

THE USE OF DIGITAL LITERATURE IN TEACHING READING NARRATIVE TEXT

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Abstract: This study investigated the use of digital literature in teaching reading narrative text in a State High School in Ciamis. This study is aimed to find out the teachers' implementation of using digital literature in teaching reading narrative text and the students' perception of using digital literature in teaching reading narrative text. Therefore, the writer took one English teacher and one class of eleventh grade students as the purposive sampling. Furthermore, the writer used case study as her research design and conducted the classroom observations to find out how the teacher implemented the digital literature in teaching reading narrative text. The questionnaire was used to figure out the students' perception of using digital literature in teaching reading narrative text. The finding of the study showed that the teacher implemented well of the use of digital literature in teaching and learning process. Besides, there were a lot of students influenced by using digital literature in teaching and learning activity. For example, students felt enjoyable and they became more active in the classroom. It can be concluded that the use of digital literature enabled students to comprehend the narrative text easier. Finally, the writer suggests that the English teacher should implement the digital literature on teaching reading of narrative text during the learning process.

Keywords: *Digital Literature, Teaching Reading, Narrative Text*

INTRODUCTION

English language teaching is a study of teaching whose first language is not English. Dewey (2010) argued that English language teaching is a form of international major. An international major is described as a various term in globalization era, which influences pedagogical and culture practices. Based on the categories and labels in ELT, it is described from a group of users: 1) English as a Native Language, 2) English as a Second Language, 3) English as a Foreign Language. Since technology has become a tool used in almost all aspects of our lives, digital literature is one of various ways in Teaching English.

Digital literature is the term of literature that occurred in the digital era. In addition, Koskimaa (2007) claims that digital literature can motivate students in learning. Therefore, it can be concluded that digital literature is beneficial in the educational environment. Besides, digital literature can become a tool for teaching and learning; it can also motivate students in learning English. Digital literature is also one of the media to be read on a computer.

There are many subjects in the teaching and learning of English, some of them are English basic skills, such as reading, writing, speaking, and listening as one of the basic languages. Reading is important to be mastered by the students. Reading has a positive effect on students'

vocabulary knowledge, reading, spelling and writing. Some experts (Grab 2004, Harmer 2001); define reading as the process of acquiring experiences on the text that allows readers to discover, comprehend, engaging and clarify the thoughts of written messages. such as meta-cognitive strategies of self-planning, monitoring, and evaluating one's own reading processes. Perfetti (2001) stated that reading ability is an individuals' skill standing on some reading assessment. The ability of reading can be assessed from the students score with some criteria. The first is the identification of words, the second is the engagement of language and mechanism of words into messages. Reading ability can be analyzed in several steps, beginning from visual input, moving to string a letter or words, and the last, producing the activation of individual and multiple letter perceptively.

Koskimaa (2007) stated that digital literature is a literary work in the contemporary media landscape. Teaching reading of narrative text by using digital literature is seen beneficial. Narrative texts usually use a long text that should be comprehended by the students. However, the students often find the boring, and difficult to understand. Consequently, the students had not interested in the learning process to read and comprehend narrative texts. Whereas, reading is the basic important thing for us to get any information. Hyles (2008, p.5), "digital born", created in and to be read on a computer. The teacher should be selective in finding out the appropriate teaching media to achieve the learning objectives.

Based on the explanation aforementioned, it can be argued that previous studies are about digital literature; yet they did not focus on teaching and learning particular text, especially reading narrative text. Therefore, the writer intents to investigate **"The Use of Digital Literature in Teaching Reading Narrative Text"**.

RESEARCH METHODOLOGY

Research Design

The purposes of the study are to investigate how an English teacher in a State High School in Ciamis implement reading narrative text and the students' perception toward reading narrative text by using digital literature, since the study attempted to seek answer to the two research problem, i.e. (1) How does an English teacher in a State High School in Ciamis implement reading narrative text by using digital literature? (2) What are students' perception toward reading narrative text by using digital literature? Regarding the purpose and research questions above, this study adapted and modified observation to answer the problem.

Research Participants

The participant of this study were one English teachers and thirty-six students of linmin (IPA) at eleventh grade in a Senior High Scholl in Ciamis. Kumar (2011, p. 177) "the participant is the sampling process of selecting a few sample from a bigger group." In this study the writer used purposive sampling because the writer selects individuals and site to learn the central phenomenon (Creswell, 2008, p. 14). In addition, the writer used the purposive sampling technique because not all of students were involved in this research. The writer chose the teacher because he had usually used the digital literature which was implemented well in the classroom. Additionally, he was an English teacher on the eleventh grade at school.

