

The Challenges of World Wide Web in Teaching and Learning English Literature in Indonesia

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Abstract

This paper aims at identifying the challenges of World Wide Web to the process of teaching and learning English Literature for undergraduate students majoring in English Literature in Indonesia and promoting the solutions of how to cope it. While providing many advantages the World Wide Web serves some challenges in the process of teaching and learning English Literature, inviting serious thoughts of how deal with it and how to avoid the possibly existing negative impacts. The data were taken from her experience as a student of English Literature before the invention of World Wide Web and her experience as the lecturer after the invention. This study shows there are some challenges in the process of teaching and learning English Literature in the digitalization era concerning with such as, the provision of materials, the choice of theory, the practice of plagiarism and the maintenance of interpersonal relationship .

Key words: English Literature, identifying the challenges, teaching and learning process, undergraduate students, World Wide Web

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Introduction

Digital era is characterized by the ability of individuals to transfer information freely, and to have instant access to information that would have been difficult or impossible to find previously. The Internet has emerged since 1969, but it was the invention of the World Wide Web in 1989 that made it a global network. It has triggered rapid global communications and networking to shape modern society. It exposes massive quantities of information around the world instantly. The amount of information is produced overwhelmingly and inevitably it exceeds the amount of information any one person can possibly pay attention to. It started only a few decades ago; the impacts, however, are tremendous, in almost the whole fields.

In the field of education significant changes have recently occurred. Much more students have brought with them their own digital devices that make them easy to get any information from the world through internet. Teachers and lecturers and educators themselves often make suggestion that they may look it up on the internet when their students ask questions. Consequently out-of-date classrooms begin to be left behind. Multimedia classrooms are preferable. This will be a challenge for any educational institution having limited budget. There is also a gradual reduction of interpersonal relation between lecturers and students and between one and another student. Face-to-face interaction in the class rooms is getting less and less and there is a growing tendency of interaction on line. The classical method of teaching in which teachers or lecturers are designed to be the center of attention and the only source of knowledge is transformed into student center learning in which students are encouraged to be active while lecturers act as the facilitators of learning. This is great progress, indeed; however there is a growing anxiety whether students will appreciate what they have. (Grush, 2010), for instance wonder whether students are willing or able to synthesize and apply what they can acquire on-line? And whether they have an appreciation for the process it took to get the information on to the web in the first place? In fact, the Web results in great shifts in educational attitude, too.

In line with this, the process of teaching and learning English Literature in this digital era will undoubtedly also be affected. Teaching and learning English Literature for undergraduate students in Indonesia is usually started first by introducing literary theory which covers the understanding of what literature is and some theories to understand literary works followed by the second activities which involve the application of the theory under the subjects such as Novel Analyses, Drama Analyses, Poetry Analyses, Literary Criticism and Comparative Literature. This paper takes emphasis more on the process of teaching and learning of the second part, especially Novel Analyses. The activities mostly done in the second part involve the four processes of reading, discussing, presenting, and writing, therefore its practical pedagogical value lies in its tendency to stimulate these activities and thereby improve the student's ability to perform them. There will be some challenges in the learning and teaching process due to the invention of World Wide Web. This paper aims at identifying the challenges and promoting the solutions.

Provision of Material

Before the invention of internet, particularly the invention of the World Wide Web, the provision of material was limited. Lecturers of English literature in Indonesia prepared the material from the existing ones provided in traditional libraries and some of which might belong to the lecturers themselves obtained when they were still students. For the institutions having

connection with foreign Universities, they might have much more material for they got much more possibility to have them bought for them or even there was possibility that they gained the material free of charge. The availability of copy machines and the loosen rule of government in regulating the copy right was of great help for students to get the material. Still there were limited sources. There was not much variation. They used to copy the material borrowed from the lecturers. Students would then tend to have the material in accordance to the order of the lecturers. Indeed, in the past students were mostly obliged to read and analyze the given works chosen by lecturers, depending of course on the orientation of the department. Usually there were at most three literary works in each subject in a semester for the whole students. The old-fashioned lecturers would tend to ask students to read and analyze the works to which the lecturer are familiar.

