Web-Based Literature: Displaying Students' Response to Short Story)*

By: Rita Inderawati)**

English Study Program FKIP Sriwijaya University Palembang South Sumatra Indonesia
Email: ritarudisaid@yahoo.com

SUMMARY OF RESEARCH REPORT

This paper is a report of a research in progress. The purpose of the paper is to investigate English study program students in making use of website to display their response toward literary works. The inquiry also covers a new paradigm of literary appreciation, the application of reader response strategy and visual symbol response. The paradigm combines both responses in order to sharpen cognitive, affective, and psychomotor aspects which are very essential in learning process. This paper will also elaborate the procedure of displaying students' response.

This paper highlights the use of media and technology in appreciating literary works. After reading certain and similar short story available in many websites, the students can comment on it. They, then, apply the reader response strategy in order to express their personal response and deep feeling toward the characters of the story. Lecturer provides them with a special website to be their spot to comment on each other. Ultimately, their appreciations are able to be responded by other visitors.

It is a qualitative study. The data entailed are taken by observing and interviewing. These instruments facilitate the researcher to dig up deeply the sample's way of appreciating literary works, their interest of responding short stories by applying the new paradigm, and of displaying the stories in special website. The study is analyzed qualitatively. A content analysis is conducted in answering the research questions.

Key words: web-based literature, literary work, reader response, visual symbol, website

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Introduction

I taught Literary Appreciation last semester in English study program. I decided to offer students various activities that the students might refuse if they were not interested. The activities were to discuss on distinctive and similar short stories from traditional library, to appreciate literary works by applying new paradigm of appreciation, and to display their appreciation in a bulletin board. They really enjoyed to have "new experience" of such response.

This semester I take into account to innovate in teaching English literary appreciation. Firstly, I asked the students to browse different kind of short stories from internet and to comment on the selection of the short stories. The comment was submitted in the next meeting. Furthermore, the students got the explanation and experience of applying reader response strategy and visual symbol to respond literary works. Thirdly, they presented their appreciation in front of the class and an interesting debate happened. Ultimately, I asked the students to collect their work in form of soft copy to be kept in a special website.

The experience of such appreciation leads me to conduct a research about the use of website as the media of displaying students' literary appreciation. Since information communication technology (ICT) is now widely used to be the basis of learning process, learners from all levels of education are acquainted with the media to browse learning materials and to chat with others in all over the world. This situation let me take the advantage of it. I would like to introduce the students reader response and visual symbol response as the way of appreciating literary works, then display their works to the website.

Such technique of teaching contributed to sharpen cognitive aspect as well as affective and psychomotor aspects. This technique falsified the underlying assumptions that literature was merely a recitation subject, that it could not develop students' language skills, and that it only sharpened students' brain intelligence. It was strengthened by a research conducted by Rudy

(2005) that the collaboration between reader response strategy and visual symbol response was able to promote primary school students' critical thinking and writing skill. The quasi-experiment design proved that the collaboration response was effective to develop students' writing skill. It was also expected that such kind of response was able to improve the students' moral since they qualitatively responded short stories that contained moral messages. The indicators of improving their moral were built by describing the character's action, conceiving and explaining the character, interpreting what had been done, engaging their feeling, imagination, and thought to the character's feeling, connecting their own experience, other film and story book to the character, and judging the author, the story line, and values by reading the story

After applying the seven reader responses, the students continued to make use of visual symbols to enrich and enhance their interpretation toward the story read as proposed by Purve (1990). There are four dimensions of visual symbol response: graph (sociogram, story map, diagram), illustration (picture, photo, poster), film (script, animation, special effects) and performance art (tableau, pantomime, dancing, and music).

Since we are now in the globalization era, it is found that technology is valuable. ICT can be a valuable and comfortable media for the students to express their feeling toward the literary works. The use of media and technology in appreciating literary works is expected to improve learning process. The lecturer provides them with a special website that they can use to give comment on each other. Ultimately, their appreciations can be responded by other visitors.

This century, people live in technological society. Everything is now connected to technology. One last decade, computer became a sophisticated device that all people are familiarized with. According to Kauchak, Eggen, and Charter (2002:389) Individual computers allow the teacher to use different kind of software to conduct learning process. The computers are interconnected in the internet so that people can communicate and share information worldwide.