Instruments

In conducting the study, the writer used two instruments as the data collecting technique. The instruments were needed to provide the information of what being happened

through the study (Cresswell, 2009). There were two instruments that were used by the writer in conducting this study: observation and questionnaire. The writer conducted the observation for three times with the last observation to give some questionnaire for the students. The questionnaire consisted of five questions.

Procedure Conducting the Study

Considering the research run well, the writer used several procedures in conducting this study. It is noticeable that in conducting the study, procedural steps are very important to consider. The writer followed several procedures:

Firstly, the writer collected the data by looking for someone's resource as the references. Secondly, the writer filtered the resources which were relevant to the topic of the study. Thirdly, to follow Maulany (2013); the writer conducted classroom observation as one of the instruments of this research which was conducted three times. The first observation was conducted on March 12th, 2018, the second observation was conducted on March 13th, 2018, and the last observation was conducted on March 14th, 2018. After conducting classroom observations, the writer gave a questionnaire to the students on March 14th, 2018. Then, the writer analyzed the result of the questionnaire based on the reference. Finally, the writer drew some conclusions and gave suggestions based on the result of the study.

FINIDINGS AND DISCUSSION

Finding

Teachers' Implementation in Reading Narrative Text by Using Digital Literature

To answer the first research question outlined in the first chapter "How does an English teacher in a State High School in Ciamis implement reading narrative text by using digital literature?" the writer employed the classroom observations to get the rich data.

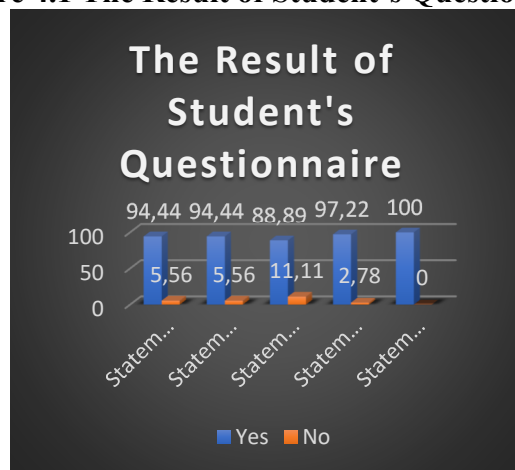
The first observation was conducted on March 12th, 2018; the second observation was conducted on March 13th, 2018; and the last observation was conducted on March 14th, 2018 at one class of eleventh grade in a state of senior high school in Ciamis. The classroom observation was conducted three times as Maulany (2013) suggested the writer acted as a non-participant observer. In the first observation the writer did not start to conduct the study; the writer was permitted to the teacher and introduced herself to the students about the purpose of the study in their classroom. Besides, the writer wanted to be familiar with the situation during the learning process in the classroom. The sample, there were thirty-six students and one English teacher who participated in this study. In this study, the writer implemented a classroom observation sheet that refers to the scientific approach in teaching and learning process. There were five steps in teaching and learning process. It consisted of observing, questioning, experimenting, associating, and communicating. The writer used an observation sheet (See Appendix 1) to find out the teacher's implementation in the use of digital literature in teaching reading narrative text. The observation sheet was adopted and modified from Jolliffe (2007, p. 125).

Based on the result of the classroom observations, the writer found that the teacher used digital literature as his teaching media. The teacher used both computer/gadget and internet access to find the narrative text in YouTube. As previously explained, the writer wanted to know the teachers' implementation in teaching reading by using digital literature.

The students' perception toward reading narrative text by using digital Literature

In this section, the writer discusses and analysis the data of questionnaire to answer the second research question (See Chapter 1, Section 2). In this study the writer use both close-ended and open-ended questionnaire which was conducted on March 14th, 2018. The questionnaire was conducted to figuring the students' perception toward reading narrative text by using digital literature. The writer presents the questionnaire consist of five questions (See Appendix 1). The questionnaire was adopted and modified from Fraenkel *et al* (2007, p. 126). The questionnaire was conducted by the writer in order to indicate the students' perspective about the use of digital literature in teaching reading narrative text. Furthermore, the writer drew the result of questionnaire in the represent the statement. The data analysis can be seen in the figure 4.1

Figure 4.1 The Result of Student's Questionnaire



Based on the result of students' questionnaire, the writer concluded that the majority of students felt enjoyable and interesting in learning process. Besides, the students were more motivated in learning reading of narrative text. In addition, digital literature supported learner and teacher to further the flexible in work and society in the future.