The idea of limiting themselves to the so called great literature is another factor that results in the limitation of material. Up to the present time the majority of English Department in Indonesia has been the adherent of the canonical works. They limited themselves to the canonical works denying the existence of popular literature. Popular literature was underestimated and believed not to be appropriate as the source of learning in their departments. As a result most students of English literature in Indonesia have no much experience in reading and analyzing popular literary works. We could not blame them. (Wellek & Warren, 1956, p. 21) stated that the study of isolated "great books" may be highly commendable for pedagogical purposes; and that we all must approve the idea that students — and even beginning students — should read great or at least good books rather than compilations or historical curiosities. However, they also doubt that the principle is worth preserving in its purity for the sciences, history, or any other accumulative and progressing subject. Further they mentioned that within the history of imaginative literature, limitation to the great books makes incomprehensible the continuity of literary tradition, the development of literary genres, and indeed the very nature of the literary process, besides obscuring the background of social, linguistic, ideological, and other conditioning circumstances.

The classification of being Department of English (British) Literature and American Literature also exerts limitation on the provision of material. For those having English orientation have a tendency to provide merely those of English literature. So do those having American orientation. They would provide more of American literature. Indonesian used to be more familiar with English Studies than American studies. It was not until 1970s that American Studies as a discipline came out in Indonesia. The first to found the Program of American Studies is The University of Indonesia — one of the biggest and oldest Universities in Indonesia. The establishment of American Studies Program was initiated by the foundation of the American Studies Center which was designated as a "networking agent as well as a strong information and research center to foster a good cultural understanding" between Indonesia and the United States. (<http://americanstudiescenter.org/home/history/>) Up to the present time there has been limited number of programs of American studies in Indonesia. In regard to the provision of material this was discouraging and put lecturers and students under the restricted box of discipline.

The World Wide Web breaks the limitation. It provides access to abundant online materials compromising classical and contemporary works from various genres form both

English and American literature. This is a blessing gift since it provides much more various materials which might be utilized in accordance with the purpose of the teaching and learning; and it may take less budget for buying the materials. However, it challenges the lecturers and students to read and think out of box. Otherwise they should be ready to be left behind by others. In the digital era, they need to change their mindset.

In line with this, the lecturers need to be smart in designing the purpose of the learning process, and selecting reliable content and resources to match their needs and of course even if students are freed to choose their own material it is advisable to encourage them to focus especially to the works designed to accomplish the target. Due to the development of literary theory, it is advisable to encourage students to be familiar with both canonical and popular ones. For those working for the Department with no specific orientation, it is possible for them to encourage students to be familiar with both English and American literary works from the classical and modern and popular ones ; however, of course it is advisable for the lecturer to determine the number and the works that should be read and analyzed. Furthermore in order not to waste too much existing abundant material, and not to discourage enthusiastic students it is also possible for the lecturer to split students into small groups consisting of 4-5 students having their own chosen works. But of course it should be still under the supervision of the lecturer.

Accompanying the easiest way to get access to the outline materials is the booming of Indonesian version of foreign literary works. Nowadays it is easy to get the Indonesian version of canonical and popular literary works. It is a real temptation for some students. They may prefer reading the translated works to the original ones, reasoning that it would reduce their time and make them easier to understand the story. They may claim that it is done solely to understand the story. The discussion and presentation would be done in English; and their written analyses would be in English, too. To solve the problem the lecturer needs to be strict and encourage them to read the original text , assuring them that it would be more beneficial for them to see the original and real expression in English , and would be more helpful in their presentation and writing their analyses. For example, The lecturer should remind the students that in presenting and writing their supporting data for their argument, they sometimes need to have direct quotations from the works. If they only read the Indonesian version , they will need to translate the Indonesian version into English which will absolutely be different from the original text. Above all it is a must for the lecturers to remind the students that they major in English Department that oblige them to learn literature in English not English in translation.

Choice of Suitable Theories

The second challenge has something to do with the choice of suitable theories to analyze and interpret the given works. It is not easy to choose the suitable theory due to the position of literary theories in literary studies and the complexity of literary theory itself. The challenge of the Web lies more in the fact that it exposes the whole information concerning with theories and its problem. Literary theory has been attracting the attention of the students, lecturers, and scholars in Universities and utilizing it to analyze literary works, still there are some who are questioning the necessity of literary theory in interpreting the works, and even opposed to literary theory believing it as the destruction of literary works. (Lye, 2001) , for instance wrote that for many literary theory attacks the fundamental value of literature and of literary study :

Ultimately Theory can be seen to attack the very ground of value and meaning itself, to attack those transcendent human values on which humane learning is based, and to attack the ... centre of humanism, the existence of the independent, moral, integrated individual who is capable of control over her meanings, intentions and acts...

