

“Lit-Movie”: Teaching Literature using Media-Assisted Learning



Haida Umiera Hashim, Rusreena Rusli, Harwati Hashim, Melor Md Yunus

Abstract: The teaching and learning of English Literature is to be considered as one of the main components in Malaysian English Second Language (ESL) context. The methods and strategies of teaching and learning literature components has evolved over time and this includes the integration of technology in teaching literature. All parties, including teachers, parents and schools have been responsible in promoting literature. However, regardless of all the initiatives taken in regards to promoting literature, students nowadays tend to still lack of competency in learning literature due to lack of interest in learning literature. Hence, it is believed that there is a need for an innovation of using media in teaching literature in the classroom. “Lit-Movie” which is an inventive teaching and learning material is designed and developed to help assist language teachers with a more fun way to teach literature to their students.

Keywords : English as a Secondary Language (ESL) learning, English Literature, media assisted learning, teaching and learning literature, technology

I.INTRODUCTION

Literature is another important part of English language as it is part of the syllabus when it comes to English as a Secondary Language (ESL) learning. In Malaysian secondary schools, the teaching and learning of English Literature began since the year 2000 and has evolved over time. The incorporation of literature in the English syllabus is seen as an important aspect to help learners engage in a wider reading of good works and for enjoyment and self-development [1]. The students are taught on four different genres including the poem, short story, drama and also novel. There have been many efforts and strategies taken in promoting literature, also to develop students' better understanding of the literature components. However, regardless of all the efforts and initiatives taken by teachers, parents and schools in regards to help enhance the teaching and learning of English literature,

it is quite noticeable that students nowadays tend to have a lack of competency in literature [2]. Students with low proficiency level, especially tend to have bigger problems accepting literature.

In conjunction to this, it is believed that the application and certain methods of teaching are necessary when it comes to teaching English literature in the classroom. The traditional method of teaching literature involving textbooks might work on certain students. However, in today's era of globalisation and the existence of digital native students, the integration of technology will indeed work wonders in regards to literature. In conjunction to this, researchers believed that an innovation of creative strategy in teaching literature is very much needed to further enhance the effectiveness of literature classroom. Hence, an interactive story-telling ‘Lit-Movie’ video is developed and designed as a new method to assist the process of teaching and learning literature. Apart from that, recommendations and suggestions of possible activities to be conducted are also included in this study.

II. LITERATURE REVIEW

A.THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN TEACHING LITERATURE

In Malaysian ESL classrooms, in order to support ESL learning and to improve students' language proficiency, literature has been used through curriculum implementation and reading programmes since the country's pre-independence [3]. [2] previously identified the same problem in regards to lack of competency in literature among today's generation of students. They have conducted a study on the use of Facebook in teaching literature and they have figured that learning literature via Facebook does not only help students in their teamwork skills, but also helps them to have the motivation to achieve better results. The use of ICT brings about a creative and great learning environment as it is able to transform the teaching and learning process in such a way that it presents knowledge in an active, self-directed and constructive way [4].

On another note, [5] believed that the literature subject is quite of a big component in nurturing and instilling a sense of national identity and unity in themselves which is why it is very important to ensure that its components should be used beyond an aid of language proficiency. They believed that appropriate texts and materials should be taken into consideration and they can play a big role in helping students to further grasp the gist of literature. When students are able to relate to the materials provided, eventually they will be able to acquire the literature components better.

Revised Manuscript Received on January 30, 2020.

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ICT is not only considered as a tool but also as an instrument to support new ways of teaching and learning process.

Adding to this, the Malaysia Government has developed the Education Blueprint 2013-2025 which specifies a comprehensive plan for a rapid transformation of our education system [6]. Many researchers agree that technology and ICT play an important role in assisting students' learning process especially when it comes to learning a language. Over the years, the use of has been seen as an important aspect. [7] provided their thoughts on the integration of ICT in teaching literature in their study. They believed that there should be more measures taken to promote the use of ICT in teaching literature in the future. These words were then later agreed by [8] in their study on investigating the use of ICT in teaching literature among the school teachers in Sarawak.

III.METHODOLOGY

Many expert instructional planners have applied the conventional ADDIE system [9] as a standard model for technology-based education. ADDIE is an instructional framework that shows a progression of iterative steps to create successful projects for education and training field [10]. Thus, the researchers chose to use the first 3 steps from the model which are analysis, design and development stages to make sure the effectiveness in the process of completion.

A. Analysis Stage

In this stage, the researchers carried out a Needs Analysis (NA) to investigate the issues of the students in learning Literature. The participants for this study were 30 secondary school students from a public school in Semenyih. Based on the NA, it was found out that the students have lack of motivation and confidence. They were having difficulties in understanding the language in the literature and could not participate whole-heartedly in lessons due to the lack of interest level. Majority of the students also admitted that they were having problems to pass the subject. The students also shared their goals and targets on wanting to have a fun approach to make the learning interesting and easier for the low proficiency students to comprehend.

