

The Students' Perspectives of Using Media in Teaching Novel for the University Students

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ABSTRACT

The present study deals with the problem that some university students find difficulties in teaching novel, because this material needs elaboration in presenting many details and the students have no ability to elaborate in this material. Media are tools that used for teaching novels in English Foreign Language. The instructor pays great attention to convey the idea that novel has the interesting details that claims to the whole class.

Using media in teaching novel is a valuable topic and its importance is appeared through assisting the university students in elaborating of the details that they have. Any language is appeared as a means of communication and using media in teaching novel inside classroom proves the using of efficient teaching tool which leads to the students' development in comprehending the course concepts.

This study aims at:

1. Finding the students' perspectives of using Media in teaching novel at the university level and assess its statistical significance .
2. Find out the differences between male and female students in getting benefits from learning novel through using media.

This study is limited to all the third-year students in English department / College of Education / at Samarra university. This study is conducted through the first semester of the academic year 2022/2023 and the sample is (150) male and female students that are chosen randomly for achieving this study.

The population of this study is all the third-year students in English department /College of Education/at Samarra university through the first semester of the academic year 2022/2023. The study deals with a questionnaire that contains (20) items for finding the students' perspectives of using Media in teaching novel at the university level. Thirty minutes are allotted for the students' response of the questionnaire items, by using the third code: always, sometimes, never.

The validity has been achieved by using Spearman-Brown coefficient, while reliability is achieved by applying Cronbach Alpha Formula and Spearman-Brown Coefficient.

KEYWORDS

Perspective, Media, Teaching Novel

Section One:

1.0. Introduction:

Several languages in the world can be combined in media. These languages may be represented as the forms of communication, "visual images, audio (sound, music, or even speech)" and as written language (Backingham, 2003:4).

Teaching novel contributes to the students' personal and social developments, which is the reason why the student's teaching novel in their academic study for motivating themselves and developing their interests in learning the foreign language (Chomsky, 2006:102).

The students spend more time with the material of novel, because they consider novel as attainable and motivating material which assists in improving the students' levels (Wolff, 2008: 225).

Ellis and Brewster (2014:14) acknowledge that EFL (English foreign language) instructors should allocate the time for selecting media as appropriate way for teaching novels in the classroom environment.

1.1. Definition of Media:

Media can be defined as the integrated part of social reality which reflects the students' real life whether in their homes, schools or even in the universities. Using media helps the students in getting more information about character's education and the daily life in a specific novel. Media as mean which having co-educators and every student who possession of iPad, tablet Media, smartphone or even any technological modern devices. So, these devices will improve the students with huge information on certain literary materials (Gutic, 2019: 10-11).

Media are presented as devices that can be determined as patterns which are readable as signs. These signs creating meaning and producing knowledge which lead to offer the cognitive systems (Herzig and ABmann, 2004: 19).

Wang (2007:10-13) defines media as the means of communication and the main tools are used for the purpose of communication. media assist people to interact with others through using mass media and internet media which both have the influence on society.

1.2. The Use of Media in Teaching Novel:

Schoch (2014:2) states that the content of novel is appropriate to students' cognitive abilities and their academic levels. Students' capabilities must be elaborated within the nature of the selective novels. The following various criteria make a novel as worthy for reading or teaching if:

1. it is a classic but timeless that continuing to be significant to today's students,
2. it contains universal themes that can be integrated into another curriculum domain,
3. it deals with students' interest and treats with social issues in one community,
4. it supports the objectives of the curriculum as well as to states criteria,
5. it personifies a desirable variety of writing,
6. it is well written specially in its elements such as characterization, plots, themes, conflict and dialogue.

Herzig and ABmann (2014:19) state that many teachers and students have such possibilities in order to meet in the simulated world. Media are represented as devices that can be useful to describe the relationship between teachers and students, such as their friendship in Facebook. Different opportunities are provided for the students by using digital media, specifically in the students' acquiring of grammar, pronunciation, vocabulary, or even translation.