The internet has literally become a part of our daily lives. It helps people search everything entailed. It can also be a powerful teaching tool, providing access to information and allowing links to other learners.

Similarly, Richard's and Renandya (2002:362) list some experts in making use of internet teaching method. Warchauer and Whittaken examine the use of the internet as an alternative teaching method and present a set of guidelines for teachers who plan to integrate computer technology in the classroom. Meanwhile, Li and Hart look specifically at the World Wide Web (www) and explore its potential for language learning. The web has a number of features that can be used appropriately to learn a language. The features include the following: 1) It offers an excellent tool for interactive learning, 2) it provides a rich data base of authentic material, 3) materials stored in the web can reach a wide audience at a relatively low cost. Finally, Li and Hart describe their web magazine, which provides a forum for their ESL learners to interact and share ideas with other learners, and at the same time, develop their writing skills.

Method

The research subject is English study program of JPBS FKIP Sriwijaya University. Concerning to the problems and the objectives, the research was conducted under a qualitative study. The data entailed are taken by observing and interviewing. The students were asked fo read similar short stories. The instruments used facilitate the researcher to dig up deeply the sample's way of appreciating literary works, their interest of responding short stories by applying the new paradigm, and of displaying the stories in special website. The study is analyzed qualitatively. A content analysis is conducted in answering the research questions.

To obtain a significant learning process, the followings are the procedure of appreciating literary works.

1. The students are asked to read similar short story and to appreciate the short story.

2. The students are asked to discuss their appreciation.

3. The students are asked to browse one short story from the internet and to give reason of the selection.

4. The students are asked to learn the technique of appreciating literary works.

5. The students are asked to read their short story and respond it verbally and non- verbally.

6. The students are asked to display their appreciation in bulletin board.

7. The students are asked to save their work in soft copy and to be sent to the web.

8. The students are asked to comment on the other students' work.

9. The students are asked to regularly visit the web and be ready to respond visitor's comment.

This procedure is very flexible. If there is no multimedia language lab, the lecturer can ask students to do the appreciation conventionally and put up their appreciation in the web.

Result and Discussion

By the end of the course, most of the students seemed to have a clear understanding of literary appreciation that can be displayed in special website. In addition, they could appreciate the short stories by applying reader response and visual symbol. Only one or two students'responses were not qualified; most were good at responding short stories. Many of the students expressed at the end of the course that they wanted to continue exploring short stories and to focus their research on the reader response and visual symbols.

In this study, "The Bucket Rider" by Frank Kafka was responded by the students. The story was about a poor man who needed coal to stay alive in the cold season. He lived alone in his small house. He did not have any money to buy coal. Therefore, he visited the rich coal dealer. Unfortunately, the coal dealer's wife was a very bad woman. She said no one knocked at the door when the deaf coal dealer asked her to see who was coming. At last, she went to see the poor man to say no coal to give and ask him to go away.

In term of sharpening affective aspect, the student applied engaging, connecting, and judging. The followings are some of their appreciation in applying engaging response:

> I can feel what the man feel when the coal dealer's wife refuses to give some coal to him. I he feels very sad because he cannot get any coal. If I were him, I would be very pressure because of my bad condition and no one helped me. I also imagine if I were the coal dealer's think wife, I would give the coal to the poor. If I gave him the coal, it meant I saved his life and I would be happy to do that (R#1)

> After reading the story, I can feel what the man feels. Of course it is hard to be the poor man. He lived alone with no family, no money, no coal. I really don't agree with his wife's character. She should help the poor and tolerate the man's condition (R#2)

By applying connecting response, the students can connect what happen in the story to their own experience, culture, religion, social life, other story, and film that they ever watched.

> I often watch the similar story in Indonesian film, especially on private television when someone who was starving went to an eating shop in order to get food to eat but the seller drove him because he could not pay. I was so disappointed to the bad character. It was also happened in social life (R#3).

> In our culture people must not behave like the coal dealer's wife. In social life, people must not become so individualistic. We should help each other and learn to share ….. (R#4)

The above response only a sample of how students apply the reader response. Then they make picture or socio-gram of the story in order to see the relationship among characters.

Conclusion

Qualitatively, it can be concluded that the aspects of cognitive, affective, and psychomotor of the students developed from unclear and inappropriate ideas to be clear and appropriate ones. The quality of students' response was based on the analysis criteria constructed, that is the sentences, the appropriateness, and clear ideas.

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