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## RESEARCH ARTICLE

# DEVELOPING THE STUDENTS' LITERARY APPRECIATION OF NOVELS VIA FACEBOOK

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### ABSTRACT

This paper aims to investigate "Developing the Students' Literary Appreciation of the novel via Facebook". The researcher has adopted the experimental method via pre and posttest as a tool for gathering the data of the study. The sample of this study composed of (24) students who studied English in the second year at University of Kassala due to their use of Facebook; they were taught online inside Facebook group called "Literature Café". The data yielded from the pretest and posttest have been computationally processed with SPSS program to check the truth of hypotheses of the study and to see whether there is any significant change in the students' performance. The results from the test have shown that there are tangible effects in developing the students' literary appreciation via the use of Facebook. This study recommends the use of Facebook as a tool for teaching literature and teaching English as well.

#### Key words:

Literary Appreciation, Novel,  
Facebook,

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### INTRODUCTION

Teaching of English language has advanced so much that the geographical gap is bridged with the use of technology that makes teachers and students feel as if they are inside the classroom. Technology offers the ability to share material in all kinds of formats such as videos, slideshows, and word documents. Conducting webinars and communicating with professors via chat and message forums has become also an option available to both teachers and students.

Teachers and students of English experience various challenges in the field of foreign languages and literature in particular as literature requires assimilating all fiction elements, prose, poetry, drama, figures of speech, literary analysis, constructive criticism and literary appreciation beside language mastery and so on. If students fully understood and interacted in what they experienced online, they would develop confidence and sense of power over the language that none of the other skills is capable to achieve.

#### Aims and Scope of the Study

This study aims to investigate the development of literary appreciation of the novel via the use of as to students of

English language. The scope of the study is limited to students of the second year who encountered problem in understanding literature and particularly novels in University of Kassala at Kassala state, Sudan-2014-2015 which is composed from ( 24) students.

### LITERATURE REVIEW

#### Definition of Literary Appreciation

Literary Appreciation simply means the ability to understand, enjoy and evaluate works of Literature. Evaluate here means to make judgment about the quality or value of literary work. Evaluation is usually an opinion about a given work, but it must be based on facts.

Ogenlewe (2006) as cited by Dwinastiti (2013) posits that 'literary appreciation refers to the evaluation of works of imaginative literature as an intellectual or academic exercise.' In this process the reader interprets, evaluates or classifies a literary work with a view to determining the artistic merits or demerits of such a work.

Literary appreciation focuses on the adequate grasp of the definitions and applications of traditional literary devices such as plot, character, metaphor, setting and symbolism which may

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be encountered within texts. This is greatly what is the study going to focus on. Literary appreciation occurs in seven stages:

- Level 1:** pleasure and profit (literary appreciation is a social experience)
- Level 2:** decoding (literacy is done)
- Level 3:** lose yourself (reading becomes a means of escaping)
- Level 4:** find yourself (discovering identity)
- Level 5:** venture beyond self ('going beyond me'; assessing the world around them)
- Level 6:** variety in reading (reads widely and discusses experiences with peers)
- Level 7:** aesthetic purposes (avid reader, appreciates the artistic value of reading)

literary appreciation determines that the personal attitudes, reading and observing skills which are all part of literary appreciation. Stages which readers go through are added onto without dropping the previous stages. Thus, literary appreciation is a lifelong process.

### **Definition of Novel**

R. Agustina (2013) states that the word comes from the Italian, Novella, which means the new staff that small. The novel developed in England and America. The novel was originally developed in the region from other forms of narrative nonfiction, such as letters, biographies, and history. But with a shift in society and development time, the novel is not only based on data nonfiction, author of novel can change according to the desired imagination.

Novel is narrative text informing of prose with a long shape that including some figures and fiction event. The intrinsic elements of novel are plot, setting characterization, point of view, and theme.

### **Elements of Novel**

R. Agustina(2013) states that novel is narrative text informing of prose with a long shape that including some figures and fiction event. The intrinsic elements of novel are plot, setting characterization, point of view, and theme.

