AG EDITOR

Effectiveness of English Literature Material (ELM) Module for Indonesian Students throught Meaningful Learning

Eficacia del módulo de material de literatura Inglesa (ELM) para estudiantes Indonesios a través del aprendizaje significativo

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ABSTRACT

English literature played a vital role for non-native English speakers. It provided them with new experiences and insights, enhancing both their spoken and written global communication skills. These skills offered authentic experiences that helped the students to develop into English language teacher skills through meaningful learning in a controlled environment. But many universities in Indonesia still used classical ways. A new approach to learning English literature was urgent needed in the globalization era. So, this study was to analyze the effectiveness of the English literature material module for Indonesian students through meaningful learning to English teacher candidates. This was a quantitative paired research design. Fifteen students were involved in this study, involved in comparing two measurements, a pretest and a posttest taken from the same individual under different conditions. The results indicated that the module improved students' English literary works in communicative ways through meaningful learning in the aspects of prior knowledge, critical analysis, and integration with related materials. In conclusion, the module quite effective to improve the students' English literary works for students in higher education in Indonesia through meaningful learning. The study emphasized the importance of understanding students' knowledge before giving new materials, creating trigger questions, and the ability to associate materials with other new concepts. Therefore, it was recommended that the module integrated by meaningful learning could be applied for foreign language students to improve their communicative skills through English literary works, so it could be beneficial in self-efficacy, self-critical analysis, and self-integration.

Keywords: English Literature; English Teacher Candidate; Meaningful Learning; New Learning Approach.

RESUMEN

La literatura Inglesa desempeñó un papel fundamental para los hablantes no nativos de Inglés. Les proporcionó nuevas experiencias y perspectivas, mejorando sus habilidades de comunicación global, tanto oral como escrita. Estas habilidades ofrecieron experiencias auténticas que ayudaron a los estudiantes a convertirse en profesores de Inglés mediante el aprendizaje significativo en un entorno controlado. Sin embargo, muchas universidades en Indonesia aún utilizaban métodos clásicos. En la era de la globalización, se necesitaba urgentemente un nuevo enfoque para el aprendizaje de la literatura Inglesa. Por lo tanto, este estudio analizó la eficacia del módulo de literatura Inglesa para estudiantes Indonesios mediante el aprendizaje significativo para los candidatos a profesores de Inglés. Se realizó una investigación cuantitativa por pares. Quince estudiantes participaron en este estudio, comparando dos mediciones: una prueba previa y una posterior, realizadas al mismo individuo en diferentes condiciones. Los resultados indicaron que el módulo mejoró la comunicación de las obras literarias en Inglés de los estudiantes mediante el aprendizaje significativo

en los aspectos de conocimientos previos, análisis crítico e integración con materiales relacionados. En conclusión, el módulo es muy eficaz para mejorar la producción literaria en Inglés de los estudiantes de educación superior en Indonesia mediante el aprendizaje significativo. El estudio enfatizó la importancia de comprender los conocimientos de los estudiantes antes de presentarles nuevos materiales, crear preguntas clave y la capacidad de asociar los materiales con otros conceptos nuevos. Por lo tanto, se recomendó que el módulo integrado por el aprendizaje significativo se aplicara a estudiantes de lenguas extranjeras para mejorar sus habilidades comunicativas a través de obras literarias en Inglés, lo que podría ser beneficioso para la autoeficacia, el análisis autocrítico y la autointegración.

Palabras clave: Literatura Inglesa; Candidato a Profesor de Inglés; Aprendizaje Significativo; Nuevo Enfoque de Aprendizaje.

INTRODUCTION

In Indonesia, in recent decades, the teaching of English in universities has undergone rapid development, characterized by the adoption of various approaches, strategies and methods that integrate various scientific competencies. During this period, the focus of English teaching focused on rote learning method. This method has a significant impact on students' mastery, understanding, and acquired experience. Therefore, the teaching of English literature plays a role in facilitating the development of the competencies of future English education teachers, including innovations in foreign language learning, preparation of foreign language proficiency standards, development of English learning materials, and the ability to solve complex problems - crucial skills in today's global era.

Many previous studies have proven that studying literature can enrich knowledge and language skills well - including English literature - even if it is done by classical ways or in a self-taught way. It is difficult to gain linguistic insight and the meaning contained in a literary work. A literary work does not presents an express meaning, but it also presents an implied meaning.[1] By having good insight and meaning, this will prove that learning English literature can improve a person's ability to use effective English, for students as prospective English teachers in Indonesia. However, if this is no immediate action, it will cause lagging behind in teaching and learning.[2] Therefore, there is the implementing of English literature, to overcome these challenges, educators need to be careful the select appropriate texts, employ engaging and student-centered teaching methods, provide sufficient support for language development, and foster a love of reading and writing to productive the language competences.[3,4]

Ensuring that their written works, the autors have an impact on the ability to use English literature, is still a concern in Indonesia. Many candidate English teachers in colleges, non-native speaking countries, tend to prioritize mastery of grammar, structure, vocabulary, and functional communication skills such as speaking, listening, reading, writing that are relevant for everyday and professional use. Furthermore, English literature may feel irrelevant or unabstract compared to these practical needs. The tendency focuses on the curriculum of English teacher education that emphasizes direct language teaching such as pedagogy, lacks the emphasis on the role of literary works as a language teaching tool and the development of cultural insights. This is due to different language backgrounds[5] complex grammar,[2] lack of reading sources, and not optimal mastery of English vocabulary.[6,7] Nevertherless, this condition raises concerns for lecturers to improve English competence through this learning approach.

