

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter demonstrates the findings and discussion of this research. The researcher organized the data into stages implemented by the lecturer to take advantage of digital literacy for teaching English Literature and the challenges experienced by the students in implementing digital literacy while working on projects in the English Literature class. The researcher illustrated the data descriptively based on the results obtained throughout the observation and interviews.

#### **A. Findings**

This section presented findings based on the two proposed research questions. Furthermore, based on the data obtained by the researcher, the following are the findings:

##### **1. The stages used by the lecturer in utilizing digital literacy for teaching English literature**

The researcher collected data by observing the teaching and learning activities in the introduction to literature class on TBI A, B, and C 21. The researcher observed A and B classes on 17, 26, 31 May, and 7 June 2022, while in class C on 18, 26 May, and 8 June 2022. The researcher interviewed a lecturer and 30 students of A, B, and C classes.

The findings for the first research question were presented based on the six stages of implementing digital literacy in the classroom taken from

a handout from the U.S. Department of Education, Office of Career, Technical, and Adult Education. The six stages that must be carried out by lecturers in utilizing digital literacy to teach English Literature are warm-up/review, introduction, presentation, practice, evaluation, and application (Jenkins, 2015).

**a. Warm-Up/Review**

The researcher conducted a preliminary study started on 26 April 2022 to observe the learning schedule. The researcher found that the lecturer started the lesson by asking students to search for an article about “teaching prose” on the Internet and continued by reading and understanding it. The lecturer did not demonstrate any tutorials to find out the journals or articles because, in the previous week, students had been required to take part in a webinar series in the month of Ramadan entitled sharing sessions with the theme “writing for academic purposes,” which discussed how to find the source of references as reading materials. Students had also studied the material about English prose in the previous weeks.

After that, on May 10, 2022, the lecturer asked the students to make a summary related to the article they had previously acquired; the lecturer also reminded students not to plagiarize but instead to write down what they had searched for, read, understood, and evaluated.

## **b. Introduction**

In the following week, on May 17 and 18, 2022, the researcher attended offline classes, and based on the field observations in three classes, the researcher found that the lecturer asked students to create a group consisting of 3-4 students; they were asked to do small group discussions, and each of the students should present their summary results to their group mates, they discussed and shared their new knowledge to their friends. The lecturer also helped students to start the discussions and explained their obligations in the group. In addition, the lecturer also communicated the learning objective of today's lesson: students could get and provide new information to their friends about how to teach English prose because prospective English teachers must know some techniques and strategies to teach English. Moreover, to confirm that students understood the topic they were talking about, the lecturer asked them to summarize their friend's explanations during the small group discussion. Based on the results of the interview, a student said:

*"I feel comfortable learning with group discussions because we present our articles in turns so that all of the group members work; we also get much new knowledge from our friends' explanations and write down the points."* (S 10)

However, not all students like group discussions, one of them said: *"I am more comfortable in learning by listening to lecturers'*

*explanations rather than group discussions because my friends' explanations are difficult to understand."* (S 11)

Moreover, based on interviews conducted by the researcher with a lecturer, she explained that she had started designing an activity for the final project. The project was making flipbooks on the website <https://fliphtml5.com>

### **c. Presentation**

On May 26, 2022, the researcher took part in an online Introduction to Literature class via a zoom meeting, where the lecturer merged all classes. Based on the observations, the lecturer started the class by reviewing the previous week's material. She asked two representatives from each class to explain the new knowledge they got from the results of the small group discussion. Followed by an explanation or presentation from the lecturer regarding the following learning material; it was about drama, mainly the elements of drama. The lecturer also gave a clue to the students that they would be given a project to make a flipbook later.

On May 31, 2022, the researcher did an observation again, which was carried out offline. The researcher found that the lecturer started the course by explaining the material about poetry, followed by a video about teaching poetry. Several students were asked to practice reading a poem. Then, the lecturer started explaining the final project, she presented it in simple and short ways to make an online

flipbook on the specified web, and students were given two weeks to complete the project.

The researcher also conducted group interviews with students, and all agreed that the instructions given by the lecturer for making flipbooks were evident and straightforward. All students in each group said: *“We understand the instructions and tutorials the lecturer gave because she explains clearly.”* Besides

Besides, related to the flipbook theme, the lecturer gave students the privilege to choose the topics about “how to teach English using prose, poetry, or drama.” However, they must find articles or videos from relevant sources or create strategies and are also prohibited from plagiarism.

Based on the interviews conducted, the lecturer said the purpose of students being allowed to choose between looking for articles or videos as a reference was to allow them to learn in the way they like based on their respective learning styles; maybe some are visual or auditory. The lecturer also showed an example from a flipbook and repeated the tutorial to ensure students understood how to make it. Then some students ask questions regarding the scope of the flipbook and whether there are special requirements. So, the lecturer said that students were free to determine the scopes, the complete one is better, and they were free to design their flipbook creatively; they may add music or videos to it. Moreover, students are also asked to share their

flipbook links to their social media to increase the views of their flipbook.

**d. Practice**

The following week, on June 7 in A and B classes, while on June 8 in C class, the lecturer gave class time for students to work on their projects. The lecturer provided them with advice and asked about the difficulties experienced by students in making flipbooks. However, this activity was also not too intense because many students had completed their flipbooks, so they were excused not to attend the class when the flipbooks were finished, and only a few attended that day.

