

Contemporary online Indonesian folk literature for 21st century learners

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ABSTRACT

This research intends to acknowledge the advantages of contemporary online Indonesian folk literature for 21st century learners. The 21st century is a technology era where information can be spread faster and an internet connection is the most important thing to share all the information around the world. It is qualitative research which are aimed at revealing the use of Indonesian folk literature for Indonesian learners which learn English as a foreign language. There is still a lack of research about Indonesian folk literature for 21st century learners; therefore, this research is significant to be conducted. The finding of this research can be described as follows: First, contemporary online Indonesian folk literature is as an instructional media that combine the positive sides of traditional mode such as define, extract and deliver the moral values contain in literary works with technology use to keep, improve and engage the students' interest to learn English but reminds to keep their culture roots. Second, technology improves the learners to combine the traditional and modern ways of learning. Third, 21st century skills help the learners to be able to compete in this era.



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1. Introduction

Literature is a wordy depiction of culture, while culture is an embodiment of habits, customs, social behavior, knowledge, and assumptions related to a society. Literature escalates ELT by using some elements such as authentic material, language, and cultural enrichment. Having cultural enrichment, literature leads to a wider and closer look at culture of the target language. Literature widens students' vision and fosters students' 'critical thinking. It helps students see things from various perspectives since in reading a piece of literary work, they discuss events, characters that yield different interpretations.

There are so many benefits from teaching literature to English Foreign Language (EFL) students. Those benefits are to encourage students' creativity, build up imagination, enrich the vocabulary, and use them to learn and write how to use figurative language to make the writing more effective.

There are many genres in literary works like folk literature which become the most popular written texts used to introduce literature to students. Folk literature includes drama, folktale, fable, legend, fairy tale, etc. folk literature is also known as an oral tradition, a story that delivers orally from one generation to generation.

Folk literature sometimes was told to promote cultural awareness among their generations. The themes and values in a story, make folk literature as good media to develop a sense of normality in students' behavior. It also helps the students to sort out good and bad things in their life.

Nowadays, in the 21st century era, where the world is dominated by technology and internet connection is important to access online texts. As for making a balance between technology world and character-building goal, it makes sense that contemporary online Indonesian folk literature written in Bahasa and translated into English as a media to develop students' 21st century skills.

Indonesia is a famous country known by the diversity of culture and language and it is the best way to access them all by using technology. The purpose of analyzing the folk literature is to describe the diversity of Indonesia which consists of a lot of values as reflected by Indonesian characters. The characters which are described in a lot of folk literature and those all represent and project connection to the diverse cultures of Indonesia.

As all over the world know not only rich for beautiful views but also known for the diversity of culture. The rich culture of Indonesia reflected Indonesians way of life. How to treat the elders better according to eastern culture, to be grateful for everything God has been giving and simplicity in living. The use of folk literature might be an important thing to deliver moral values to the 21st century generation.

2. Discussion

2.1. Indonesian folk literature

Literature is referred to as the entirety of written expression, although not every written document can be classified as literature in the more exact sense of its meaning (Klarer, 1999). The ancestors of Indonesian used literature to tell stories and it aims to deliver some meanings of the story. Some literary works are known as oral tradition, they are recited from one generation to generation. There are ballads, folklore, legend, fairy tales, short stories, fables. Folk literature is an art of language because it consists of aesthetic language that convey explicit meaning like cultural awareness or most of the people called it values. Klarer (1999) stated that literary expression, called "oral poetry", comprised texts stored in a bard's or minstrel's memory which could be recited on demand.

There is a lot of famous folk literature among Indonesian people and frequently told by the eldest to one generation to generation. Those folk literature are Timun mas, Nyi Roro Kidul, Roro Jonggrang, Tangkuban Perahu, and Malin Kundang. From all of that folk literature, people could extract the moral values within them and sometimes as the reflections of life. Here are the following themes and moral values which explicitly founded from Indonesian folk literature:

