

The Use of ICT Tools in Teaching English Literature : a Meta-Analysis Study

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ABSTRACT

This meta-analysis study explores the use of ICT (Information and Communication Technology) tools in teaching English Literature. It synthesizes findings from various previous studies to identify the positive impacts and challenges associated with the integration of ICT in literature classrooms. The results indicate that the use of ICT tools, such as interactive multimedia, e-learning platforms, and mobile applications, can enhance students' understanding of literary texts, enrich learning experiences, and increase student engagement. However, the success of this implementation heavily depends on the preparedness of teachers and the adequacy of technological infrastructure. The study concludes that while ICT has significant potential to transform the teaching of English Literature, proper training and ongoing support for educators are essential. Keywords: ICT, teaching English Literature, meta-analysis, e-learning, interactive multimedia, student engagement.

Keywords: ICT, Teaching, English Literature

ABSTRAK

Studi meta-analisis ini mengeksplorasi penggunaan alat ICT (Teknologi Informasi dan Komunikasi) dalam pengajaran Sastra Inggris. Ini mensintesis temuan dari berbagai penelitian sebelumnya untuk mengidentifikasi dampak positif dan tantangan yang terkait dengan integrasi TIK di kelas sastra. Hasilnya menunjukkan bahwa penggunaan alat TIK, seperti multimedia interaktif, platform *e-learning*, dan aplikasi seluler, dapat meningkatkan pemahaman siswa terhadap teks sastra, memperkaya pengalaman belajar, dan meningkatkan keterlibatan siswa. Namun keberhasilan penerapan ini sangat bergantung pada kesiapan guru dan kecukupan infrastruktur teknologi. Studi ini menyimpulkan bahwa meskipun TIK memiliki potensi yang signifikan untuk mentransformasikan pengajaran Sastra Inggris, pelatihan yang tepat dan dukungan berkelanjutan bagi para pendidik sangatlah penting. Kata Kunci: ICT, pengajaran Sastra Inggris, meta-analisis, *e-learning*, multimedia interaktif, student engagement.

Kata Kunci: TIK, Pengajaran, Sastra Inggris

INTRODUCTION

The lack of student interest in literature significantly contributes to the difficulties teachers of English literature face nowadays. Gradually recuperating from the pandemic, schools are about to start classes offline, and students are undeniably better equipped to learn with technology. Most students are used to learning through technology during online learning and, therefore, returning to face-to-face classes. If teachers teach traditionally, they will surely count yawns from the pupils. Computers began to be used in schools in the early 1980s, and several

scholars suggest that ICT will be an essential part of education for the next generation (Bransford, Brown & Cocking, 2000; Grimus, 2000; Yelland, 2001).

Most language teachers should consider integrating ICT into their literature classrooms to improve their instruction quality. Many students need help, mainly when comprehending English literary text. This situation might repeat when teachers preserve monotonous learning where the teacher is the only one talking for hours, and the student's role is just "listening" to the teacher. By dropping the element of monotony and infusing every piece of information and moment with newness, ICT can be a handy tool for adding variety to teaching English literature (Sahni, 2016). However, utilizing the media, particularly for students, takes creativity and mature instructional consideration of the teacher.

In order to assist students in paying attention and retaining the abilities they have learned, specific common resources like digital media, electronic literature, entertainment applications, language learning apps, and word-building apps may all be used in the classroom today. The main objective of this study is to explore the use of ICT tools that English teachers use to teach English literature by answering the following research question: What are some practical tools which English teachers use to teach English literature? This study reviews various articles discussing ICT for English teaching ranging from 2019-2023.

REVIEW OF LITERATURE

Information and Communication Technology in Literature Teaching

As individuals have access to information, learning environments, and other sources at the most convenient time for them and follow their commitments and lifestyle, students who use technology have a greater degree of control over the sharing of knowledge (KABA, 2017). Teaching and learning in this present era need the integration of multiple modern tools. Additionally, for teachers who find it hard to encourage their students to learn literature and read literary works, the use of visual aids in teaching literary texts creates strong engagement between students and the texts (Elbechir, 2018).

RESEARCH METHOD

This study used a qualitative study that analyzed various documents related to using ICT tools in literature teaching. According to McCusker & Gunaydin (2015), the goal of qualitative research is to understand social life and its processes as data. This paper focused on the document analysis collected from electronic sources.