The student said, *“I finished my flipbook in a week. Meanwhile, the lecturer also allowed my friends who had not finished their project within one week to work on it together at SAC (Student Access Center), but I did not because I was one of the fastest students in collecting flipbooks in my class”*. (S 11)

However, the lecturer also said she had no time to provide feedback to students who had completed their projects. Because of the limited time, she did not design peer assessment activities. However, she required students to share their flipbooks with a broader audience on one of the social media they have, evidenced by the screenshots they shared.

**e. Evaluation**

At the assessment stage, based on the results of the interviews conducted, the lecturer said that the assessment system was carried out based on the existing assessment rubric. However, the lecturer had not yet made an assessment rubric.

**f. Application**

Based on observations and interviews conducted by the researcher, several students were interested in making flipbooks again in the future, such as before doing a presentation in other courses or making online books with many pages. Hence, it is not easy to shift them into a flipbook.

**2. The challenges students faced in implementing digital literacy through the flipbook project**

After showing how the lecturer utilized digital literacy in English Literature class, the researcher will also show the challenges in implementing digital literacy through the flipbook project by students. The researcher received the data by interviewing ten students in each class (A, B, and C), so the number of students in this research was thirty. Considering the interviews conducted by the researcher with students, they faced many challenges, especially in discovering suitable sources.

So, the researcher began the interview by asking about the students' ability to operate technology devices. Their answers were categorized into three kinds of answers portrayed by students 1, 2, and 3.

Student 1 stated, *“I can operate the digital tools competently because there is a lot of information or tutorials that can be obtained directly, like from TikTok.”* (S 1). While student 2 stated, *“I still have limited ability to operate a laptop.”* (S 2). Besides, student 3 said, *“I can operate the digital tools because, at the campus, we are honed by the lecturers who have given us projects and taught us how to work with and use some technology tools.”* (S 3)

Regarding the students’ interest in reading and using digital media for learning and doing assignments, they all said they always used the internet continually and felt assisted by digital media. However, students 1 and 4 stated that they did not like reading books or articles through digital media because many notifications would appear on their gadgets, so they could not focus (S 1 and 4). In contrast, students 2 and 3 preferred to read through digital media because it was easy to get without having to buy it, and it was more efficient because they did not have to go anywhere (S 2 and 3).

After knowing the students’ abilities in using digital tools and their interest in digital media, the researcher asked, “How do you identify the digital sources you will use to complete the task?”

Students 1 and 2 said, *“I opened the web to search for articles, then wrote down the keywords related to the topic that I wanted and chose the one that is understandable.”* (S 1 and 2). In contrast to Student 3, who said, *“I attended a webinar series in the month of Ramadan, so I got to*



*know several relevant websites to find the sources.” (S 3). Student 4 said, “I got to know digital sources by looking for information on TikTok or Instagram about the best websites to get journals or articles, then I practice it.” (S 4)*

Furthermore, the researcher also asked about the websites that students most often used to search for journal articles. They said that Google Scholar is the most often used website. Nevertheless, student 1 said that she often used other websites such as Z-library and Publish or Perish (S 1). Meanwhile, student 3 said that she often used Google Scholar and Garuda (S 3).

The researcher then asked students about the difficulties encountered when searching for articles through digital sources and how they evaluated the articles to be close to the topics they were looking for. The researcher found myriad difficulties, which are presented in the following table:

**Table 4.1**

**Students’ difficulties in searching for the appropriate article**

<b>Students</b>	<b>Difficulties</b>	<b>Evaluation</b>
<b>1</b>	Sometimes the contents of the articles I got did not match the topic I was looking for	Choose the articles with the most recent years.
<b>2 and 4</b>	There is no difficulty in searching because many journals can be accessed on Internet sites.	I usually choose a topic from the journal with the most recent years, look for differences between the previous and newest journals, and then combine them.
<b>3</b>	Several articles cannot be opened, or only a few pages can be opened	Write down keywords from a particular topic, then switch them until I found the accordance one
<b>5</b>	Finding a predetermined topic is complex, and sometimes some	Change or specify the keywords.

	websites require visitors to log in or pay first.	
6	When I look for a journal with a particular theme, the journals on the search pages are sometimes jumbled with another theme.	Type in more specific keywords
7	I usually get a network-constrained when looking for articles	Waiting for a stable network or getting closer to the signal source

The researcher also found that the students realized that getting information from one source was insufficient, so they often incorporated several sources. Moreover, the researcher also asked about the reliability of the information used by the students. The average student was very concerned about the legitimacy of the articles they got, such as using the articles above in 2017 (S 8), using international journals, avoid using Wikipedia and Blogspot (S 3), reading the abstract and conclusions first (S 1), or reading the entire article one by one and then comparing them (S 9). Conversely, there was a student who said that she did not evaluate the reliability of the articles she used because the scope of the discussion was not about gossip but about Literature studies, so she was sure there could be no hoaxes in it. (S 25)

Further, the researcher also conducted interviews about how the students analyzed, interpreted, and utilized the information they got from digital media. Students 1, 5, and 6 said, “*read, translate, understand and summarize in my own words.*” (S 1, 5 and 6). Meanwhile, students 2 and 4 said, “*read, summarize, then combine several articles to get the core point or answer of the problem and material being sought.*” (S 2 and 4).

