

CHAPTER IV

FINDINGS AND DISCUSSION

After conducted data, researcher wrote findings and discussion to answer research questions in this chapter. This research described about how teacher integrates literature with digital literacy and what challenges faced by the teacher in integrating literature with digital literacy in teaching English at Senior High School. The researcher presented it descriptively related to the data collected through observation and interviews.

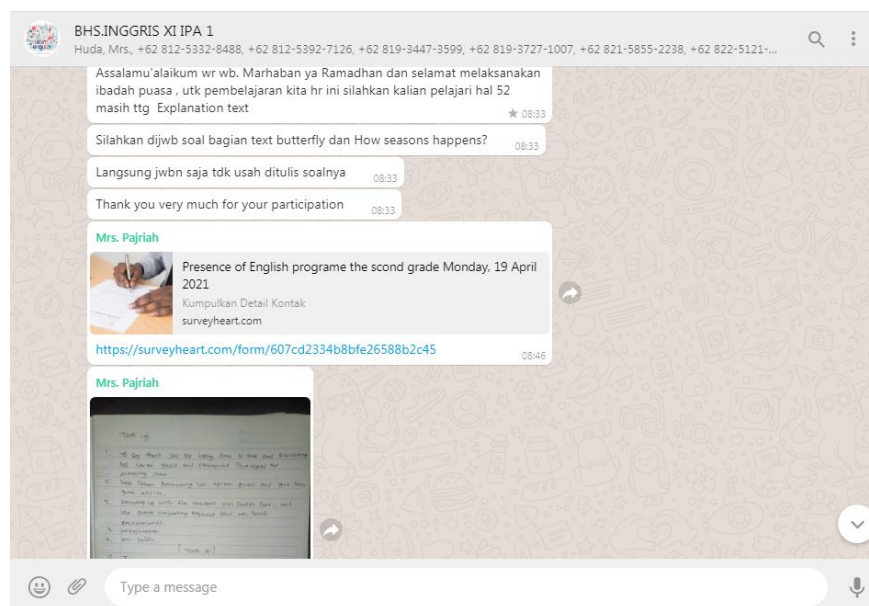
A. FINDING

Researcher collected the data by observing learning activity took place in eleventh science grade. In addition, the researcher also collected the data by interviewing an English teacher and six students. Based on the data obtained by researcher, the following are the result of the findings:

1. How the Teacher Integrated Literature with Digital Literacy in Teaching English

Researcher collected the data by observing teaching and learning activity took place in eleventh science grade, namely science class one, science class two, and science class three. The researcher observed teaching and learning activity in science class one on April 19th, 20th, and 26th; in science class two on April 24th and May 1st; and in science three

on April 24th and 26th 2021. The researcher also interviewed a teacher who taught English in eleventh science grade and her students. The researcher interviewed two students per class, so there were six students the researcher asked. The findings showed how the teacher integrated literature with digital literacy in teaching English.



Picture 4. 1 Teacher Informed Students about What Topic to Learn

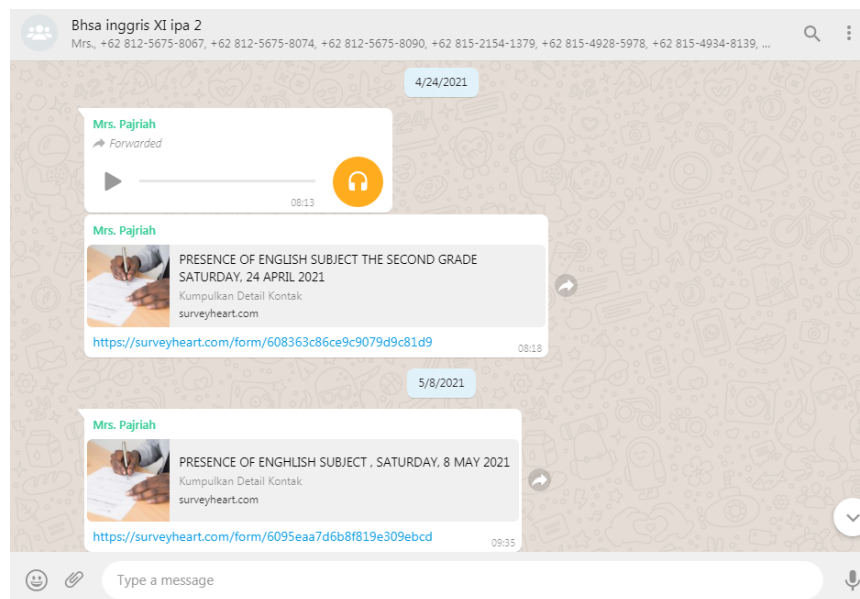
By observing learning activity, teacher used daily applications that are usually used as a means of remote communication as her learning media. She used WhatsApp as digital technology that helped her to teach, from telling the topic what is discussed, explaining teaching materials to students, until collecting the assignments of her students. With using the features available in WhatsApp, teacher can use them to teach her students. She can use voice note, send her students several links, and video related to lesson by using WhatsApp.