This will enable the students for mediated communication, helps them through explaining, collaborative learning, tasks for solving problems and projects for learning, learning by using specific games. Contributing digital media is regarding as the optimal factor of learning process in getting learning outcomes (Gutic,2019:13).

Using novel as one of the literary materials and practicing different activities increase the students' interesting. Positive outcomes are derived from using media technology in teaching novel. Using media helps the university students supporting and facilitating comprehension (Yildirim and Pinar, 2014: 58).

Gutic (2019:13) focuses on the idea that university students are written their tasks by using computers and they later have sent to their teachers via E-mail or by sharing the other applications such as WhatsApp application or Google drive. Other activities such as quizzes, playing digital games of language, memory game, crosswords can be involved as tasks that the students could be fulfilled.

Section Two:

2.0. Introductory Note:

Such information are important to be added in using media as a device for using media for teaching the foreign language.

2.1. Reasons for Teaching Novel:

Maley (1989a:5) states that the extensive reading increases the acquisition of different vocabulary. More reading of novels improves great authentic exposure to the target language and leads for the efficient way for building vocabulary and enhancing reading comprehension skills. Reading novels in the classroom environment is an excellent practice for expanding the students' knowledge of vocabulary domain.

Lazar (1990:207) argues that one can imagine novel as a window to the target culture, because it serves the target language students in elaborating their learning process. Novel illustrates to the learners of foreign language how native speakers think, live and communicate. By reading a literary material as novel, the reader gets practical and the effective access to the target culture.

Novel can assist the students to have the cultural and intercultural awareness through the era of globalization. It deals with universal concepts that are normally appeared in any society or common to all languages and cultures such as: love, hatred, nature, marriage, class, death and others (Van,2009:3).

Hismanoglu (2005:53) argues that novels have been contributed to the students' personal development, enrich the student-centered learning, improving critical thinking skills of the university students.

Readers are motivated through reading literary materials, because they experience the pleasure and satisfaction through reading novel. Readers feel less anxious when they deal with the language of novel and more enjoyment from reading process, the students will have the intrinsic motivation (Gareis et al, 2009: 138).

2.2. The Advantages of Teaching Novel:

Hismanoglu (2005:63) mentions that using novel in language teaching has a great value for mastering the linguistic system and reflection of life in connection with the TL (target language).

The reader's advantages from the background knowledge about reflecting history, society and politics of the country described in the novel (Violett-Irene, 2015: 75).

Hismanoglu (2005:63) illustrates that novel portrays human lives through viewing different situations. Thus, the use of novel in a foreign language class provides the following educational benefits:

1. The prior level of readers' knowledge can be improved through acting real events and situations concerning cultures and different groups of people.
2. Extending students' stimulation.
3. Giving actual real life such as setting.
4. The students' critical thinking skills will be developed.
5. Offering students a chance to make use of their inspiration.
6. Making students go beyond the written text and driving into what is happened.
7. Assisting teachers for teaching multicultural languages (Hismanoglu, 2005: 63).

2.3. The Elements of Novel:

Different elements are presented in novel and any fiction types as follows:

2.3.1. The Characters:

Characters are presented as the central element of fiction that helps fiction writers how to enter, tell, form their novels, express themes and ideas and promote the plots (Disher,2001:45).

The character can be defined as a person who is in charge of the actions or thinking within a novel situation. It is a means to convey the actors' message through having interaction through a piece of literature. Each character has the independent identity, manners and attitude. Even the appearances that are employed by the author himself/herself in order to create the plot of novel (Hughes,2002: 6).

Character is introduced in the actions of novel as the intellectual, emotional and social features to differentiate from one person and another (personification, spirits, animals, furniture and even other animated objects) (Hallett,2003: 6).

