

## **Lecturer's Responses to Cyber-Literature Instruction in Teaching English Literature at UIN Alauddin Makassar, Indonesia**

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**Abstract.** Digital technology has been part of our society for some time now, and its influence can be perceived in almost every aspect of our lives. It is possible to identify this influence in work places, homes, teaching institutions, and also pieces of art such as literature. **Objectives** - The study aims to (1) to identify lecturers' response for implementing cyber-literature in English literary learning; and (2) to design the cyber-literature based instruction module. The subject of this research is students English Literature in the academic year of 2018/2019. **Method** - The sample retrieved is 45 students and 4 lecturers. The data was collected by using questionnaire, interview and documentation. Data analysis techniques are quantitative and qualitative approaches. **Result and Conclusion** - The result of the research indicated that in (1) the analysis of lecturer responses, researchers build learning models as needed. Some things that are of concern to the application of cyber-literature include content appropriateness, language appropriateness, presentation and graphic appropriateness; (2) the cyber literature-based instructional materials are designed to facilitate the current needs and conditions. To initiate the design of the cyber literature-instructional materials, the English lecturers are involved to give their idea in terms of the model, the contents or the performance of the design as well as offer suggestions for the improvement of the design;

**Keywords:** Cyber-literature, teaching, literature, Claroline

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Date of Submission: 16-11-2019

Date of Acceptance: 02-12-2019

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### **I. INTRODUCTION**

The world is witnessing a great development of sciences and knowledge because of the spreading of internet and the usage of its applications in all political, economic and educational fields, therefore a lot of communities have changed their educational plans to fit the new technology which has made it easy for students to get the information very fast with no effort at all.

Digital technology has been part of our society for some time now, and its influence can be perceived in almost every aspect of our lives. It is possible to identify this influence in work places, homes, teaching institutions, and also pieces of art such as literature. Also, it is possible to assert that the invasion of technological trends can arouse some positive and negative responses. On one hand, there are people who were born under such influence and accept it as something usual.

The development of technology has resulted to the presence of E-learning which enhances the educational process in the light of the educational demands and the continuing increase of students who need to be educated. In addition to the need of providing educational opportunities and motivate students to acquire knowledge as well as applying it by themselves, in an effort to make learners the center of the educational process, as well as reforming and expanding the knowledge and learning sources, to have a new form of learning such as e-learning teachers and learners, electronic book, and electronic exams (Helmy 2002, p751).

Nevertheless, based on die experience of introducing diverse use of ICTs in the teaching learning process and other educational platforms all over the world taken from journal articles, several researchers suggest that it is not automatic process to full practice of the potential educational benefit of technology. It could take times to make it into appropriate adoption in educational setting. The effective integration of technology into the educational system is a complex, complicated process that involves many factors. It is not just technology in it, but also curriculum and pedagogy, the readiness of institution, the competence of teachers, financial side, and many others.

Many studies revealed that most teachers, especially younger one, already felt confident in their ability to use technology. What is lacking seems to be an ability to adequately integrate technology into their pedagogy and to reconcile classroom practice with the kinds of out of class practices students associate with computers and the internet (Jones, 2010).

E-learning platforms have evolved considerably. However, a number of comparative studies have shown that their life cycle continue to change at a fast pace. Therefore, we have conducted a comparative and analytic study on free e-learning platforms based on our own approach of evaluating the e-learning platforms quality. Our main objective was to provide a useful tool that can help educational institutions to make the right and best choice among the available e-learning platforms. Different approaches of evaluating the e-learning platforms quality have been already proposed, but no one of them has been adopted here because they focus only on technical aspects and neglect other important aspects such as security, maintainability, portability, compatibility, performance efficiency and usability (S.Crozat, 2002).

