

The Implementation of English Literature in Classroom Literacy Learning in The Digital Era at MAN 2 Surakarta

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Abstract

Literature is the written language representing human expression or spoken works that are inspired by ideas, beliefs, experiences, and emotions in the form of imagination, reflection of reality or raw data wrapped in an aesthetic package through language. While literacy is the ability to read and write. The method used in this study is a qualitative method that uses descriptive analysis of data from interviews, discussions and observations and a literature review approach, while the references used are several scientific journals / articles, books and references from reliable sources. The subject of this research is the work of grade X and XI students or Phases E and F in the Independent Curriculum. The result showed of the understanding and provide into how the implementation of English literature can develop in the era of digitalization through literacy learning in the classroom such as the development of English literature in the era of digital technology that allows English literature to be recognized by students. The limitation of this research itself is that sources have the same perspective as the topic under study, so that this research can take and see from the perspective of the source, but with different content but the same context. So, with the role of English literature in learning literacy in the digital era, it certainly has a significant influence or contribution to the development of English literature. Thus, we can see that English literature can contribute or have a positive nuance to developments in literacy learning in the digital era, both theoretically and practically.

Keywords: implementation, English literature, *literacy learning*, *digital era*

1. Introduction

Literacy is not only limited to the ability to read and write, but also involves the ability to think critically, analyse information, and organize ideas effectively. UNESCO defines literacy as a set of tangible skills, especially skills in reading and writing that are independent of the context in which they are acquired, who acquires them, and how they are acquired. Meanwhile, the *Education Development Canter* (EDC) understands literacy is more than just literacy. Literacy learning is the ability of individuals to use all their potential and skills in life. In line with this ability, when one can interpret literacy, one can read the world. Meanwhile, according to UNESCO, as quoted from the book *Digital Literacy*, digital literacy is not only related to

technology, but digital literacy is a skill that includes the willingness to learn, think critically, creatively and innovatively in doing various things in the digital world.

In this digital era, an era where almost all areas in the order of life have progressed where all aspects of activities are assisted and depend on digital technology, such as technology and the internet. Digital technology can be used to utilize technology in the development of digital literacy. Inviting the younger generation to think critically and understand English literature from a new perspective. Wise users of technology for literacy learning will think that technological sophistication requires them to further sophisticate themselves and develop in accordance with the times, namely the digital era. Digital technology opens up opportunities for every student to increase creativity and be critical and can create more quality English literary works. Student must avoid attitudes that tend to be practical. In the digital era, it is easy for students to think practically without reflecting, which results in the danger that digital technology disruption gives birth to instant culture and literature. Understanding English literary literacy in different styles. So that students can generate old English literary works through technological developments both offline and online. While, the understanding of Literature is the manifestation of human expression through spoken or written works that are based on ideas, judgments, sentiments, and imaginative representations of reality or unprocessed data presented in a beautiful way through language. The above understanding is reinforced by Sumardjo & Saini (1997, p. 3) who argue that Literature is the expression of a person's personality in the form of experiences, thoughts, feelings, ideas, spirits, beliefs in the form of concrete images that awaken love for language tools. Literature can be in the form of imagination or even real knowledge, while there are various types of non-imaginative or non-fictional literature. This category puts actual facts, such as news or historical accounts, into beautiful prose in an effort to draw in more readers. In the meantime, a piece of writing can depict reality even if it is fiction. As Saryono (2009, p.18) argues, literature has the ability to record empirical-natural experiences as well as nonempirical-supernatural experiences. Simply put, Literature can be a silent witness and commentator of human life. The background of literary works alone can reflect how the people of a region live in general. From there we can also learn what culture, life, and values are upheld by the community in these backgrounds. A brief introduction to English Literature, along with the progress of civilization each literary work written is influenced by its respective era. There are eight periodization's of English literature, namely Old English Literature, Middle English Literature, Renasant or Elizabeth Period, Restoration Era, 18th Century or Augustan Period, Romanticism, Victorian Period, and 20th Century.

