WHEN A NOVEL AND A FILM MEET IN VIRTUAL CLASSROOM

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ABSTRACT

The research aims at describing the teaching of screenification (ekranisasi) online. The writer uses Google Classroom integrated with Google Slides to create a Bitmoji, virtual classroom with a slide of presentation. There are pictures with links that can be clicked so that the students can find the materials in the slide. The using of Bitmoji classroom is applied to the 5th semester students of English Department. The writer uses questionnaire by Google Form to collect the data. To teach screenification (ekranisasi), the writer uses two chapters of Laura Ingalls Wilder's On the Bank of The Plum Creek, namely Town Party and Country Party. For the film, the writer uses the video of Little House on the Prairie mini-series entitled Town Party Country Party. The two chapters and the video are inserted in the Bitmoji virtual classroom via links. The writer gives an assignment to find the process of screenification (ekranisasi). The students feel happy with the use of Bitmoji virtual classroom. They mention that the use of the novel and the video helps then to find the intrinsic elements of both versions so that they can find the process of screenification easily.

Keywords: Screenification (ekranisasi), Online Learning, Bitmoji, Virtual Classroom

INTRODUCTION

On March 2nd, 2020, President of Indonesia, Joko Widodo announced that there were 2 Indonesians who were positive for Corona. The entry of this virus into Indonesia certainly has a very significant impact in Indonesia, one of which is in education. With this pandemic, the government finally decided to implement online learning, especially for areas in the red zone. This policy makes learning that was previously offline should be done online. In circular letter No. 4 of 2020, Minister of Education and Culture, Nadiem Makarim stated that learning from home is carried out to provide a more meaningful learning experience for students. This is done to limit the spread of this virus. Of course, online learning is not something easy and simple for Indonesian. Many elements such as schools, colleges, teachers, students and families are not familiar with this online learning.

Apparently, online learning is not something new in Indonesia. Plt. Director General of Higher Education,

Ministry of Education and Culture (Kemendikbud), Nizam said, online learning is actually not new to Indonesia. He said that the history of online learning began around 1980 in Indonesia. Indonesia). Online learning in Indonesia began in the late 1980s and grew quite rapidly again in the 2000s (Putra, I.P, 2020).

For universities or schools that are accustomed to online learning, maybe this is no longer something new. However, for those that are not accustomed to, it is a problem that cannot be underestimated. Even for teachers and lecturers, the online learning also provides them a therapeutic shock. They are used to teaching with face to face method and suddenly have to move online. They are not accustomed to using the online learning platforms in online learning; maybe they do not even know ones. They may also be unfamiliar with preparing online learning materials.

Face-to-face learning seems to have become a safe zone for most teachers so far, so they do not want to learn things related to online learning. However, the virus outbreak eventually has forced teachers and lecturers to start learning several platforms related to online learning such as Google Classroom, SPADA, etc. In addition, teachers must also be more active in preparing materials for online learning. There are many materials on the internet that can be used in online learning such as videos on YouTube, authentic texts in online newspapers, e-book, etc. Of course, these preparations are troublesome for teachers who are not familiar with online learning. Not to mention things related to internet signal and internet quotas often contribute to the difficulty of online learning. This is what the writer actually experiences.

In early March 2020, this online learning policy also came into effect at the writer's campus, so like it or not, writer must also carry out this online learning. Online learning is currently the best alternative that must be carried out so that learning activities can continue. The online learning certainly raises pros and cons, or even more cons. This is because face-to-face learning is considered the best for the reason that learning is not only a transfer of knowledge but also a transfer of moral values to students. However, it seems that now we must

be able to make peace with online learning.