Then student 3 said, *“read the entire article, translate difficult vocabulary, understand, and reread it until I remember the point.”* (S 3). So, some of these findings are different from student 7, who said, *“read, translate, understand the articles that I get, but I prefer YouTube as a reference for working on projects because I got more understanding when I learn by listening to other people’s explanations rather than reading and understanding an article by me. After I understood the contents of the video, I wrote down the essence of it in Indonesian, and then I translated it back into English”.* (S 7)

However, the researcher also tried to ask about the students’ difficulties in understanding literary texts from digital media. The researcher found that for students 1, 2, 3, and 6 problem was that the language was hard to understand, and student 6 added, *“the text has to be translated and read frequently.”* (S 1, 2, 3 and 6). Whereas for student 4, the literary text was complex because it was in English (S 4). Oppositely, for student 5, there was no difficulty in understanding literary texts (S 5). On the contrary, student 7 said, *“It was difficult because of the limited vocabulary that I had, and if the material or content of the text I have never studied before or I was not familiar with the subject.”* (S 7). However, student 8 has a different point of view. He did not like Literature lessons when it was related to the text. Hence, he needed to ask his friends to explain it, but he preferred practice, such as reading a poem, storytelling, and drama (S 8). In addition, another student also said that sometimes

words in literary texts had a figurative meaning that was difficult to understand (S 9).

Related to the students' ability to understand and analyze the information in a literary text, the researcher also asked about their ability to communicate their ideas and re-explain the information they obtained through digital media. The researcher found three kinds of responses. The first was that they could communicate it because they had read, analyzed, understood, and summarized the text, making it easy for them to explain (S 1, 3, 4, 5, and 9). Second, they were nervous when communicating and conveying their ideas to many people but enjoyed communicating through digital media because they only looked at a screen or in front of a small audience (S 6, 7, 8, and 10). Moreover, they were incompetent in communicating because they could not arrange the words to be understood by others (S 2 and 6).

In the following interview, the researcher also found that students could use digital technology safely and responsibly; they stated that they did not misapply the information they got and double-checked the correctness of the information before presenting it. Moreover, concerning the flipbook project, the researcher also did not find anything that deviated from the results of students' flipbooks.

Then the researcher also asked about hardware and software problems undergone by students while working on the project. They said

that they had no problems with hardware or software during the project, except for students 5 and 7. Student 5 said, *“I had difficulty when uploading my flipbook to the fliphtml5 website, I failed twice, and I do not know whether it was due to my internet connection or other problems.”* (S 5). Student 7 said, *“I got network problems when looking for a source, then I tried to stabilize my network by getting closer to the signal source.”* (S 7). The researcher also found that all students were competent in saving the files from the articles they chose, copying text into machine translation, searching for appropriate templates, and entering the text into PowerPoint, and changed the folders from PowerPoint to PDF, then uploading the PDF files to the web of flipbook maker, as well as edited them according to their levels of creativity.

Further, the researcher also asked students how to respect the copyright and their awareness not to commit plagiarism. Regarding copyright, all students stated that they always wrote the author’s name, the article’s title, the year it was published, and who quoted it. Besides, they also enclose a link if the source they took came from YouTube. Meanwhile, concerning plagiarism, most students used the paraphrasing technique to prevent their writing from being plagiarized; they also combined several sources with their sentences. However, two students admitted that they had plagiarized their flipbook work (S 9 and 10)

The researcher then asked about the students’ interest in creating media or digital content. Their answers can be classified into three

categories: interested, slightly interested, and not interested. Their reasons also differed; the students who were interested stated that they like to show their creativity, like the editing step, and like if other people saw the digital projects they made, which allowed them to share information with the public, besides, they also said that by constructing the digital projects they are free from nervousness, unlike during a live performance (S 1, 2, 3, 6 and 7). Meanwhile, slightly interested students were willing and interested. However, their gadget capacity was insufficient to create digital content or projects, and because of that, the result of the project they made was not good (S 4 and 5). On the other hand, based on the explanation from the less interested students, their reasons are that they were shy and lacked the confidence to publish their projects or work on digital media. They did not like editing digital content too (S 8, 9 and 10).

Furthermore, the researcher also asked about how the students applied or put the information they got to make it into a flipbook. There are four types of answers that the researcher got from this question, which are presented in the following table:

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**Table 4.2**

**The way students apply information and create a presentation**

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<b>Students</b>	<b>The strategy for applying the information to the presentation</b>
<b>S 1, 4, 5, 6 and 10</b>	Understand and summarize the articles I choose in my own words, then put them into PowerPoint.
<b>S 2</b>	By reading and translating the articles that are appropriate to the topic, then summarizing and combining several articles in my own words, and then creating PowerPoint

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<b>S 3</b>	By creating or drawing up my content for my Flipbook based on my experiences and ideas, then forming it into a PowerPoint through Canva
<b>S 7 and 8</b>	Using a website that can automatically summarize what the content creators are talking about on YouTube, I try to understand the results and summarize them in my own words; then, I create a PowerPoint.