2.3.2. Types of Characters:

There are different types of characters; they are:

1. Main Character: Novels and stories comprise all or some of the following: "the main character may appear as more than one; the aims of the main character, those who give their assistance to

the main characters, those who restrict the main character, and those who have the effect on passing the main character"(Disher,2001: 45).

2. Round Character: Round character is a totally developed through the actions and the events of a novel that has multiple and often contradictory traits. It is many faceted and able to change (Burraway,1992: 101).

Quinn (2006: 73) focuses on the idea that round character is seen as more rounded fashion often changed in the course of the literary work.

3. Flat Character: Foster (1985: 68) mentions that flat character is known as humorous, specifically during the 17th century and is often appeared as types or caricatures. One of the great merits of flat character is wherever it comes, it is so easily recognized by the emotional eyes of the readers, not by the visual eyes.

Burraway (1992:101) states that a flat character is identified by a single dominant trait which is uneasily diagnosed type such as "the jealous lover" or "the tricky servant".

4. Dynamic Character: Dynamic character is the one type of characters that changes throughout the actions of the literary work where the character interprets a new realization about herself / himself or about any personal value. It alters or grows to convey new awareness of life (Hallett, 2003: 6).

5. Static Character: This static character can be represented either flat or round one, but never change throughout the events of novel. Fairy tales, folktales and other types use flat and static characters whose actions are expected. So, the reader has the freedom to concentrate on the actions and the themes (ibid).

6. Minor Character: Hismanoglu (2005: 46) affirms that minor character may be introduced in novels and stories as having a particular function that associates giving information within information flow at the main stage of the novel. Thus, a minor character needs to be believable stereotypes or crutches.

2.4. Plot:

Plot deals with what characters do, actions and motives spring from characters and react upon them. It describes what has been done in a story or novel, and why. It indicates the arrangement of scenes and actions that have been done in order to convey a theme (Disher,2001:100).

The plot tries to portray a novel or a story as a frame on which the elements of novel are constructed together. "There are four elements of the plot: introduction, conflict, climax and resolution where the author starts the story by giving information to the reader concerning the main character". During the conflict which is represented near the starting of the novel. The readers distinguish that the main character has a specific problem led to this conflict (Silvester,2002:1).

Finally, when climax rises, the conflict is about solved. The author uses his/her capacity to represent resolution that gives the fiction the sense of continuity after the climax of action (Smith ,2001: 3).

2.5. The Theme:

Quinn (2006: 417) defines the theme as the significant idea in a literary text that is sometimes used interchangeably with motifs. It is often used to describe a repeated idea in a number of texts.

Duffy (2009:146) affirms that the theme is the general idea in the narrative text while the main idea is the big idea in expository text. Theme indicates the moral of the story; it is simplified in the narrative text rather than stated explicitly.

2.6. The Setting:

Lye (1997: 7) states that any narrative fictional work should have a specific setting which has a certain essential code. Setting is the same as the character through using conflicting and comparison to add the importance to a literary work and it can be repeated with diversity.

Hughes (2002:100) defines setting as the fundamental importance that shapes the dialogue between characters, to mention where and when it takes place.

2.7. The Style:

Disher (2001:180) argues that the authors' personality comes to use certain style and the reader of a novel, story or any literary work may admire the narrative details of aggressiveness, moral vagueness, energy and disconnected of an author's fiction.

Hallelt (2003: 7-8) has proposed the following elements of style:

1. **Diction:** refers to the word choice whether formal or informal.
2. **Sentence Structure:** indicates to the sentences whether they are simple or complex.
3. Analytical reading of language pays great attention to language which provides lexical units for readers, that are presented as words or groups of words (Hughes, 2002: 167).
4. **Imagery:** Duffy (2009:115) focuses on a great value and very essential for reading a narrative text since it typically makes events of stories that are alive and exaggerated.
5. **Symbol:** Burroway (1992: 278) states that symbol is an object or event stands for something more or something other than itself by virtue of association.
6. **Allegory:** It can be defined as a narrative which involves a structural comparison rather than stylistic. It is a continuous fictional comparison of events where novel's action stands for a problematical action or a philosophical idea (ibid).
7. **Dialogue:** Dialogue employs speech that is introduced in novel or other types of fiction in the form of direct speech, indirect speech or as narrative reports of speech acts (Disher, 2001: 63).

