



Maintaining the Existence of Local Language through Technology: Developing Javanese Digital Literature

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Abstract

This study focused on developing Javanese digital literature to keep the existence of Javanese language in east Java. The researcher involved 40 (19 male and 21 female) teenagers in Gresik East Java, Indonesia, as the study subjects of product try-out. The age of them was between 14 until 19 years old. Research and development was used in this study to develop Javanese Digital literature. Five stages of developing materials were used in this study; they were analyzing, designing, developing, implementing, and evaluating. The result indicated that Javanese digital literature developed participants' enthusiasm and attractiveness to use the Javanese language in daily communication. Moreover, the involvement of textual and non-textual literature added their interest to learn Javanese language. Additionally, it was appropriate for supplemental materials to learn Javanese language, and it contributed to saving the Javanese language existence.

Keywords: *Technology; Javanese; Literature; Digital Literature*

1 Introduction

In recent years, the integration of technology enters all parts of human life. The change of people era from traditional into modern makes technology more robust. The use of technology in various sectors includes education that cannot be avoided. The involvement of technology in society transforms the information forms from manual into electronic. It influences the development of materials and literature that used people in their life. E-books, online resources, and other applications are used as material or supporting materials as the utilization of technology in developing their ability in language learning. The use of e-book in teaching-learning gives positive effects to students' academic achievement (Brown, 2012; Dixon, 2012; Rieders, 2014; Tonkery, 2010). The implementation of a digital story and digital material in language learning provides students' enthusiasm and increases students' interest. This case shows that digital content or literature assists the students to use their language. When many people use their language, it saves the existence of the word itself. However, the Javanese literature in Indonesia was limited. In this era, it is difficult for Javanese people to find it. The Javanese people aware of the importance of Javanese literature, and the decrease of Javanese language users become the cause of it.

The Javanese language is one of language that still exists in Indonesia. It is still in use for different purposes such as daily communication and traditional ceremonies in Yogyakarta, Central Java, and East Java Provinces. As a language identity, the Javanese language is commonly used in a family environment, ceremonial tradition, and Javanese community (Suryadi et al., 2014). However, many Javanese people in this era, especially the young generation, do not know more about it. The daily use of the Javanese language in communication is a decline (Supatra, 2012; Suryadi et al., 2014). Nurmasari et al. (2017) explain that many young people in Indonesia do not use the Javanese language in their daily communication. They do not use the Javanese language because they are not proud to use the Javanese language. They have low motivation and competence in the Javanese language because the Javanese language portion in their environment and their school is small (Sarosa, 2012). The socio-economic condition also becomes one of the reasons why this phenomenon is happened (Gumilar, 2015).

The Javanese language is one of 706 languages in Indonesia that experience a setback and are endangered (Supatra, 2012). The development of national and international communication in Indonesia is a background of the Javanese weakening (Supatra, 2012). The Javanese language use has been switched into the Indonesian language because of the government policy that makes Indonesia language as the official language and must be used in formal and academic situations as communication language. Therefore, Indonesian people prefer to use Indonesia as a communication language than Javanese. It causes Javanese has a small portion of communication and interaction, especially in the big cities. Besides, the government policy also restricts the growth of Javanese language in an educational environment. Javanese subject has a small portion in the school. It only teaches in elementary until junior high level. Even in some schools, the Javanese subject is replaced by other disciplines such as computer or English.

Moreover, there is only a few Javanese literature provided by the government to develop the existence of Javanese. This situation threatens the survival of the Javanese language. Consequently, the researcher wants to construct the Javanese digital literature to maintain the presence of the Javanese language in Indonesia.

2 Literature Review

2.1 Literature

Literature is one of the language parts that should be developed to support people's ability to learn a language. Langer (1997) explained that literature facilitates learners to ask, construe, link, and discover their lives, learning, and language. It supports the people's awareness of cultural and intercultural (Van, 2009), especially in the age of globalization (Tayebipour, 2009). Van (2009) explains that literature consists of an authentic sign of language for speaking, reading, writing, and listening skills development (Belcher & Hirvela, 2000; Erkaya, 2005; Fitzgerald, 1993; Jay et al., 1993; Nasr, 2001; Vandrick, 1996).