The adoption of cyber-literature in education has learning benefits and advantages, such that cyber-literature is considered among the best methods of learning. Several different typologies of cyber-literature from Bates, 1995; Gonc, 2007; Ponzurick et al., 2000 are: (1) Web supported learning—a cyber-literature format that complements the traditional (face-to-face) learning process, where all participants are collocated (class sessions are held in the same place and at the same time); a website (i.e. a portal for distance education) for the class contains course materials, assignments, goals, exercises, and short tests; (2) Blended or mixed-mode cyber-literature—this course is structured so that part of the class sessions are held in a traditional (face-to-face) setting and part are held using modern ICT over the internet. The mixture of face-to-face mode (traditional learning) and distance mode (e-learning) has become very popular in current educational processes. In face-to-face learning, the participant (i.e., student) establishes a rapport with the educator and receives clear instructions on how to study in the distance mode (e.g., submitting assignments). Many universities rely on the mixed-mode of education (few class sessions, assignments are done and submitted via e-learning); and (3) Fully online e-learning format—every class session is held in the distance mode, making the face-to-face mode complementary to distance mode.

Outcomes' benefits and advantages derived from the adoption of cyber-literature technologies are identified in Klein and Ware, 2003; Algahtani, 2011; Hameed et al., 2008; Marc, 2002; Wentling et al. 2000; and Nichols, 2003. Some studies assert that the advantage of Cyber-literature is its ability to focus on the needs of individual learners. For example, Marc (2002), in his book review on cyber-literature strategies for delivering knowledge in a digital age, noted that one of the advantages of cyber-literature in education is its focus on the needs of individual learners as an important factor in the process of education rather than on the instructors or educational institutions' needs.

While, there is recognition that cyber-literature is a resource that can promote independent learning, there has been no empirical evidence to support this assertion in Indonesia. This research study aims to find out how to develop cyber-literature or e-literature or that can promote Esclen at UIN Alauddin Makassar.

Being aware of the problems faced by both teachers and students and the urgencies of creating active learning activities in university particularly at UIN Alauddin Makassar, it is necessary to design and develop a web-based instructional material which is able to promote independent learning. Therefore, the researcher will apply varieties different medium/tool in developing materials namely cyber-literature material for improving students' independent learning literature To maximize the educational value of Cyber-literature, researchers in this field will explore the design and usability of websites. Typical design considerations of instructional sites include navigation tools, response time, credibility, and content (Nielsen, 2000). Among the above considerations, the web application will be applied is Esclen 4.0 website as part of interactive web tools.

The research aims to identify lecturers' response for implementing cyber-literature in English literary learning, of English Language and Literature Study Program of UIN Alauddin Makassar. In addition, to design the cyber-literature based instruction module for English Language and Literature Study Program of UIN Alauddin Makassar.

## **II. METHODOLOGY**

### **2.1. Model of Development**

This research employs the Research and Development (R&D) using Borg & Gall model which modified by researcher. This research is undertaken to designing cyber-literature based instruction in teaching English literature. To gain the purpose, it is needed a research approach that highlights an effort to produce the interactive online media. Therefore, in designing the model, the researcher uses research and development approach by adapting Borg and Gall Model (1990).

**2.2. Subject**

The subject of this research is students English Literature in the academic year of 2018/2019. The population in this study is the academic community in the Department of English Language and Literature Alauddin State Islamic University in Makassar. The determination of these populations based on ordinary objects studied. The sample in this research is partly the academic community at the Department of English Language and Literature, State Islamic University of Alauddin Makassar consist of 45 students and 4 lecturers. Those participants chose because of students are the consumer of the product and the lecturers who implement the product.

**2.3. Data Collection Technique**

The instrument of the research was used to refer to the research approach. For qualitative data, research instruments are the online questioner of need analysis which were posted on the web page of the LMS of UIN Alauddin. While for the qualitative research, the researcher becomes the key instrument of the research to observe and interview the students, lecturers, and employee of the English Language and Literature related to the cyber literature learning.

Questionnaire is distributed to the students to validate their needs in English learning and to find out their abilities and needs related to cyber-literature based methods.

Before the researcher used the instruments to collect data, the instruments were consulted to the instructor who guided the researcher in conducting the research so that the content validity of the instrument can be achieved.

Online media validation criteria was based on expert team of learning media contest. It could be concluded that the aspect of online media validation instrument.