Further, the researcher also asked about the most challenging part when students worked on the whole project, from finding sources to finalizing their flipbooks. The researcher found that the most prominent difficulties experienced by the students were in finding the source and understanding the contents of the article (S 1, 2, 3 6, 7, 8 and 9). In addition, the researcher also found a student who had difficulties summarizing or drawing up her understanding into her own words (S 10). Nonetheless, some got difficulties when choosing a theme, where the lecturer asked students to choose one of “prose, poetry, or drama” (S 4). Nevertheless, a student had difficulty publishing her flipbook (S 5). Lastly, a student said:

*“I could not understand the article about prose, so I chose drama, and then I tried to make my teaching strategy. I developed that strategy based on my experience in an Islamic boarding school. The most difficult part of completing this project was developing an idea because I took two days to complete my idea.” (S 3)*

Besides, from the results of the interviews, the researcher also found that the students were all aware of the need to integrate technology to work

on projects because, for them, technology served to support learning and to help in making the tasks easier because there were lots of materials that they could get from digital media that is directly touch the point. Technology also makes the learning process easier and more practical, they said.

Based on these findings, the researcher then tried to ask whether the lecturer's digital project increased their interest in learning English Literature. The students said that flipbook was something new for them. This was the first time they had made a digital book. They realized that it not only upgrades their knowledge by reading or watching videos from digital media but also their skills in using digital tools. Even the theme appointed by the lecturer on "How to Teach English Using Prose/Poetry/Drama" was related to their real-life as prospective English teachers.

Student 1 said, *"Sometimes, when I look for a topic, the articles on the homepage are not the ones I want. I will get another new knowledge related to literature indirectly."* (S 1) In line with this, student 4 stated, *"This project can increase my skills in operating digital tools. Also, my insight regarding good teaching strategies, so our students are not bored has increased because I have read several articles about it. I am also more enthusiastic about learning."* (S 4). In the same way, student 6 said, *"This project is more fun to work on because it does not only contain sentences, but other media can be added, such as images, backgrounds, and audio,*



*so that people who read it do not get bored. Apart from that, I also gained new knowledge about English teaching strategies that are not merely memorized.” (S 6). In contrast, student 2 said, “I thought, in literature class, if the context is poetry and drama, it will be more interesting to practice than doing digital projects like flipbooks.” (S 2)*

Lastly, to ensure students take advantage of various technology tools in their project, the researcher asked about the applications and websites used by them. They said that everyone used Fliphtml5 to publish their Flipbooks. Google Scholar and YouTube to find the sources, and Canva and Slidesgo to create a PowerPoint. They also said that they made and edited their Flipbooks by themselves, but when this interview took place, a few students still had not finished their Flipbooks; they were still in the working stage.

## **B. Discussion**

After obtaining and processing the data in descriptions, the researcher discussed this study’s findings from observations and interviews with the theories accumulated in chapter two. As noted in the previous chapter, this research aims to describe the stages implemented by the lecturer to utilize digital literacy for teaching English literature and to portray the challenges that students face when going through the flipbook project by implementing digital literacy. The researcher found data about how the lecturer integrates digital literacy in Literature courses by observing the learning procedures and interviewing a lecturer. Meanwhile, the researcher took up interviews to collect

data related to the challenges faced by students in implementing digital literacy through the flipbook project.

# **1. The stages used by the lecturer in utilizing digital literacy for teaching English literature**

Currently, digital literacy is not a brilliance or convenience for just a few people because it is an essential part of society, exceptionally educators. Whether educators are digitally literate, they must recognize that digital experiences are influential in helping students learn what they need to survive in an increasingly technological world. From this, the researcher concentrated on using digital literacy in the English Literature class based on the stages for implementing digital literacy in a classroom.

The researcher discussed the findings based on the six stages for implementing digital literacy in a classroom based on theory from Jenkins (2015) in a handout from the U.S. Department of Education, Office of Career, Technical, and Adult Education, namely Warm Up/Review, Introduction, Presentation, Practice, Evaluation, and Application. The stages in implementing digital literacy are categorized into stages and activities conducted and not conducted by lecturers to discuss the findings effectively.

First, there are several stages implemented by the lecturer through certain activities in the classroom based on the findings that the researcher got, including:

**a. Warm-Up/Review**

At this initial stage, Jenkins (2015) mentioned that the lecturer must carry out three activities, namely begins the learning activity with the content and material that has been previously learned, not introduce new technology or applications to students, and make sure that students understand the given task even though they were not present in the previous week. The lecturer carried out these three activities within two weeks of learning.

- 1) The lecturer started the lesson by asking students to search, read and understand an article about “teaching prose” on the internet that was still related to two weeks earlier learning materials, where the lecturer gave an overview of prose regarding fiction and non-fiction so that it can be said that the lecturer started the learning activities with the previous materials.
- 2) The lecturer did not introduce new technology or applications to students to look for journals because, in the previous week, students had been required to participate in a webinar that discussed finding reference sources as reading material.
- 3) The lecturer believed that all students understood the assignments given based on clear instructions and students’ learning experiences in the previous week. The lecturer then asked students to make a summary related to the article they had previously obtained. The lecturer also reminded students not to

copy-paste but to write down what they had read and understood. This is in line with what was stated by Ozden (2018) regarding digital literacy, which is not only the ability to operate technology tools but also the ability to access information, analyze and produce it.