### **Theme**

Theme is the main idea that the writer expresses. Theme can also be defined as the underlying meaning of the story. Theme is another prime element of literature, which contains the central idea of all literary forms such as a novel, drama and short story. It reflects innocence, experience, live, death, reality, fate, madness, sanity, love, society, individual, etc.

### **Plot**

According to Forster as cited by R. Agustina (2013), plot is events in story that has pressure to causal relationship (1970). According to Stanton (1965) is story that contents sequence event but every event connected by causal relationship, one

event cause or caused to the other events. Abram (1981: 76) as cited by R. Agustina (2013) stated that:

*“Character is people who are appeared in a narrative prose or novel and it is interpreted by the readers as a person who has moral quality and certain tendency such as being expressed in what they say and what they do”.*

Character is the people in a novel are referred as characters. We asses them on the basic of what the author tells us about them and on the basic of what they do and say. Another point to remember is that the characters are part of broader pattern. They are members of a society, and the author distinctive view of who people relate to society will be reflected in the presentation of every character.

### **Setting**

The novel not only needs characters, story and plot, but also setting. Setting usually directs to the definition of place, connection of time and social environment where the event happens. Setting gives the basic of story correctly and clear. The setting is important to give realistic impression to the readers, created a certain situation at a glanced is really happened. So, the readers feel easier to create their imagination and participation to criticize the story.

### **Point of View**

The point of view or narrative perspective, characterized the way in which a text present a person, event and setting. The point of view discusses about who is telling story, or from which position the events are perceived. In general, point of view is differentiated into three kinds: first person point of view, third person point of view, and mixed point of view.

### **Course Integration Using Facebook**

Towner and Muñoz (2012) provide an overview of the different ways that Facebook can be integrated into a course. The Profile page is the simplest option to implement, whereas the integration of Facebook applications (in conjunction with the other methods illustrated) is the most comprehensive.

- **Profile Page:** An instructor can chose to create a profile page for him/her. The profile page can be used to communicate with students via Facebook email, or posting on the wall. In addition, relevant videos, images and websites can also be included. Students could also be exposed to relevant and educational Facebook groups.
- **Creating a Group Page for a Class:** A separate page can be created specifically for a course. Students can virtually find other classmates through this page, learn about their classmates, communicate with their classmates and professor, and post/discuss relevant class information. Professors can send an announcement to the entire group, set up and remind students about events.

- **Replacing/Duplicating web course functions on Facebook** Discussions that traditionally have taken place on web course boards can also occur on Facebook discussion boards. Instant messaging functions are also available online. Instructors can post information and websites on their profile and group page for students to download and use for class.
- **Integration of Facebook Applications:** There are a number of useful applications that will expand the suitability of Facebook for class. However, using these applications requires that students download them as well.

### **The Use of Online Media in Teaching Literature**

Acknowledging the interest of the 21<sup>st</sup> century students in technology, [Bowman, et. al.](#) articulate an interesting statement about the use of technology to teach literature:

*“As teachers of English arts, we need to view technology as a means of collecting information, capturing ideas, and making meaning, where students summarize, synthesize, evaluate, select, listen, read, organize, interpret, talk, write, edit, and revise. Technology is all about integration and finding connections, inspiring critical literacy” (2009:89).*

[Bowman, et.al.](#) pointed out that technology can make Shakespeare, who lived centuries ago, be our contemporary. With the use of web quest, online resources and discussion software, teachers can explore the possibility of technology to improve good teaching and connect students more actively with the text. Technology has indeed permeated students' lives. Instead of carrying paper dictionary, for example, most students prefer to bring a pocket dictionary. LCD projector is readily available in almost every classroom.

PowerPoint presentation becomes a common aid in presenting material for both lecturers and students. Libraries have started to lose their charms in attracting students who are searching for references. Students now turn to search engine on the internet when they need information. Social networks such as Facebook and Twitter become media for students to socialize and express themselves albeit the absurd realm of hyper reality inherent in such networks. Therefore, incorporating technology and internet-based services in teaching and learning process should be fruitful in engaging students in learning activities.