Technology is now everywhere, even in the teaching. It is not a new assumption that language teaching and technology are closely linked. The concentration on technology has evolved from computer technology to the application of the internet and virtual environments (Pastor, 2019). Over the last decades, the use of Information and Communication Technology (ICT) has accomplished a great outcome. New studies have shown that the use of ICT has given many advantages to both learners and teachers in the classroom context (Drigas & Charami, 2014). ICT involves any objects that can electronically record, access, modify, transmit or receive information in a digital form. These comprise a personal computer, digital TV, email, and so on (Ntongieh, 2016).

Meanwhile, Nordin et al in (Maduabuchi & I, 2016) mentions that all digital tools and resources used to interact, construct, transmit, archive, maintain and acquire information are referred to ICT. These digital technologies include the internet, cellular networks, mobile phones, computers, software, middleware, video conferencing, social networking, and other media applications and services that enable users to access, retrieve, store, distribute, and manipulate information. We can conclude then, ICT refers to the use of technology especially internet, mobile phone, computer in teaching and learning process. ICT enables both the learners and the teachers to access information as their teaching sources and to connect with others world-wide.

ICT is an additional or companion in conventional or traditional learning. It means the combination of ICT and traditional learning will be a great synergy in learning. This is because technology cannot replace conventional learning altogether. Teaching not only transfers knowledge but also transfers values and morals to the learners. In order to integrate the traditional and modern mode of education, ICT is necessary. Ibrahim in (Drigas & Charami, 2014) explains that ICT has changed the way we teach and learn. ICT brings education to another level, where a former teacher-centred approach has

now become one of the student centred. ICT enables for teaching learning approach that is based on learners while teachers play their role as facilitators and educators.

Hartoyo in (Ntongieh, 2016) firmly believes that the integration of ICT is imminent in the field of language learning. ICT provides teachers and learners with plentiful resources where learning can be produced collaboratively through real-world scenarios, as reported by Ching Yang et al. and Ismanoglou in (Drigas & Charami, 2014). The students have been found to increase learning opportunities along with students' computer skills and student views that learning can be encouraged and improved using software applications for autonomy by applying ICT in the language classroom. Many experts report that ICT integration can enhance learning efficiency and effectiveness and improve the quality of language learning and mastery (Ntongieh, 2016).

ICT has many advantages, according to Herington, varying from promoting access to authentic language resources, providing opportunities for individuals to connect internationally and enabling for a teaching learning approach that is based on learners (Ntongieh, 2016). Students gain a higher degree of control over the exchange of knowledge through the use of technology; they can receive information, learning fields, as well as other channels in the most suitable time for them and according to their commitments and activities (Kaba, 2017).

However, there are also some obstacles found in applying ICT in the classroom. Chen in (Maduabuchi & I, 2016) mention that the implementation of ICT into the classroom by teachers may also be affected by organizational variables and attitudes with technology Meanwhile, Adomi and Kpangban in (Maduabuchi & I, 2016) report that in Nigeria, weak facilities, insufficient school fund and lack of maintenance were also described as obstacles to proper implementation of ICT into education. Still in (Maduabuchi & I, 2016), Aduwa-Ogiegbran and Iyamu report that the high cost of computer hardware, software, lack of infrastructure, lack of human skills and knowledge of ICT, and lack of suitable and culturally

appropriate software for Nigeria have been described as the key major obstacle to the implementation of ICT in secondary education in Nigeria.

These are actually common problems dealing with ICT faced by developing countries in implementing ICT in language classrooms. However, technology is an essential part of students' life nowadays and perhaps it will be helpful if the teaching and learning process involve something in the students' life. It is no longer an option but a requirement to incorporate technology into the learning curriculum. It is an effective tool for students and educators alike (Kaba, 2017).

One of advantages of integrating that has not mentioned yet is that the learners and the teacher do not need to be in the classroom because the teaching can be done online. Online learning is also known as e-learning, virtual learning, or web-based learning. Generally, it refers to a kind of learning that is carried out electronically by using computer and internet network.