Discussion

This study was conducted to answer two research questions of the present study. In the first research question, the writer found that the use the digital tools was make students enjoy and interest in learning reading narrative text. besides, in every steps of scientific approach, the students became more active than the teacher, because the digital tools make students available to access the internet. Meanwhile, in the second research question, the writer found that the students' perception by using digital literature can help the students to make interesting in learning reading of narrative text. Moreover, in this section the writer discusses the result of the study compare with the existing literature review and the writer's personal assumption.

This paper describes the successful of digital literature to motivated students in learning reading of narrative text in a state of senior high school in Ciamis. Digital literature can be described as the ICT conceptual to support the teacher implement in work and society. It was relevant with Hepp *et all*. (2004, p. 2) stated that the roles of ICTs play in educational system can be pedagogical, cultural, social, and professional. Based on the result of classroom

observation, was indicated that the students' habit in using the digital tools was make students enjoy and interest in learning reading of narrative text.

Based on the theories mentioned, Arkorful (2014) claimed that there are several function and benefit of using digital literature in classroom activity, as follow: The first, the teacher was involved the flexible time and place in learning activity when every student's choose a luxury facility that make them comfort. The second, the teacher enhanced the effective of students' knowledge to access a huge information, then the students find the qualification of the reading of narrative text by using digital literature in learning activity. The third, the teacher motivated the students to communicate each other and improves the relationship of work. The fourth, the teacher suggested the students to share and compare the task each other while the activity. The fifth, the teacher are implemented many competence: the students' knowledge about reading of narrative text by using digital literature, where the teacher facilitated the students with the tools of they needed. The sixth, the teacher used E-learning to increase the speed of works' qualification.

Furthermore, in responding the second research question on the students' perception of using digital literature in teaching reading narrative text. based on the result of questionnaires, the writer summarized that the first statement, there were thirty-four students (94,44%) who answered yes, and (5,56%) who answered no. The second statement there were thirty-four students (94,44%) who answered yes, and there were two students (2,73%) who answered no. The third statement it showed that there were thirty-two students (88,89%) who answered yes, and four students (11,11%) who answered no. The forth statement it showed that there were thirty-five students (97,22%) who answered yes, and there was one student (2,78%) who answered no. The last statement there were thirty-six students (100%) who answered yes with the statement, and no one student (0%) who answered no with the statement.

CONCLUSION AND SUGGESTION

Conclusion

This study investigated the use of digital literature in teaching reading narrative text. the problem of the present study includes (1) How does an English teacher in a State High School in Ciamis implement reading narrative text by using digital literature? and (2) What are students' perception toward reading narrative text by using digital literature?

With regard to the first research question, the teachers' implementation of digital literature was motivated and enhance the students' understanding in learning reading narrative text. Besides, the teacher presented the scientific approach in learning activity. The first, in observing step the teacher apply the digital literature, whereas the students pay full attention of it. The second, the teacher gave some basic questions, and the students answered all questions well. The third, the teacher discussed together about the narrative text, and the students answered the questions from the teacher. The forth, the teacher gave full of paper and some questions whereas the students share their ideas about the material. The last, the teacher asked the students to retell the story of Romeo and Juliet, then the students retell the story in front of class. Therefore, the students more enthusiastic in learning narrative text. it was found that an English teacher used the digital literature as his teaching media in teaching and learning reading narrative text. besides most of the students answered "yes" for every statement from the questionnaire.

The result of this study was significant because the use of digital literature in teaching reading narrative text allowed students to achieve their learning perception. As far as the writer

concerned in the past, students felt bored when learning reading narrative text, but nowadays the use of digital literature was growing up the teachers' implementation in his teaching media and enhance the students' perception based on their argument. Finally, the use of digital literature the teacher and the students were more motivated and enthusiastic in learning reading narrative text.

Based on the explanation, it is clear that this study has investigated completely the teachers' implementation and students' perception in the use of digital literature in teaching reading narrative text. Besides, the strength of the study it has answered successfully two research questions: (1) How does an English teacher in a State High School in Ciamis implement reading narrative text by using digital literature? and (2) What are students' perception toward reading narrative text by using digital literature? In addition, the weakness of the study is the writer just took one Senior High School and thirty-six students as the participants. Whereas, the writer should also investigate more students to make result of the study more convincing.

Suggestion

Referring to the conclusion above, the writer offers several suggestions for English teachers, students, and researchers. Firstly, it suggested that the English teacher should implement digital literature in teaching reading of narrative text. Secondly be a good teacher in facilitating media of learning process. Thirdly, the students should be more active and pay attention in teaching and learning reading of narrative text.

Finally, it is suggested for researchers, to conduct research which is in line more comprehensive and deeply in order to complete the result of this research finding. For instance, they may investigate the use of digital literature using more instruments and take more participants in their study.

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