### **Technology in Teaching & Learning of Literature**

[Nikhil Josh \(2013\)](#) shows that teaching literature generally has remained up to the limits of classroom discussion and classroom interpretations by the teachers most of the time. But the new age classroom needs to go beyond that. An enthusiastic teacher can search for some movies based on literary work and can use that movie in the classroom to arouse the interest of the learners in the literature by screening of such movies. Studies in Psychology also say that the thing being watched remains for a longer time in memory of the person who watches compared to the person who just listens to it. Various encyclopedia of literature are available these days in the form of CD which can be used in the classroom. For instance, encyclopedia on

Shakespeare is now easily available in the market so the use of such materials should highly be encouraged in the literature class. This kind of encyclopedia provides the detailed information about literature in the digital form along with appropriate audio-visuals. Many websites are available which offer online forums for discussion on various issues in literature studies.

### **Promote Online Tasks**

Being teachers, we must encourage our learners to use technology more and more taking care of one thing and that is promoting use of technology and avoiding abuse of technology. We can give some vocabulary tasks to find out the meanings of the words on websites and not from the dictionary only. We can give them an assignment- project to gather information from internet on some specific topic. We can give them some questions to find out the answers from the websites. It is also possible to assign them a web designing or blog designing task. We can encourage them for e-publishing, by encouraging them to write on some current affairs kind of things for online publication through blogging.

### **The importance of using technology in literature class**

[Rice, Cullen, & Davis, \(2011\)](#) remarked that due to tremendous use of the internet and increasing demand on internet applications, programs, and websites, the use of internet in education has had an impact in teaching and learning process, especially online classrooms.

[Wu et al \(2002\)](#) investigated the using of video over the internet, they suggested many approaches and directions, which emphasized on the importance of using video in learning, and they reviewed many mechanisms and approaches to stream video and its application. This is helpful for researchers and those who interested in technology design in streaming video and use it in classes. Research emphasized the importance of using technology in literature classes, such as [Vethamani \(2004\)](#) asserts the benefits of introducing computer in the teaching of literature:

- It allows learners to use modern technology to study a course.
- It connects learners to a large source of reading materials available in electronic form.
- It connects learners to other learners of similar interests.
- It allows for authentic communication between readers of literary texts.
- It facilitates an interactive mode of learning unlike many earlier forms of technologies like the audiotape and television that were non-interactive in nature.
- Teachers become facilitators in the learning process; and learners become more independent and are actively involved in the learning process.

### **YouTube in Teaching Literature**

[Al-zyoud, M, K. & Muhammad, K. \(2012\)](#), remarked that YouTube is one of the online materials that can be embedded in traditional classroom situations. These days YouTube has

become more popular, especially among adults. This website provides learners with authentic situations and with everyday clips that help them to get better understanding of their lessons. As many researchers asserted that students get positive indicators when they watch nature and real life videos. Watching video in YouTube will help students to memorize the events more easily.

As the researchers in this current study hope to make use of YouTube which makes the learning process not only more meaningful, but also with more enjoyment. The use of YouTube in literature can hence be stated for the following reasons, that is, to make students eager to attend literature class, because many students dropped from literature courses, many students asserted that literature class is boring and they can't understand the context of literature lessons.

Additionally, Students actually in the necessity of developing their abilities to understand and enjoy literature lessons. Videos on YouTube combines visual context with spoken language, and provide students with a better understanding to keep the events in the memory for a long time. Using YouTube in the classroom attract students' attention to be in the situation. It is regarded as a source of interactive language learning. In YouTube lesson, students' can comment and ask questions about the video. Consequently, this will enrich literature class with more discussion to get more understanding.

## MATERIALS AND METHODS

This study was carried out at the University of Kassala with students study English in the second year from Faculty of Education. A purposive sample used for this study includes (24) students who have Facebook account whereby they have been taught online the literary appreciation of the novel with application of "Oliver Twist" through Facebook for a semester from 14/3/2015 until 15/6/2015.