Table 1. Themes & moral values within folk literature

Folk Literature	Themes	Moral Values
Too-too Moo & A Giant Bujang Katak	Courage & Bravery Discrimination of various human endeavours	Giving without the expectation of receiving Looking beyond the scarcity of someone and try to give them the benefit of the doubt
Umpit & The Wild Hogs The Legend of Commander Angin	Bravery & kindness Overconfidence may result to loss	The consequences of greediness Responsibility and accountability
Udak & The Giants Putri Pinang Gading	Love of a father Heroism	Imposition of discipline to a child Taking responsibility for the welfare of others
The Legend of Pulau Kapal Kelingking (Little Finger/Pinkie)	Fulfilling a promise Contentment	Be cognizant on the ways you treat success To be grateful for what has been given to you
Mah Bongsu & A Snake (The Legend of Mata River) Apai Gumok & A Witch	Kindness despite the struggle Extent on man's scarcity	Patience and kindness sprung but good life Being contented for what and who you share with your life

2.2. English language teaching and technology

The underlying assumptions of dual coding theory (DCT) deal with basic mental structures and processes; the structures are associative network of verbal and imaginal representations, the mental processes deal with the development and the activation of the structures, including the effects of context on the spread of activation among representations (Clark & Paivio, 1991). Moreover, dual coding is based on a common assumption of continuity between perception and memory (Prasetyawan, 2018).

From all the theories above, dual coding is a theory that explains the process of how humans' brains receive whether it is in verbal or non-verbal information, spoken or written text. Dual coding theory also deals with cognitive phenomena that are related to mnemonics systems such as problem-solving, language and learning concepts.

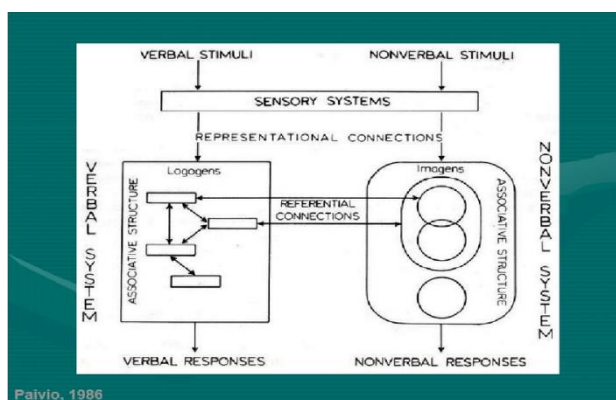


Fig. 1. Verbal & Non-verbal Stimuli (Paivio, 1986)

Paivio attempts to give equal weight to verbal and non-verbal processing. Human cognition is unique yet it would for dealing with a process of acquiring knowledge and understanding simultaneously among language and with nonverbal objects and events.

The activities of thinking begin when the sensory memory system receives stimuli from the environment, both in the form of verbal stimuli and nonverbal stimuli. Representational relationships are formed to find out the appropriate channel with received stimuli. In verbal channels, representations are formed in sequence and logical, whereas, in a nonverbal channel, representations are formed holistically. For example, wrists, fingers, and palm can be viewed separately, but they will be viewed as the part of the hand. While the information process that is represented through a verbal channel is called logogen and the information process that represented through a nonverbal channel is called imagen (pictures).

2.3. Literary Work for 21st Century Learners

A literary work cannot be separated from the individual or a group to interpret the meaning within a literary work. This theory deals with the reader and readers' interpretation or experience towards a work. It puts the reader as the main role to deliver their ideas, the meaning of a work.

Because each individual would give the differences of reception towards it and it happens because of the different horizons of expectation that each reader has. The expectation horizon means that the reader has before he reads a literary work. Differences of expectation horizons from among readers is due to the level of education, age, origin, tribe, etc. That's why the receptions of each reader will vary according to the horizon of hope they have. This phenomenon shifts the focus of research from the structure of the text to the acceptance (Latin: *recipere*, accepting) or the enjoyment of the reader.

The response may be passive. That is how a reader can understand the work or can see the essence of aesthetics which is within the work. Or it may also be active is how they realized it. Therefore, the notion of literary receptions has a wide field, with various possible uses. Jauss in Shajrawi (2013:4), there are two primary concepts of theory of reception. The concepts are the horizon of expectation and aesthetic distance. The horizon of expectation means a system of references that a hypothetical individual brings to a given text. It means that every reader always read a literary work with some

horizon of expectation. So, the reader may have some expectations of the work while reading, whether the work will have the same expectations or even disappoint it. Aesthetic distance is when the work goes the same as the reader's expectation. Meanwhile, if the work would not occur as the reader's expectation or according to the reader's horizon of expectations. Shajrawi (2013:4) stated that if the work does not meet the reader's horizon of expectations then the 'aesthetic distance' is considerable. It means that a work has a role or contribution to develop a new horizon of expectation.