There are several definitions of e-learning. Abbad in (Arkorful & Abaidoo, 2014) explains that e-learning refers to the use of ICTs to allow access to online tools for learning and teaching. Arkorful & Abaidoo (2014) define e-learning as the use of information and communication technology in various educational processes to ensure and enhance learning in higher education institutions, and involves the use of information and communication technology as a counterpart of the conventional classrooms, online learning or combining of the two.

To teach online we need an online learning platform. An online learning platform refers to an interconnected collection of interactive virtual facilities providing material, instruments, and resources to teachers, lecturers, learners to help and improve the implementation and maintenance of the education. https://www.litmos.com/platform/e-learning-platform-definition#:~:text=A%20online%20learning%20platform%20is,enhance%20education%20delivery%20and%20management.&text=There%20are%20many%20E%2DLearning,there%20that%20offer%20learning%20platforms.

There are several online learning platforms we can use to teach online

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such as Canvas, Moodle, Schoology, Google Classroom, Edmodo, Sakai, etc. According to the writer, online learning does not have to use a sophisticated digital online learning platform, even using simple application like WhatsApp group application will do because everyone has and uses this application.

In her online class, the writer uses Google Classroom. The choice of the platform is because some of the lecturers have already used it for their online learning so that the learners do not need to install another platform. Google Classroom is a free online learning platform constructed by Google to help the educators to create, to share, to evaluate the assignment. Google Classroom was released firstly on August 12, 2014 by Google. Google Classroom can be integrated with Google docs, Google sheets, Google slides, Google Forms, Gmail, and Calendar so that it can manage the communication between the students and the teachers easily. In 2020, Google integrated it with Google Meet, so that the teachers and the students can have online meeting in each class.

The writer integrated Bitmoji classroom in creating material for the learners. Bitmoji classroom is a virtual classroom created by the teachers in Google Slide. The teachers can include their bitmoji, a personalized emoji. Bitmoji means an emoji that physically resembles the person who made the emoji.

The teachers can create bitmoji classroom look like the real classroom or home. Bitmoji classroom includes our bitmoji, background, images and helpful link that we can attach on it to help the students to learn about the material. Here is the example of Bitmoji classroom;

https://www.edutopia.org/article/educators-turn-bitmoji-build-community-and-engagement

As reported by Shih and Yang in Pastor (2019), the virtual environment is applied much in educational context with many different purposes. One of them is in teaching literature. Melor and Ashairi in (Muhammad & Abdulloh, 2015) mention that studying literature is not

easy because the learners have to deal with both the language and the content. Learners have to comprehend both the language as the media of the literature and the content of the literature.

Traditionally, teaching literature is done for example by discussing the plot, characters and theme of a certain literary text, and this method is considered boring by the students. So it is necessary for the teachers to create a fun and interesting teaching and learning environment for the students, let alone in this pandemic. One of them is to integrate the use of ICT in English Literature classroom. In ICT, there are visual aids that make language teaching more effective. It is easy to access online contents such as e books, journals and videos from the internet. Students can also upload their assignments and projects online and the teachers can review them online too (Nimavat, 2013). ICT enables the teachers and learners to access many resources of many various topics in the internet to study. There are plentiful of resources that can be used to teach literature in the online environment, for instance:

a.   YouTube

There are plentiful videos about literature criticism that can be share such   as https://www.youtube.com/watch?v=c4 NXNfBEwZg, https://www.youtube.com/watch?v=rF Kzw2HkwgU.
All we have to do is just connect to internet and go to YouTube and type what topics of literary we want to access. The video can be used as introduction to the students before having discussion. We can also find a simplified video version of literary works such as The Last Leaf from O Henry   in https://www.youtube.com/watch?v=1d hs1pHyGOI,
The Scarlet Letter from Nathaniel Hawthorne   in https://www.youtube.com/watch?v=ue n92KjCSsg. Even we can find films adapted from classic novel such as Jane Austen's Persuasion in https://www.youtube.com/watch?v=h N7j7Ey-cM0,
Charles Dickens' Great Expectation in https://www.youtube.com/watch?v=R BeR_U7Uopg.