The validation of the materials is needed to see whether the instructional materials were applicable or not. Based on seven components that are observed consisting of content, text, video, audio, image, animation, and interactivity, to validate the materials, a rubric is provided and filled out by the experts. We use a concept of Walpole to validate the instrument. The criteria of data collection with four-point scale, as follows:

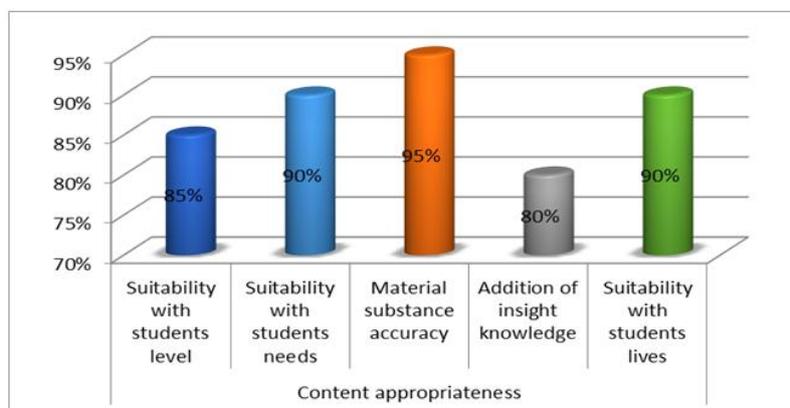
Point Scale	Description
3.25 – 4.0	Very appropriate/very valid
2.25 - 3.25	Appropriate/ valid
1.75 – 2.5	Inappropriate/invalid
1.0 – 1.75	Very inappropriate/very invalid

(Walpole, 1982).

**III. RESULT**

**3.1. The Lecturers' Responses towards the Cyber Literature-based Instructional Materials**

There are four components proposed to be answered by the lecturers toward the appropriateness of the cyber literature-based instructional materials that have been developed. The data are shown in the following figure:



**Figure 1.** Content appropriateness

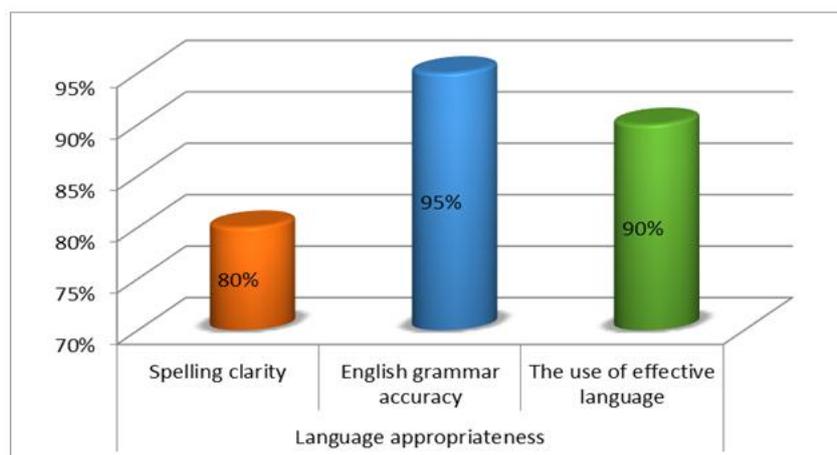


Figure 2. Language appropriateness

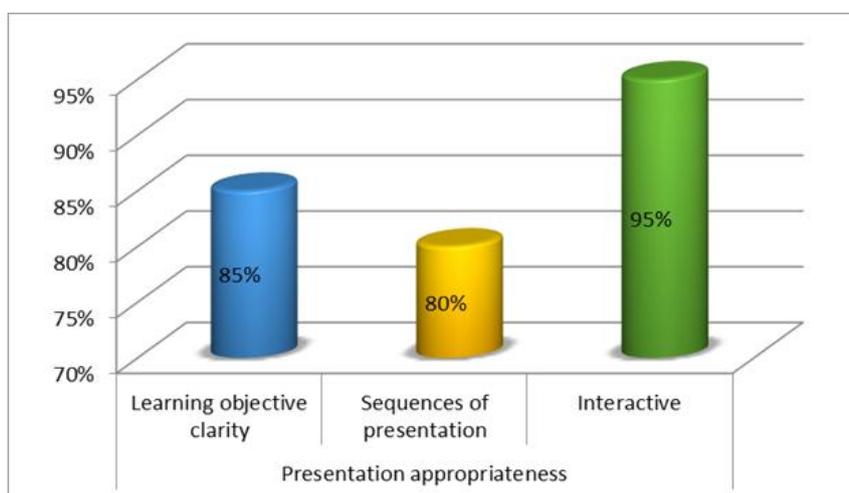


Figure 3. Presentation appropriateness

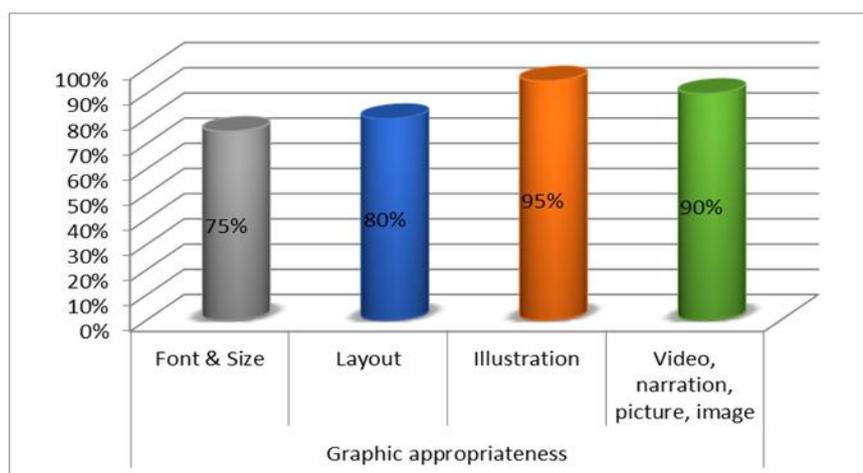


Figure 4. Graphic appropriateness

From the above data, we can comprehend that the contents within the cyber literature-based instructional material meet with the students' level of capabilities as well as meet their needs shown from the high percentages which are above 80%. The material substances are accurate and can improve students' insight of knowledge. Moreover, according to the lecturers asked, the cyber literature-based materials are very contextual and in accordance to students' daily lives.

In terms of language appropriateness, from spelling, grammar and also the use of effective language meaning its punctuation, choices of words, from the chart above, we can see that it meets the criteria as it shows percentages all above 70%.

In terms of the appropriateness of presentation; the learning objectives are very clear as well as a chronologically-based presentation sequences. Moreover, within the presentation, interaction features are present to allow students and the speaker to have a virtual interaction.

From the appropriateness of graphic, the font and size as well as layout are user-friendly and clear, according to the lecturers. The illustrations provided are also very attractive. The availability of videos, pictures and narrations are also attractive to learners and are appropriate to students.

Finally, the average score of lecturers' responses is 87% which indicates that from the content, language, presentation and graphic overall shows suitability both by English material standard and to students.

Likewise, the students, the lecturers who teach general English course were interviewed to strengthen the quantitative data. There are three lecturers were interviewed concerning the practicality or utility, the appropriateness, and the effectiveness of web-based English instructional materials.

*Question 1: How do you think the practicality of the teaching by using cyber literature-based English instructional materials?(Practicality)*

*This cyber literature-based instructional material is really useful for me. Since the materials have been provided and suitable for my students' need and expectation. The various contents which equipped with authentic materials such as audio-visual, authentic conversation from native speakers are valuable (lecturer 1)*

*The cyber literature-based instructional materials enable students to get real and authentic examples of the language expressions (lecturer 2)*

*The students become more enthusiastic, give more attention in learning by the means of cyber literature-based instructional materials (lecturer 3).*

*Question 2: Are the contents of the cyber literature-based instruction accurate for teaching English as general course?*

*The topics presented can engage the students to learn. The design of the presentation that displays integrated language skills relevant with the level of the students (lecturer 1)*

*The cyber literature-based instructional materials make the classroom more enjoyable and potential to promote independent learning because of the various activity that can be accessed anytime and anywhere (lecturer 2)*

*The process of teaching and learning are more interesting and the students have more attention to the subject I teach (lecturer 3).*

*Question 3: How do you think the effectiveness of the cyber literature-based instructional materials?*