One of the solutions to the problems faced by prospective English education teachers is to integrate students' initial knowledge with English Literature Material (ELM) materials. The basis of learning using the initial knowledge approach is a meaningful learning approach. One of the answers to overcome the problem of students studying English literature. The second answer is to integrate materials related to English literature such as sociolinguistics, prose and poetry, and literature as teaching language material. This is very important for lecturers as facilitators to understand meaningful learning, and students can overcome the problems experienced.[8,9] The effectiveness of this new technique is needed as a way to teach and learn English literature in globalozation era.

Based on American psychologist David Ausubel's theory of meaningful learning, there are several types of learning, including meaningful learning. Meaningful learning theory is the concept or theory of learning that the information learned by the learner is fully understood and can now be used to make connections with other knowledge.[8,10] This theory implies that meaningful learning is based on knowledge that has been formed by individual learners well, which is known beforehand to help further understanding; for example, the real world of the concepts that learners learn is an example of meaningful learning.[11] Further, meaningful learning theory is a term developed during the 1960's and is in the constructivist stream.[12] In contrast to rote learning,

knowledge connections are obtained between prior knowledge and newly acquired knowledge, whereas rote learning consists of memorizing concepts without the need for understanding.[13,14]

This is a dynamic model of meaningful learning, it was an fundamentalist prediction on an individual's present knowledge or existing cognitive schemata.[15] Optimal learning engagement occurs within the Zone of Proximal Development (ZPD), where the learner is on the cusp of acquiring new concepts or skills but requires scaffolding and guidance from a more knowledgeable other (e.g., an educator, peer, or instructional material). This supportive intervention is crucial for facilitating the internalization of novel information. However, the distal zone signifies knowledge or competencies that present beyond the learner's reach, even with assistance, necessitating a more extensive foundational understanding before mastery is feasible. Furthermore, the term 'Praximt' it is the visual encapsulates the entire spectrum of potential knowledge acquisition, fluidly encompassing and influencing the boundaries of the present knowledge, proximal zone, and distal zone as an individual's understanding evolves.[9] The whole an dynamics model represents the successful culmination of the learning process, denoting the assimilation of new knowledge attained through guided instruction.

Integerating in meaningful learning allows learners to connect or associate the material acquired with prior knowledge or experience that serves as an anchor for acquiring new knowledge.[16] Hence, this anchor will allow learners to make connections that make learning comprehensive and lasting. Related to the above, there are three types of meaningful learning,[17] all of which form the process of acquiring continuous knowledge and connecting new knowledge with previous knowledge, including, there are 1) Representational learning implies that learning is the basis on which other learning depends by referring to the concept that knowledge is learned and fully understood by the individual (learner). Furthermore, learning representation teaches individuals to know how specific facts, with facts or information stored in learners' minds. 2) Concept learning provides information or knowledge that learners produce as knowledge or information develops. It is learning that is acquired through discovery or instruction from the teacher. And 3) Propositional learning is learning the unity of previous learning. This learning can be explained by the connection between prior knowledge and subsequent knowledge, which creates meaning-making meanings that will be produced, and the new knowledge can be expressed.[18]

In the application of meaningful learning based on by Ausubel cited from[8] namely 1) learners have prior knowledge or information called the set of learning, 2) learners know attitudes in understanding the information they are learning, 3) learners have prior knowledge that can be connected to new information, 4) connecting learning events is more effective than remembering bits and pieces. Meaningful learning can occur if long-term memory contains a relevant knowledge base. This base contains meaning, such as information that can be connected to new information or knowledge so that the learner realizes that learned information is related to new information. Hodgson[19] said that the relationship of thought to new information is not a thing, but a process.

Morever, the proximal zone known as the Zone of Proximal Development (ZPD) has six main elements in the ZPD, namely 1) learning assistance, 2) mediation, 3) cooperation, 4) the ability to imitate the target 5) difficult times, and 6) getting out of the comfort zone.[20] Then, the ZPD process is the process of a child's ability to receive information or knowledge without involving adults.[20] In addition, the ZPD can be done by looking at students' cognitive development ability in the ZPD area of students with the ability to solve the problems given. [21] The concept of learning used is the zone of proximal development (ZPD) that the learning process must create a distance between the actual level of development determined by independent problem solving and the level of development achiever under the guidance of adults (teachers) or cooperation with more capable peers.[22]

The acquisition of meaningful learning for prospective English teacher students is an opportunity to integrate learning resources with the competencies of learning outcomes achieved. This acquisition will not only develop the cognitive competence, but it will also have an impact both the affective and psychomotor competencies in forming confidence, learning experiences, and the ability to analyze problems as tool for their growth mindset.[23] Growth mindset constitutes the basis of meaningful learning, as a result of self-ability to process information with the ability to self-knowledge.[23] This concept of knowledge development is based on the ability of each individual through the ability to think, feel, and act.[24,25] The integration of meaningful learning with English literature makes learning active, constructive, collaborative, and authentic in which characterizes the learning needs of the 21st century. By combining meaningful learning with student learning needs, there creates learning awareness, builds knowledge, creates problem-solving skills, and the ability to find effective and efficient learning resources.[26] This research is a form of response to the problems of prospective English teacher students in maximizing the potential of English literature as a enough effective and efficient learning to improve the student acquisition's language and communication skills.