Integrating literature in language teaching and learning context has been considered by many teachers. Many teachers believe that the use of literature facilitates the students to improve their ability and attitude. Ghosn (2002) maintained that literature brings positive alterations in the views of the students. Literary texts motivate the learners due to their originality and substantial context (Ghosn, 2002; Van, 2009). Literature promotes language learning purposes in general and speeds language learning in content-based instruction (Shang, 2006). It is a useful tool to improve learners' critical thinking in language learning (Gajdusek & VanDommelen, 1993; Ghosn, 2002; Van, 2009). It also expands sociolinguistic and analytical information can be built in model of communication competence (McKay, 2001).

Hadaway et al. (2002) indicated that literature implementation in the teaching-learning process has three benefits. The first is the learners' familiarity with the use of language in various conditions when they read literature. The second is the embedded of the socio-cultural and affective element in literature make the students be more comfortable with individual differences and styles differences. The third is the use of language naturally and effectively, that is achieved by the involvement of descriptive language in literature. Lazar (1993) states that literature can be a tool to provide debate, discussion, and critical thinking.

2.2 Digital Literature

Digital literature refers to "all the creations that are based on a tension between literariness and digital media specificities" (Bouchardon, 2019). The use of the digital medium (technology) to access the literature (language, words, text, narrative, or poetic form) is the main requirement of it. The involvement of technology informing and accessing digital literature is needed to make sure that digital literature was run well. The form of digital literature can be in textual (document) form such as e-book, stories, poem, and novel or non-textual: video, movie, etc.

Nowadays, the use of digital literature in education or other field has been growing rapidly. Many researchers are interested in researching it. Bikowski and Casal (2018) A mixed-method study explored the use of interactive digital textbook on 13 non-native English students of Midwestern U.S University for 15 weeks. They reported that the use of a digital book stimulates the students' expectations and engagement in language learning. Another study, Ikpeze (2018) designing e-book to facilitate the teachers' digital literacy in a graduate program for professional certification in literacy in New York State. This case study found that the use of e-book expanded their digital literacy skill and increased text production. Ebrahimi (2016) explored the effect of digital reading of English short literary prose texts on 120 learners (60 ESL learners from Malaysia and 60 Iranian EFL learners) with upper-intermediate proficiency level. He found that the use of digital reading of English short literary prose texts enhanced their language and literary knowledge. Moreover, they prefer to read literature in the form of digital than in printed form.

Other researchers also researched non-textual literature; (Hakim, 2016) a quasi-experimental study investigated the application of video on students' speaking at the senior high school level. He revealed that the significant improvement of students' speaking ability and their pronunciation was found in this research. According to Nguyet & Mai (2012), the use of video in teaching speaking were able to sharpen the participants' speaking performance. The implementation of video in language teaching provided beneficial impacts on students' second language acquisition (Sahayu, 2019), listening (Sarani et al., 2014; Woottipong, 2014), reading (Hayikaleng et al., 2017), and writing (Styati, 2016). Moreover, the increase of students' motivation, critical thinking, academic achievement, self-regulation, participation, satisfaction, and positive attitudes in learning language became the positive impacts of video application (Alwehaibi, 2015; Orús et al., 2016; Wang & Chen, 2019; Zaidi et al., 2018). A study conducted by Yamaç & Ulusoy (2016) examined the effect of digital storytelling on students' writing skills. They claimed that the utilization of digital storytelling enhanced students' writing quality.

Those previous studies described the use of digital literature in English language. However, there was no study discussed the use of digital literature in Javanese language. Moreover, there was no one research develop the textual and non-textual Javanese digital literature.

3 Research Methods

The participants of this study were 40 teenagers (19 male and 21 female) with the rate of age between 14 and 18 years old in East Java Indonesia. The research design of this study was research and development (R&D). Some phases were done by the researcher to develop the materials. The goal of this study was to develop Javanese digital literature for teenagers to introduce them into Javanese language and save the existence of it. The steps in Research and Development design were adopted from Branch (2009), which was famous as ADDIE (analyze, design, develop, implement, and evaluate). In the steps of Research and Development, the researcher constructed and examined the material to obtain the appropriate product.

3.1 Procedures of Research and Development

To do the research and development study, the researcher did five steps: analyzing, designing, developing, implementing, and evaluating. In analyzing, the researcher analyzed the phenomena that happened in the Javanese society that became the primary reason why the researcher developed the product. The second step was designing. In designing the digital literature (the product), the researcher planned the construction of it. The third is developing. In the process of developing the Javanese digital literature (the product), the researcher used some software to construct it, such as AutoPlay Media Studio version 7.5, PowerPoint, video, and sound.

