

CYBER-CULTURE IN IMPROVING STUDENT'S LITERACY

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Abstract

As a millennial generation or Y generation, a cyber-culture is embedded in senior high school students. Information can be easily accessed without any censorship. The government once issues the regulation in Permendikbud No. 21/2015 about cultivating student's attitude in which School Literacy Movement (*Gerakan Literasi Sekolah/GLS*) should be conducted. The study is aimed at investigating two big issues, they are (1). Is cyber culture positively responded by school's stakeholders in improving student's literacy?; and (2) How does the role of teacher anticipate a side effect of cyber culture?. A descriptive qualitative approach was carried out and in-depth interviews were conducted to gain vivid pictures of cyber-culture in students life and it was analyzed by using Cultural Studies perspective by Derrida (1976). The findings show that students are interested in reading articles and many information as long as they meet student's curiosity and needs. In conclusion, a good reading facilities with high speed wifi, virtual library access and join-cooperation between school's stakeholders and internet providers or teenager's sites will promote students' good attitude in cyber world, avoiding a hoax and hate speech.

Keywords: *Cyber-culture, literacy, Critical thinking, Cultural Analysis*

A. Introduction

A gadget can be included as a primary thing by students, as important as food like rice, meat and other daily meals. At present, students can be classified as a millennial generation or Y generation. They deeply get in touch with gadget (online internet) and they are very techno-minded. Consequently, the information which widely spreads out is easily accessed. They even know various information without any limits. The way they interact with gadget and information changes their habits, from the way they respond the information to the way they think. In other words, students are more adaptive towards every situation (Kodrat, 2017). In the national context of information technology, there are some ethical attitudes which are required to accept by students. If not, they break some government regulations in terms of Information and E-Transaction Bill (ITE). A hoax will be freely and widely distributed. A threat of hate speech and/or bullying will be part of student's life when they are using a gadget. It will be a negative influence (side effect) for their academic and attitude performance.

At the same time, the government, in the context of school, promotes what it is called as School Literacy Movement (*Gerakan Literasi Sekolah/GLS*). In this program, students are asked to read given books for about 15 minutes and they should summarize it. The GLS is aimed at improving student's literacy as Permendikbud No. 21/2015 about *Penumbuhan Budi Pekerti* (cultivating student's attitude). Students are expected to have a high literacy ability, meaning that they have paraphrasing, modifying, summarizing, modifying and retelling skills (<https://www.kemdikbud.go.id/main/blog/2015/08/mendikbud-luncurkan-gerakan-literasi-sekolah-4514-4514-4514>). The literary skills have a strong relation with the use of language, as ideational/representation function is used (Halliday, 2004) since literacy is a process of reading, writing, speaking, listening, observing and arguing (Kuder and Hasit, 2002). However,

the use of gadget (internet) causes a new culture. Levy (2001) stresses that cyber-culture is set of technologies, mode of thought and value which are developed along with the growth of cyberspace. In other word, cyber-culture is a way of thinking how people communicate by using technology.

Students are offered many features and menus in their hand. The internet provides not only useful information which is appropriately needed, but students also should perform self-censorship towards a junk information, games, and other entertainments. In the context of cultural studies, the interaction between students and the internet world will emerge the ideology—the way they view the world, then at the same time, the cyber brings its ideology as well.

B. Research Questions

Concerning with two crucial factors, which are students as a millennial generation and GLS program, the study deals with two issues in mind. The issues are formulated as follows:

1. Is cyber culture positively responded by school's stakeholders in improving student's literacy?
2. How does the role of teacher anticipate a side effect of cyber culture?

C. Research Method

The Study was conducted in one of prominent senior high schools in Jatinangor, Kabupaten Sumedang. Three students from different grades and gender and two teachers were deeply interviewed. The interview was performed informally to get a natural setting as Creswell (1994) suggested. School's situation and student-gadget's interaction were recorded in field notes. The study employed a descriptive qualitative approach. The findings then were analyzed by using cultural studies perspective as revealed by Derrida (1976).

D. Findings and Discussion

A cyber plays a significant role in shaping students point of view. Information travels so fast that students know and imitate what they read. The language expressions and fashion, online game trends which appear in cyber are recognized and imitated by them. From the interview, it finds that many information are got from social media, such as *whatsup* based-group. The members supplied the viral information, then they accessed it by using school wifi. The social media has its site and deliver daily news like *Line today*, reporting curious information from life-style genre articles to politics. The students enthusiastically read life-style news/repots. The reason is (1). They are curious with the title of articles and (2). They can read easily since the article uses easy (pop) language, no need to think hard. And (3). The article fulfills their curiosity and need.

The information they get, then, is distributed in their *whatsup* status and groups, so everyone knows the news. It opens the group or personal discussion. Not all information is read and distributed if they think the information is not interesting and contains what they call as “a hoax” and promote a hate speech, bullying. They only read and keep it.

For the academic purposes, *whatsup* group is used to share academic information, academic score and materials. The members are students and teachers. Students think that they do not have any problem nor hesitate in asking questions or information to teachers. At the same time, a teacher uses *whatsup* group to send academic information, exercises, homework and an up-to-date information. However, It also finds that students do not read the text or information in detail. Some time they read too fast, so some information are missed and misled. Or they skip them, then the full information is not delivered, and misunderstood. Some students, particularly

male, still use gadget as a media to play on-line game such as *Mobile Legend (ML)* and *Youtube* to search sport news.

Based on the in-depth interview with teachers, it also finds that students sometime mislead in understanding comprehension since they do not read the caption or description in detail. They frequently ask some questions which actually explain in the description. The teachers complain the language used by the students when they ask for permission or question to the teachers and when they are discussing in the group with their friends. Students do not use a formal language, even they use a slang/causal expression, even though they know that their teachers are there.

From the findings, a cyber-culture opens a big opportunity for school's stakeholders in improving student's literacy. Students have a curiosity, to know information that they need. The challenge now is how school can motivate students to read books as what students usually do in a cyber. A school can use a cyber as a media in GLS, which a school provides a news link to access by students. Moreover, the information should be modified and rewritten in different form. In the last, students are asked to give their critical comments. The result then is published in school's website.

In response to students' strong need in cyber, a school should provide facilities, such as a convenient park or garden with a good wifi for reading (reading corner), a library with online access to many national or international library. A friendly cooperation between school and teenager's sites like *Line today*, or other social media can be used to promote an internet ethic attitude, emphasizing literary skills in analysis, intertextuality and high order thinking skills. In short, students are expected to have skills in cyber world—how they avoid hoax and hate speech, even though cyber must bring its message of ideology which cannot be easily avoided by everyone including students and school's stakeholder as Cultural Studies believe.

E. Conclusion

Literacy is an important skill which students should have in this century. It is not only reading interest, but also skills in understanding, modifying, paraphrasing and delivering the content in different media. Student's literacy also meets the demand in senior high school curriculum objective, which is critical thinking and high order thinking skills. A cyber interaction in many form of gadget emerges a culture, so called "cyber culture". Meanwhile, there is a regulation made by the government to promote GLS. By providing the students a good facility in school, such as wifi and reading corner, it is expected that students improve their literacy. A good companion between school's stakeholders and internet providers or teenager's sites will promote a good attitude in cyber world, avoiding a hoax and hate speech.

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