The study had been focusing on the problems of prospective English education teachers towards the English literature learning approach, this study implements a meaningful learning approach to the English Literature Material (ELM) module to provide English literature learning innovations in higher education. This study aims to analyze the effectiveness of the ELM module as an effort to improve basic knowledge about English literature with a focus on English literature material for prospective English language education teacher students. In

addition to assessing overall skill development, this study also examines how effective the ELM module is on the development of initial knowledge, analytical skills, and integrating English literature materials with other materials. Although there are many problems in understanding English literature for foreign speakers, there is certainly a solution that can be done by the meaningful learning approach. Every human being is born with unique potential, characteristics, and talents, which shape their individual learning experiences.

METHOD
Research Design
This study used a descriptive quantitative approach with a non-experimental quantitative method to analyze the effectiveness of the English Literature Material (ELM) module for Indonesian students through meaningful learning. This study utilized a paired research design, which compares the results of measurements before (pre-test) and after (post-test) treatment in the same group of subjects.[27] With the aim of measuring the effectiveness of ELM Module by controlling individual variables. This research aimed to analyze, measure, and collect information from prospective students of English education teacher candidates. In addition, this research was a teaching product development because it describes the stages of development by involving research instrument validators. This approach involved linguists, graphics, materials, and design, and then the interpretation of results provided by participants based on student responses to the ELM module. This approach was considered very effective because it involved the collection of quantitative data through coding, calculation, statistical processing, and was presented with scientific principles.

Respondents of the Study
This study used a purposive sampling technique to select based on several criteria: (1) students who have passed the Basic English Grammar course, (2) have experience in literary activities in general, (3) the ability to interpret sentences or words, (4) have high motivation to learn English literature, (5) face difficulties in writing, (6) love to tell stories, (7) love to sing, and (8) love to draw. After collecting samples based on the criteria, 54 prospective English education teacher students became the object of this research. This study used purposive sampling involving 54 respondents from the total student population of prospective English education teachers candidate in the third semester. All respondents were were active at Asahan University, a private university. The majority of respondents to this study were women, accounting for 95 % of the total sample, while men were only 5 %. This gender composition is consistent with general findings that suggested that women dominate this field. In addition, the average age of respondents was 20 years and above.

Data Collection
Ability to Analyze Literary Works
The questionnaire in the form of a statement was designed to measure students' ability to understand, interpret, criticize and evaluate English literary works. This questionnaire covers aspects of understanding themes and messages, the ability to identify the main ideas and values contained in literary texts. The questionnaire is developed, adapted and needs to be revalidated with content validation and construct validation.

Questionnaire on the Ability to Integrate Materials with Other Materials
The questionnaire is given in the form of a Likert Scale (1-5), designed to measure students' ability to relate English literature to fields such as history, psychology, sociology, art, and contemporary issues. It consists of twenty items with (5) integration with history and culture, (5) integration with psychology, (3) integration with sociology and politics, (3) integration with art and media, and (4) integration with science and technology.

All items in the questionnaire are open-ended used at the end, and have been validated by five experts; one (1) linguist, two (2) material experts, one (1) theorist, and one (1) design expert, then the data assessment is calculated using Aiken's V. Meanwhile, the construct validation involves fifty-four (54) students who are prospective English education teachers in the third semester. The stages of instrument development were carried out by, (1) selecting experts, (2) preparing documents in the form of questionnaires, questionnaire filling guidelines, questionnaire filling procedures, and final assessment sheets, (3) providing questionnaires to each expert, (4) collecting data from all validators, (5) revising (if needed), and (6) proceeding to research actions. Meanwhile, the results of learning effectiveness using modules were measured by 10 multiple-choice questions that were given at the beginning and end of learning. The questionnaire used the Likert Scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree), then the data assessment was calculated using statistical descriptive analysis with SPSS V. 25 software. Items are declared valid if they have a loading factor of at least 0,5 and a p-value of < 0,05. In addition, the measurement model is considered to have a good goodness-of-fit if it meets the criteria of conformity index such as GFI > 0,90, CFI > 0,90, and RMSEA < 0,08.

In the dissemination of the questionnaire, students were given a statement questionnaire sheet as many as twenty (20) statement items consisting of (5) linguistic element analysis items focusing on the ability to

identify the main ideas and values contained in literary texts, (5) linguistic element analysis items focusing on the use of majas (metaphor, symbolism, irony), diction, and language style, (3) character interpretation analysis and conflict focusing on character development analysis, motivations, and conflict dynamics in stories, (3) socio-cultural contexts focus on the relationship between literary works and historical, political, or cultural backgrounds, (4) critical evaluation focuses on personal opinions supported by textual evidence, including the strengths and weaknesses of the work. On the other hand, fifty-four prospective students of English education teachers were involved with a total of 20 items.

Learning Outcome Test
First Meeting
This first-material multiple-choice test on Understanding English Literature was well-designed to test a basic understanding of English literature. Containing twenty questions, this test covered various important aspects, including (2) definition, (4) elements of drama and novels, (2) English history, characters (2) English writers, and (4) genre aspects of English literature, complete with question indicators. It could be a solid foundation for further evaluation as a reflection material for individuals who wanted to measure their knowledge in the field of English literature.

Second Meeting
The multiple-choice test at the second meeting challenged Genre in English. This material was designed to test a basic understanding of the elements of English literature including drama, novels, fiction and poetry. This test included twenty multiple-choice questions with various important aspects, including (5) drama elements, (5) novel elements, (5) novel elements, (5) poetry complete with question indicators. This could be a powerful indicator to evaluate more strongly as a reflection of further learning.