Five articles reviewed in this study. They range from 2019-2023. In order to ensure the relevance of the sources, the documents should meet the requirements as follows:

1. The articles' dates should be in the range of 2019-2023
2. The articles' themes should be related to the use of ICT tools in teaching literature
3. The articles should have been published in indexed journals of education or linguistic

FINDINGS

The data were collected from previous studies discussing using ICT tools in teaching literature. The following are the articles reviewed in this study. The following are the themes found

Using YouTube as a Tool to Stimulate Students' Interest in Literature

A study conducted by Mehrpouyan and Zakeri (2021) discovered that the suitable use of EdTech tools is recommended to help the curricula provide a more enjoyable and productive learning environment. The study looked at YouTube, one of the most well-known social media platforms, as a platform and instrument for studying literature. It mentioned that students found live performances of specific written texts more engaging. Besides, it found that students enjoy watching students' performance videos and discussing what they like and dislike about the performance. In line with this, having students watch a full-length movie or even some selected short movie clips can let students compare the original text with the movie adaptation. These methods facilitate them to subconsciously analyze the content and inspire them to study literature through multimedia enjoyment.

Merely using YouTube stimulates students' enthusiasm through listening to the poet's voice. Teachers could ask students to share their reviews and perception poem. In addition, YouTube also allows students to access some videos, such as interviews, and see the creator telling the story behind their literary works, which can arouse students' interpretation of the literary work. Another content mentioned in the study is using audiobook readings of a literary novel/poem/drama on YouTube Teachers can share it chapter by chapter with the students, complemented by other technology platforms. Despite making full use of social media is strongly recommended and can provide material for writing, it also requires innovation, experience, and partnership with other colleagues.

Using Video Games to Stimulate Vocabulary Phrases, and Engagement

A study by Škobo and Dragičević (2019) identified the latest technologies in second language teaching English literature to help students develop their critical thinking skills by analyzing media applied to study literary texts. According to the study, teachers can use tools such as video games which add new meanings to the present interpretation of literary work and trigger new discussion from the textual analysis. This study mentions a game called "To Be or Not to Be" because of its benefit for students to understand literature. As the players, students have the free will to choose what will happen in the narrative by choosing between three of Shakespeare's characters. Moreover, the player can also listen to the narration while playing the game. It enables them to learn new vocabulary and phrases.

According to a separate study Škobo and Dragičević (2019), teachers utilize video games to create a novel and effective method of capturing students' attention and evoking strong emotions. Students can engage in multiple activities simultaneously, such as learning while playing games, when blended with carefully selected learning materials. Skyrim (2011), a top-rated game also mentioned, was inspired by the classic English poem Beowulf, the greatest Anglo-Saxon epic. This

approach allows students to generate more significant curiosity and enthusiasm for classic poetry. Teachers merely asked pupils to compare and contrast the video game with Beowulf, the first Anglo-Saxon epic.

Using Educational Digital Technologies to Promote Students' Digital Literacy

Razak, Razak, & Krish (2022) analyzed six EFL teachers and six school admins of Arab international schools in Kuala Lumpur, Malaysia. The researcher intended to examine how EFL teachers and school officials enhance EFL students' digital literacies in the post-pandemic era, including the techniques employed by the teachers. There was a significant impact of integrating digital technologies, such as Zoom, Skype, Google Classroom, Edmodo, PowerPoint slides, Prezi, Microsoft Office, and more importantly YouTube are used in supporting "Learning by doing" for students. It is associated with the idea of Education 4.0, which encourages technology-based teaching and learning in which students are in charge of their own learning even when a teacher is not present. Six teachers and six school officials participated in semi-structured interviews and the data collected were analyzed and reported using a thematic approach. They believed that now teachers are able to become more flexible to conduct and implement comprehensive learning environments to improve their students' digital literacy skill Teachers can make full use of technology as a platform to assess, give practices, and share educational information with students. Moreover, it is considered more beneficial and effective since most students are familiar with the use of technology in their learning activities. Yet, the study recommended that parents' awareness of their childrens technology use and digital literacy skills should go hand in hand with the use of digital technologies in education. Parents must acknowledge the recent technological learning competencies, so that students are able to maximize modern tools for learning purpose.

Using Google Classroom to Stimulate Reading Interest

It was a research study conducted by Fadhli (2021), which presented the use of Google Classroom media for reading classes. This approach proved beneficial and can help students improve their reading comprehension. This approach was done by creating a class on Google Classroom, and inviting students to join. Once they are the participants, students can access and download various audiobooks provided by teachers in a group. They can communicate with other group members about which material they will read. By doing this, teachers can create tasks students need to complete. In addition, giving direct feedback is also possible through Google Classroom. Fadhli (2021) stated that students have direct assistance just when they require it by using this approach. In tune with this, participating in synchronized virtual class meetings and organized private conversations might help students feel more connected to their lecturers and classmates (Yamagata, 2014).