2.8. The Narration:

Disher (2001:76) suggests that narrators' voice and point of view will enhance the perspective of a story or novel. This will assist the readers for getting their information and demeanor the insight and view their own concerning events, themes and characters. The terms 'first', 'second' and 'third person' do not indicate that there are one, two or three characters introduced but are simply grammatical terms portraying the use of 'I', 'you' or 'she/he'.

The 19th century novelists try to convey their stories through an well-informed narrator, who is aware of all the events, creativeness, and interests of all characters throughout the novel.

Through using media for teaching novel, the writer reveals the characters hidden thoughts without expressing how this information is obtained (A Guide to the study of literature, 2009:4).

Section Three: Procedures and Methodology:

3.0. The Introductory Note:

This section describes the practical procedures that are used for analyzing data of this study. This study is a descriptive one for achieving the aims of the current study and the tool of a questionnaire is used for finding the students' perspectives of using Media in teaching novel for the university students. The questionnaire consists of (20) items for the third code: always, sometimes, never.

3.1. The Procedures for Conducting a questionnaire tool for this Study:

Constructing a scale for finding the students' perspectives of using Media in teaching novel for the university students.

The Procedures of statistical analysis for finding the students' perspectives of using Media in teaching novel for the university students are illustrated as the following:

3.1.1. Extracting the Discrimination Power to the items of Finding the Students' Perspectives of Using Media in Teaching Novel for University Students:

The items of a questionnaire are analyzed statistically and discovering the discrimination and its engagement to the total degree. The items that have discrimination power are the items discriminate between the responses of higher degrees and the responses of lower degrees according to the aspect of the item's measurement. using of extreme two groups method and the relation of the item degree with the total degree and it is considered as the suitable procedure in analyzing the items practically.

3.1.2. The Extreme Two Groups Method in Finding the Students' Perspectives of Using Media in Teaching Novel for University Students:

For accounting the discrimination power for every item, the researchers are implementing the following steps:

A. Applying the questionnaire for finding the students' perspectives of using Media in teaching novel for the university students and the sample of this study is (150) male and female students from the third academic year in English department /college of Education /at Samarra university and making limitation of the total degree for each response.

B. Making arrangement for all the students' responses in descending way according to the total degree from higher to lower.

C. Allocating (27%) for higher degree responses and (27%) for lower degree responses. These two responses higher and lower are the two big groups as size and extreme discrimination as being possible. In each group method, there are (41) responses.

D. Extracting the mean scores and standard deviation for all responses in the two groups and for each item. Measuring items and then applying the (T-Test) for two independent samples for finding the differences between higher group responses and lower group responses for each item in the

significance level (0.05). The two researchers find that all the items are suitable for finding the students' perspectives of using Media in teaching novel for the university students. These items are discriminated by the students' responses on the items of a questionnaire, according to the following table:

Table (1) The Value of Discrimination Coefficient Items in Finding the Students' Perspectives of Using Media in Teaching Novel for University Students