B. Design Stage

The researchers brainstormed an idea to create a short literature movie to be the teaching and learning materials for both teachers and students. The project was created by the researchers using stories from fairy tales as the inspiration. The short movie was using simple words and real people as the actors and was filmed at several places in the country. This is to make sure that students can relate to the story easier when they recognized the familiar places and cultures that represented in the movie.

C. Development Stage

The researchers created several bureaus to ease the filming process. The bureaus included were the editing team, camera men, food and beverages, actors, script writers and a director. Each person had their own roles. The process began with script development, planning the locations,

filming process and lastly, the editing works. Overall, the short movie took about a week to be completed.

IV.FINDINGS AND DISCUSSION

The findings of this study are categorised into two parts. The first part is the ‘Lit-Movie Project’ where the learners will be provided with the lit-movie and they are needed to guess the ending of the movie accordingly based on their imagination and creativity. The other part of the findings is the other innovative strategies of applications that educators can conduct in the classroom, especially during literature learning and teaching session. Table I below briefly summarises the main project of this study.

Table I-The Main Project

The main project	Lit-Movie Applications
Guess the ending activity	a. Guess the ending through Role Play
	b. Guess the ending through Writing
	c. Guess the ending through Comic strips
	d. Guess the ending through storytelling
	e. Guess the ending through Gallery Walk

A.The Lit-Movie Project

The short movie produced for the Lit-Movie project is about a story on a royal family. The story plots are divided into the following parts:

Table II- Story Plots for the Lit-Movie

Part	Narration
1	The King of the Victorian Nine was in grief because his youngest daughter, the royal Princess Aisyah was missing. The whole palace was in sorrow. The missing of the Princess was a mystery to all, the only clue they had was a book that was left at a place where the Princess was last seen. The King ordered countless battalions to find the Princess and the whole kingdom had put the same effort.
2	In the other unknown place, the Princess had just woken up from her sleep and she found herself lost in an unfamiliar forest. The movie ended with two strangers running towards the Princess from behind. She turned her head abruptly and the movie ends. The duration of the movie is only 3 minutes and 50 seconds. The subtitles were also shown in the movie.
3	‘Guess the ending’ activity.

The movie ended abruptly because it was intended for the students to guess how the movie will end. This will create suspense and ignite students' interest in participating in the lesson. Lack of interest in students is probably the greatest challenges for ESL teachers.



The students are either not intrigued by the learning material or they are excessively intimidated by it that caused them to feel uninterested.

So, in order to create viable learning material, it is crucial to take into consideration the importance of holding students' attention and creating accessible materials of students to advance the learning process [11]. Numerous teachers feel that the utilization of technological advances can change the elements in their study halls [12]. This video-based material for Literature enables students to watch or listen to the movie countless times and boost their comprehension for the story [13]. Teachers and students can utilize visual images and background music in the movie to build attentiveness of the students in order for them to decide what criteria they have to concentrate on.

The 'Guess the ending' activity will encourage students to be creative and enable them to use imagination. Creative teaching focused on utilizing the instructional materials and condition as the assets to spread and sustain creativity in students [14]. Teachers need to use creative approach to sustain students' performance in Literature lessons. The positive effects of creativity skills in classrooms is also supported by [15] who stated that creative qualities such as imagination, independent thinking and risk taking can be seen in students throughout the implementation of creative teaching. The students also identified that features such as task-oriented, playfulness, collaborative learning and innovation has made creativity in learning possible.

Other than that, using Lit-movie in literature lessons will also help to increase their critical thinking skills. Critical thinking is one of the important aptitudes that the students will need in the future. Thinking critically on an issue meant for analysing the perspectives and points of view with an open mind. The procedure involves students to thoroughly consider issues and difficulties before coming to possible solutions. With the use of new creative approaches, language teachers can implement critical thinking skills in communicative activities [16]. Using Lit-movie for Literature do not require a high level of language proficiency in order to be involved. In fact, it is suitable to boost the lower and intermediate students to conduct basic research and have meaningful discussions with peers in a fun way.

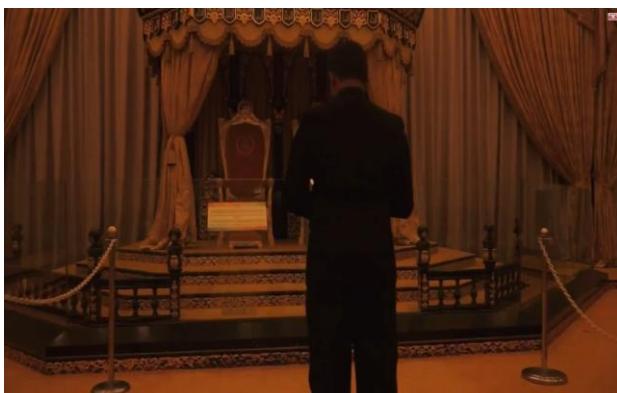


Fig. 1. Screenshot of the early scene from the movie; The sorrow King



Fig. 2. Screenshot of the ending scene; Two blurred people were running towards the Princess in an unknown forest

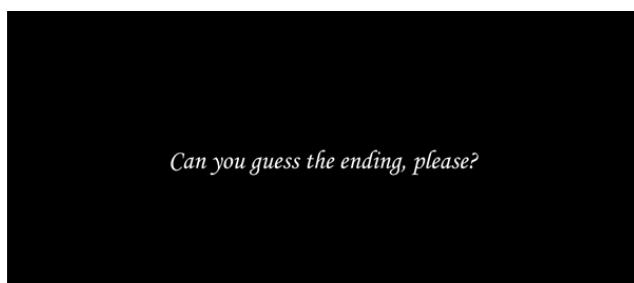


Fig. 3. 'Guess the ending' activity

B. Lit-Movie Applications

There are many creative ways to utilise Lit-Movie in Literature classrooms. Following are the suggested activities to be used and practised by the teachers and students in classroom. The following table presents the findings for each application.