The next step is implementing; the researcher did the product try-out by delivering the Javanese digital literature (product) to the participants. Before delivering the product, the researcher gave it to the first expert. This action was carried out to get suggestions from the expert as the first primary revision. The first expert was a linguist who graduated from the language master program and continued her study to a doctoral program in the language field. The researcher also gave the expert's assessment rubric adapted from (Hidayat & Setiawan, 2020) to get a rating about the product (Table.1). After getting an expert's assessment, the researcher did the first revision. After that, the researcher continued to give the product to the participants. The researcher delivered the product in the form of digital literature to them for two weeks. The researcher asked them to use it for two weeks.

Table 1. Experts' Assessment Rubric

| No | Aspect | Very Good | Good | Bad | Very Bad |
|----|--|-----------|------|-----|----------|
| 1 | Content | | | | |
| 2 | Operating system | | | | |
| 3 | Design (the attractiveness of the content) | | | | |
| 4 | The practicality of the product | | | | |

The last step is evaluating; the researcher evaluated the product to make sure that it was appropriate for the participants. To get the input as an essential foundation of evaluation, the researcher delivered questionnaires, Likert scale ratings, and opinions and recommendations table to the participants. The questionnaires were modified from Hidayat (2017), which consisted of six items (Table 4). The Likert scale ratings were changed from Hidayat and Setiawan (2020) which presented in Table 2, while the opinions and recommendations table were adopted from Hanafi et al. (2020) (see Table. 5). After the researcher obtained all questionnaires, Likert scale ratings, and views & recommendations participants table, the researcher did the second revision to make the product better. The involvement of experts' assessment in this step also is done by the researcher to get input from them as the fundamental factor to revise the product. After the researcher did the second revision, the researcher gave the product to the second expert to gain the expert's suggestions as the basis of the final review. All of the procedures of developing Javanese digital literature presented in Figure 1.