#### **b. Introduction**

In this stage, three activities must be carried out by the lecturer as follows (Jenkins, 2015):

- 1) Introduce the learning and digital literacy objectives that are still related to previous learning. This is in line with the results of observations where the researcher found the lecturer demonstrated learning objectives while explaining the activities that students had to do, as well as correlating the assignments in the previous week with the activities and assignments in the present week. The learning objective is for students can get and provide new information to their friends about the “Teaching Prose” because they are prospective teachers who must know the techniques and strategies in teaching.
- 2) Focused students’ attention on language learning. In conducting the observations, the researcher found that the lecturer asked students to create groups of 3-4 people to conduct small group discussions. They were asked to present their summary results and then recorded the essential points they got in their friends’

presentations. This activity showed that the lecturer focused on learning aspects of understanding the material and learning English Literature itself. In addition, this activity allowed students to share their new knowledge with their friends.

Bozkurt and Bozkaya (2015) revealed that discussion and presentation could increase students' activity and creativity in finding and considering important information and then delivering it independently through cooperative learning. So, this learning activity could strengthen the lecturer's function as a facilitator.

- 3) Started planning a web or application that will be used for students to work on projects. This is appropriate with the results of interviews conducted by the researcher with the lecturer, and she explained that she had started designing activities for the final project, namely making an online book in the form of a flipbook on the website <https://fliphtml5.com>

### **c. Presentation**

The lecturer in this stage must carry out three activities, but the researcher only found two of them in this research, namely:

- 1) Introduced new information to students through visuals, realia, descriptions, explanations, or written text. In this study, the researcher found that the lecturer held an online learning through a zoom meeting that combined all A, B, and C classes. The

lecturer began the class by reviewing the previous week's material related to small group discussions and followed by providing new material to students regarding drama, especially the elements of Drama. The lecturer displayed PowerPoint and gave explanations via zoom. This activity continued into the following week, where the lecturer provided new information and material to students in the form of PowerPoint in offline classes. The material was about poetry, followed by a video about teaching poetry. Consistent with the activity by Jenkins (2015), namely introducing new information to students.

- 2) Checked student understanding and demonstrate procedures for using technology for a given project. Based on the observations, the researcher found that the lecturer checked students' understanding by asking them to re-explain the videos they watched and practice reading a poem. As for the final project, the lecturer presented ways to make a flipbook on a predetermined website, and students were given two weeks to complete the project. Jenkins (2015) stated that the demonstration of the technology used to create projects should be explained concisely and easily to understand. To confirm this activity, the researcher did interviews with students, and all confirmed that the instructions given by the lecturer for making a flipbook were crystal clear and easy to understand.

Besides, the lecturer allowed students to choose how to teach English using prose, poetry, or drama. However, they were instructed to find articles or videos from relevant sources or create their own, and they were also prohibited from copy-paste. This is an aspect of digital literacy where students must be able to use information and media ethically by respecting the copyrights of others (Jenkins, 2015).

The lecturer also said that the purpose of students being allowed to choose between looking for articles or videos as references was to excuse them from learning in the way they liked based on their respective learning types; maybe some were visual or auditory. In conformity with the results of research accomplished by Chetty et al. (2019), who found that learning styles and teaching techniques could increase or even decrease student learning outcomes or academic achievements, the lecturer needs to prepare several sources for the same topic so that students can understand it. In addition, the researcher also found that students were asked to share their flipbook links to their social media to increase the views of their flipbooks. This requirement is in congruence with the statement of Vanek et al. (2018), who said that the lecturer could help students to share their final product with a broader audience.

#### **d. Practice**

At this stage, four activities should be carried out by the lecturer, but only three are fulfilled, namely:

- 1) Allowed students to practice their new knowledge through different activities. Associated with it, the researcher compared the two activities the lecturer gave after students searched for and gained new insight from the articles they studied. First, the lecturer asked students to summarize and print out their work, then conducted small group discussions in the classroom. Second, the lecturer asked students to put their understanding of the new article they got into a flipbook designed as creatively as possible. It showed that the lecturer provided opportunities for students to practice their new knowledge through different activities, as portrayed by Jenkins (2015).
- 2) The practiced may be accomplished with the whole group, in a small group, in pairs, or individually (Jenkins, 2015). Furthermore, the lecturer gave this task as a final project about making flipbooks.
- 3) Guided students in practice and monitors students' progress. The researcher found that the lecturer gave class time for students to work on their project, guided, supervised, and asked about the difficulties experienced by some students who had not finished their flipbooks within a week. Nevertheless, because many



students had completed their flipbooks, so they were excused from not attending the class. This activity was ineffective because only a few students were present that day. Moreover, regarding monitoring methods, the lecturer asks about students' difficulties working on a project. This is in harmony with what Larmer and Mergendoller (2015) noted.

#### **e. Evaluation**

The lecturer should implement two activities at this stage: assessed students based on language learning objectives and digital literacy abilities. The lecturer's assessment will be based on the existing rubric that accommodates students' project results and learning objectives (Jenkins, 2015). However, at the time of the observation and interview, the lecturer had not made an assessment rubric. This is contrary to one of the stages in planning digital literacy in a classroom, where the lecturer must prepare a scoring rubric before implementing the learning activities (Jenkins, 2015).

