KNOWLEDGE SHARING PRACTICES IN LEARNING ENGLISH LITERATURE VIA WHATSAPP

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ABSTRACT

When it comes to English Literature Classes, sometimes students' find it very hard to understand the materials. Practices of sharing knowledge between teacher and students or between their peers became alternative solution to overcome these difficulties. This study tries to explore students' responses toward knowledge sharing practice in learning English literature through WhatsApp. This is a descriptive qualitative study that uses Forum Group Discussion as the instrument. The participants of this research are 10 students that currently enrolled in literature subject. It can be concluded from the study that although most of the students thought that literature subject is quite difficult, but it is still challenging to them. In relation to Knowledge sharing practices via WhatsApp clear some confusions faced by the students in literature subject.

Keywords: *Knowledge sharing Practices, Literary works, English Literature, WhatsApp*

INTRODUCTION

As Carter and Long said that "both literature and language teaching involve the development of a feeling for language of responses to 'texts' in the broadest sense of the word—in both written and spoken discourses (Richards and Rodgers 2014). English literature also is important to support four basic skills of reading, writing, listening, and speaking. Literature can be integrated to develop all of four skills because it has a rich source of linguistic inputs. In Indonesian context, the students are still unfamiliar to literature even they deal with Indonesian literature that is originated from their mother tongue. When it is brought to English Literature, language barriers become another problem. So it will be harder for the students to understand essentials of literature.

Teaching English literature to university students requires various teaching techniques that are suitable to learners' behavior and background. One of them is by adapting their habit to the classroom. Prensky suggests that students these days are all native speakers of digital language of computers and the internet (Dudeney and Hockly 2016). There are so many educational technologies possibly applied. Which one is suitable to their needs? One of these devices is "WhatsApp" messenger. It is a mobile application that employs users' existing internet data plan to help them network with others WhatsApp (2010). Unlike other educational web-based platforms, WhatsApp is handy, simple and has many users. Integrating learning process with this apps, hopefully it will provide learners and instructors the opportunity to learn and communicate with others at anytime and anywhere (Vijayakumar and RameshBabu 2018).

The implementation of educational technology into language learning, particularly via whatsApp, allows the students and teacher to share knowledge sharing practices. In the modern era,

communication technology can facilitate and support knowledge sharing process (Eid and Al-Jabri 2016). Such technologies that can be used to share, transfer, or exchange knowledge define as knowledge sharing system. Knowledge sharing is a key process in knowledge management that delivers knowledge where it is needed from one person to another. (Oliveira, Curado et al. 2015)

Due to student's difficulties to understand topic in English literature, online discussion via WhatsApp is applied in the learning process to scaffold students' knowledge on literature. Some researches have been done previously, such as Cakir (Cakir 2015) conducted a study to explore the use of mobile phones in a foreign language teaching from the perspectives of teachers and students. Results showed that most of the participants liked to use their mobiles as instructional tools to help them in learning English. Another research is conducted by Alhawiti who did a study to look at the effect of the WhatsApp method of learning English for Specific Purposes (ESP) students' achievement at the community college of Tabuk. The Findings revealed that the experimental group showed higher progress in ESP post-test comparing with control group (Alhawiti 2015).

To find out the students' responses toward knowledge sharing practice in learning English literature through WhatsApp, the researcher posts 2 research questions. The research questions of this study are: 1) How to implement online discussion via WhatsApp in classroom 2) What are students' responses toward the knowledge sharing practices in learning English literature via WhatsApp?. This paper will be arranged to some section introduction, research methodology, result and discussion, conclusion and suggestion, and references. The result of the research will be displayed in two sections: 1) to describe about the implementation of online discussion via WhatsApp in literature class 2) to describe students' responses toward the knowledge sharing practices in learning English literature via WhatsApp.

METHOD

This is a descriptive case study that was conducted at one Private University in Bogor. In addition to the face-to-face class meetings, students were requested to join an online group in WhatsApp platform to support the offline session. The teacher created a group WhatsApp and prepared the students to be able to discuss in the platform. There were 10 participants in this study consisted of 3 males and 7 males. These students were enrolled in the foundation of literature course. In collecting the data, this study uses focus group discussion (FGD).

It is a qualitative research method and data collection technique in which selected group of people discusses a given topic, facilitated by a professional moderator. In this case, the 10 participants were the participant in the Forum Group Discussion, and the teacher acted as the moderator. According to carey A Focus Group Discussion (FGD) is a qualitative research method and data collection technique in which a selected group of people discusses a given topic or issue in-depth, facilitated by a professional, external moderator (Carey and Asbury 2016). The FGD was done in WhatsApp group which were then recorded and coded by the researcher. After the coding was done, the researcher analyzed the data and described the data descriptively and supported it by using chart.