### *Tools Of The Study*

The researcher used the test as a tool to gather the data as to this study. The test was administered to twenty four (24) students as a purposive sample, who were tested in the elements of fiction with practicing the novel of "Oliver Twist". The researcher used the experimental method in conducting this study.

## RESULTS AND DISCUSSION

The researcher used the test and the as the main tool for collecting the data related to this study. The researcher has designed test to measure that whether students can progress and make use of Facebook in developing their literary appreciation of the novel when they are study it online through Facebook. The tables and percentages below illustrates what has been stated above.

### The Analysis of the Test in Relation to the Hypothesis

**Table 1 Gender** This table classifies the students tested in terms of gender.

Gender	Frequency	Percent (%)
Male	7	29.0
Female	17	71.0
Total	24	100.0

The table above shows that females number which represents 71%, is greater than males number that represents 29%, in this study.

\*The hypothesis of this study are tested at significance level 0.05

### **H<sub>1</sub>: Appreciating English literature is problematic for Sudanese students of English language.**

**Table 2** One sample T-test for the First Hypothesis

Expected mean	Observed mean	St.d	t-value	d.f	p-value
12	16.86	2.03	16.93	49	0.00

As table (1) above shows, it is clear that the p-value (0.00) is less than significance level. Observed mean (16.86) is bigger than expected mean (12). These results in fact confirmed the researcher's hypothesis No.1 which is: "*Appreciating English literature is problematic for Sudanese students of English language*". This is clearly going to be shown with comparing the students' performance in the pre and posttest.

### **H<sub>2</sub>: Students of English language can develop the literary appreciation of novels through the use of Facebook.**

**Table 3** One Sample T-test for the Second Hypothesis.

Expected mean	Observed mean	St.d	t-value	d.f	p-value
12	15.26	3.48	6.62	49	0.00

From the above table, p-value is less than the significance level and the observed mean is greater than the expected mean. This outcome actually, verifies and supports the researcher's hypothesis No.2 which reads, "*Students of English language can develop the literary appreciation of novels through the use of Facebook*".

### **H<sub>3</sub>: Facebook enhances the students' interest in appreciating English novels.**

**Table 4** one sample T-test for the third hypothesis.

Expected mean	Observed mean	St.d	t-value	d.f	p-value
12	15.48	3.32	7.41	49	0.00

As shown on table (3) that, p-value is less than significance level and observed mean is greater than expected mean. This rates supported the verification of the study hypothesis No.3 that reads, "*Facebook enhances the students' interest in appreciating English novels*".

**Table 5** paired Sample T-test for the Hypothesis.

Sample	Mean	St.d	t-value	d.f	p-value
<b>Treated Sample</b>					
Pre	18.25	8.05	-4.95	19	0.00
Post	59.4	6.65			

The above table indicates that, the p-value for each sample is 0.00 and this means that the performance of the group was different, where a prominent improvement in the treated group between pretest and posttest. Accordingly, this proves the study hypotheses that students can develop the literary appreciation of the novel through using Facebook.

**Table 6** Independent Sample T-test for the Hypothesis

Sample	mean	St.d	t-value	d.f	p-value
Treated sample	18.25	<b>Pre test</b> 8.05			0.73
Treated sample	59.4	<b>Post test</b> 6.65			0.00

From the above table, it is noticed that the p-value for the pretest is bigger than 0.05 and this signifies that there is no significant difference in the performance of the treated groups in the pretest. In the posttest, the p-value is 0.00 which denotes that there is a significant difference in the performance of the treated group in the test. In conclusion, this proves the hypothesis which hypothesizes that: “*Students of English language can develop the literary appreciation of novels through the use of Facebook*”. Accordingly this results are in line with the idea that Facebook really develops the students’ literary appreciation of the novel.

## REPORT DISCUSSION

The data collected was analyzed in relation to the hypotheses of study. The data was collected by virtue of pre and posttest which had been administered to students of English in second year at University of Kassala.

Having analyzed and compared and the results with the main hypotheses; the results have shown that there are tangible effects in developing the literary appreciation of the novel as for students via the use of Facebook.

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