In an age when people are accustomed to the practical and applicable, there is usually a common mistake that considers that the benefit of studying in higher education in the field of English literature is to improve English language skills because it is said that English is the most commonly used language in communication at the global level. That understanding is not entirely wrong. But it is also not wrong where from an early age student are introduced to English literature works, where English literary works can influence other aspects. English literature is one form of literary art that has a long history and a variety of genres, ranging from poetry, drama, novels, to essays and biographies. Works of English literature have influenced the global literary world and become part of popular culture. Some works of English literature are even considered the greatest literary works in the world and are still popular today. English literature has also played an important role in shaping and enriching Indonesian literature. This article will discuss more

deeply about *the implementation of English literature in classroom literacy learning in the digital era* at the high school level especially in *MAN 2 Surakarta* where the long journey of English literature from the past to the present that affects English literacy learning in the digital era and famous literary works that have changed the global literary world. English literature is a collection of literary works written in English by the people of the British Isles (including Ireland) from the era of Christianity to the present. English literature consists of three types of literary works, namely prose, poetry, and drama. English literature includes works in Old, Middle, and Modern English, each of which represents a different period. English literature is also a field of science that studies English in terms of literature and linguistics in depth.

To carry out research on *the Implementation of English Literature in Classroom Literacy Learning in the Digital Era*, it should be noted that literacy learning must be linked to learning other skills, not only in writing and reading. The implementation of English literature can be through various ways, one way is through speaking and listening. So that students will better understand and get to know English literature in this digital era, not only in text books. Student can be invited to discuss and express the ideas they have in various forms. They can reflect on the results of their thoughts through their social media platforms. The results of their English literature work inspired by the English literature works they have studied can be made into one and made a collection of student literature books or uploaded on the school website. In this study, the use of qualitative research is very suitable. According to Sugiyono (2019, p. 18) qualitative research methods are research founded on the post-positivist philosophy and applied to the study of objects under natural situations (i.e., actual conditions, not artificial or set) where researchers are the key instruments. Where the data sources for this study consist of data collection techniques used are observation, field notes and documentation. All the data of interviews, discussions, observations and documentation to determine the extent to which students are familiar with English literature. Researchers invite students phase E (class X) and phase F (class XI) students at MAN 2 Surakarta to discuss literary works that they know either from books or movies. The purpose of this interview, discussion, observation and documentation is to collect data and find out how far students are introduced and students' understanding of English literature. The data analysis technique in this study is a descriptive analysis technique. In this case, the collected data is then analysed descriptively. The descriptive nature of qualitative research means that the purpose of the research is to form a systematic, accurate and fact-based overview of the facts, the nature and relationships of the phenomena being studied. As stated by Nazir (2014, p. 43) that the descriptive research method is a method in examining the status of a group of humans, an object, a condition, a system of thought, or a class of events in the present with the aim of making a systematic, factual and accurate description, picture or painting of the facts, properties and relationships between the phenomena investigated. The primary data sources of this research are observations, field notes and documentation and documents or papers published and in the form of information, ideas and written evidence in the form of policies, theories or empirical findings regarding literacy learning.

So, the aim of this research through *the Implementation of English Literature in Classroom Literacy Learning in the Digital Era*, every student will be invited to see more deeply the essence of English literature through literacy learning using existing technology. It showed of understanding and provide into how the implementation of English literature can develop in the era of digitalization through literacy learning in the classroom such as the development of English literature in the era of digital technology that allows English literature to be recognized by

students. Literary works are not a science that wanders around. In today's digital era, literacy learning to introduce old English literary works is one of the ways of life to assess the changing times, and digital technology is one of those changes. Change is not always necessarily bad. When students want to assess change holistically, that's where students are actually literate. *The implementation of English Literature in Classroom Literacy Learning in the Digital Era* offers a path that can lead students to find passion. *The implementation of English Literature in Classroom Literacy Learning in the Digital Era*, which invites every student to be more aware of the value of literacy learning through English literature. That value becomes something valuable in life because it provides happiness. Meanwhile, technology in the digital era requires every student to experience a transformation in life. Students will find a new mindset and experience a quality and meaningful life so that they can produce great masterpieces.

2. Methods

2.1 Procedure

The subject of this study is all the literary works of phase E (class X) and phase F (class XI) students at MAN 2 Surakarta. Where classroom literacy learning is included in the learning schedule (KBM) held at school every Monday for 2 hours of subjects. Phases E and F are grade levels that are converted into phases according to the learning structure which is divided into 6 phases, namely A, B, C, D, E and F. Where classes IX and X are changed to Phase E. While classes XI and XII are changed to Phase F. The term Phase refers to the learning stages that students go through based on grade level, which has been determined by the government in implementing the new curriculum, namely the Independent Curriculum.