Third Meeting
In this third meeting, there was the material on English History included Old and Middle English Literature. The purpose of this material was to test students' understanding of British literary history. The questions were presented in the form of twenty multiple-choice questions with indicators of (5) the history of old English, (5) the characteristics of English society, (5) the history of Middle England, and (5) the characteristics of literature in the old and Middle English periods.

Four Meeting
At the fifth meeting, an English literary work "As Your Like it" written by W. Shakespear was presented. The purpose of this material is to test students' understanding of the meaning and content of the theme of the literary work, as well as the moral values contained in it. The questions are presented in the form of multiple choice with indicators of (5) the characters of the story, (5) the character of each character, (5) the content of the story, and (5) the moral value of the story.

Data Gethering Procedures
The approval of this research came from the request of the researcher as a student to conduct research, then the approval of the Rector of Asahan University, with the issuance of a research permit. To obtain information and data validity, this research was guided by two professors from Padang State University, Indonesia. Based on the approval and direction of the research supervisor, this research was conducted. The process of obtaining data went to through (4) stages. (1) Once the application was approved, the list of materials needed for research was prepared. (2) Data collection was carried out in three stages: Pre-experimental stage, experimental stage, and post-experimental stage. (3) In the pre-experiment stage, students took a pre-test to ensure that all students were equal before the treatment begins. This pre-test was given every week before the actual implementation of the study, the goal was to find out the students' initial knowledge before the material was discussed. Then, followed by the administration of post-tests, the purpose is to determine the increase in initial knowledge after the treatment was given. To get credible and accountable results, students were given the complete description of the research. This description included the purpose of the research, the procedure for the questionnaire, the benefits, the guarantee of confidentiality of the student data, and the researcher's contact for further questions. This information was included on the front page of the research questionnaire, so that students could give their informed consent based on a complete understanding

At each stage of the experiment, treatment was carried out. The ELM Module consists of four materials, understanding English literature, genre in English, English literature history: olld and middle English period, and literay works by W. Shakeaspeare. The selection of materials was based on the level of alignment of students' initial knowledge with the needs of the semester learning plan. The ELM module was equipped with a lecturer handbook, and student practice sheets, and self-evaluation. Pre-tests were given before the material was

given, then every week students were treated using the ELM module, post-tests were given to students at the end of the meeting on each material. The questions in this post-test were parallel to the pre-test questions, but they were not the same in the arrangement of numbers to prevent students from memorizing the answers. The use of parallel questions ensured that the same skills were tested on students. (4) The stage of presenting data on the distribution of questionnaires and the results of pre-test data and post-test data results in the form of tables, graphs and diagrams, aims to present data based on the results of the research.
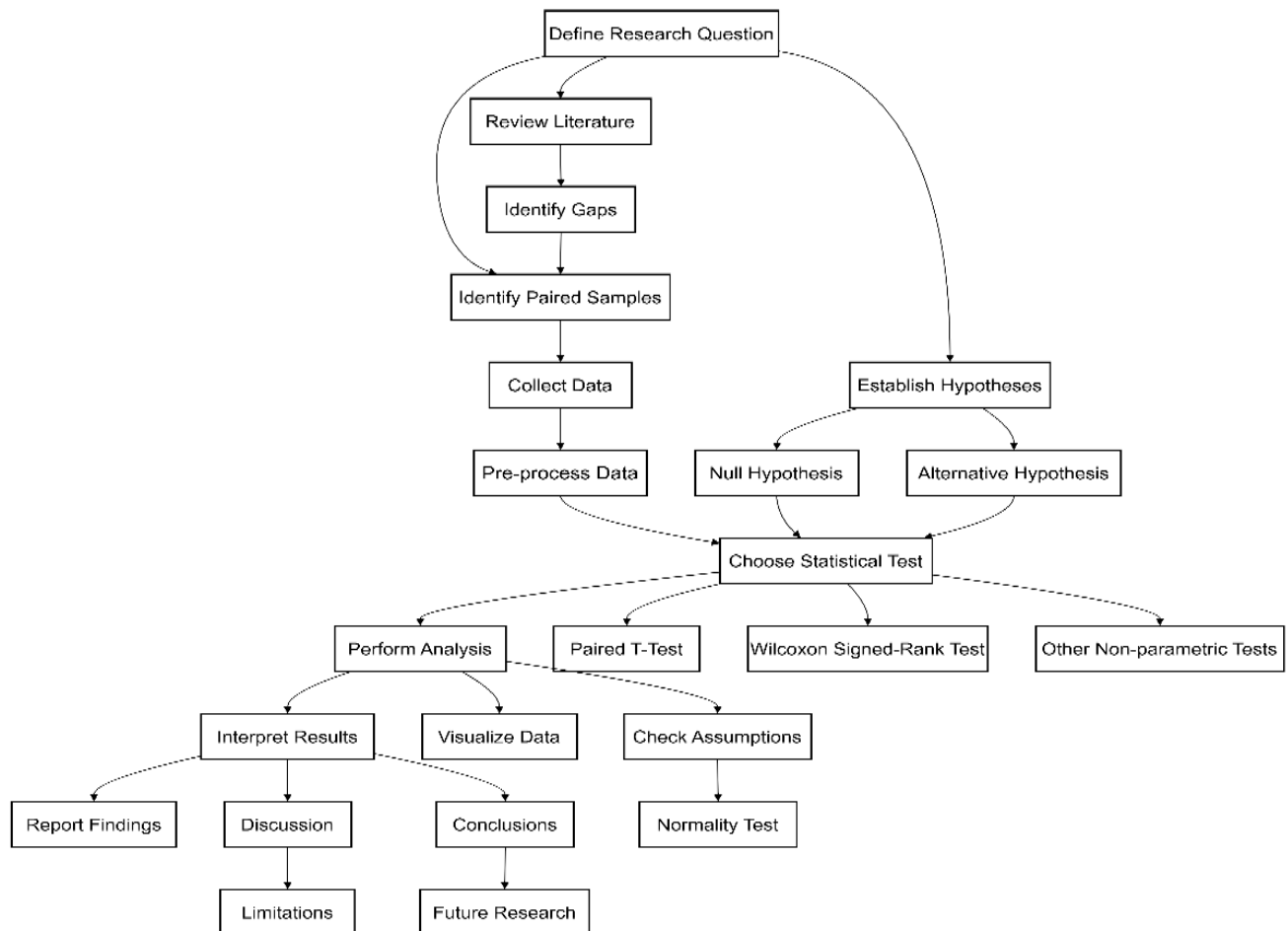