Second, several stages and activities by Jenkins (2015) were not implemented by the lecturer in the classroom based on the findings that the researcher gained in was application stage. At this stage, students are expected to be able to involve their new knowledge in real life or new situations (Jenkins, 2015). Furthermore, the researcher found that some students were interested in making flipbooks again in the future. However, because the literature course ended with the submission of students' final

projects, the researcher could not measure whether students were carried out at this stage. Besides, based on the results of interviews with students, they stated that the theme of their final project on teaching English using Literature (Prose, Poetry, and Drama) which was presented in the form of a digital book, was highly applicable to their real-world as prospective English teachers in the digital era. In keeping with the preference of themes in learning where the lecturer should select the material based on students' life (Vanek et al., 2018).

Moreover, at the presentation stage, the lecturer missed ensuring students understood how to operate the technology. Jenkins (2015) conveyed that to ensure students' understanding; the lecturer may request students to practice using technology in stages and demonstrate it to their friends. However, the lecturer did not implement this activity. She just showed examples of flipbooks so that students have a hypothesis of how flipbooks are and repeated the tutorial for making them because the stages of making flipbooks were uncomplicated. Students already understand them, so this activity was not too urgent. During the observation, the researcher also found that students asked questions related to the contents or specific requirements of the flipbook they were going to make. The lecturer said that students were free to determine the content, more complete is better, and they were free to design their flipbooks creatively. They were allowed to add music or videos. The researcher inferred that it is closely related to the rubric. Jenkins (2015) clarified that students could

ask for clarification on the rubric aspects, so the lecturer needs to consider the existing rubric. Moreover, after asking the lecturer for clarification, she stated that the assessment rubric for the flipbook project did not yet exist. Therefore, students could not get specific explanations regarding the assessment for their flipbooks.

In addition, at the practice stage, Larmer and Mergendoller (2015) exemplified several things that the lecturer might do in the monitoring and coaching process, such as walk around the classroom to listen and observe students' progress, ask about students' difficulties in working on a given project, and help students to remember the insight they got when they work as a team as a reference for completing the project. However, the lecturer was just asked about students' difficulties working on a project. Further, the lecturer should also provide feedback to students (Jenkins, 2015). However, based on the results of observations and interviews, the researcher did not find that there was feedback for students due to the limited time because after the final project was collected, the students had no further lectures either offline or online meeting, so the lecturer did not design activities for self-assessment, peer assessment or audience feedback also (Vanek et al., 2018), she only assessed the result of students' project at the end of the class by herself.

## **2. The challenges students faced in implementing digital literacy through the flipbook project**

The researcher found several obstacles communicated by students during the interview. These obstacles were related to challenges in implementing digital literacy through flipbook projects. These challenges must be overcome by students so that they can finalize their projects. The researcher connected the challenges faced by students with the digital literacy aspects contributed by Churchill (2016), which were developed from digital literacy competency standards as critical elements of developing digital literacy for students.

### **a. Determine the quality of information and media needed**

Based on the findings, all students could identify and operate the technology tools needed to work on a given project (Churchill, 2016), such as smartphones or laptops, depending on which one they preferred. Besides, regarding the reference source, Nurhayati (2019) highlighted that digital books are easier to use anytime and anywhere. In line with the statement of the participants who preferred to read through digital media because it is easier to get without having to buy it, as well as more efficient because they did not have to go anywhere. Linked to it, Linda et al. (2018) conveyed that students could access digital books anytime and anywhere, so it could be an attractive choice of technology for students. Meanwhile, students who stated they disliked reading through digital media reasoned that focusing in front

of the gadget was difficult. However, because there were no other references, students still used digital media. Hence, Churchill (2016) mentioned that the limited focus of students when reading digital text is one of the barriers to digital literacy.

In addition, this aspect also required students to explore content and decide whether the information they got was helpful for the project (Churchill, 2016). Students accomplished it by logging into a trusted website or application to get articles and then searching and selecting understandable articles based on the topics required; they could skim and search for information and determine which information they needed for the project. Accordingly, the researcher concluded that students implement this aspect well.

**b. Find out a variety of information**

Students must be able to identify sources of information and know how to find them to search for the necessary information effectively. In this project, the internet is the primary source of information and media repository for students, so it indeed required skills to find out a variety of information, such as using search engines correctly and using particular keywords or vocabulary that can define and fit the purpose of inquiry either in looking for journals or videos on YouTube (Churchill, 2016). In agreement with this, students said that the search engine they used most often was Google Scholar, besides Z-library, Harzing, and Garuda. Meanwhile, in finding

appropriate information (articles or videos) for the topic of a given project, students encountered several difficulties, including; inappropriate content of the articles obtained with the topics being searched for, some articles could not be accessed, could not find the topic being searched for, some websites that redirected visitors to login, paid journals, themes on search pages that combined to other themes and unstable network.

Churchill (2016) elucidated that if students could find information easily and quickly, their ability to understand the information would be better and increase, in contrast to the obstacles of students who still encountered several problems in searching for articles. On the other hand, some students had no difficulty locating a piece of information because there are lots of journals that can be accessed on the Internet; as mentioned by Jenkins (2015), there are many online resources that students can find to help them create a project that is being developed from the lesson.

However, the students who got difficulty tried to overcome it in several ways, such as typed keywords according to the topic they were looking for, switching them with more specific ones, looking for articles that can be accessed from the latest years, and combining some articles from the previous and newest years, or waited for stable network, as specified by Churchill (2016) that students must be able to use specific keywords or vocabulary that are appropriate for

defining their search objective, whether in searching for journals or videos on YouTube. In sum, students could sort out the information they needed and why it was needed. In addition, students also realized that one source of information was not enough to work on a project. Therefore, some of them combined several sources, but some did not. The researcher concluded that this aspect of digital literacy was not entirely easy for students to achieve. Even though they could carry out all activities related to this aspect, they still faced difficulties when looking for sources of information.