And as attention moves to literature as the cultural expression of lived life, and to the textuality of all experience, the dividing line between 'literature' and more popular entertainment is being challenged; such things as detective fiction and romances are being treated to as serious and detailed a study as are canonical works (p. 4-5)

Due to their ignorance, some students may ask whether they need to adopt certain theory in analyzing the given works. In this case, the lecturers need to convince the students that literary theory is absolutely needed to analyze any literary works. It serves a tool to understand the works. Which tool is needed depends on what they are going to see. An activity may seem not to use theory, however it is actually a theory-based one. For example reading activity. Reading the given works is the first step that students require to do before doing analyses. Reading works of literature will involve three activities proposed by (DiYanni, 1990) as Experiencing, Interpreting and Evaluating which inevitably need certain theories in the process. In Experiencing the readers are usually asked to draw on personal experiences and to relate them to the characters, action, and theme of the literary work. In Interpreting the readers are required to do close reading and analyses, asking them to identify and examine specific features of the text, to compare and contrast, and to explore rhetorical features. In Evaluating the readers are required to make questions which are grounded in values covering the values of characters, of the author, of the reader, and of the time and place of the work. There is an assumption that experiencing is the easiest process that does not need any theories at all. While interpreting and evaluating are more difficult and need to apply certain theories to have the good result. That is, of course, a wrong perception because even experiencing involves reading activities in which the reader is actually not passive, accepting anything written in the text. There will be a kind of inner dialogue in the reader's mind and between the reader and the text, involving at least the reader's past experience and perception of literature which may refer to the application of theories belong to reader response criticism. The simplest activity such as identifying the main character or the setting undoubtedly requires a theory telling us that there are basic elements in literary works; that characters and setting for instance belong to the basic elements of Novel and Drama. The idea to find out the author of the work means that we are consciously or unconsciously applying a theory telling us that the work does not stand by itself; that there is a person behind the works who may have certain reasons in creating such works. Indeed as (Lye, 2001, p1) stated that "there have always been literary theories — about how literature works, what meaning is, what it is to be an author and so forth."

It is not easy to choose the suitable theory due to the complexity of literary theory. It develops in such a way that impresses the un-linear, backward and forward development. It experiences accommodation and resistance ranging from one designing literature as a text of its own stand out from social context to literature as socio-cultural and political phenomena. Literary theory refers to any principles derived from internal analyses of literary texts or from knowledge external to the text that can be applied in multiple interpretive situations (<http://www.iep.utm.edu/literary/>) to what (Wellek & Warren, 1956) mentioned as intrinsic and extrinsic elements, and to what (Abrams, 1969) asserted as four orientations of work analyses

covering the connection between the work and the universe, the connection between the work and the audience, the connection between the work and the artist, and the last orientation promotes the work itself. Each orientation has its own theories and it is possible to combine one orientation to others. As a result there will be abundant and complicated theories which are sometimes overlapping and confusing.

Literary theory has a close relationship with the nature of literature. It “is the systematic account of the nature of literature and of the methods for analysing it (Culler, 1977, p.1).” (Webster, 1990) shares the idea when he writes:

Literary theory should do two things. It ought to provide us with a range of criteria for identifying literature in the first place and an awareness of these criteria should inform our critical practice.... It should also make us aware of the method and procedures which we employ in the practice of literary criticism, so that we not only interrogate the text but also the way in which we read and interpret the text... literary theory is primarily concerned with what “literature” and the “literary” are... (p. 8-9).

The problem is the fact that there is no single perfect concept of the nature of literature. (Wellek & Warren, 1956) mentions three concepts of literature, the last of which is considered to be the best. First, literature is defined “as everything in print,” whose adherents believe that “literary study has thus become not merely closely related to the history of civilization but indeed identical with it. Such study is literary only in the sense that it is occupied with printed or written matter, necessarily the primary source of most history.” They, however, put forward that “the identification of literature with the history of civilization is a denial of the specific field and the specific methods of literary studies (p. 20).”