This study uses interviews, discussions, observations and documentation to determine the extent to which students are familiar with English literature. Researchers invite students to discuss literary works that they know either from books or movies. The purpose of this interview, discussion, observation and documentation is to collect data and find out how far students are introduced and students' understanding of English literature. In the implementation of *the Implementation of English Literature in Classroom Literacy Learning in the Digital Era at MAN 2 Surakarta* requires steps to make it happen:

Step 1: Prepare and convey goals and motivate students.

Step 2: Implementation of programs in the form of activities related to literacy, especially English Literature.

Step 3: Guide and organize students and train students in communicating ideas, especially in making and authoring works taken from literacy learning outcomes.

Step 4: Monitoring and Evaluation.

Step 5: Follow-up of the implementation of the program whose results are used as material for improvement.

This is in accordance with what is presented in the roadmap of the *national literacy movement*. In the book, the meaning and scope of literacy is: "(a) literacy as a set of skills in reading, writing, speaking, calculation, and the acquisition and use of information; (b) literacy as a social practice whose implementation is influenced by context; (c) literacy as a learning process

in which reading and writing are tools to reflect, explore, question and criticize learned information and ideas, (d) literacy as a text that varies in complexity according to topic, genre, and language level.". Based on this description, the *term Implementation of English Literature in Classroom Literacy Learning in the Digital Era* at the High School Level especially in *MAN 2 Surakarta* is something that develops or processes further, which is basically understanding a text and its context, how people process texts from birth, life to death. Understanding of various texts will help students to work according to the comprehension of life and all of its facets since the book depicts people's existence as individuals and as groups within their own cultures.

2.2 Treatment

Treatment in the form of steps for the *Implementation of English Literature in Learning Classroom Literacy in the Digital Era at MAN 2 Surakarta* was applied to the subject of this study.

a. Preparation and conveying goals and motivating students

Where the preparation stage is an activity to prepare materials, personal, and implementation strategies. The teacher starts by talking about the goals and indicators to be achieved that day and encourages students' curiosity about the material to be learned, in this study the material is from English literary works that they already know. Continue with observation, which is designed to remind students of the material they have learned so that students can relate the material presented to existing knowledge. Regarding the presentation technique of the subject, it can be done classically or audio visually. The length of the presentation and the number of times it is presented depends on the complexity of the processed material.

b. The implementation of the program in the form of activities related to literacy, especially

English Literature, at the implementation stage is the operationalization of things that have been prepared. Students are invited to the library or language lab to get the material presented and student references in finding learning materials, especially English literature works.

c. Guiding and organizing students and training students in communicating ideas

Especially in making and writing English literary works taken from literacy learning outcomes, namely to find out the extent of the effectiveness of literacy activities that have been carried out and the success of the material that has been discussed. In this study, each individual is expected to make 1-2 works of English literature, can be in the form of poetry, short movies or other works. So that students can show what has been learned and understood individually during literacy learning in class. The results of student work can be recorded or published through existing social media, which can utilize existing digital media.

d. Monitoring and Evaluation

Is an activity to determine the effectiveness of literacy activities that have been implemented and carried out through several techniques, including documentation, questionnaires, observations, and/or interviews. The results of students' English literature works can be used as a support for evaluation, where students can make weighty English literature works.

e. Follow-up of the implementation of the program

Follow-up of the implementation of the program whose results are used as material for improvement, this refers to things that need to be done next (preparation of advanced programs). The results of monitoring and evaluation can be observed as reflection material. Follow-up is realized by preparing further planning in terms of literacy activities. If in filling the instrument there are still things that are "not" or lacking, the preparation of further plans focuses on efforts so that what is "not" becomes "already" or what is less becomes good. If the results of reflection show that all has been done and all is well, it is necessary to make a follow-up plan to reduce this.

3. Result and Discussion

3.1 Result

The purpose of this study is to show understanding and provide insight into how the implementation of English literature can develop in the era of digitalization through literacy learning in the classroom such as the development of English literature in the era of digital technology that allows English literature to be recognized by students. So, it is expected that students can produce quality and quality work. Researchers use scheduled time in teaching and learning activities. Researchers provide materials in the form of literary works to be studied together. Students are introduced to various kinds of English literature works in the form of poetry, short stories, novels, plays or movies adapted from novels and plays.