The researcher found that teacher made group conversation among classes in WhatsApp. Those groups made it easier for teacher in learning and teaching activity. Teacher used WhatsApp group chat to share what topics she teach her students is. She also used it to share her students assignments related to the topics mentioned.

The researcher also reinforced this finding with interviews conducted previously. According to interview result, the teacher said that she usually used WhatsApp, FormsApp, and Google Form as digital technology that help her to teaching her students. These applications made it easier to transfer materials, to check students' attendance, and gave assessments to students' work.

As for the interviews conducted to students, most of them answered WhatsApp as the most commonly used application as a means of communicating with teachers. They used it to obtain information related to subject, collect assignments, and ask questions about everything that confused them with regard to the lessons or digital use of the technology they used. This can happen when students cannot access the application or cannot sign in to the application.

According to students, besides WhatsApp, teacher also used other applications. Such as, E-learning app managed by school, Zoom, Google Classroom, and Google Form. However, the teacher said that, she rarely used E-learning app because the use is a bit difficult and students often complain because they cannot access it.



Picture 4. 2 Teacher Informed Students via Voice Note

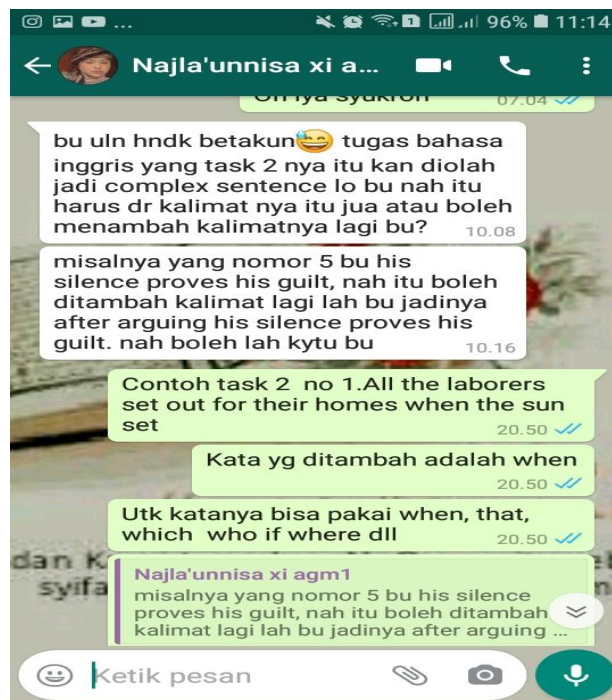
Based on observation in science class two and science class three, teacher sent her students a voice note in WhatsApp. In that voice note, the teacher reminded her students to spend time with useful activities. Such as, read Quran, congregational prayer, and most importantly to complete tasks for those who have not collected them. Meanwhile, in science class one, the teacher also sent a voice note with the same content as the science class two and three, but sent on a different date.

In addition to sent voice notes, according to interviews conducted to students, teacher also sometimes sent videos related to learning material. For them, it is very helpful to understand more easily the material taught than if just reading in a book or explanation of the teacher typed on WhatsApp. Furthermore, teacher has sent video or audio explanations about the topics discussed. Sometimes teacher sent discussion videos

through the E-learning app and sometimes sent audio discussions in WhatsApp group chat.