Second, literature is limited to “great books,” which, whatever their subject, are “notable for literary form or expression.... the criterion is either aesthetic worth alone or aesthetic worth in combination with general intellectual distinction.” This definition is also doubtful. They argue that “limitation to the great books makes incomprehensible of the continuity of literary tradition, the development of literary genre...nature of literary process, besides obscuring the background of social, linguistics, ideology and other conditioning circumstances (p. 21).

Third, the term “literature” seems best if it is limited to the art of literature, that is, to imaginative literature with language as the main material. They acknowledge certain difficulties in employing such term and recommend the simplest way to solve it by distinguishing the particular use made of language in literature. They further write that “the nature of literature emerges most clearly under the referential aspects ... that “the centre of literary art is obviously to be found in the traditional genres of the lyric, the epic, the drama,” the reference of which is “to a world of fiction, of imagination.” They also remind the reader that ‘Imaginative’ literature need not use images. In fact they conclude that “a literary work of art is not a simple object but rather a highly complex organization of a stratified character with multiple meanings and relationships (p. 27).”

Two decades later (Culler, 1977) exposed the complicated nature of literature. He writes:

...‘literature’ is not just a frame in which we put language: not every sentence will make it as literature if set down on a page as a poem. But, on the other hand, literature is not just a special kind of language, for many literary works don’t flaunt their difference from other sorts of language; they function in special ways because of the special attention they receive.

We have a complicated structure here. We are dealing with two different perspectives that overlap, intersect, but don’t seem to yield a synthesis. We can think of literary works as language with particular properties or features, and we can think of literature as the product of conventions and a certain kind of attention. Neither perspective successfully incorporates the other, and one must shift back and forth between them (p. 28).

Literary theory cannot be separated from the functions of literature. Literary theory is needed as long as literature continues to exist and to have importance for societies and for individuals in those societies. The function of literature develops dynamically. It does not go straight but move upwards and backwards depending on the era and the interests of the creators, the users and often those in power. The functions of literature vary and develop under the influence of the condition outside of the world of literature. Economy, religion, science and politics and culture have great influence on the development of the function of literature. The existence and development of literary theories, therefore will also be influenced by them. It is possible, for instance, to find that certain theories may be regarded to be out-of-date or even cease to be applied because of the shift of function of literature in a given society or in a given era. (Miller, 2006) however, asserts that even if literature becomes less a central social force, literary theory is still needed more for antiquarian purposes, that is, to help understand literature of past centuries. This may serve as one of the reasons why we could still find books containing “out-of-date” theories sold and now easily provided in the Web.

Literary theories have also close relationship with the history of literature. The history of English and American literature, for instance are categorized in periods or eras. Different historical periods have emphasized various characteristics of literature. For example early works often had implicit and explicit religious and didactic purposes; for that reason when we trace the history of literary theories we’ll find out that at the earlier phase there emerges moral criticism which sees literature is a traditional mode of imparting morality, philosophy, and religion (<http://www.westga.edu>). It was usually alluded to such experts as Plato who believed that if art does not teach morality and ethics, it will exert destructive impact on its audience (<https://owl.english.purdue.edu/owl/resource/722/02/>), Horace who said literature should be delighted and instructive under the concept of dulce and utile (Wellek & Warren, 1956), and Matthew Arnold who sees literature especially poetry as a good way to teach morality and probe philosophical ideas. (Arnold, 1909) urged that

We should conceive of poetry worthily, and more highly than it has been the custom to conceive of it. We should conceive of it as capable of higher uses, and called to higher destinies, than those which in general men have assigned to it we have to turn to poetry to interpret life for us, to console us, to sustain us. Without poetry, our science will appear incomplete; and most of what now passes with us for religion and philosophy will be replaced by poetry.... the best poetry will be found to have a power of forming, sustaining, and delighting us, as nothing else (p.2)

Modern works give more emphasis on the complexity of life and psychological insight that require different approaches and theories to understand.