Students are invited to understand and learn the development of English literature from the beginning to the digital era through "text" as the original words and form of a written or printed work in literacy can be in the form of written, oral (audio), visual, auditory, audiovisual, spatial, nonverbal (kinaesthetic, etc.). Text can be digital or nondigital. Correspondingly, the term "reading" used in literacy activities also refers to reading in a broad sense. A brief introduction to English Literature, along with the progress of civilization each literary work written is influenced by its respective era. There are eight periodization of English literature, namely Old English Literature, Middle English Literature, Renasant or Elizabeth Period, Restoration Era, 18th Century or Augustan Period, Romanticism, Victorian Period, and 20th Century. The development of literature in the country has gone through several phases, recorded 10 or even more periodization's that have changed according to the times, and each periodization has its own characteristics and that is what makes each period distinctive, besides that changes in social reality and political influence in a country also affect the periodization of literature.

Content in literacy learning is what is taught, while literacy is how to teach the content. Therefore, the English literature works that have been mentioned require literacy strategies in learning. One of the important goals of literacy strategies in content learning is to develop students who are able to think critically and solve problems. (Ming, 2012: 213). Thus, the implementation of English literature in classroom literacy education shapes the character traits of the student and develops 21st century skills (higher thinking skills). Learning that applies literacy learning is important to cultivate good and critical readers in any field. Based on several sources, it can be focused on seven learning characteristics that apply the implementation of English literature in literacy learning that can develop students' metacognitive abilities and students are expected to be able to apply these literacy learning characteristics (cf. Beers 2010: 20-21; Pahl & Rowsell 2005: 82), among others:

- a. Monitoring text comprehension (students record their comprehension before, during and after reading).
- b. Using different modes during learning (multimodal literacy)
- c. Clear and concise instructions.
- d. Use of tools. such as books, cell phones, laptops and others.
- e. Make questions.
- f. Answers to various types of questions
- g. Text analysis, synthesis, and assessment.
- h. Summarize the content of the text and produce new works.

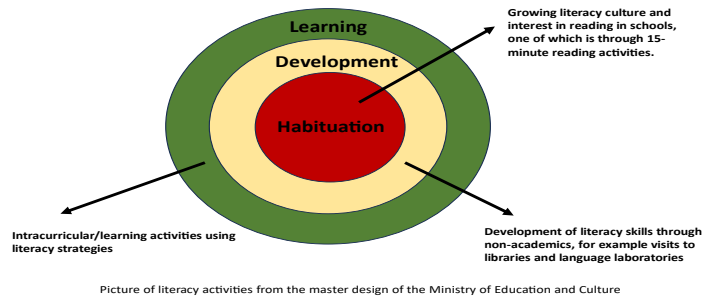
Listening to the characteristics of learning that apply *the Implementation of English Literature in Classroom Literacy Learning in the Digital Era at the High School Level*, it can be concluded that students are expected to create a quality and weighty literary work which is the application of knowledge and understanding that has been learned by students, for example in the form of creation can also be in the form of written works both in the form of scientific works and literary works in the form of poetry, short story, short movie, drama or novel. One example of a short film made by Phase E students is: Movie title: *The Origin of Dumay City "7 Princess"*, Link: <https://youtu.be/uY9Cd9XLDNY?si=Bq-ObHt8QJtzu06t> or a drama script that students make by themselves such as a drama script titled: *Why Me ??*, which they make into a short film based on their drama script. Link: <https://youtu.be/LbuHyiKeUo8?si=DDA-TNJ8Vh1St47N>. Even though their English is not very good, but they can apply what they have learned from the results of *The Implementation of English Literature in Classroom Literacy Learning in the Digital Era at MAN 2 Surakarta*. They enjoy the process of making from drama script to filmmaking. Besides that, they also learned how to edit the film from the first scene shooting to the end. They learn that literacy is not only always reading but also learning and create new things. Creating is a typical activity in literacy learning, all literary literacy learning that must be accompanied by making works. The work created, both individually and in groups, needs to be adjusted to the availability of material and the level of skill ability of students. Before children start working, teachers need to determine and explain the criteria about the work to be made. The criteria about this work include aspects of its type, form, function, and manufacturing techniques.

3.2 Discussion

In this study, researchers decided to use data collection techniques taken from interviews, discussions, observations, documentation and student work to see student work. This research was conducted during activities inside and outside teaching and learning activities hours. During teaching and learning hours, researchers begin the teaching and learning process by showing several texts containing introduction, development and results of English literature to stimulate students. Then, the students share their ideas in group discussion sessions and answer questions on sheets of paper. Students present their opinions on selected topics in front of the class. Then researchers attempt to gain students' understanding by re-explaining the guidelines. Then, researchers held questions and answers in group discussion sessions to help students better understand English literature works. Based on research findings, it shows that many students are familiar with English literature but they do not know the origin of the literature works they know and know. Thus, making it easier for students to further explore the development and results of English literature works to the current digital era. In addition, it makes it easier for students to

give birth to new literature works, especially in English from the results of the *Implementation of English Literature in Classroom Literacy Learning in the Digital Era*.