FINDINGS AND DISCUSSION
The use of WhatsApp for Knowledge Sharing Practices in English Literature Subject
This study employs Focus Group Discussion (FGD) in data collection. This is the first course of literature course series and to be followed by two other courses, Prose and Drama. The teaching session was divided into two sessions; Offline Classroom, and On-line classroom via WhatsApp Online Discussion. At first, the students were introduced to basic knowledge of literature in offline session. Because of limited time available, the teacher prolongs Knowledge Sharing Practices into online discussion about matters that students don't understand.

The Online Discussion through WhatsApp covers the topics related to poetry; the elements of poetry and one of poetry's type, sonnet. At the first meeting, students were introduced to some elements of poetry and were required to browse the poetry of their own choice to be analyzed using several elements introduced earlier. On the other hand, in offline session students were introduced to the concept of catharsis, and tried to implement the catharsis to the poetry of their own choice. The activity was then followed up by an online discussion about the materials they have got already in the offline session. In the discussion, each student was required to post a question in relation to the topic discussed, and all of their peers and teacher discussed the question together.

To the teacher, there is significant difference between Knowledge Sharing Practices in online and offline session. In online discussion, the students enjoyed expressing their opinion while in Offline session students were afraid to state their opinion because the direct presence of the teacher. It seems that online discussion lowered the affective filter that the students have from which they can express their feeling freely without having pressure of judges from the teacher.

Focus Group Discussion Results
After posing around 10 questions, the researcher found several findings described below in 4 sections: a. The frequencies of WhatsApp Usage, b. Reason for using WhatsApp, c. The complexity of English Literature Subject, d. Knowledge Sharing Practice via WhatsApp Online discussion.
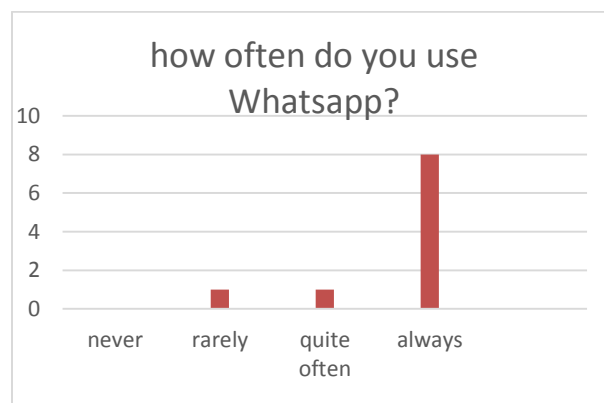
The frequencies of WhatsApp Usage

Image 1: the frequencies of WhatsApp usage

From the image above it can be concluded that most of the students use WhatsApp service on daily basis. Only one student rarely checks the WhatsApp due to his business at work, but the rest of the class said that they always use WhatsApp, and it is inseparable from their daily life.

> *"I always uses WhatsApp every day, most of the people I knew and interacted with are on WhatsApp"*.

All of the students stated that they use WhatsApp each and every day to connect with family, colleagues, and their teachers.

Basically, all students are familiar with the application so they have no difficulties in understanding the feature of WhatsApp. When the students are familiar with the feature, the technical issues related to the use of WhatsApp will not be a problem. Thus, when WhatsApp is brought

to educational purposes, it will be a huge advantage to the students and teacher. As Jimoyiannis, Tsiotakis, Roussinos, &Siorenta stated, educational mobile technology is greatly used in online instruction in universities worldwide today and it offers students various choices and opportunities in the context of online instruction (Srisawasdi, Pondee et al. 2018).

Is English Literature course hard?

(bar chart: easy = 1, not really hard = 2, hard = 7, very hard = 0; y-axis 0 to 8)

Reason for using WhatsApp

what do you use Whatsapp for?

(bar chart: Academic = 1, Chatting with friends = 1, work = 1, all of the above = 7; y-axis 0 to 8)
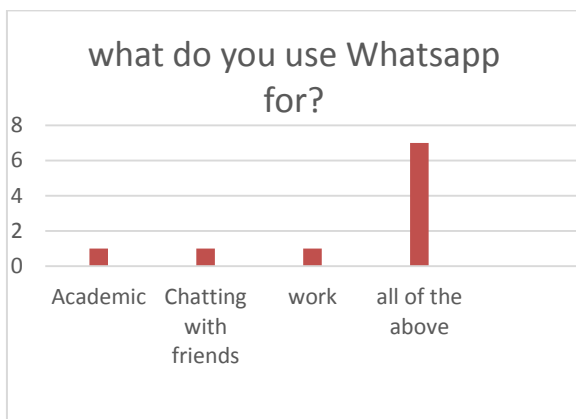
Image 2: Reason for using WhatsApp

Most of the students responded that they use WhatsApp for all the options given. They found that WhatsApp holistically integrated to their life as a mean of communication.