The awareness of the complex position of literary theories in literary studies and the existence of close relation between literary theories and the nature, function and history of literature is needed especially in the digital era. The challenge of the Web may lie in the fact that it exposes the “out-of-date,” modern and post modern literary theories including their tendency to find fault on others’ and their claim to be better and more perfect than others. On one side that is a blessing gift for students and lecturers as well, but on the other side it may make them confused and need to work harder. Lecturers need to think progressively and be ready to familiarize themselves to the emergence of new theories and perspectives; otherwise they should be ready to be left behind by their students which of course inadvisable to do. Even if given lecturers are the adherents to given perspectives, it would also be inconsiderate to ask students to be her/his followers. They need to open their mind of the possibility of having students with different perspectives. This is urgently advisable to do due to the fact that there is a shifting paradigm which poses students as the center of learning. Ignoring the fact would trigger the protest of especially critical students believing it would reduce the optimal result and at worst they would deem it as discouragement of their progress of learning.

As the center of learning students are relatively given much more chance to explore by themselves and they are required to be active. It is not easy. Indeed, those taken any subjects which require the application of theory had already taken literary theories before. However they might not fully master the theories given in class and now they are encouraged and tempted to explore the Web by themselves. The study of literary theory is challenging, especially for the undergraduate students in Indonesia. The fact shows that even though they have been learning English since they were at primary school, some found it difficult to understand the original text. It took time for them to understand because sometimes literary theorists have a tendency to use highly specialized language in their writings. Fortunately the Web provides not only the original text of the theorist, but also the reviews of the text which are sometimes deemed to be easier to understand. At best it helps them improve their understanding and helpful in accomplishing their assignments; at worst it makes them frustrated. They may find it discouraging and feel confused what to do first: mastering the chosen theory or reading the text. In this case the lecturer needs to encourage student to be selective and it is advisable to help student specifying and selecting the theories that are suitable for the given literary works. They need to remind the students that it is not necessary for them to master the whole theories.

Practice of Plagiarism

The third challenge is the high probability of committing plagiarism, which is commonly defined as using of another's intellectual work without acknowledgment. After reading the text students are encouraged to analyze and interpret the given works by applying appropriate theories; and at the end of course students are required to present their analyses and submit their written essay. The challenge is whether students will accomplish their assignment honestly. This is due to the fact that the invention of the Web opens the access to abundantly various analyses of works of literature from all over of the world ranging from those done by the beginners to the experts. There is even a saying that there is nothing new under the sun. Indeed the Web is only

one of the reasons. There are lots of reasons why students commit plagiarism but the Web has made plagiarism in written assignment easier for student (James, McInnis & Devlin, 2002).

There are unintentional and intentional reasons of committing plagiarism. (James, McInnis & Devlin, 2002) wrote that students unintentionally plagiarize due to three reasons:

Their limited or incorrect understanding of what, exactly, plagiarism encompasses, their incorrect understanding of citation and referencing conventions; and their limited skill base in: summarizing, paraphrasing, critical analysis, argumentation, managing contributions to group work, time management and workload and stress management (p.3)

(Noah & Eckstein, 2001) identified five factors that influence intentional plagiarism in higher education consisting of pressures on the individual to succeed and the penalties for failure, the expected reward to be gained, the opportunities to be dishonest, the probability of getting away with it, and the social norms governing such behavior.

Having teaching English Literature for ten years the writer observed that there were some students adopting others' analyses without acknowledging their contribution. Some students committed plagiarism unintentionally due to their carelessness and not understanding of how to quote or give credit to the owner or the original resources properly. They were not fully aware that acknowledgment for all information obtained from sources outside the classroom must be clearly stated in all written work; that all ideas, arguments, and direct phrasings taken from someone else's work must be identified and if necessary properly footnoted, depending on what style of citation they took; and that quotations from other sources must be clearly marked as distinct from their own work. The Web itself sometimes does not provide the source properly. The most common misunderstanding is the perception that it is a must for them to show the author, the year and the page for direct quotations and put them in quotation mark because they take them exactly the same as the original text; however it is not necessary for them to do the same when they summarize or paraphrase because the whole taken part is rewritten in their own words and sentences structure. They are not aware that in summarizing or paraphrasing it is crucial not only to use their own form of expression but also to represent the author's meaning without distorting it. Acknowledgment is still a must. Therefore, it is necessary for the lecturer to teach them of how to make correct quotations and remind them to be careful in for instance citing other's opinions.