**c. Evaluate the reliability of the information**

The findings found by the researcher indicated that students considered the legitimacy of the articles they got. Where students used the latest articles and international journals, in harmony with the criteria for evaluating the information put forward by Harnack (2000), these are the currency and the publisher of the article. In complement, students also read the abstract and conclusions of an article foremost or read the entire article one by one and compare each other, as represented by Sanchez et al. (2006) that in evaluating the actuality of information from the internet, students should notice that is the site explaining the information competently and combine the source with other sources that can be trusted. Moreover, students also stated that they avoid to used blogs like Wikipedia and Blogspot (Churchill, 2016). The researcher concluded that this aspect was not fully

achieved because there was still a student who did not try to evaluate the information they got, even though all students were aware of the importance of the reliability of the information.

**d. Analyze, interpret and use a variety of information and media to communicate the meaning of multimodal texts**

Students analyzed, interpreted, and utilized the information they got from digital media by:

- 1) Read, translate, understand, and summarize in the students' language
- 2) Read, summarize, then combine several articles to get the core/answer to the problem/material being sought
- 3) Read the entire article, translate complex vocabulary, understand, and reread it until I remember the point
- 4) Listen to content creators' explanations on YouTube, write the essence in students' sentences in Indonesian and then translate it back into English.

Sumarmi et al. (2021) demonstrated that in working on projects, students would become more active in asking questions, predicting an answer, explaining their ideas, and interacting with the material they are studying. Indirectly, students will apply their initial knowledge to their new knowledge. In keeping with the researcher's findings regarding how students analyzed, interpreted, and utilized the information they got from digital media. Overall, they were able to



build the meaning of the information they got in their meaningful way (Churchill, 2016).

Besides, this aspect also requires students to be able to communicate their ideas to re-explain the information they get through digital media (Churchill, 2016). However, based on the findings, there were three categories of answers presented by students: being able to communicate because they had mastered the concept, being embarrassed to communicate directly except through digital media, and being unable to communicate due to limited ability to construct the words. The perception of students who lack confidence in their language skills could inhibit the implementation of digital literacy (Churchill, 2016). Overall, students could analyze, interpret, and use various information. However, some of them had not reached the level of being able to communicate if they must speak up in front of many people. So, the researcher concluded that this aspect was not entirely fulfilled.

**e. Use safe and socially responsible manner of using digital technology**

The findings showed that students were competent in using digital technology safely and responsibly, which established that students must be responsible and use digital technology safely (Churchill, 2016). Students conveyed that they did not misapply the information they got and double-checked the correctness of the

information before presenting it. The researcher did not find anything distorted in students' flipbook results, like photos or audio. So, it can be concluded that students can do this aspect excellently.

**f. Manage information in the technology space**

This aspect emphasizes students' ability to solve technology-related problems independently, so they must be able to explore how to solve the problem themselves (Churchill, 2016). Nevertheless, based on the interviews, the researcher only found two students who faced problems related to the hardware and software they used. They could handle the problems independently so that, in the end, the product they made could still be realized. For the student who failed to upload her file, she kept trying to upload it again, while for a student who was constrained in finding sources, she tried to stabilize their internet connection before looking for the sources again. These two things proved that students could solve their problems independently.

Apart from that, all students were also able to save the file of the article they were looking for, copy the text into a translator machine, find the appropriate template, entered the text into PowerPoint, changed the folder from PowerPoint to PDF, uploaded the PDF file to the web of flipbook maker, then edited it according to their levels of creativity, and shared the links of their work to social media. It showed that students could achieve this aspect because they successfully

solved technology-related troubles and could use technology properly in copying files, etc. (Churchill, 2016).

**g. Use information and media ethically**

Two things described by Churchill (2016) related to this aspect, namely, the ability of students to respect copyright and create also use the media they produce ethically. Based on the analysis done by the researcher, the first thing was fulfilled by students because they could write down the name of the author, the title of the article, the year it was published, who quoted it, and include a link if the source were taken from YouTube as explained by Churchill (2016). In addition, students also paraphrased their writing to avoid plagiarism, although the other two still practiced plagiarism. Likewise, with the second thing, not all students were interested in creating digital media or content because of the limited capacity of their gadgets. They also assumed that the result of their project was not good; they were shy, not confident about publishing their work on digital media and did not like to edit content. In conclusion, all students had not fully realized this aspect even though they were aware of copyright, used paraphrasing techniques, and created their media to avoid copyright cases (Churchill, 2016).

**h. Apply information and communicate knowledge effectively to others**

Students applied the information they obtained to make it into a flipbook in several ways, including:

- 1) Understand and summarize selected articles in their language and then make them into PPT
- 2) Read or translate the articles according to the topic, then summarize and combine several articles in their language, then create PPT
- 3) Create or organize their content for Flipbook based on personal ideas and experiences, then make it into PPT
- 4) Using a website that can automatically summarize what content creators are talking about on YouTube, understand the results, then summarize it again in their language and make it into PPT

Based on the methods put forward by the students during the interviews and the flipbooks they made, the researcher concluded that the students were able to apply the information they got, which they made into a flipbook, even though in the previous aspects, they underwent some troubles such as difficulties in finding sources or the correct information, but they could get through it. In consonance with Churchill (2016), who said that in this aspect, students must be able to apply the information, they have gathered and organized it into a multimedia presentation.