Figure 1. Framework of Data Collection and Analysis Procedure

Data Analysis Procedures

The following was a data analysis procedure for paired research design (pre-test/post-test), including data preparation, statistical tests, interpretation, and application narratives in literary research. In this study, the effectiveness of English literature material module at student's high university in Indonesian thought meaningful learning. Ordinal data (Likert scale) were presented using non-parametric tests. Next, use the Wilcoxon signed-rank test. The impact measure of the effectiveness of the module using the Wilcoxon signed-rank test. The results were interpreted into four (4) forms of activities, the average score of the first, second, third and fourth meetings, then each result was interpreted using the Asymp score. Sig. (2-tailed). The results were interpreted that the effectiveness of English literature material module at student's high university in Iindonesian thought meaningful learning significantly improved student learning outcomes. The average score increased from 7,44 (pre-test) to 16,56 (post-test).

RESULTS

This study aimed to analyze the effectiveness of the English Literature Material (ELM) module for Indonesian students through meaningful learning. Referring to a quantitative descriptive approach, this study focused on measuring and analyzing data using a non-experimental pre-test and post-test research design with a paired t-test. The participants of this study were 54 students who were prospective teachers of English education in the third semester. The majority of participants (95 %) were female, and the rest (5 %) were male, with an average age range of over 20 years. The sampling technique was carried out by purposive sampling, with the characteristics of the participants that had been determined based on the research objectives. The analysis of

the effectiveness of ELM module for Indonesian students through meaningful learning involves the ELM module as an independent variable, and learning effectiveness or learning outcomes (measured through multiple choice tests) as dependent variables. Data collection was carried out by distributing questionnaires and tests to measure the effectiveness of module and student knowledge during learning. Meanwhile, data processing included the development of research instruments, data processing, data presentation in the form of tables, graphs, and figure, as well as data entry using SPSS V25. The resultings of this study were discussed in (3) ways to determine the effectiveness of ELM module for Indonesian students throught meaningful learning, as 1) the use of English literary texts significantly increases critical analysis, 2) the use of English literary texts significantly improves the ability to integrate English literature with other materials, 3) increases student learning outcomes.

Validity and Reliability of the Questionnaire Using English Literary Texts the Significant Improvement Critical Analysis

The process revealed that the results of the validity and reliability of the questionnaire given to the five validators was obtained through the assessment of each item of the questionnaire. The validator ensures the relevance, clarity, and completeness of all items according to the research objectives. All the input data obtained from five experts was then tested using Aiken's formula. Meanwhile, the reliability test was obtained from the results of the calculation of Cronbach's Alpha coefficient.

The content validity assessment by five experts showed that all 20 questionnaire items had an Aiken V value between 0,67 and 0,80, all of which met the valid criteria. Furthermore, it shows that the instrument has good and representative content validity to the use of English literary texts in the critical ability of the measured analysis. Construct validity of Aiken V's analysis of 20 questionnaire item data. The hypothesized measurement model has a significant effect on the use of English literary texts increasing the critical ability of the analysis to test its compatibility. The results of the statistical test analysis showed that all items had an r-table above 0,22, ranging from 0,65 to 0,89, and all assymp-value values < 0,05. This indicates that each item is strongly correlated with the construct it is supposed to measure.

Table 1. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	**N of Items**
0,969	20

After validation, the reliability of the instrument is tested using the Alpha Cronbach coefficient. The results show an Alpha Cronbach value of 0,969, which is greater than 0,70. This indicates that the instrument has high reliability and consistency in measuring the use of English literary texts to improve critical analysis.
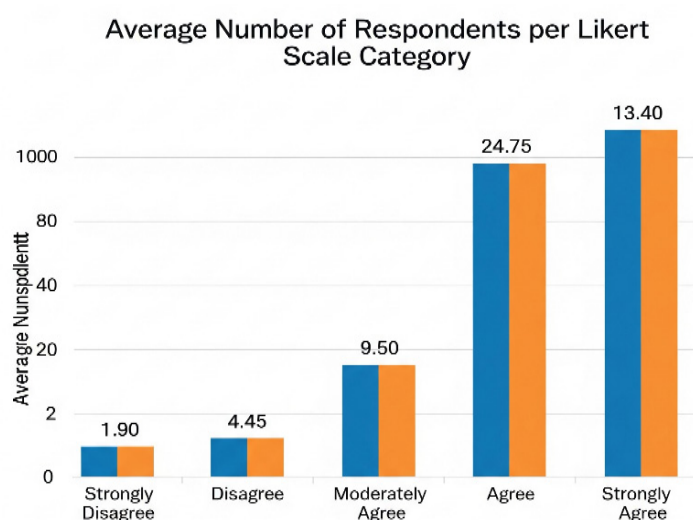
Figure 2. Average Number of Respondents Per Likert Scale Category