For students' learning materials, the teacher only took the material from the book provided by the school. Based on interview between researcher and teacher, the teacher said that she only used Aspirasi book and Erlangga book as her learning material. She also said that she took lessons from the internet in the form of video or audio. She can ask her students to download video or audio from the internet related to the topic discussed or she would give it to the student via WhatsApp.

She got the material from websites in Google. One of the websites she has given is <https://www.wallstreetenglish.co.id/english-tips/explanation-text/>. On the website there are definitions, structure, characteristics, and examples of explanation text in accordance with the topic discussed. So, students can read and understand it slowly. If there's anything they want to ask, they can ask the teacher. In addition to getting supporting materials in the form of text, students also get a youtube link to help students understand the topic of discussion, <https://youtu.be/C4RAc8JtHt8>.



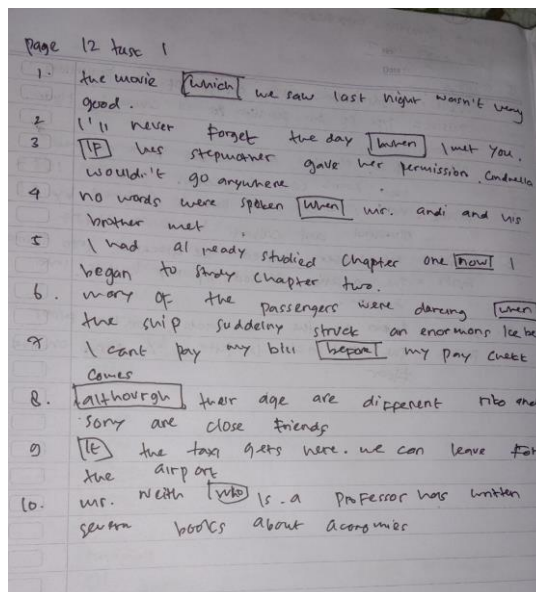
Picture 4. 3 Students Discussed in WhatsApp Private Chat

The teacher said that she asked her students to study the material through the book they have, then if they did not understand the material, they can ask her via WhatsApp. The researcher also strengthened this finding by interviewing students. Student one, two, four, and six said that if there are obstacles in understanding the material, they can look for the material in internet. Furthermore, Student three and five said that they can ask their friends who understand the topic.

Based on observation, students prefer to ask with teachers via WhatsApp private chat than in WhatsApp group chat. As shown in the picture above, one of the students asked teacher through WhatsApp private chat about the lesson the teacher gave. While in WhatsApp group chat, there are a little interaction between students and teachers. In science class

one and science class three, the interaction occurred when the teacher was giving assignments in the group, then several of the students will answer "Okay, Ma'am" as their ability to do the task.

Next, in science class two, the students did not answer the statement from the teacher, even just by answering, "yes, Ma'am". When the teacher sent them an assignment, there are no students responded. They prefer to collect their assignment directly through teacher's WhatsApp private chat. However, if there are obstacles when collecting assignments and error application, either science class one, two, or three, they would be ask in WhatsApp group chat.