2.4. 21st Century Skills

Besides to know or to learn about the way of life towards folk literature, it also helps the learners to develop their 21st century skills. This skill is really necessary for them to find a good job which is an additional point. According to Boholano (2017), education in the 21st century is the education that highlights globalization and internationalization. The students are currently preparing themselves to be able to compete in finding the jobs after graduating from high school or college. Abao, Dayagbil, & Boholano (2015) stated that the development of technology presents theoretical constructs and realistic perceptions to improve and enhance the knowledge, skills, and attitudes among students and teachers.

Collaboration skill is increasingly mentioned as an important skill to teach in 21st century education. As a key skill, collaboration skill or collaborative learning has the value that assumed useful not only in education but also in businesses and organizations move to facilitate how to work in a team collaboratively. This skill has become a critically important skill for career and life success to accomplish a common goal and capable work effectively with others.

Communication skill is the basic skill for every single person to be mastered. This is the skill that leads the students to communicate better in social life. The skill enables the students to be more confident to share their thoughts and to help the students to maintain their opinions and ideas through argumentation based on their knowledge.

Critical thinking is the most important part of our process to solve any problems. The process of thinking critically is to identify and analyze the context of the problem, and what kind of factors that influence it. This skill will help the students to develop their thinking process to solve the problem critically and independently. It also makes the students think critically toward some issues with various perspectives.

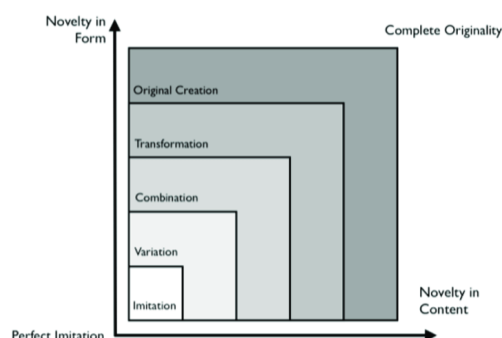


Fig. 2. Taxonomy for Creativity (Nilsson in Bialik & Fadel, 2015:6)

Creativity skill is the kind of skill to think creatively which leads to new insights, perspectives and new ways of understanding and conceiving of things. In the teaching-learning process, students are required to be able to creatively generate their ideas. It is also the skill to make the students increase their ability to evaluate the status and find better alternatives to solve problems innovatively. Based on Nilsson in Bialik & Fadel (2015), the following taxonomy classifies activities based on the creativity used in the activities, from perfect imitation (involving no novelty) to the elusive idea of complete originality (with a high degree of novelty in both form and content).

Table 2. Examples of creativity in different levels (Bialik & Fadel, 2015:7)

Level of Creativity	Definition	Classroom Example
Imitation	Creation by identical replication. This is a basic skill, and is the starting point for further creative tasks.	Memorize an excerpt of a piece of literary work and perform it loudly in class.
Variation	Creation by varying a particular aspect or aspects of the work, and imitating the rest precisely.	Rewrite a sentence from a piece of literary work with the identical grammatical structure, by changing the subject matter and vocabulary.
Combination	Mixture of two or more literary works into one new literary work.	Create a timeline of historical events in line with class notes that distinguishes political, social, and economic threads.
Original creation	Creation of a new piece of literary work which is very distantly, if at all, related to previous works.	Write a short story.

3. Conclusion

The use of contemporary online Indonesian folk literature in English language teaching for foreign language learners is not only used the traditional way to deliver the materials but also the modern ways of learning. It is surely an additional point to use literary work as instructional media to improve learners' 21st century skills. Moreover, skills such as creativity, critical thinking, communication, and collaboration will help them to be able to participate in the global era.

Meanwhile, the learners find that learning English through folk literature more interesting because they will learn and experience a lot of new things. Most of the Indonesian folk literature was more concentrated on family and the behavior or personality of the character towards other people. Those were filled with lessons which truly represent the values being mentioned in Indonesia as a country, hence reading these are indispensable in fostering and preserving the local folklore. From those were also earning activities that can be an effective tool in improving teaching strategies to facilitate both understanding and experiencing pleasure in reading literary works. It can be concluded that the learners will learn many things towards contemporary online Indonesian folk literature as a reflection to behave.

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