Based on the results of the bar chart, this data is represented using the mean value. Each category as the height of the bar shows clear visualization results of how often each option is selected on average across 20 items. The X-axis (Horizontal) displays the Likert scale categories of "Strongly Disagree", "Disagree", "Strongly

Agree", "Strongly Agree", "Strongly Agree". While the Y Axis (Vertical) represents the average number of respondents who chose the category. The Y-axis scale ranges from 0 to about 30 (given that the highest average value is 24,75). From the results of this bar analysis test, it can be concluded that the majority of students tend to "Agree" or "Strongly Agree" with the statements in the questionnaire. The "Agree" option had the highest average choice (24,75 respondents per question), followed by "Strongly Agree" (13,40 respondents per question). In contrast, the "Strongly Disagree" and "Disagree" options were chosen by a much smaller number of respondents, indicating a low level of disagreement.

The distribution of these responses indicates a consensus or positive tendency among respondents on the topics measured in the questionnaire.

Table 2. Descriptive Statistics					
	Item	Minimum	Maximum	Mean	Hours of deviation
Strongly_Disagree	20	0	6	1,90	1,774
Disagree	20	1	10	4,45	2,259
Moderately_Agree	20	5	15	9,50	2,685
Agree	20	15	30	24,75	4,166
Strongly_Agree	20	8	19	13,40	2,583
Valid N (listwise)	20				

However, varying standard deviations indicate that there are differences in the degree of agreement/disagreement between the different questions. Some questions have very strong support, while others have a greater variety of responses. This describes that the ELM Module greatly influences students' perspective on the value of English literary texts, significantly increasing critical analysis.

Validity and Reliability of Using English Literary Texts to Integrate Other Materials

The results of the validation of five experts on the use of English literary texts to integrate English literature with other materials prove the results of Aiken V in the range of 0,60 – 0,80 valid criteria. Furthermore, it shows that the instrument has good and representative content validity to the use of English literary texts to integrate English literature with the material being measured. Construct validity of Aiken V's analysis of 20 questionnaire item data.

Table 3. Descriptive Statistics					
	N (items)	Minimum	Maximum	Mean	Hours of deviation
Strongly_Disagree	20	1	15	5,95	4,123
Disagree	20	2	18	9,30	3,962
Moderately_Agree	20	9	18	12,85	2,477
Agree	20	8	25	16,05	5,472
Strongly_Agree	20	5	17	9,85	3,216
Valid N (listwise)	20				

The hypothesized measurement model has a significant influence on the use of English literary texts to integrate English literature with material to be tested for compatibility. The results of the statistical test analysis showed that all items had an r-table above 0,22, ranging from 0,65 to 0,89, and all assymp-value values < 0,05. This indicates that each item was the significance correlated with the construct it was supposed to measure.

Table 4. Reliability Statistics	
Reliability Statistics	
Cronbach's Alpha	N of Items
0,924	20

After validation, the reliability of the instrument is tested using the Alpha Cronbach coefficient. The results show an Alpha Cronbach value of 0,924, which is greater than 0,70. This indicates that the instrument has high reliability and consistency in measuring the use of English literary texts to integrate English literature with the material.
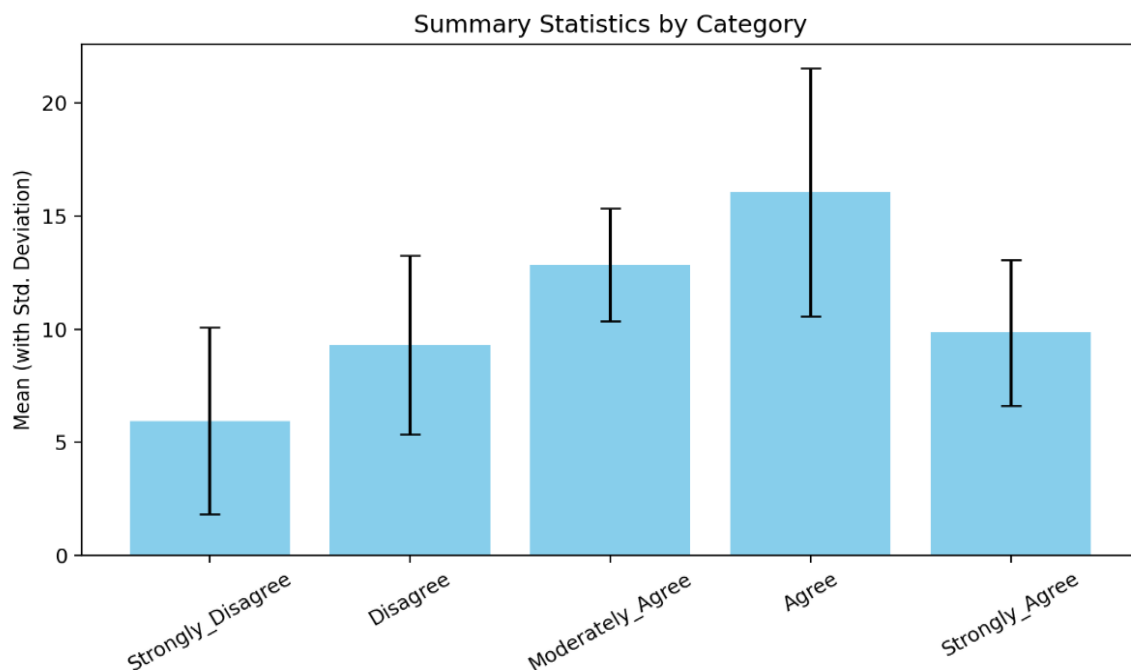
Figure 3. Summary Statistics by Category