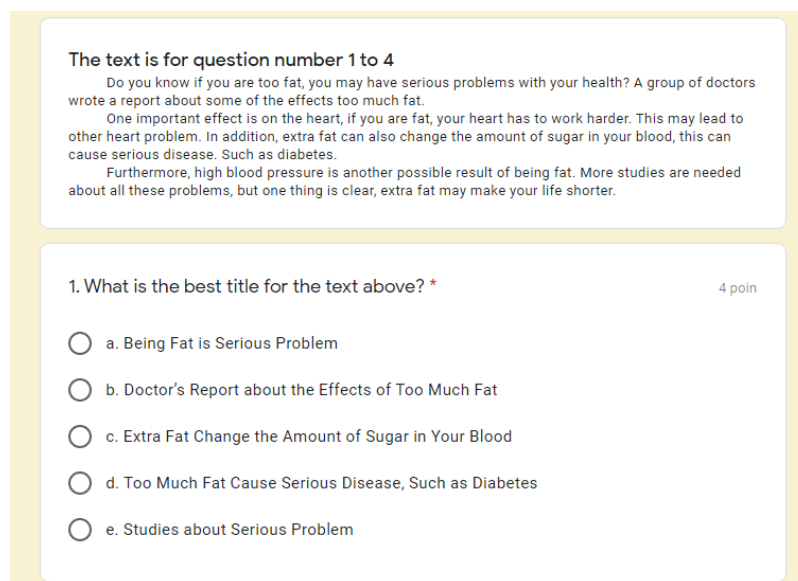


Picture 4. 4 Student's Assignment

Based on interview with the teacher, she said that she gave her students an assignment via WhatsApp group chat. She said,

“Then for daily tasks in the form of short answers, I send them via WhatsApp. I asked them to write first on paper, then be photographed, and send it. That is way, they automatically also keep learning and re-reading the material. Because if they directly send the answer without write on the paper, they could copy the answer from the internet and the material is not reread by the students.”

By writing the answers on paper and then photographing it, teacher hoped the lessons are remembered rather than just copying the answers from the internet. In addition, teacher also said that she gave a voice note assignment. He asked students to look for verbs and verb changes, and then practiced how to read them through voice note.



The text is for question number 1 to 4

Do you know if you are too fat, you may have serious problems with your health? A group of doctors wrote a report about some of the effects too much fat.

One important effect is on the heart, if you are fat, your heart has to work harder. This may lead to other heart problem. In addition, extra fat can also change the amount of sugar in your blood, this can cause serious disease. Such as diabetes.

Furthermore, high blood pressure is another possible result of being fat. More studies are needed about all these problems, but one thing is clear, extra fat may make your life shorter.

1. What is the best title for the text above? * 4 poin

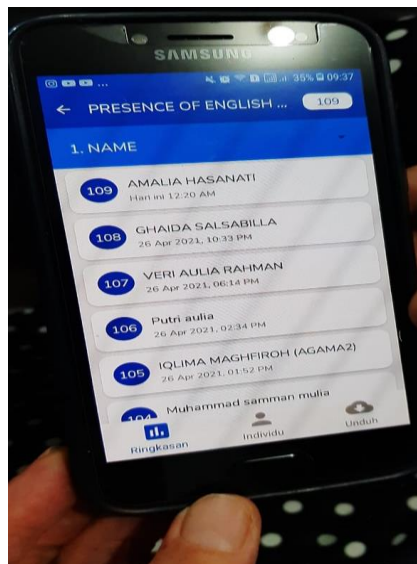
- a. Being Fat is Serious Problem
- b. Doctor's Report about the Effects of Too Much Fat
- c. Extra Fat Change the Amount of Sugar in Your Blood
- d. Too Much Fat Cause Serious Disease, Such as Diabetes
- e. Studies about Serious Problem

Picture 4. 5 Google Form

In addition to using WhatsApp and FormsApp, the teacher also used Google Form for testing her students in monthly exam and semester exam. Based on interviews with teacher conducted by researcher, she said,

“Usually I only made my own questions for daily exercises and monthly exams. I got a reference to make the question from textbook or see from the internet according to the material taught to students, and then I modify the questions to be tested to students.”

As for monthly exams and semester exams, several of the questions were made by her and others from the practice of the question that has been tested before. Teachers got references in making questions from the internet and the books they use.



Picture 4. 6 FormsApp

As for FormsApp, teacher used it to check students' attendance. Students can fill their attendance after the teacher sent them a link. On the picture above, teacher provided students with a link and then they filled it as verification of their presence. The teacher sent the link via WhatsApp group chat, so all students can access it easily. The teacher sent the

attendance link every English subject took place according to the schedule set by school, either before or after she delivered the lesson.

After students click the link which teacher sent in group, they were asked to enter their name and class there, and then submit it. The information will be entered into the teacher's FormsApp account. When the teacher opened the app, she can look at the names of the students who filled in the links. This makes it easy for teacher to check the attendance of their students.