Item	Group	No.	Mean	St. Deviation	Value of T-Test
1	Higher	41	2.8293	.38095	6.299
	Lower	41	2.0244	.72415	
2	Higher	41	2.4146	.49878	3.563
	Lower	41	1.9268	.72077	
3	Higher	41	2.4146	.66991	7.825
	Lower	41	1.3659	.53647	
4	Higher	41	2.0488	.73997	2.464
	Lower	41	1.6585	.69317	
5	Higher	41	2.7805	.41906	5.509
	Lower	41	2.0488	.73997	
6	Higher	41	2.3902	.62762	3.105
	Lower	41	1.9268	.72077	
7	Higher	41	2.4146	.49878	3.685
	Lower	41	1.9268	.68521	
8	Higher	41	2.4878	.50606	5.971
	Lower	41	1.7317	.63342	
9	Higher	41	2.6341	.58121	6.020
	Lower	41	1.8293	.62859	
10	Higher	41	2.7317	.54883	4.158
	Lower	41	2.1707	.66717	
11	Higher	41	2.4146	.59058	3.225
	Lower	41	1.9512	.70538	
12	Higher	41	2.6341	.58121	5.883
	Lower	41	1.7805	.72499	
13	Higher	41	2.6585	.57488	4.627
	Lower	41	2.0000	.70711	
14	Higher	41	2.6098	.66626	5.300
	Lower	41	1.8293	.66717	
15	Higher	41	2.4878	.50606	4.909
	Lower	41	1.8537	.65425	
16	Higher	41	2.7073	.46065	6.149
	Lower	41	1.8537	.76030	
17	Higher	41	2.0732	.68521	5.639
	Lower	41	2.9024	.30041	
18	Higher	41	1.7561	.76748	8.906
	Lower	41	2.7561	.43477	

19	Higher	41	2.0732	.64770	5.606
	Lower	41	2.7805	.41906	
20	Higher	41	1.8780	.55656	8.294
	Lower	41	2.8293	.38095	

3.1.3. The Item Relationship with the Total Degree for Finding the Students' Perspectives of Using Media in Teaching Novel for University Students:

It means finding correlation coefficient between the performance on each item from the measurement of the items and the performance on the measurement itself. The most important feature of this style is that the researchers must represent alliterative measurement in its items. The verification have been gotten from the validity of the measurement by the correlation of the items with internal or external criterion. The best internal criterion is the total degree of the measurement itself.

3.1.4. The Validity:

Tomlinson (2013:304) defines validity as a questionnaire actually measures what is supposed to measure, in order to assess what the two researchers construct in the current study. For verification from the validity of the measurement, the researchers depend on the total degree of the measurement which is considered as the internal criterion that can be extracted the correlations validity of the item's measurement. In this study, the two researchers use spearman-Brown coefficient for extracting the correlation between each item and the total degree of the measurement by using the sample of (150) male and female students. Those (150) students who answer about the questionnaire that the two researchers present.

It is concluded that all the items of finding the students' perspectives of using Media in teaching novel for the university students have a correlation with the total degree of the measurement and this correlation has a statistically significant in the level significance (0.05). It is observed that each items of the measurement has a statistical significance with the level of (0.05) and all the items of finding the students' perspectives of using Media in teaching novel for the university students are accepted, and the following table illustrates the results:

Table (2) The Correlation of item with the total degree in Finding the Students' Perspectives of Using Media in Teaching Novel for University Students

No. of the item	Correlation value	The Result	No. of the item	Correlation value	The Result
1	.576**	Significance	11	.339**	Significance
2	.370**	Significance	12	.549**	Significance
3	.658**	Significance	13	.459**	Significance
4	.266*	Significance	14	.510**	Significance
5	.524**	Significance	15	.481**	Significance
6	.328**	Significance	16	.567**	Significance
7	.381**	Significance	17	.533**	Significance
8	.555**	Significance	18	.706**	Significance
9	.558**	Significance	19	.531**	Significance

10	.422**	Significance	20	.680**	Significance
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According to the coefficient correlation and the relation of the item with the total degree , all the items are accepted for finding the students' perspectives of using Media in teaching novel for the university students.

The procedure of the correlation coefficient and the relation of the item with total degree of the measurement for the purpose of constructing a scale in finding the students' perspectives of using Media in teaching novel for the university students, and by this way, the first aim of this study is achieved.