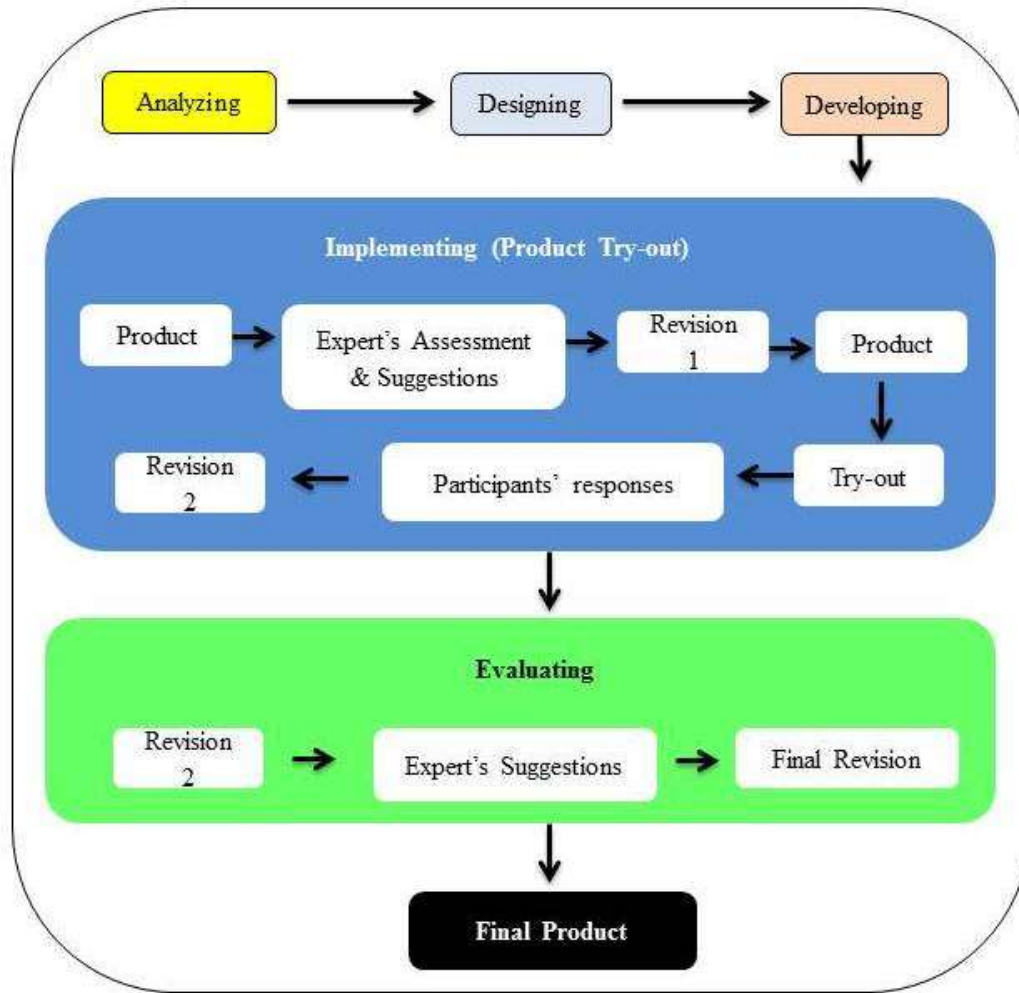


Figure 1. Steps in Developing Javanese Digital Literature

Table 2. Likert Scale Rating

| No | Component | Strongly agree | Agree | Disagree | Strongly disagree |
|----|---|----------------|-------|----------|-------------------|
| 1 | The product attracts your attention. | | | | |
| 2 | The product motivates you to learn Javanese. | | | | |
| 3 | The combination of video, animation, and text is fascinating. | | | | |
| 4 | The content organization is good. | | | | |
| 5 | The appearance of the product was good. | | | | |
| 6 | The product runs well. | | | | |
| 7 | The content of the product is relevant to your level. | | | | |
| 8 | The product stimulates you to like the Javanese language. | | | | |

4 Result and Discussion

4.1 Analyzing

From the process of analyzing, the researcher detected them from the gap and the reality that the existence of the Javanese language was threatened. The Javanese users were decreased, especially for young generations. Moreover, no Javanese literature was developed by the government, and the difficulties in finding or developing the Javanese literature became the problems. From this case, the researcher caught that the needs of Javanese literature for Javanese people cannot be denied to develop the Javanese language users.

4.2 Designing

In the process of designing digital literature, the researcher combined textual and non-textual literature. The Javanese textual literature consists of Parikan, Wangsalan, Tembang, Geguritan, Wacan, and Crito Cekak (short story), while non-textual literature contains Javanese musical videos with Javanese subtitles. The researcher combined the textual and non-textual literature to make it easier accepted by the participants. The primary purpose of developing this product is attracting the participants to use and learn Javanese language. It means that the product must be attractive for the participants to be enjoyed. The entertainment factors are inserted in this product to add a variety of literary forms, such as music videos with Javanese subtitles. Next, the researcher provided some applications to construct the Javanese digital literature as; AutoPlay Media Studio version 7.5, PowerPoint, video, and sound.

4.3 Developing

In this step, the researcher used some applications or tools in the computer to construct the Javanese digital literature such as AutoPlay Media Studio version 7.5, PowerPoint, video, and sound. The researcher combined the textual and non-textual literature using tools inside the applications. To access the various menus inside the Javanese digital literature (product), the researcher provided some buttons: Home, Menu, Next, Back, and Exit Button. The researcher also provided the main content buttons: textual literature button: Parikan, Wangsalan, Tembang, Geguritan, Wacan, Crito, and non-textual literature button: musical videos button. The developing of the product and the final product were presented in Figure 2 & 3.



Figure 2. Developing Javanese Digital Literature



Figure 3. Final Product of Javanese Digital Literature

4.4 Implementing

The first action of the researcher in this step was giving the product development (Javanese digital literature) to the expert to get the suggestion and expert’s assessment about it. The result of the expert’s evaluation of the product was described in Table 3.

Table 3. The result of the Expert’s Assessment

| No | Aspect | Very Good | Good | Bad | Very Bad |
|----|--|-----------|------|-----|----------|
| 1 | Content | | √ | | |
| 2 | Operating system | √ | | | |
| 3 | Design (the attractiveness of the content) | √ | | | |
| 4 | The practicality of the product | √ | | | |

Expert’s comment and suggestion about the product:

“If I look at the Apps title Javanese Digital Literature what comes up my mind is English medium Apps for learning the Javanese language. Surprisingly, what I found were two different kinds of Javanese literature, grouped into Textual and non-Textual literature. There are some suggestions”:

1. In Parikan, there is no information about what Parikan is and what the intention of each displayed Parikan is.
2. Geguritan is a poem, there should be implied meanings for each of them, and I haven’t found any information about it.
3. You have great stories for your Wacan and Crito Cekak (Short Story), and you should include short notes for Wacan and Crito
4. It would be better if you put the resources of the textual and non-textual literature.