2. Challenges Faced by Teacher in Integrated Literature with Digital Literacy in Teaching English

After showed how the teacher integrated literature with digital literacy in teaching English, researcher also showed challenges faced in integrating literature with digital literacy in teaching English by the teacher. The researcher got the data by interviewing a teacher who taught English in eleventh science grade.

Related to interview between researcher and teacher, there are many challenges faced in integrating literature with digital literacy, especially in online class. It happened because currently the school is still ongoing study from home launched by the government because of the case of COVID-19. Among other things, the difficulties of giving them motivation to always diligently learn and do tasks. The teacher said that if the face-to-face learning without the use of digital technology, she will be

easy to motivate her students and can explain the learning materials directly.

The teacher stated that there were few students asked questions. Also, there were several students who do not care about learning; even they did not present when the learning took place. Currently, the time in the teaching and learning process is also less than when the learning process is teaching face-to-face, only thirty minutes/hour of lessons. Hence, the teacher cannot re-explain when there were students who still did not understand the lesson. Therefore, these are made her difficult to know the extent of the student's understanding of the material being taught.

Furthermore, teacher also has to overcome other inevitable problems. In the interview, the teacher stated that she had also used the Zoom App and E-learning app. usually, for the first introduction she used Zoom because the app made it easy to get to see the students. But, these applications consumed a lot of their internet quota. Meanwhile, E-learning app, teacher rarely used it because the use is a bit difficult and students complain, cannot enter the application.

Teacher also said, “...*Many obstacles that occur, such as students do not have internet quotas, or because of the slow network, and so on.*” If that happens, then learning activity will be hampered. Thus, it will be a challenge for teacher to overcome the problems that occur, so that the learning activities continue to take place properly.

Researcher also interviewed several students to reinforce this finding. In the digital use of such technology, there are obstacles by students. Based on interviews between researcher and students, most of them mentioned that such obstacles occur when teacher deliver material through applications or digital technologies that they previously rarely used.

They have difficulty understanding the material presented by the teacher because the teacher asked them to learn the lesson for themselves. If they still cannot understand it, they can ask the teacher and ask her to explain it more. However, the explanation is still less understood by them, as the student A said. Student A said,

“For teaching materials in the form of videos that are dropped there, it made me understand and I did not confuse, but sometimes there were difficulties in understanding things that are easier to understand if face-to-face only.”

Student A has difficulty in understanding the topic of discussion given by the teacher. Although the teacher has sent videos related to it, sometimes she still did not understand. Student A preferred to listen to the teacher's explanation face to face in class.

Furthermore, student B, C, D, E, and F also said that they also have difficulty understanding the topic of discussion given. It was because the teacher only gave material, without explaining it directly like an offline class so students are required to understand the material independently.

They stated that they cooperated in understanding it, asking friends who already understood, or looking for information related to the topic on the internet.

Students also said that in addition to difficulty in understanding the lesson, they also have difficulty using digital technology. As students A, B, C, and F said. Based on interview result, they said that they have a lot of difficulties when using the learning apps they use, especially E-learning app. That was because the app include a new app and the first time they use it. Even though, there are still students who did not find it difficult when using it. As student D and student E said when they were questioned by researcher.

These obstacles are the challenges of teacher in integrating literature with digital literacy. She must have a way to minimize the obstacles that will occur later. There are several ways taken by teacher to deal with these challenges. As the teacher said when the researcher interviewed her,

“I ask them to open or watch Youtube videos or anything related to the material. I also give motivation to search for material from various sources and ask them to always ask if they do not understand the lesson. It is different face-to-face teaching and learning activity, I can wait and explain slowly if they don't understand.”

From the interview, the teacher did various ways so that her students could understand the materials taught using the available digital

technology. Students can watch Youtube videos, find out the material from Google, and also students can listen to teacher explanations sent through voice note WhatsApp. As for the results of interviews with students, it can be concluded that these steps are very helpful for them to more quickly understand the materials taught.