Implementation of *English Literature in Classroom Literacy Learning in the Digital Era* in three closely related activities, namely: 1) habituation, 2) development, and 3) learning. All three activities can run simultaneously. *The implementation of English Literature in Classroom Literacy Learning in the Digital Era* can be seen in the picture (Literacy activities from the master design of the Ministry of Education and Culture):



Source 1: Literacy activities from the kemdikbud master design

a. Habituation Activities

Habituation activities are activities to grow reading interest carried out by reading texts or multimodal texts, especially English literary works for 15 minutes. The purpose of this activity is to increase the love of reading, especially those who speak English; improve reading comprehension skills in English; increase self-confidence as a good reader; and fostering the use of various reading sources, especially works of English literature. Habituation activities begin with the construction of a continuous and continuous reading routine by holding the principles of: 1) Fun, 2) Varied, 3) Participative, 4) Routine and 5) Balanced.

b. Development Activities

This phase's literacy exercises are designed to improve the reader's comprehension of text and their ability to connect it to personal experience, critical thinking, and processing communication skills creatively through activities to respond to enrichment books (especially English literary works) (Anderson & Krathwohl, 2001). The development of reading interest based on this daily in a fifteen-minute reading session, literacy skills are developed through extracurricular activities (you can make non-academic bills that have nothing to do with grades). Examples are summarizing a book, talking about books that have been read, and engaging in extracurricular activities. (crafts, literary workshops, journalism, debates, theatre, cinematography, etc.) and mandatory visits to the library. Thus, children can produce new and weighty and quality literary works.



Source 2: Expert Panel on Literacy in Grades 4 to 6. (2004). Ontario: Ontario Ministry of Education

c. Learning Activities

This learning activity is an activity to integrate six basic literacy (literacy, digital, numeracy, finance, science, and culture and citizenship) and encourage the use of graphic organizers into learning. This is intended so that teachers and students are able to create more innovative and solution learning activities in interpreting and understanding multimodal texts used during the process of *Implementing English Literature in Classroom Literacy Learning in the Digital Era*.

Therefore, it can be concluded that the *Implementation of English Literature in Classroom Literacy Learning in the Digital Era* is expected to support the efforts of students in cultivating critical thinking skills, solving problems creatively, and also being skilled in collaborating well (Wiedarti, 2018). Thus, Phase E and F students at MAN 2 Surakarta can apply *the Implementation of English Literature in Classroom Literacy Learning in the Digital Era* by successfully creating quality and weighty English literature works. Then it can foster a love of reading and creating. Creating a critical and creative generation and helping students to increase their confidence to convey ideas in front of people. Students also learn how to share their opinions and ideas through writing and other works in their forums or social media and show good attention and understanding during their work process.

4. Conclusion

Referring to the discussion in this study, the researcher concluded that a series of learning can be complemented by creating and creating activities, if possible after the step of creating and creating teachers can continue with the step of communicating for the second time, namely to discuss English literary works that have been achieved by students, both in oral presentations and publication of works; for example in wall magazines, Books collected works, school websites, students' own social media, or exhibitions of works in class or at school. *English Literature Implementation Activities in Classroom Literacy Learning in the Digital Era* help students practice reading, writing, speaking, listening, vocabulary, grammar skills in English and improve literacy learning that continues to grow.

English Literature Implementation Activities in Classroom Literacy Learning in the Digital Era resulted in the emergence of a need to use and share diverse texts of English literature works in various forms and contexts. Educators and students are required to master more than just being able to read, write, speak and listen in English. They must master different types of texts or multimodal texts. Because, nowadays, text is an integral part in every aspect of life, especially

those who speak English because as a global language, so being a literate citizen is a must. Classroom literacy learning as a movement, in addition to providing opportunities for students to regularly become readers through habituation activities, but allowing to make individuals who think critically through literacy learning activities. Literacy learning is an effort to accelerate the birth of a literate society through planned and structured activities. Educators create lesson plans that invite students before, during, and after learning using multimodal texts in the form of English literary works. If this can be implemented optimally, it is hoped that multitalented students will be realized, namely educated students who have flexibility in association, smart in acting, and careful in thinking so that Indonesian students will immediately form student confidence in working, especially in quality and weighty English works.

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