*The whole packages are included; Speaking, Listening, Reading and Writing and language functions are presented so students are able to practice their language skills interchangeable (lecturer 1)*

*Because of the open resources software program so we as authorized lecturers can edit the materials whenever needed. It is very effective (lecturer 1)*

*I can give feedback immediately to the students works or their assignment even response to their problem faced (lecturer 2)*

*With the various activities in cyber literature-based materials, they enable to eliminate the boring situation, making the classroom alive. In short, the web-based instructional materials can create language learning easier and more successfully managed (lecturer 3)*

3.2. The findings of the Design of the Cyber-Literature-based English Instructional Materials to Promote Independent Learning

This part deals with the 'design' phase'. In this stage, the researcher produce teaching outline and plan based on the analysis in the previous phase. In designing the prototype model of the cyber literature-based instructional materials, first step is by establishing the specific objectives and learning activities. Next, design the contents of the subject or what materials should be included in every chapter or meeting. Besides, the learning activities are also designed to be combined with the course contents. Media and method are also stated to confirm how will be delivered the materials as well as the confirmation how to assess the contents or the materials. All activities in this stage are elaborated in the syllabus that displayed in the front pages of the design. The syllabus of General English course is designed based on the results of the students need analysis. It includes the objectives, competency standard, basic competency, topic of materials, and learning activities. When initiate the design of the prototype model of cyber literature-based instructional materials for General English Course, 3 lecturers who teach General English course are involved to have discussion as well as asked their opinion and suggestion concerning the cyber literature-based materials, what should enclose, what learning activities are appropriate to be implemented based on their experiences.

Two lecturers who are expert in technology System Design are also invited to confirm the feasibility of the model by asking to validate the model and materials which had been developed for General English Course. Concerning this course is for English general course, so the materials should be involved all language skills or in other words integrated materials; Listening, Speaking, Reading and Writing and also language function such as enrich students' vocabulary and structure. Besides, the researcher also included extra materials to be practiced by students and other users such as TOEFL Practice, Movie followed by exercises and all language skills which can be accessed anytime and anywhere by the users. The aspects of the cyber literature-based instructional materials are mutually integrated one another.

To specify instructional media, the lecturers should decide what media will be useful for teaching and learning. They should have a clear idea and consider their objectives for the instruction. The lecturers should think about what method is appropriate for delivery of the lessons or learning tasks.

Based on the analysis of the existing materials for general English course, the researcher concludes that the materials should be more innovative and attractive by designing web-based materials as enquire by most of the students. This enquiry rises after displaying the prototype of the designing model in local host (off line) by the researcher.

Learning methods experience development along with the increasingly sophisticated communication and information technology (ICT) media that exist today. Many universities have implemented online or electronic learning (*e-learning*). The English literature department also felt the effects of the development of ICT. Therefore, the department developed a supporting media for the learning process called Esclen 4.0.

Esclen 4.0 is an online learning media (*e-learning*) for lecturers or referred to as a facilitator or instructor, and also students in the English Literature Department of the State Islamic University (UIN) Alauddin. This media uses an *open-source* platform. This media can support the teaching-learning interaction process and improve the quality of learning. This media is expected to provide great benefits to lecturers and students.

In Esclen 4.0, lecturers and students can interact with each other. Matters relating to courses such as descriptions of courses, lecture material, exam schedules, individual assignments, tests/quizzes, and lecture agendas can be presented in this *e-learning*. The existence of other links in e-learning such as those integrated with SIAKAD, department websites, scientific writing guidelines, and also accessible sources of information to support the teaching and learning process make e-learning very helpful for students. The following will introduce the features of Esclen 4.0.

#### IV. DISCUSSIONS

##### 4.1. The Lecturers' Responses towards the Cyber Literature-based Instructional Materials

Based on the results of the analysis of lecturer responses, researchers build learning models as needed. Some things that are of concern to the application of cyber-literature include content appropriateness, language appropriateness, presentation and graphic appropriateness. The four components are as supporting applications for lecturers and as a means used by users in accessing applications.

The availability of learning media with cyber-literature for lecturers especially at UIN Makassar has been seen. This is indicated by the presence of electronic facilities in the library. With this facility, the opportunity to design and implement a learning model that suits the needs of students and lecturers is considered by researchers not a problem in the future.