b.   Sparknote and Cliffnotes
These websites are created to provide the readers study guides of some

literary works such as novel, poetry, film, etc. For examples are https://www.sparknotes.com/lit/janeeyre/ .This link is study guide for Charlotte Bronte's Jane Eyre and https://www.cliffsnotes.com/literature/g/great-expectations/great-expectations-at-a-glance . This link is the study guide for Charles Dickens' Great Expectation.

c. www.literature-study-online.com

There are many topics on literature that can be accessed to help us in studying about novels, films, short stories, etc.

d. www.planetebook.com

This website provides us with many English classic novels that can be downloaded freely and easily

In this article, the writer will share her experiences when teaching Basic Prosaic Studies courses in the English Department online. Basic Prosaic Studies is a literary subject given in the English Department. This course focuses on literary criticism and at the end of the lecture, it is hoped that students can design simple research related to literary criticism. This course is given to fourth semester students after they have taken Introduction to Literature course in the third semester.

Online learning for BPS was carried out in the early days of the Covid-19 pandemic in Indonesia (March 2020), in which the writer has not found best practices in this online learning. The writer only shared material in the Google Classroom and held discussions on the time (day and date) that has been agreed upon by the students and writer. In this article, the writer only focuses on the Screenification (Ekranisasi) or Literary Transformation material. The writer uses the term of screenification (ekranisasi) in this article. Screenification (ekranisasi) comes from French word "ecran" which means screen. Eneste (1991) states that screenification is a process of transferring or adapting a novel into a film (ecran in French means 'screen'). In its current development, screenification (ekranisasi) is not only a change or adaptation from novel to film, but now there are also many adaptations from film to novel. Damono in (Giyatmi & Wijayava, 2015) uses the term mode switch (alih wahana) to call *ekranisasi*. He

explains mode switch as the change of one type of literary work to another.

Erneste (1991) mentions that screenification (ekranisasi) is a process of change such as (1) the process of changing from something that is produced individually into something that is produced collectively. Basically, a novel is an individual work of an author, while a film is the result of collaboration between various parties such as directors, producers, cameramen, sound engineers, actors, and others. (2) The change process in the enjoyment process, i.e. from readers to viewers. Reading a novel is a mental process because in reading a novel the readers will raise their imagination through the words written by the author. On the other hand, in film, they are treated to scenes of moving images that spin each other as if witnessing something real. (3) The process of changing from an art that can be enjoyed anytime and anywhere to an art that can only be enjoyed at a certain place and time. Novels can be enjoyed anywhere and anytime, while movies can only be enjoyed in theaters at certain hours according to the movie schedule. So that when a novel is turned into a film, it will certainly cause change.

In the process of adapting a novel into a film, a director can use three approach models, namely loose, faithful, and literal as described by Louis Gianneti in (S, 2019). The loose model is an approach taken when a director only takes the idea of the novel to be adapted. The ideas taken will be developed according to the interpretation and imagination of the director. A director will develop characters and situations freely and independently. This adaptation emphasizes on the cinematic, not verbal aspects. Faithful (loyal) model is a type of approach in which a director remains loyal to the novel by trying to make a film that is the same as the novel. This literal model usually occurs in film adaptations of drama texts.

The film adapted from a novel has the potential to experience changes. Erneste (1991) states that these changing can include cutting, widening or adding and changing variations which are the mix of the two. Cutting occurs when not all parts written in the novel can be revealed in the film. A director must be good at

choosing things that are considered important and supporting the story to be shown in the film version. This cutting can occur in the intrinsic elements of the novel such as characters, plot, setting, point of view. In the case of characters, films only show characters that are truly important and support the film's story. Movies can only be enjoyed within 1 hour to 1.5 hours so that all words and sentences in the novel may not appear in the dialogue in the film.