**i. Develop ability in problem-solving and reflecting on own technology skills**

The greatest difficulties students encountered on the project were finding sources and understanding the contents of the articles they got. However, some had difficulties summarizing articles in their language, choosing a theme, publishing the flipbooks, and developing and finalizing ideas to create their content.

This aspect includes students' ability to be independent in solving the problems they faced on the whole project, so they could evaluate the technology skills they need to work on the project (Churchill, 2016). Based on the findings that the researcher found, students were able to handle the difficulties they faced independently, as the researcher had described previous aspects related to students' difficulties in finding sources, understanding the meaning of information, and communicating it through digital media, overcoming problems related to hardware and software, making their media ethically, and apply the information that has been obtained to be made into a flipbook. Nevertheless, students were still able to release their flipbooks independently. Therefore, students can carry out the activities in this aspect excellently.

In addition, students could also evaluate the technology skills they need (Churchill, 2016). This is reinforced by student statements that technology is needed to support learning. Technology could also

make assignments easier because there are so many materials obtained by digital media that directly touch the point. In congruence with Awang (2010), who explained that digital reading materials could help readers quickly access, read, and find relevant material or information without reading the entire book's contents. Further, students emphasized that technology makes learning more practical and accessible. It showed that students knew the importance of skills in mastering technology. So, the researcher concluded that students could meet this aspect.

**j. Utilize a variety of technology tools to create digital information**

Based on the findings, students used <https://fliphtml5.com> to publish their Flipbook. Google Scholar and YouTube to find sources, and Canva and Slidesgo to create a PowerPoint. Students also informed that they made and edited their flipbooks independently. This aspect relates to students' ability to choose the right technology tools to work on projects and create and edit their work (Churchill, 2016). Compliant with the researcher's findings, students could use various technological tools to make their flipbook projects and create digital information in the form of flipbooks, which they created and edited by themselves.

Besides, students also informed their experiences in learning English literature through a flipbook project. Based on the researcher's findings, the flipbook project enhanced students' interest in learning English

literature. Students disclosed that it was their first time making a flipbook; within this project, their comprehension of learning materials and capacity to operate digital tools also increased. Accordingly, Asmi et al. (2018) argued that learning by visualizing the topic using a flipbook application can provide new learning experiences for students. Students also explained that this project was more fun to work on because it contained writing, and other media could be added, such as images, backgrounds, and audio, so that the reader would not get bored (Roemintoyo & Budiarto, 2021).

Moreover, students asserted that the theme brought up by the lecturer on “How to Teach English Using Prose/Poetry/Drama” related to their real-life as prospective English teachers, as expressed by Vanek et al. (2018) that the lecturer must choose a topic based on students’ life. Confirming the planning stages of implementing digital literacy noted that the lecturer must prepare themes or topics of projects that are in congruence with language goals and students’ real life (Jenkins, 2015). However, not all students liked the projects given. A student communicated that in literature class, if the context were poetry and drama, it would be more interesting to practice than making digital projects such as flipbooks. Under the choice of learning activities or projects given by the lecturer, exemplified by Rosmalina (2016), the lecturer has a considerable role in motivating students because students may have limited knowledge of the scope of literary works in English. As a solution, the lecturer must familiarize students with reading literary works in

English because that is the first step that forms the basis for learning literature.

Furthermore, associated with the context of learning English literature, Adeyemi (2012) exposed eight challenges faced by students in learning Literature, including; (1) difficulties in understanding literature because students' proficiency in their second language is still inadequate and literature has a poetic element; (2) complex vocabulary in English literature; (3) some aspects of poetry are hard to understand; (4) too long stories/novels; (5) literature is tedious and confusing; (6) literature takes too many notes; (7) difficult to pass, and; (8) English literature requires too much thinking.

From this, the researcher found some similarities between the results of research conducted by Adeyemi (2012) and difficulties in understanding literary texts conveyed by students during interviews, including the language is difficult to understand and complicated because it was in English, it also had figurative meaning, in agreement with the first category of challenges. The next challenge experienced by students was the limited vocabulary, which fits into the second category of challenges. In addition, students also informed that they did not like studying literature because the text was difficult to understand, so they preferred practices such as reading poetry and others. This is closely related to the challenges in the fifth category, literature is tedious and confusing, which was



conveyed by Adeyemi (2012) that is related to the teaching activities chosen by the teacher.

The following challenges were that literary texts must be translated and repeatedly read, in harmony with the eighth category of challenges which stated that English literature requires too much thinking and requires students' critical thinking skills (Adeyemi, 2012). The final challenge was students' difficulty understanding literary texts from digital media if the topic or material had not been studied before. In line with this, Kathy Haris advised that the best digital literacy skills will be obtained by students when they are working on a new and unfamiliar project in a digital format, so there is a possibility that they will make a mistake in doing it. However, they are still familiar with the language and topics extended (Jenkins, 2015). Based on the explanation above, the researcher concluded that there were still many students experiencing numerous problems in understanding literary texts, even though for one of them, there was no difficulty in understanding literary texts.