There is another wrong perception among the students. Some perceived it okay to take another's idea without acknowledging it so long as it is not published for public. It is presented only amongst the classmate in the class. Even if it is written it will be kept in the lecturer's room. In this respect, the lecturers should remind the students that even if their writing is not published, the idea of cheating is wrong; that plagiarism is a wrong conduct whether it is known publicly or not.

Some students committed plagiarism deliberately. There are two types of intentional plagiarism. The worst practice is that they submitted another's work completely and precisely and acknowledged it as theirs. Another form of intentional plagiarism is changing and or adding especially the beginning and the end part of another' work. It is usually done by the lazy and bad

students and submitted at the last minutes of the due time. They thought that there was no time for lecturers to check the Web. This is, therefore the challenge for lecturers to correct the wrong perception and build the awareness of being honest. They need to make their students aware that nowadays there are many free online plagiarism services that help lecturers identify plagiarized papers quickly if they suspect plagiarism has occurred. Furthermore ; even if the lecturers do not have enough time to browse the Web, they have been familiar with the style of student's writing. It would be easy for them to find out whether their students commit plagiarism or not, as it is written by Hexham (2005, p. 13) when he writes that "the most common indication of plagiarism is when someone writes something that contains clearly different styles, such as a student essay with grammatically incorrect opening and closing paragraphs enclosing a body of text containing near perfect prose."

Plagiarism is a crime and it has been nationally great concern. The law of academic plagiarism has been enacted. The implementation, however, is still far from being perfect. Some institutions take strict measure for those who commit plagiarism for their graduation papers, but take less attention to the term papers. In this respect the lecturers needs to do something. One of the ways to avoid or at least eliminate the intention of student committing plagiarism in their essay or paper writing is that the lecturers need to emphasize more to the process than the result. The lecturers need to inform that they value the process leading up to the writing of their individual assignments; not just the product. If students are caught up of practicing plagiarism intentionally or unintentionally during the process, the lecturers, still have chance to remind them. However, if in the due time the students submit their individual assignments which are proved to be the product of intentional plagiarism , the lecturers should take hard measures for them. They would not pass the exam.

Maintaining Interpersonal Relationships

Some studies on the impact of internet on interpersonal relationships of college students show that internet influenced interpersonal relationships in good as well as bad ways. Interpersonal relationships are the foundation for learning. Interpersonal relationships have a direct influence on a student's academic performance (Martin& Dowson , 2009). The Web has certainly contributed to strengthening of inter- personal connections. However, it was the new dimension of relations. (Friedman, 2005) argued that technology has expanded the scope of relationships but has also created this faction of individuals who may be incompetent and unsuccessful in creating real relationships. Lesser face-to-face communication has led to an exhibition of poor social skills in certain individuals which may deter the development of meaningful and long-lasting real-world relationships.

When students tend to spend more on on-line instead of face to face interaction, it will reduce the quality and the quantity of interpersonal relationships. The ease to get access to the Web individually will temp students to be more individualistic. Indeed , the Web also provides more the communication tools as the alternative such as email, face book, twitter, SKYPE and WA. However, the study on students taking English Literature shows that while the alternative communicative tools help students increasing the number of friends and providing media to discuss anything happen in their personal life and express their idea, they tend to make use of such device to express their private feeling and thought even a medium for business and but they rarely use it to increase the quality of their study.

To maintain interpersonal relationships among the students, the course needs to be designed to encourage students to work individually and in groups. Working in groups encourages students to think and work critically. Team works will train students how to maintain interpersonal relationships. In a group there will be a person appointed as a leader and others as subordinates. Referring to (Toropov, 1993) there will be three types of interpersonal relationships at work: dealing with the subordinate, dealing with peer work, and dealing with superior. Their teamwork will run well if they understand their own positions and are able to manage their interrelationships. There will be individual reading, discussions, arguments and the sharing of ideas in groups. Those activities need such qualities as commitment, trust, responsibility, cooperation, sharing, leadership and transparency among group members.

As an example the leader is responsible for the management of the groups as to how to read the material. He/she could determine who will read certain part of the material or what should be read by each member. His other responsibility is how to run the good discussion so that it gives rise to the best result for the group. His leadership is challenged. Agreement and disagreement which usually color the discussion will lead to willingness to hear and accept different perceptions, to accept constructive criticism, and to acknowledge one's weakness. This, in fact, requires the cooperation from the whole members.