Instead of cutting, screenification (ekranisasi) also involves adding. The director for some reasons can add things to the film that do not appear in the novel. This addition is fine as long as it is still relevant to the story. This addition can also be applied to intrinsic elements. So it is not surprising that there are additional characters that previously do not appear in the novel.

Apart from cutting and addition process, a filmmaker also makes variations in a story. Variations can take place in the form of topics that do not appear in the novel but are shown in the film. On screenification study, the important thing that needs to be done is comparing the novel and the film version especially the intrinsic elements to find differences and changes.

The writer uses a novel On the Banks of the Plum Creek from Laura Ingalls Wilder and video of its mini-series version. Instead of using all the chapters in the novel, the writer only uses two chapters namely Town Party and Country Party. The video of its mini-series is Town Party Country Party taken from Little House on the Prairie Season 1 Episode 7. Little House books are a collection of eight autobiographical children's novels written by Laura Ingalls Wilder. Those books were published by Harper & Brothers from 1932 up to 1934. Those books are Little House in the Big Woods, Farmer Boy, Little House on the Prairie, On the Banks of Plum Creek, By the Shores of Silver Lake, The Long Winter, Little Town on the Prairie, These Happy Golden Years, The First Four Years. Little House books are based on the story of Laura's childhood and adolescence.

In addition there is also a mini-series based on the book Little House. The mini-series is Little House on The Prairie produced by a famous TV station in America, National

Broadcasting Company (NBC) in 1972. This mini-series is an adaptation of a novel by American writer Laura Ingalls Wilder. This mini-series produced in 9 seasons from 1974 to 1984.

In this article the writer would like to describe the teaching screenification (ekranisasi) by using Bitmoji virtual classroom. The writer uses Google Slides to create the Bitmoji virtual classroom.

RESEARCH METHODS

This research belongs to a descriptive research. This research describes the implementation of teaching Basic Prosaic Studies as one of Literary lessons in the online environment. The subject of the research is the 5th semester students class A (17 students). The data are the result of the questionnaire on the learning process of Basic Prosaic Studies on Screenification (Ekranisasi) topic. The research was done on July 6, 2020 and July 13, 2020. The writer uses questionnaire to collect the data. The questionnaire is given through Google Form which was share to the students.

FINDINGS AND DISCUSSION

The class for BPS with Screenification topic was done on July 6, 2020. The meeting was started by posting an announcement in Google Classroom's forum (stream). The lecturer greeted the students and informed them that today's topic is about Literary Transformation/Screenification (Ekranisasi). The lecturer explained the material by writing on the forum (stream) of Google Classroom. In this part, the lecturer was more active, the students only responded once in a while. When the lecturer asked some questions, only few students responded. Perhaps it is because of the internet connection. In the writer's opinion this is not that good, since there is no ideal interaction between lecturer and the students. As the writer explained, in that time, the lecturer has not found the best way to teach them online. However, teaching must go on. From this experience, the writer started to think to combine Google Classroom with Google Meet on her online next time. Having finished the explanation, the lecturer also provided an example of thesis or research on screenification (Ekranisasi). In the end

of the meeting, the lecturer uploaded the attendance list to fill in.

On the next meeting, July 13, 2020 the lecturer uploaded an assignment on Google Classroom. The assignment is in the form of Virtual Classroom (Bitmoji Classroom). In this research, the writer did not use the complete Virtual Classroom because the writer did not use her own Bitmoji. The writer only created her visual classroom. The following is the virtual classroom used by the writer;