DISCUSSION

According to the examined publications, using ICT tools in English literature classes fosters a positive attitude about improving students' literacy skills. ICTs

could help improve the way literature is taught by merely reducing student disinterest and fostering their excitement for the subject matter being covered (Elbechir, 2018). This strategy has been used in numerous research for a number of objectives, stimulating students enjoyment, curiosity, and enthusiasm to study literature, encouraging students' self literacy learning, and giving opportunities to learn new vocabulary and phrases (Razak et al., 2022; Mehrpouyan & Zakeri, 2021; Škobo & Dragičević, 2019; Fadhli, 2021).

Regarding students' interest and engagement, Mehrpouyan and Zakeri (2021) underlined that the optimal EdTech tools and the way educators use social media platforms are suggested to produce a productive and fun learning environment. The rationale behind this renaissance is that digital tools, particularly youtube and the appropriate selection of video games have demonstrated their capacity to enhance students' curiosity and motivation to engage with literary subjects. This argument is closely linked to the ideas of Pluck (2011) who argues that curiosity is closely associated with psychological theories that propose cognitive approaches emphasizing the importance of "deep" information processing. According to these theories, deep processing enhances learning and may facilitate more thorough participation with the presented material. Students are currently afforded the opportunity to enhance their imaginative, enthusiastic, and emotional engagement with literary texts through the utilization of digital resources, which are made available by educators. These resources involve a wide range of mediums, including audiobooks illustrations, interviews, documentaries, and various other formats. Mehrpouyan and Zakeri (2021) in their study revealed that students are more engaged in watching videos of live performances of literary work rather than reading the written texts. Moreover, teachers can also arrange and manage contents which will be used for students easily using the help of digital platforms. Educators should be able to enhance their pedagogical aptitude with the help of their creativity, experiential capacities, and collaborative efforts with their peers (Mehrpouyan & Zakeri, 2021). Hence, to properly instruct a literary class, educators need to be equipped with digital abilities and professional expertise.

This study additionally demonstrated that the integration of ICT tools into the pedagogy of literature might facilitate the development of self-directed learning (SDL) among students. Technology provides both students and teachers with the ability to independently manage their learning activities, reducing the need for constant face-to-face classroom interactions Huda (2022) mentioned that by establishing learning objectives, choosing reading materials, keeping track of their own development, resolving problems, and evaluating their progress, they have an understanding of how to use reading methods and how to manage their SDL. There were various digital platforms used to support students' self-directed learning in their literature class such as the use of Google Classroom and Youtube. Throughout the instructional process, educators have the capability to provide a wide range of literary resources as digital platforms typically offer the functionality to upload and distribute various file formats. Moreover, a discussion forum can also be created for students to share their opinions, ideas, interest and takeaways with the teachers and classmates.

CONCLUSION

This study reveals the use of ICT tools in teaching English literature. According to the literature reviews, it is found that the appropriate use of ICT tools brings significant impacts in the literature context. It is found that it can stimulate students' engagement and interest in literature and promote self-directed learning among students. Nevertheless, the findings also suggested that positive impacts can be achieved only when teachers are equipped with professional digital literacy and professional digital competencies

The findings of several studies using ICT tools in the English literature context revealed that the technology tools were beneficial. It boosted students' motivation and interest in literature studying through the use of non-written content such as play/live performances, movie clips, poet's audio, interview, and video games. This instructional approach enables teachers to engage students' cognitive abilities at a higher level when studying literature with enthusiasm. They have contributed to analyzing, identifying, discussing, reviewing, comparing, and having literary materials subconsciously while paying attention to the digital content. Moreover, it can also stimulate students' listening skills and supplement their English vocabulary and phrases. The use of ICT tools has also contributed to transforming students as directed student. Teachers undertake the role of facilitators by providing reading materials and practice exercises through digital platforms, so empowering students to take charge of their own learning with appropriate guidance. It is considered advantageous since students can collaborate with their peers on reading assignments or other tasks. Hence, clear technology instruction is essential to enhance the effectiveness of the learning process.

This current study has revealed some new insight which identify the integration of ICT tools in the English literature context. Nevertheless, it is essential to acknowledge a limitation of the current study in an honest manner, while also providing further recommendations for future research. The drawback in this study is not the use of ICT tools in teaching English literature, especially the reading comprehension area is not yet fully covered. It is suggested for future research to provide more explanation on the consideration of choosing certain technology tools to enhance students' reading comprehension.

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