The component of content appropriateness of this cyber-literature based learning material looks good on the accuracy of the substance of the material displayed; then in terms of language shows the accuracy of the use of good grammar. For the presentation and graphics appropriateness each has a good value in terms of interactive and illustration.

In addition to the appropriateness of language, content, presentation and graphics, it is known that cyber-literature really needs to pay attention to the conceptualization of needs, communication, identification of verbal strategies and so forth. It is in line to what stated by Bao Dat (2003) proposes an approach comprising five dimensions for developing materials for speaking skills, namely (1) conceptualizing learner needs; (2) identifying subject matter and communication situation; (3) identifying verbal communication strategies; (4) utilizing verbal sources from real life, and (5) designing skill-acquiring activities. Thus, the researcher designed the multilingual syllabus and lesson plan based on the students, teachers, and stakeholders' needs.

Similar to what stated by Tomilson (2007) that materials can be informative (informing the learner of the target language), instructional (guiding the learner in practicing the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language). According to Oxford (2002) stated that different learners learn to have different ways of learning, that so, the ideal materials aim to provide all these ways of acquiring a language for the learners to experience and sometimes select from the reality and context that is focusing on guiding them to practice.

#### **4.2. Design of Cyber literature-based English Instruction to Promote Independent Learning**

Currently, in the era of globalization, technology development is very rapid. In accordance with the development of the world of education and learning at this time one of them is learning in the form of cyber-literature. Development of cyber-literature learning design is very helpful and makes learning easier. In this case educators can innovate and develop more modern teaching materials in accordance with the times. The system in cyber literature-learning is that students do not have to be in the classroom, can be in a distance so that they can shorten the target of learning time and save money that must be spent by a study program or educational program.

The design model this study is generated empirically and theoretically from literature review as well as combining the results of students' needs. As expected by the students need that the materials presented interactively, attractively, interestingly and technology-based or in other words cyber literature-based instructional materials. Cyber literature-based instructional material is one of the best ways to promote student learning. It provides access to instruction anytime and anywhere. Many studies support that learning via cyber-literature is a very important way to enhance the students' learning ability and their willingness to participate in the classroom (Hinnon, 2007; Duangjai, 2006; cited in Saitakham, 2010). The computers and Internet network in classrooms and buildings are provided so the students can learn via cyber literature-based instruction anytime, anyplace, and both inside and outside classroom. The students' expectation is in line with Lan (1999) as cited in Saitakham, 2010) which asserted that a good web course design will take advantage of technology to make learning more responsive, relevant, and meaningful to students, allowing spontaneous experiences without physical distance constraints. In addition, according to Grunet (1997) shows that a good cyber-literature should be constructed to reflect the shift from an instructor-centered approach to a student-centered approach.

To design effective instructional approaches and models, the steps in the construction of the model are very important. In the process of development, the lecturers need a step-by-step guide to design the model. The researcher studied and reviewed related literature on instructional system design in order to get a design concept. An analysis and synthesis was made of the characteristics, principles, and approaches of many instructional systems models and finally the researcher comes to ADDIE (*Analyze, Design, Development, Implementation, and Evaluation*) model.

As in the design of learning in this study, the construct that is built is a multimedia approach by involving interactive audio-visual menus. Cyber-literature as a multimedia concept in learning enables the process of combining input and output. The combination in question can be text, graphics, animation, sound and video so that users can exchange information and assignments.

This is in accordance with the opinion of Turban et al (Suyanto, 2005: 21) arguing that multimedia is a combination of at least two input or output media. This media can be audio (sound, music), animation, video, text, graphics, and images. Azhar Arsyad (2009: 170) states that multimedia is simply defined by more than one media, this media can be a combination of text, graphics, animation, sound and video.

Blackwell (1997:1) in multimedia application in education states that multimedia is a combination of text, graphics, art, sound, animation and video with a link or tool that allows teachers or students to control, interact and communicate with computers. When a user can control what and when elements are in the media, this process is called interactive multimedia, so by using multimedia, students can not only see and hear but also can regulate the commands in it stimulant.

