree that online learning assisted by digital literary works as the learning media is interesting activity because there are many advantages they experience. It helps to encourage the students' vocabulary. It enhances the students' reading comprehension. It is more understandable because it finally helps to improve

the students' writing ability. In addition, it increases the students' activeness to study.

The literature that was reviewed helped highlight the importance of digital literary works as a learning media in language online learning as a tool to engage millennial generation students. Therefore, looking at the findings, it showed that all students were using digital literary works to help them learn English and other subjects in online learning. With regards to being digitally literate, all students are connected to technological networks.

4.   CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the use of learning media assisted by digital literary works in online learning can motivate, support, and facilitate English language education study program lecturers and students in online learning activities. The digital era focuses on learning facilities, internet access, online resources, and the readiness of lecturers and students to be literate in digital technology. Digitally literate lecturers and students will easily know and apply digital instruments. By utilizing digital technology, students can express their creative ideas, analyze all information, and think critically. Furthermore, the current research is expected to contribute to the application of literary works in language learning, and can be a reference in the next language and literature learning research.

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