According to the results of the average score of students who filled out the questionnaire, it was found that Strongly Disagree with an average of 1,90, Disagree with an average of 4,45, Strongly Agree with an average of 9,50, Agree with an average of 24,75, and Strongly Agree with an average of 13,40. Based on the results of the questionnaire, it is very clear that the "Agree" bar is the most prominent, followed by "Strongly Agree". This shows that there is a significant positive response of the ELM Module to the ability to integrate literary texts with other fields of study.

Student Learning Outcomes

Comparing the effectiveness of the ELT Module between meetings is very important. At each meeting, there were various characters, outcomes and learning outcomes. For example, at the first meeting there were many students who were confused. This situation occurs because learning emphasizes the use of students' initial knowledge to obtain information related to the material. However, there are some others who obtain information related to the material presented. These differences in conditions give an idea that the ELM Module builds students' initial knowledge. The ELM Module helps lecturers to bridge the diversity of student knowledge.

First Meeting

Comparing the effectiveness of the ELM Module between pre-test and post-test was very important. The results of the study using Wilcoxon's analysis at this first meeting showed that the decision-making results seen in the descriptive statistics showed that the post-test value was greater than the pre-test with an average of 16,11.

Tabel 5. Descriptive Statistics					
	N	Mean	Hours of deviation	Minimum	Maximum
Pre_Test	54	7,44	3,750	1	18
Post_Test	54	16,11	2,320	10	20

Based on the descriptive statistical results in the table above, it showed significant improvements in learning outcomes using ELM Module based on learning theory. The results mentioned above were based on the results of the Wilcoxon Signed Ranks Test test statistics.

A value of 0,000 means $p < 0,001$. In statistics, if the value p (significance) is smaller than the set significance level of 0,05. This suggested that the difference between Pre_Test and Post_Test scores was statistically significant.

Tabel 6. Test Statistics[a]	
	Post_Test - Pre_Test
With	-6,311[b]
Asymp. Sig. (2-tailed)	0,000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Second Meeting

The second meeting learning activity using the ELM Module with Genre in English material was important. The pre-test and post-test results were based on Wilcoxon's test results proving that the ELM Module had significantly improved. The results of the study using Wilcoxon's analysis at this first meeting showed that the decision-making results seen in the descriptive statistics showed that the post-test value was greater than the pre-test with an average of 16,41.

Tabel 7. Descriptive Statistics					
	N	Mean	Hours of deviation	Minimum	Maximum
Pre_Test	54	7,50	3,424	2	17
Post_Test	54	16,41	1,967	11	20

Based on Wilcoxon's results at this second meeting, the results of the decision-making seen in the test statistics showed that Asymp.Sig is worth (0,000). The negative sign (-) on Z = -6,342 and the note 'b. Based on negative ranks' indicated that there was a tendency for scores to decrease from Pre_Test to Post_Test. In other words, Post_Test results tended to be significantly lower than Pre_Test. Asymp. Sig. (2-tailed): 0,000, this was a probability value (p-value).

Table 8. Statistics Test[a]	
	Post_Test - Pre_Test
With	-6,342[b]
Asymp. Sig. (2-tailed)	0,000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

A value of 0,000 means $p < 0,001$. In statistics, if the value p (significance) was smaller than the set significance level of 0,05. This suggested that the difference between Pre_Test and Post_Test scores was statistically significant.

Third Meeting

This third meeting of the ELM Module discussed English Literature covering the Old and Middle English Period. The results of the analysis using the Wilcoxon test found that the results of the pre-test and post-test indicated that the results showed a significant improvement. The results of the pre-test and post-test based on Wilcoxon's descriptive statistics prove that the ELM Module has increased. The post-test results were higher than the pre-test results with a score of 16,61.

Table 9. Descriptive Statistics					
Items	N	Mean	Hours of deviation	Minimum	Maximum
Pre_Test	54	9,72	4,141	2	16
Post_Test	54	16,61	1,956	12	20

Based on Wilcoxon's results at this second meeting, the results of the decision-making seen in the test statistics showed that Asymp.Sig was worth (0,000). The negative sign (-) on Z = -6,167 and the note 'b. Based on negative ranks' indicated that there was a tendency for scores to decrease from Pre_Test to Post_Test. In other words, Post_Test results tended to be significance lower than Pre_Test. Asymp. Sig. (2-tailed): 0,000, this is a probability value (p-value).

Table 10. Test Statisticsª	
	Post_Test - Pre_Test
With	-6,167b
Asymp. Sig. (2-tailed)	0,000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

A value of 0,000 means p < 0,001. In statistics, if the value p (significance) was smaller than the set significance level of 0,05. This suggested that the difference between Pre_Test and Post_Test scores was statistically significant.