Table III- Findings on Lit-Movie Applications

Application	Findings
Guess the ending through Role Play	<ul style="list-style-type: none"> Lit-movie is very suitable for role play activity. Students can form groups and divide tasks to role play their own created ending scene for the movie. Role play can help to build students' confidence level to speak in English in front of the crowd. Role play activities needed participation or cooperation of students to complete the task.
Guess the ending through Writing	<ul style="list-style-type: none"> Students can write down their feelings, outcomes and hopes on the ending scene in the movie.
Guess the ending through Comic strips	<ul style="list-style-type: none"> Students can create comic strips of their own to tell their prediction of the ending in creative way.

<p>Guess the ending through storytelling</p>	<ul style="list-style-type: none"> • Students can write down their assumptions and expectations of the ending and tell them to the class. • Storytelling activity urged students to listen to other people. • They can learn the art of being patient by allowing others to speak and they will start to accept that other people may not translate things similarly like they do.
<p>Guess the ending through Gallery Walk</p>	<ul style="list-style-type: none"> • This activity can be developed in groups and students can discuss and combine ideas to create one ending scene for the movie. • Their answers can be written in a piece of paper or manila cards and pasted around the classroom. • Students can walk around the class to see the work of others and experience the feeling of going to a gallery.

From the table, it can be concluded that teacher can employ role play to maintain collaborative learning in ESL literature classes. Students' participation and interest in role play activity significantly impact the socialization process in young learners. Collaboration among peers becomes fundamental to the solid improvement of a student. Using a synergistic learning strategy like role play gives teachers with an approach to encourage the social needs of the students. Other than that, this type of activity gives a student a comfortable academic setting for a healthy learning growth [17].

As for ‘Guess the ending through Writing’ activity, the positive result of incorporating writing for literature is that the writing practice the students to change their perspective and comprehend the reading material and write it in non-fictional forms. Non-fictional writing skills may be handy for the students in real life situation for example, making profiles for work, connecting reflexively in everyday writing settings such as online forums, etc. Besides that, students can also practice first-person narration, subjectivity and also the ethics of writing relational issues [18].

Creating comic strips helps students to build many skills such as discipline-specific abilities, textual analysis, argumentation skills, awareness of audience and disciplinary consciousness [19]. Comic strips activity challenges the students to enter a world of diversity with complex texts, people and culture. This activity helps students to better comprehend how graphic novels are developed and likewise empowered students to think about their own experiences and sharpen their artistic capacities. Moreover, students had the option to exchange views with their peers where it can articulate students' thought process in literature analysis.

As for the guess the ending through storytelling activity, the students' concentration and listening abilities are also increased as they focus on what the storyteller is saying. Storytelling activity offers students the chance to

adapt new thoughts and ideas as they listen to stories. Live storytelling can bring joy and instil the love of reading that they will be able to see libraries and education in a positive light [20].

The Gallery Walk activity is suitable for all levels of students and serves the needs of many types of learners. It is beneficial to kinaesthetic learner as it involves walking around the class, it also serves the interpersonal learner because it involves interaction among peers and it serves the verbal learner as it requires speaking to other people in discussions [21].

V. CONCLUSION

Literature lessons are compulsory in our country and it is well known to upgrade essential cognitive skills, including critical thinking, memory retention, assessment and judgement. Literature extends the students' mind and ideas, inviting them to think deeply and thoroughly. However, many language teachers are having issues in Literature classes where their students have lack of interest in participating in learning.

Thus, this research aimed to create and propose a creative strategy in literature teaching where the researchers used technology, specifically media aids to design an inventive teaching and learning material for literature. This innovation is called Lit-Movie, a digital short story with ‘Guess the ending’ activity to be utilised in the Literature lessons. Moreover, the researchers also suggested five ways of implementing Lit-Movie in the classrooms. Lit-Movie promotes engagement among students, improve motivation and confidence level of students, increase creativity among students, develop collaborative skills and many more. For future research, it is recommended to investigate other forms of creative teaching in Literature. It is essential to alter the language teaching pedagogies according to the development of technological advances in order to bridge the gap between education and 21st century students. In conclusion, it is hoped that this research may help teachers in combating their students' issues and provide limitless ideas for the future of teaching and learning.

ACKNOWLEDGMENT

This project was supported by Universiti Kebangsaan Malaysia grant GG-2018-001 and PP-FPEND-2019.

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