> "I use WhatsApp for all purposes because all of my relatives and friends uses WhatsApp effectively, so if I didn't open WhatsApp I will know about their current updates, or new information"

The students also said that most of the courses in their university rely on WhatsApp to inform the students about the courses information. The information and communication technologies shared between online students through social interactions on mobile device, in this case WhatsApp, promote opportunities for online cooperation and collaboration (Barhoumi 2015). Mobile educational technologies provide online learners with opportunities to communicate and share knowledge (Nelson 2017).From the FGD, it can be concluded that most of the students realize the importance of WhatsApp from which they can share knowledge and information to every aspect of their life, and it includes academic life.

The complexity of English Literature Subject

Is English Literature course hard?

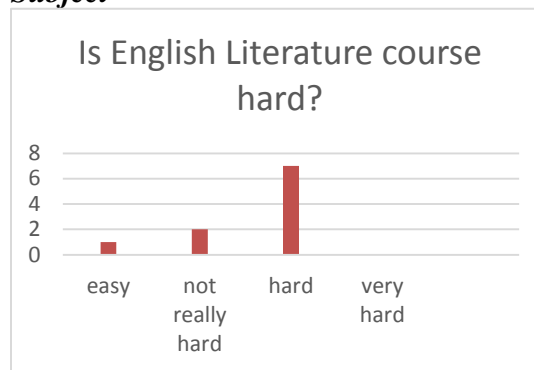(bar chart: easy = 1, not really hard = 2, hard = 7, very hard = 0; y-axis 0 to 8)

image 3: the level of complexity of English Literature course

From the chart above, most of the students felt that English literature is a hard course to understand especially when it comes to certain topics like Poetry and History of English Literature.

> "It is quite hard to analyze a poetry for example, sometimes it's hard to really understand about the content of the poetry, and History of English Literature is too hard"

Student's difficulties in understanding English literature are based on their lack of knowledge of literature and they're not used to enjoy literary texts. To them, whenever

the teacher asks them to relate current literary text to other literary text they already read, they found it difficult because most of their limited reference of literary texts. Also, they found History of English Literature is really hard because they have to link the literature with English historical date.

Students' responses toward the knowledge sharing practices in learning English literature via WhatsApp

Image 4: Students' responses toward the knowledge sharing practices in learning English literature via WhatsApp

From the FGD, it is found that most of the students thought that knowledge sharing practices via WhatsApp Online discussion actually broaden their knowledge about English literature. Most of them thought that online discussion is used to clarify all of the doubts they have in offline discussion due to limited time available.

> *Yes for sure because it is more clear when It is explained in WhatsApp online discussion*
> "It really does help, I can review back the topics that brought offline, so we can clarify all the things that we didn't really understand in the classroom"

The online discussion also allows them to review back all the materials already explained, and it can be used as reference to study all the materials given anytime and anywhere. The students are also able to access the chat history so they will be able to archive all the discussion and materials done earlier.

> "Yes definitely, with online discussion we can review back all the topics explained in the classroom because it is archived in chat history"

The students also thought that the online discussion also helps them to share their knowledge to each other from which there will be no doubts or different notions about English literature. Also, whenever they felt that they were still confused about certain things, they can directly browse it online using search engine to clarify their confusion. For them, it is more practical and easier to use.

The students believe that English literature often left some confusion because it is considered as one of difficult courses. Thus, these online sessions using WhatsApp helped them to clarify all the confusions they got during offline classroom so they have a broader knowledge about certain topics about English literature. It helps them to understand more, and also evoke higher interest on further study of literature.

CONCLUSION AND SUGGESTION
Conclusion
This study revealed that:
1. WhatsApp Online Discussion is beneficial to clear confusions among the students, especially when they're dealing with literature subject.
2. The online discussion via WhatsApp scaffolds student's knowledge on literature, since it allows the students to share further knowledge between peers and teachers.
3. Comparing the offline discussion with online discussion, the online discussion allows students to actively engage in the discussion.
4. If the offline session is interlinked with online discussion effectively, it can support each other, and give more advantages in teaching and learning process both for students and teacher.

5. The active and effective online discussion evokes their interest to study English literature more.

Suggestion

This study has several limitations, the participants are a small number of people, and it only focused on one activity in WhatsApp feature. Based on the findings of this study, a number of suggestions were offered. Utilizing WhatsApp mobile application can be used as a learning tool to enhance interaction and improve students' learning and understanding of course content. Conducting further research is highly recommended, such as a treatment to different group of students, different course, larger sample, different type of WhatsApp activities, or linked it with student achievement, reflective study of the teacher, and many more.

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