This virtual classroom is created with Google Slides. It consists of a cough, a bookshelf, a whiteboard, and a television. There is an announcement consisting of some instructions that the students must do. There are some links behind the couch, the bookshelf and the television. The link would appear when the students clicked the picture, such as;
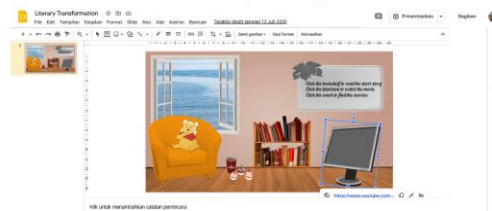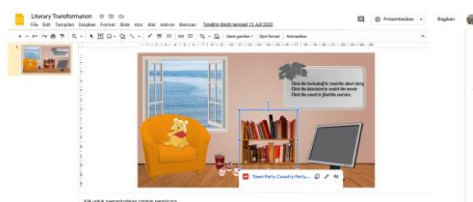
The link of short story of Town Party Country Party is inserted in the picture of bookshelf. The link of video of Town Party and Country Party is inserted in the picture of the television. The last link, the link of the assignment, is inserted in the picture of the couch.

After reading the short story then the students had to watch the movie or they could do it vise verse. At the end, they had to do the assignment on the link. The assignment was in group of three. The group had to submit the result of their work.

The writer also shared a Google form to the 17 students. However there are only 13 students sending back the forms. The Google form consists of 10 questions. The questions vary form the use of virtual classroom, the use of the short story,

the use of the video, the process of screenification (ekranisasi), the use of PPT, the online meeting in online learning. The writer found some information from the questionnaire.

The questionnaire shows that 76,9% has ever had virtual classroom in their online class, while 23,1% has not. It means that virtual classroom is not a new thing for them so that's why the writer tried to apply this in her class. All of respondents like the use of virtual classroom during their online learning especially in the topic screenification (ekranisasi). All the respondents also say that the use of video can help them to comprehend the short story (Town Party Country Party). However, there are 38,5% respondents saying that they still find difficulties in comprehending the intrinsic elements in the short story (Town Party Country Party) while 61,5% respondents mentions that they had no difficulties. Meanwhile, there are 46,2% respondents having difficulties in comprehending the intrinsic elements in the video of Town Party Country Party and 53,8% saying they have no difficulties in doing that. 61,5% respondents report that they have no difficulties in finding

the process of screenification (ekranisasi) while 38,5% of them saying that they still have difficulties in finding the process of screenification (ekrranisasi) of the short story and the video of Town Party Country Party.

69,2% of the respondents mention that in the online learning, the online meeting like Google Meet and Zoom Meeting is necessary. They need it because meeting online helps them to understand the material easily. The respondents express that there are some materials that must be explained directly via Google Meet or Zoom Meeting. Meanwhile, 30,8% says that material on PPT is enough for them during the online class. It means they can learn the material without their teachers' explanation. Meanwhile, according to the respondents, the ideal numbers of online meetings are various. There are 46.15% of the respondents who want online meetings. 23.07% say that the ideal meeting is 7-8 times, 7.69% of respondents say the ideal meeting is around 12 meetings, and 7.69% of respondents say the ideal meeting is between 5-7 times. Meanwhile, 15.38% says the numbers of online

meetings are adjusted to the learning materials. They express that there are some learning materials needing live explanation from the lecturers. On the other hand, there are other learning materials that can be learned by them.

CONCLUSION

Online learning is the best alternative at this time of the pandemic. Even though it feels a bit overwhelming, we have to get used to this new normal order. Maybe it's time to make peace with this online learning. Online learning does not need a complicated platform; we can use a simple platform. There are many free platforms offered, one of which is Google Classroom. With Google Classroom, all online learning activities including meetings, assignments, and assessments can be accommodated. In addition, Google Classroom can also be integrated with Google Meet as an online meeting. Moreover, Google Classroom can also be integrated with virtual classrooms using Bitmoji classrooms using Google Slides. The writer applied Google Classroom that is integrated with virtual classroom through Google Slides in teaching screenification

(Ekranisasi). The writer shares video, the short story and the assignment in her virtual classroom. The students watch the video and read the short story by them self. After that they find the process of screenification (ekranisasi) in group of three. The students like the use of the virtual classroom in teaching screenification.

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