Four Meeting

The results of this fourth meeting showed the results of a significant increased in pre-test and post-test scores from the use of the ELM Module. The material provided was a literary work entitled "As You Like it". The results of the analysis using the Wilcoxon test found that the results of the pre-test and post-test indicated that the results showed a significant improvement.

Table 11. Descriptive Statistics					
	N	**Mean**	**Hours of deviation**	**Minimum**	**Maximum**
Pre_Test	54	9,83	4,147	2	16
Post_Test	54	16,56	1,987	12	20

The results of the pre-test and post-test were based on the results of the Wilcoxon test proving that the ELM Module significantly increased the average post-test score higher than the pre-test with a value of 16,56.

Based on Wilcoxon's results at this second meeting, the results of the decision-making seen in the test statistics showed that Asymp.Sig is worth (0,000). The negative sign (-) on Z = -6,167 and the note 'b. Based on negative ranks' indicated that there was a tendency for scores to decrease from Pre_Test to Post_Test. In other words, Post_Test results tended to be significantly lower than Pre_Test. Asymp. Sig. (2-tailed): 0,000, this was a probability value (p-value).

Table 12. Test Statisticsª	
	Post_Test - Pre_Test
Z	-6,167b
Asymp. Sig. (2-tailed)	0,000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

A value of 0,000 means p < 0,001. In statistics, if the value p (significance) was smaller than the set significance level of 0,05. This suggested that the difference between Pre_Test and Post_Test scores was significant.

DISCUSSION

The significant result, it was found that literary texts make a positive contribution to critical analytical skills. This illustrates that the ELM Module has an impact on students' ability to analyze literary texts. This is integrated with the opinion that literary texts make an active contribution in understanding current conditions with the past.[28] Active contribution leads students to involve other people's opinions, arguments, and ideas in studying a literature. The ability to form new knowledge is gained from the previous experiences. However, this ability requires systematic guidance from an educator.[1] The results of the questionnaire calculation prove that the relationship of the material with other concepts or elements of material, which is relevant, has provided opportunities for students to form a broad insight. This provides an opportunity for students to increase their potential and depth of mastery of the material. Therefore, this is related to the opinion that integrating each topic or material in a deductive or inductive way is an anchor to get more information. Hence, ELM Module with material that discusses history, genres, and well-known writers in its masses. These materials are related to sociology, linguistics, and philosophy of literature.

The finding of the significant research improved students' initial knowledge of English literature material. The meetings held during the four meetings have improved the learning outcomes and initial knowledge. However, revealed the results of these findings provide the implication that teaching materials are actively

integrated with critical analysis, other materials provide material deepening and knowledge construction.[2] Santoso[29] revealed based on their result research English Literature might contribute to the students's positive interaction. This emphasizes to students that the ELM Module has a significant influence on the progress of students' knowledge. Then, this condition is in line with the opinion that learning that is integrated in an inclusive manner with a teaching and learning approach can access, participate, and succeed in achieving learning goals.

Judging by the results of the Wilcoxon Signed Ranks Test at each meeting, it can be seen that the results of the pre-test and post-test of prospective English education teacher students have had a very significant difference. Based on the results of the Wilcoxon Signed Ranks Test at each meeting, it was known that the results of the pre-test and post-test of prospective English education teacher students have very significant differences. These were the difference score was caused by several factors; there were the knowledge and experience during learning activities, interaction between new knowledge and learning sources and environments, and active learning collaboration. This statement is supported by Antonio[30] the central element of someone's thinking structure is the ability to explain, integrate, and connect related new material with previous material and distinguish previous material from new material. It is a framework form in an idea gathering, connecting ideas, drawing conclusions, and solving problems. This framework forms a logical and systematic thinking awareness to convey the sequences of information, both spoken and written.[9] These findings prove the importance of understanding initial knowledge for a learner before providing new material. This was supported by Bryce[31] argues that learning is meaningful to improve the learner's cognitive structure to get a more structured and systematic deepening of new knowledge.

The concept has a relationship with meaningful learning may be actualizing or associating one's ability to growth mindset.[32] Hence, it can be achieved in meaningful learning when the learning process involves initial knowledge, in-depth guidance, and building confidence. Significant improvements to learning outcomes have underlined the self-efficacy of in foreign language formal and informal education.[33,34] This is in line with the principle of meaningful learning, where an improvement in post-test scores can prove that modules help reinforce the value of the principles of meaningful learning presented in different ways. As a result to each student with their level of mastery of the material, which links old experiences by connecting new concepts of both of way of general knowledge and specialized knowledge.

CONCLUSIONS

This study used a quantitative approach to analyze the effectiveness of English literature material (ELM) module for Indonesian students through meaningful learning. The use of this method provided a new experience for English education teacher candidates at Asahan University, especially in literary learning. Meaningful learning, which focused on students' initial knowledge, was shown to have a positive impact on several aspects: the ability to criticize literary values, the ability to connect literary materials with other materials, and a significant improvement in learning outcomes. However, there were several weaknesses in the implementation of meaningful learning, especially related to the involvement of lecturers, the learning environment, and the availability of learning resources. These components were principles of meaningful learning that needed to be optimized to achieve maximum results. Therefore, the ELM module needed to be further developed as a form of transformation of new knowledge with more diverse goals.

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CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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