From the expert's assessment, it described that the product appearance and operating were good; however, it needed to be revised. Based on the expert's comment and suggestion, the researcher did the first revision to improve the product. It consisted of four actions: providing information about Parikan, giving the meaning of Geguritan, and giving short notes for Wacan and Crito Cekak.

After doing the first revision, the researcher delivered the product to 40 participants. The researcher asked them to use the product for two weeks. After that, the researcher distributed the questionnaires, Likert scale rating and suggestion and recommendation table to them. Next, the researcher analyzed the result of them.

Table 4. The Result of Participants' Questionnaire

| No | Items | Students' answer | |
|----|--|------------------|-------|
| | | Yes | No |
| 1 | Do you like the digital Javanese literature that is delivered to you? | 87.5% | 12.5% |
| 2 | Do you enjoy the content of it? | 82.5% | 17.5% |
| 3 | Does the product add your knowledge about the Javanese language? | 92.5% | 7.5% |
| 4 | Do you think the product motivates you to learn Javanese? | 75% | 25% |
| 5 | Does the product stimulate you to use the Javanese language in your daily communication? | 80% | 20% |
| 6 | Does the product make you interested to learn the Javanese language? | 87.5% | 12.5% |
| 7 | Does the product stimulate you to memorize some Javanese words? | 87.5% | 12.5% |
| 8 | Do you like the videos on the product? | 92.5% | 7.5% |

Table 4 provided information about the participants' perception of the product and the contribution to the Javanese language. It indicated that the product was good, enjoyable, and attractive. It was proven by the result of the participants' answers of items number 1, 2, and 8. 87.5% of participants agreed that the product was impressive, 82.5% of participants enjoy the product, and 92% of participants prefer the videos that were provided in the product. Table 6 also gave evidence that the participants were motivated and excited by the product to learn Javanese. It was shown from the result of students' responses on items number 4 (75%) and 6 (87.5%). Moreover, the product enhanced participants' knowledge (92%) and stimulated them to memorize Javanese words (87.5%).