Student A, B, D, E, F said that she was not only directed in answering the question, but also directed the students to understand the lesson and opened a space for those who do not understand to ask directly or ask it in a group chat so that others also understand. Meanwhile, student C said that teachers have fewer roles when teaching because she often shared material to understand independently and then give assignments to them.

B. DISCUSSIONS

After obtaining and analyzing the data collection at the finding above, the researcher presented the discussion of this research finding in this section. As mentioned in previous chapter, the objective of this study are to describe how teacher integrate literature with digital literacy and what challenges faced by the teacher in integrating literature with digital literacy in teaching English. Researcher got the data about how the teacher integrated literature with digital literacy by observing, interviewing, and collecting several picture related to it. Also, the researcher collected data about what challenges faced by the teacher in integrating literature with digital literacy by interviewing the teacher.

The details are as below:

1. How the Teacher Integrated Literature with Digital Literacy in Teaching English

Researcher got the data about how the teacher integrated literature with digital literacy by observing, interviewing, and collecting several picture related to it. Currently, there are many applications that can be used to facilitate teaching and learning activities, especially for distance learning activities. Both teacher and students can interact from their homes using a variety of pre-agreed applications. Such as, E-learning app managed by school, Google Form, Zoom, FormsApp, and WhatsApp.

Teacher can monitor her students only with a computer or mobile phone connected to these applications. Eryansyah, Erlina, Fiftinova, and Nurweni (2019) said that teachers can monitor all of teaching media from a single computer. This corresponded to what researcher found during observation. Teacher can monitor students' attendance when they fill out attendance links that teacher has shared via WhatsApp group chat. Teacher can find out who has filled in their attendance and who has not filled in because the link will be connected directly to the teacher's FormsApp account.

Teacher can then monitor their students' homework they have previously collected via WhatsApp. When interviewed, the teacher also said that she can monitor her students' replays through Google Form. That

is digital literacy where students and teacher can communicate and provide information gained from reading skills and computer or mobile skills.

However, when observation is made, teacher and students do not communicate in English. They communicate in Indonesian and sometimes communicate in regional languages. This is not in accordance with Kusuma's statement (2018). She stated that English is an international language and use it to speak with people from different countries.

Related to Department E-Learning (2015) statement, digital literacy is described as the ability to comprehend and communicate the meaning of information obtained rather than just reading and writing skills, and it is linked to basic computer skills. This statement has similarities to what researcher found when researcher interviewed teacher and students. The teacher has said that she used the Aspirasi book that the school has provided as their learning support book. In addition, the teacher also added several references from the internet according to the topic that will be discussed, either in the form of audio, video, or explanatory text from Google.

She got the material from websites in Google. One of the websites she has given is <https://www.wallstreetenglish.co.id/english-tips/explanation-text/>. On the website there are definitions, structure, characteristics, and examples of explanation text in accordance with the topic discussed. So, students can read and understand it slowly. If there's anything they want to ask, they can ask the teacher. In addition to getting

supporting materials in the form of text, students also get a youtube link to help students understand the topic of discussion, <https://youtu.be/C4RAc8JtHt8>.

In line with the words of the teacher, students have also said that the teacher once presented a video related to the topic of discussion. They also said that the teacher had sent audio of the discussion via WhatsApp. Hence, students can understand the various information they get.

In addition to being able to select and provide information that corresponded to the topic of discussion, teacher also mastered various applications to help her sent information in the form of lesson materials. The teacher created group chats on WhatsApp to make it easier for them to send information and interact with students. Teacher used a variety of features available there, from sending word files, video, and voice note. Teacher also mastered Google Forms which are used to assess students' ability to answer questions.

That is in accordance with what was conveyed by Olsson and Edman-Stålbrant. They (2008) stated that digital literacy can be classified into a variety of dimensions, which can be helpful when developing courses and educational programs, such as information literacy, technology literacy, and media literacy. Several of these dimensions, researcher found when researchers interviewed teachers.

Teacher said that she provided a variety of information related to the topic of discussion, both assignments, and additional explanations in

the form of audio or video that she sends to students. That is information literacy. She has the ability to gather several discussion materials and developed about what is learned in the form of video or audio.