Similarly, the model of the cyber literature-based English instructional materials, which is developed in this study, is design following the criteria mentioned above. The front page is designed to show the clear objectives of the course by showing the syllabus and user-guidance to accessing. In addition, the front page displays the layout of the cyber literature-based instructional materials so the users may read and comprehend the content before logging in.

The typical characteristics of the cyber literature-instructional materials are the integration of language learning skills activities which are equipped with audio-visual materials from various resources. This is in line as stated by Mayer (2001), cited in Ampa (2013) that multimedia is the combination of various digital media types, such as text, images, sound, video, interactivity and animation.

The construction of the materials are supported by Moodle software where the researcher is able to create the material from various activities and resources of Moodle such as; assignment, chat, choice, database, feedback, forum, quiz, books, file, page and URL.

The model proposed in this study also adopts the eight major components in the construction of an effective cyber literature-based instructional material according to Pacheco (2005):

1. General information: The online syllabus should include course descriptions and prerequisites, time, technical help and the teacher's contact information (phone, fax, and email).
2. Course information: A cyber literature-based course should contain complete course descriptions, -in programs, and how to use the course website should be included. Includes course and unit objectives

- (general and specific), credit hours, activities, etc.
3. Schedule: It can also be referred to as a calendar. This component provides a timeline for the sequence of topics and activities in each session. It may include class requirements, content to be covered in each session, activities, assignments, exams, and surveys to be completed by students. This part probably includes the most important information for students.
  4. Resources: This component provides all supportive and related course material. It includes the suggested text references and hyperlinks that the facilitator may choose to use to scan the documents directly into the course website. Web materials allow for easy updating and always provide up-to-date information for students.
  5. Multimedia presentation of content: Perhaps the most difficult part of developing a cyber-literature-based course is creating online content. The teacher can begin by transferring basic lecture materials, including lecture notes and summaries to the web and integrating media such as sound, images, and video. This can make online learning more attractive and accommodate different learning styles of students.
  6. The virtual classroom: Adding discussion forums, chat rooms, and e-mail to the online course is a common way to enhance interaction among students and the teacher. Class members can access and participate in asynchronized discussion as well as engaging in collaborative or private interactions as if they were in a real classroom. The teacher should use these functions, and communicate requirements to students. Discussion topics may be assigned to focus on course materials. Participation points may be assigned as part of a course grade in order to encourage students' participation.
  7. Assessments: This component should include the criteria that will be used to determine course grades. It may include a performance progress tracking system accessible to students via online. Students can check the individual progress for each session. The database of tracking student progress and grades is useful to the teacher for course management.
  8. Testing: Online drill or practice tests can be used to reinforce learning. For example, short essay or multiple choice test formats can be used by students to provide a self-assessment of their level of understanding of the text.

Based on the individual chat of the students which also provided in this on-line materials, most of them response that they enjoy learning English via this materials.

## V. CONCLUSION

As conclusion that the analysis of lecturer responses, researchers build learning models as needed. Some things that are of concern to the application of cyber-literature include content appropriateness, language appropriateness, presentation and graphic appropriateness. The four components are as supporting applications for lecturers and as a means used by users in accessing applications. In addition, the cyber literature-based instructional materials are designed to facilitate the current needs and conditions. To initiate the design of the cyber literature-instructional materials, the English lecturers are involved to give their idea in terms of the model, the contents or the performance of the design as well as offer suggestions for the improvement of the design. Cyber literature design is a tool that is able to answer the needs of students and lecturers or users, especially the BSI Program of UIN Alauddin, Makassar in dealing with various problems in teaching English. It is recommended that lecturers can adjust students' needs for learning material by more frequent intense interactions so that their use can be more familiar.

Easy tool design is an important attraction for use in using the tool. However, not all users can understand in detail every view on the tool, so guidance is needed more specifically related to the use of the tool

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IOSR Journal Of Humanities And Social Science (IOSR-JHSS) is UGC approved Journal with Sl. No. 5070, Journal no. 49323.

Muhammad Taufik. "Lecturer's Responses to Cyber-Literature Instruction in Teaching English Literature at UIN Alauddin Makassar, Indonesia." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*. vol. 24 no. 11, 2019, pp. 01-09.