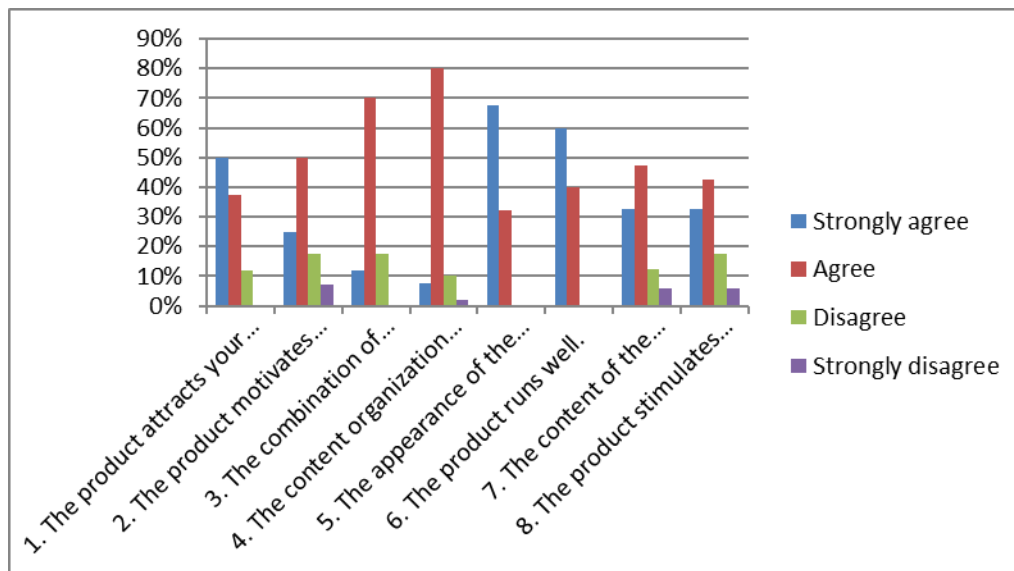


Chart 1. The Result of Likert Scale Rating

Chart 1 illustrated information about product quality, organization, display, and practicality. It attested that the quality, organization, display, and practicality of the product was nice. It was established on the participants' replies the items number 1 (strongly agree: 50%, agree: 38% and disagree: 12%), 3 (strongly agree: 12%, agree: 70% and disagree: 18%) 4 (strongly agree: 8%, agree: 80%, disagree: 10% and strongly disagree 2%), 5 (strongly agree: 68% and agree: 32%), 6 (strongly agree: 60% and agree: 40%), 7 (strongly agree: 33%, agree: 48% disagree: 13% and strongly disagree: 6%). Additionally, the researcher caught the participants' a positive reaction about the product which explained in items number 2 (strongly agree: 25%, agree: 50% disagree: 18% and strongly disagree: 7%) and 8 (strongly agree: 33%, agree: 43% disagree: 18% and strongly disagree: 6%).

Table 5. The Result of Participants' Opinion and Recommendation

| Category | Theme | f |
|---|------------------------------|----|
| Participants' opinion of Javanese digital literature | Fun and enjoyable | 37 |
| | Interesting & motivating | 35 |
| | Supporting to learn Javanese | 30 |
| | Simple and clear | 34 |
| | Not bad | 37 |
| Participants' recommendation of Javanese Digital literature | Adding music background | 13 |
| | No Recommendation | 27 |

Table 5 reflected the participants' recommendations and opinions about the product. The positive participants' views of the product were expressed. They argued that the product was fun, enjoyable, exciting, motivating, simple, clear, not bad, and supporting learning the Javanese language. Thirteen participants also gave recommendations to add music background to the product.

4.5 Evaluating

In this step, the researcher continued from the second revision to the next level: confirming the product to the second expert to get a suggestion. The second expert was a Javanese teacher at a junior high school with five years of experience in teaching Javanese. If the expert gave an opinion about the product, the researcher would do the third revision and vice versa. The second expert was analyzed and operate the product and gave his feedback about the product. The feedback from the second expert:

“This product (Javanese Digital Literature) is very good. It will better if it can be delivered as supporting material in the school, especially at junior high students. This product will be helpful for the teacher and the students' to learn more about the Javanese language. Besides, this product gives a contribution to increasing the Javanese literature in Indonesia.”

Based on the second expert's feedback, it meant that the product was good, and the researcher did not need to do the final revision. It indicated that this product became the final product of the Javanese digital literature.

The result of this study indicated that the implementation of Javanese digital literature on the participants provided various positive effects. The implementation of Javanese digital literature motivated and stimulated them to learn Javanese language. It also improved the participants' interest in Javanese language, and they enjoy the product. The entanglement of non-textual literature appealed to the participants' preferences. These findings were in line with (Bikowski & Casal, 2018) explanation; digital literature encouraged students' engagement and expectation in learning a language. Similarly, (Yamaç & Ulusoy, 2016) report, the implementation of digital literature emerged the students' enthusiasm and developed their language competence and skills.

Moreover, the experts and participants agreed that the product has a good appearance and performance, which attracted their attention and stimulated them to use Javanese language in daily communication and supported to memorize Javanese vocabulary. It was confirmed that the use of Javanese digital literature in this study has increased the use of Javanese language. It is in line with (Ebrahimi, 2016) explanation, the use of digital literature enhanced the users' language and literary knowledge. The involvement of non textual literature (video) increased the users enthusiasm, critical thinking, academic achievement and positive attitudes in learning language (Alwehaibi, 2015; Orús et al., 2016; Wang & Chen, 2019; Zaidi et al., 2018).

Although it was recognized that Javanese digital literature was good and appropriate to support Javanese language learning, it left a weakness. The weakness of the product (Javanese digital literature) was not classified the Javanese language levels (krama inggil, krama, and ngoko). However it was still appropriate to be used as supporting materials in learning Javanese language.

Conclusion

Five steps of developing Javanese digital literature; analyzing, designing, developing, and evaluating have done in this study. The product try-out also did by the researcher by delivering the product to 40 participants for two weeks. The researcher found that the use of Javanese digital literature brought beneficial effects for the participants such as stimulate their interest and motivation to learn and use Javanese language. The involvement non-textual literature combined with various designs of the product has attracted the participants' attention. Moreover, the product was admitted by the experts that it was a good digital literature and appropriate to use as proponent literature that supporting Javanese learning. Although the product has not included the Javanese language levels, it was relevant to be used as the supplementary material in learning Javanese. Indirectly, all of those findings revealed that the use of Javanese digital literature contributed the existence of Javanese language in Indonesia.

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