Teacher also has the ability in technology literacy because she was able to use and navigate digital technology and internet. It can be seen when researcher observed the learning activities of teachers and students. Teacher was able to use the features available in WhatsApp. She can also use the FormApps to check student attendance. In addition, teacher was able to use Google Form to test their students on exams.

In addition to these two abilities, teacher also has the ability in media literacy. Teacher was able to create, connect, and present information in digital technology she used. Based on interview results, both with teacher and students, researcher found that the teacher sent her students a video or a voice note. She even sent a voice note containing an explanation directly from her.

Integrating literature with digital literacy activity is very helpful for teacher in teaching her students even remotely, especially in this condition where they study not in the same place. That was the importance of digital literacy that researcher discovered when observation. Both teacher and students carried out teaching and learning activities from their homes. Even so, they continued to do so in order to excel in secondary education and higher education.

The discovery is in line with the theories of SZ, Saleem, and Batcha. They (2014) stated that digital literacy is important for teaching students the skills, information, and understanding they need to excel in the secondary education and higher education. Thus, teacher has various ways and be able to master digital technology in order to keep teaching and learning activities going and minimize obstacles that will occur.

2. Challenges Faced by Teacher in Integrated Literature with Digital Literacy in Teaching English

The researcher found several of the obstacles by interviewing the teacher. These obstacles are the challenges of teacher in integrating literature with digital literacy. She must have a way to minimize the obstacles that will occur later. The discoveries have several similarities to what Faridi (2009) mentioned.

There are several challenges faced in teaching English with digital literacy according to Faridi, namely:

- a. Issues with access to ICT, such as internet network connectivity, power, telephone, and other supporting facilities.

One of the challenges faced by teacher is the limitations of the internet network. This can hinder teaching and learning activities because these learning support applications must have a good internet network so that teacher and students can connect with each other. When interviewed by researcher, the teacher

said, “...*Many obstacles that occur, such as students do not have internet quotas, or because of the slow network, and so on.*” Thus, it will be a challenge for teacher to overcome the problems that occur, so that the learning activities continue to take place properly.

- b. The problem of software availability (software), specifically how to use low-cost software.

In the interview with the teacher, she stated that she had used the Zoom App and E-learning app. However, teacher rarely used these applications because they consumed a lot of their internet quota and the use is a bit difficult and students complain when they cannot enter the application. This discovery is also in line with the statement from Hallissy and Casey (2013). They stated that teachers must have their own initiative to master digital technology and improve their digital literacy skills so that they can implement it in teaching and learning activities.

Due to its lack of mastering zoom and E-learning app, teacher take the initiative to master other learning applications. Hence, teacher use WhatsApp and Google Form more often as learning support apps than previous apps. That was because it was easy to use and did not consume too much internet quota. The features are also many and teachers can use them well.

That discovery also has similarity with Anggeraini, Faridi, Mujiyanto, and Bharati (2019) who stated that in addition to having general teaching skills, teachers are required to follow technological developments that help them teach more creatively, actively, and collectively than usual. The teacher sent her students video and voice note related to the lesson. The audio sent is not only from the internet, but also from a voice recording containing an explanation from the teacher.

c. Difficulties with knowledge and skills

In interview with the students, they have difficulty understanding the material presented by the teacher because the teacher asked them to learn the lesson for themselves. If they still cannot understand it, they can ask the teacher to explain it more. In addition, based on interview result with teacher, she also that she have the difficulties of giving them motivation to always diligently learn and do tasks. The teacher said that if the face-to-face learning without the use of digital technology, she will be easy to motivate her students and can explain the learning materials directly.

Furthermore, the time in the teaching and learning process is also less than when the learning process is teaching face-to-face, only thirty minutes/hour of lessons. Hence, the teacher cannot re-explain when there were students who still did not

understand the lesson. She had difficulty to know the extent of the students' understanding of the material being taught. Sometimes, the teacher accidentally made mistakes when typing assignments or dates on the FormsApp and that leaves their students confused. Thus, the teacher's challenge in integrating literature with digital literacy.