The members should be responsible for theirs, trustworthy, and be able to share his/her part to the other. Each has to have high commitment to support the success of the group. Those who are serious and diligent may get much more information than those who are reluctant; however, they have to trust each other. It is possible that one member finds it difficult get much information from the other not because of his peer's reluctance or laziness but because of his inability to share. The sharing of information and access to each other's part undoubtedly will led to increased trust and transparency among group members. Thus working in groups would train students lots of soft skills which help them much in developing and maintaining interpersonal relationships.

Model of the Course

As a model, the English Department at Yogyakarta University of Technology, Indonesia designates the course of Novel Analyses to be given in 2 semesters for students of the fifth and sixth semester under the title of Classical Novel Analyses and Contemporary Novel Analyses which refer particularly to British or American novels written before and after the 20th century. This subject is designed to intensive practice in analyzing given novels by focusing on the intrinsic elements and applying objective theories at the first half of semester and exploring the extrinsic elements by applying mimetic, expressive or pragmatic theories at the second half of semester. Students will be exposed to lots of novels consisting of canonical and popular ones. Students are encouraged to train their interpersonal relationship work by themselves individually and in groups. In a given time there will be small group discussion and presentation and class discussion. Students are divided into some small groups each of which consists at most 5 students. Each group is obliged to analyze one canon British novel and one canon American novel in the first semester. In order to familiarize students with popular literature, in the second semester each group is obliged to analyze one British or American canon novel and one British or American popular novel such as best seller and thriller. Thus each student will be required

and be responsible to read four novels seriously in a year by themselves in order to be able to participate actively especially in the discussion and the presentation of his/her own group. At the same time he/she will be expected to learn more novels from other group to be able to participate in the class discussion and the presentation of other groups.

There will be 14 meetings for each semester which is divided into two halves. In the first meeting of the first half of the semester students are required to determine the members of the group and appoint one as the leader, to decide the first chosen novel of the group, and to review the objective theories. In the second half of the semester students are allowed to keep the member of the group, choose the second novel, and reviewing mimetic, expressive, and pragmatic theories.

The next three meetings in the first half are designed to have group discussion for each group. They are expected to determine the most interesting topic to present before the class and they are required to submit the report progress by the end of each meeting. The next three meetings in the second half they do the same but at the same time they need to think of their own topic for their individual essay. The last three meetings in each half are allocated to hold group presentations. By the end of the first half of each semester, each group is required to submit their group analysis; and by the end of semester students are required to submit their individual analyses in the form of essay.

Conclusion

As a conclusion the World Wide Web provides some challenges in the process of teaching and learning English Literature for undergraduate students majoring in English Literature in Indonesia. It challenges lecturers and students amongst others in the provision of material, the choice of theory, the practice of plagiarism, and the maintenance of interpersonal relationships. The Web provides lots of materials which might be utilized in accordance with the purpose of the teaching and learning English literature, challenging both lecturers and students to be selective and read and think out of box.

It is not easy to choose the suitable theory due to the position of literary theories in literary studies and the complexity of literary theory itself. The challenge of the Web lies more in the fact that it exposes the whole information concerning with theories and its problem. It exposes the "out-of-date," modern and post modern literary theories including their tendency to find fault on others' and their claim to be better and more perfect than others. On one side that is a blessing gift for students and lecturers as well, but on the other side it may make them confused and need to work harder. In this case the lecturer needs to encourage student to be selective and it is advisable to help student specifying and selecting the theories that are suitable for the given literary works. They need to remind the students that it is not necessary for them to master the whole theories.

The third challenge is the high probability of committing plagiarism. This is due to the fact that the invention of the Web opens the access to abundantly various analyses of works of literature from all over of the world ranging from those done by the beginners to the experts. One of the ways to avoid or at least eliminate the intention of student committing plagiarism in their essay or paper writing is that the lecturers need to emphasize more to the process than the result.

The lecturers need to inform that they value the process leading up to the writing of their individual assignments; not just the product.

While the alternative communicative tools help students increasing the number of friends and providing media to discuss anything happen in their personal life and express their idea, they tend to make use of such device to express their private feeling and thought even a medium for business and but they rarely use it to increase the quality of their study. To maintain interpersonal relationships among the students, the course needs to be designed to encourage students to work individually and in groups.

Note:

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