The researcher displays the items of finding the students' perspectives of using Media in teaching novel for the university students with its alternatives and the frequencies for each alternative with the percentage for each alternative as it is shown in the following table:

Table (3) The Items of Finding the Students' Perspectives of Using Media in Teaching Novel for University Students with its Alternatives, Frequencies for each Alternative with the Percentage

NO	The Items	Always		Sometimes		Never		Mean	St. Deviation
		Frequ ency	Perc ent	Frequ ency	Perc ent	Frequ ency	Perc ent		
1	I enjoy reading novels through using media.	73	48.7	65	33.4	12	8.0	2.406	0.635
2	I am interested in using Facebook all the time for maintaining the literary words.	47	31.3	84	56.0	19	12.7	2.186	0.638
3	I like the flat characters through reading any novel.	33	22.0	56	37.3	61	40.7	1.813	0.771
4	I prefer to see the ancient novels in media.	28	18.7	85	56.7	37	24.7	1.94	0.657
5	I learn more from YouTube novels.	67	44.7	62	41.3	21	14.0	2.306	0.704
6	I like the round characters through seeing novel events.	36	24.0	86	57.3	28	18.7	2.053	0.653
7	I enjoy reading literary text through using media.	39	26.0	86	57.3	25	16.7	2.093	0.648
8	I prefer the main characters through reading novels.	48	32.0	67	44.7	35	23.3	2.086	0.741
9	I am interested to see modern novels.	43	28.7	84	56.0	23	15.3	2.133	0.651
10	I like the minor characters in a novel.	88	58.7	50	33.3	12	8.0	2.506	0.6423
11	I like the flat character in any novel in following media.	54	36.0	73	48.7	23	15.3	2.206	0.688
12	I am interesting to see the photographs in the ancient novel.	58	38.7	59	39.3	33	22.0	2.166	0.763
13	I like to see the photographs that are found in modern novels.	76	50.7	58	38.7	16	10.7	2.4	0.675
14	I like the static character in a novel.	61	40.7	68	45.3	21	14.0	2.266	0.691
15	Some persons are represented as flexible individuals.	42	28.0	83	55.3	25	16.7	2.113	0.660
16	I am able to ask classmates for their opinions.	54	36.0	69	46.0	27	18.0	2.18	0.714
17	I don't follow the conversation through reading novel by using media very well.	79	52.7	58	38.7	13	8.7	2.44	0.650
18	I enjoy social gatherings where one can meet new people.	68	45.3	60	40.0	22	14.7	2.306	0.713

19	I am interested in what others have to say.	67	44.7	70	46.7	13	8.7	2.36	0.637
20	I always pay attention to conversations of the situations of the novel.	59	39.3	77	51.3	14	9.3	2.3	0.631

This table appears that the item no. (10) (I like the minor characters in a novel), is came firstly as having mean value, according to its importance and its arrangement. The second important item is the item no. (17) (I don't follow the conversation through reading novel by using media very well) and the third important item is the item no. (13) (I like to see the photographs that are found in modern novels), and the fourth important item is the item no. (1) (I enjoy reading novels through using media).

3.1.5. The Reliability:

The reliability has been extracted by two ways: by applying Cronbach's Alpha and Spearman-Brown coefficient and the value of reliability can be considered and the two researchers can depend upon it.

Table (4) The Reliability Value of Finding the Students' Perspectives of Using Media in Teaching Novel for University Students

The Method	The Sample	Coefficient Reliability	Significance level
Cronbach's Alpha	150	0.735	0.05
Spearman-Brown Coefficient	150	0.776	0.05

3.2. Results of The First Aim:

Finding the students' perspectives of using Media in teaching novel for the university students and assess its statistical significance is representing of the first aim of this study. In applying the measurement of finding the students' perspectives of using Media in teaching novel for the university students, the results have proved that the sample of (150) male and female students and the mean of sample is (44.2667) and the standard deviation is (5.53896), and in making a comparison between the mean of a sample with the mean hypothesis which is (40) for the measurement. It is noticed that it is higher than the mean hypothesis for the measurement. The distinction between the two means by using the equalization of computed t-test for one sample. It is obvious that its statistical significance in the level of (0.05) with freedom degree (149) as it is explained in the following table:

Table (12) T-Test for Measuring the Distinction between the Mean Scores in Finding the Students' Perspectives of Using Media in Teaching Novel for University Students and the Mean Hypothesis of the Sample

Measurement	Mean of sample	Standard Deviation	Mean Hypothesis	tabulated T-Value	Computed T-Value	Freedom degree	The Result
Finding the Role of Media in Teaching Novel for	44.2667	5.53896	40	1.960	9.434	149	Significance

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This shows that the sample of the study has a high level for finding the students' perspectives of using Media in teaching novel for the university students.

Note: The mean hypothesis is appeared by multiplication of alternatives mean scores with the number of items measurement.

3.3. Results of The Second Aim:

Find out the differences between male and female students in getting benefits from learning novel through using media is the second aim of this study. The t-test formula for two independent samples is used for measuring the comparison between the scores of the respondents according to the sex variable. The computed t-value (1.370) is lower than the tabulated t-value which is (1.960) in the freedom degree (148) of the significance level (0.05). This shows that there is no differences between the university male and female students in getting benefits from learning novel through using media. it means all male and female students in the third year in English department /college of Education / at Samarra university have the same level in getting benefits from teaching novel through using media, and the table below will illustrate this result:

Table (13) T-Test for Two Independent Samples for Making a Comparison between Students' Mean Scores in Finding the Students' Perspectives of Using Media in Teaching Novel for University Students According to the Sex Variable

Sex	No.	Mean Scores	Standard Deviation	Computed T-Test	Tabulated T-Test	Freedom Degree	The result
Male	82	44.8293	5.62359	1.370	1.960	148	Significance
Female	68	43.5882	5.39827				

As it is obvious in this table, the tabulated t-test is higher than the computed t-test and this means there is no differences between male and female university students in in getting benefits from learning novel through using media and the have the same level.

Conclusion:

Media is represented as the efficient tool for teaching novel for the university students which has included a powerful, fast-paced plot and stimulating, and has prominent characters. Teaching novel is the most important and interesting material for the university students for the purpose of improving the students' competencies in the academic states. Using media in teaching novel inside or even outside the classroom proves to be an efficient teaching tool which leads to the development of the students' comprehension in such literary materials. The researcher observes according to the statistical analysis that media has the efficient role in teaching novel for the university students, because the students have gotten benefits in learning how to elaborate their information in novel.

It is found that there are no differences between male and female university students in getting benefits in using media for teaching novel. So, all the students have the same level.

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Appendix:**The Questionnaire:****Finding the Students' Perspectives of Using Media in Teaching Novel for University Students:**

Write in one of the choices that based upon your opinions whether: Sometimes, Always, never.

NO.	The Items	Sometimes	Always	Never
1	I enjoy reading novels through using media.			
2	I am interested in using Facebook all the time for maintaining the literary words.			
3	I like the flat characters through reading any novel.			
4	I prefer to see the ancient novels in media.			
5	I learn more from YouTube novels.			
6	I like the round characters through seeing novel events.			
7	I enjoy reading literary text through using media.			
8	I prefer the main characters through reading novels.			
9	I am interested to see modern novels.			
10	I like the minor characters in a novel.			
11	I like the flat character in any novel in following media.			
12	I am interesting to see the photographs in the ancient novel.			
13	I like to see the photographs that are found in modern novels.			
14	I like the static character in a novel.			
15	Some persons are represented as flexible individuals.			
16	I am able to ask classmates for their opinions.			
17	I don't follow the conversation through reading novel by using media very well.			
18	I enjoy social gatherings where one can meet new people.			
19	I am interested in what others have to say.			
20	I always pay attention to conversations of the situations of the novel.			