

A 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.

Key words: 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. The literacy competence requires a deep understanding on texts. All things having meaning are called a text. Interacting with information technology, students need a good skill in reading which includes in literacy overview. Moreover, the war against hoax and hate speech is targeting students. Consequently, teaching literacy is very important.

However, information technology probably shapes students' life style—cyber-culture. The tremendous effects of information technology change the student's habits. They promote new habits, life styles and ideology towards students. Perhaps, students' critical thinking is highly developed. Nevertheless, there is still a school's interest which should be kept for the sake of student and national interest. One of interests is a good personality. Then, concerning with the school ultimate purpose, information technology should support the development student's personality, not eradicates the local wisdoms. On the other hand, massive information from a public figure, such as celebrities, politicians or other popular people, will be easily accessed by students. Some of public figures do not represent a good personality in publics as we can read that crimes, like corruption cases, involve politicians. Porn tapes also include celebrities. Even, life styles performed by celebrities promote a consumerism which contradicts with school's suggestions. The teachers suggest to their students to live in modest life. They should be able to distinguish what we need and we want.

The challenge in preserving a good personality by schools, of course, is not an easy task. There should be a strategic plan to do it. Making a school regulation in forbidding the use of gadget or internet at school is not a good solution. Staying away from the technology is also not a wise decision in preventing students from the side effects of technology. Students' mindset need any kind of information which supports them in learning. The regulation and students educate students to be independent and to have a good competence in judging something good or bad for himself. The other challenge is some issues are from global champagne such as democracy, freedom, and human right, which causes long debates to find out the advantages and disadvantages for students.

Technology, even though a cultural studies assume that technology is bringing a bad effect, depends on a user. A user is given many options in cyber. Everything that he wants is exist from the best to the worst. A user can choose a beneficial site which contains full of information which we need. On the other hand, sites which contain sex, violence, hoax and games are easily found by googling. This is a challenge faced by a teacher and school's stakeholders that a cyber is a means of information and makes easy to connect and access information or communication, but a cyber can be also a harmful technology when a user does not have a sufficient consideration to use a technology. It

is a huge responsibility for teacher and school's stakeholder to develop student's literacy and critical thinking in using a cyber with a good way.

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. Theoretical Review

Literacy becomes so important and is regarded as a focus in national curriculum now, responding to learning in 21st century. The main purposes in the curriculum are: (1). Critical thinking and problem solving; (2). Creativity and innovation; (3). Communication; and (4). Collaboration. In supporting the purposes, literacy movement is promoted and becomes an integral part in learning activities. A teacher is sued to have a new paradigm in handling the future challenge of education. The principle of long life education and creativity in classroom activities. The teacher should realize that learning is not only for students, but also teachers. Learning is not a formal education activity which can stop when he/she graduates from university. Furthermore, learning is a thinking process which should be a part of teacher's life. The teacher keeps reading, writing and discussing with his/her colleagues, observing and finding something new from teaching-learning activities. Without learning, creativity is impossible and there is no continuous improvement in teaching-learning activities. Besides, the teacher uses information technology in applying teaching method. Student centered approach is dominantly used and hopefully this approach can change student's way of thinking, more specifically the thinking of creativity and problem solving. Critical thinking is promoted and treated differently since the curriculum attempts to build this student's competence. A student also should have competence which is really needed in real world, global and competitive situation: citizenship, career and life.

Literacy itself is not only about how to access/read various texts. Although literacy is originally from the word "literate" meant to be familiar with literature or more generally well-educated, learned. While literacy refers to broader learning and the mastery of information to work within the knowledge. Then, in this perspective, literacy has a clear function role within the context of a globalizing world. Literate students have skills in reading and writing texts, even in deciding what actions to make in responding the texts.

Everyday life is a text which has meaning. In the present time, when digital technology is student's part of life, there should be treated differently by students. Technology brings its own interest or even ideology influencing all users, including students. Global world become a small village in student's hand. Real time news, information and text are easily and quickly accessed by students like a flash. The students should have a skill to select, observe, judge, and respond the information wisely. If not, they may be a victim of hoax or hate speech. As we know deeply that the literate skills are retrieving information, interpreting texts, reflection and evaluation.

Reading literacy is defined in PISA as the ability to understand, use and reflect on written texts in order to achieve one's goals, to develop one's knowledge and potential, and to participate effectively in society. This definition goes beyond the notion that reading literacy means decoding written material and literal comprehension. ... The focus of PISA is on "reading to learn" not "learning to read". Students...are expected to demonstrate their proficiency in retrieving information, understanding texts at a general level, interpreting them, reflecting on the content and form of texts in relation to their own knowledge of the world, and evaluating and arguing their point of view (OECD, 2001, pp.21–22).

In relation with text and culture, we can use the framework of cultural studies by Derrida. Cultural studies focus on how ideology plays its role in various texts as Althusser sees ideology as conceptual framework in interpreting and comprehending our life condition. Then ideology produces the culture and awareness about who and what we are (Sardar, 2002:46). Cultural studies is a study about a way used by media and American culture in dominating a worker class. Meanwhile, a purpose of cultural studies is to analyze the values (Sardar and Borin van Loon, 2002:3). In the perspective of cultural studies, the way of socialization and communication is a culture and can be regarded as a interpretable text. Roland Barthes, then, develops semiotics towards a culture. To understand the culture from semiotics, a culture is put as a sign. Furthermore, in the context of social study, a culture is classified as a vivid picture of ideology (way of life).

Bennet (1982:25) states that there is no a pop culture since a pop culture is not "a thing", but an intangible paradigm, which is a meaning, social practices and interpersonal relation. It is difficult to observe permanently. Furthermore, cultural studies are focused on the relation of culture with social interaction and daily activity. Texts are helpful to understand the world with certain convention. In this case, texts are found in information technology. The development of information technology puts culture and politics in privilege position. Technology sometimes brings and gets involved in producing myths in which many things are smoothly and unclearly exploited and dominated. The information technology is a dominant factor in shaping and influencing a representation in people's mind. Then, cultural studies are specifically interested in politic, ideology and hegemony.

Hegemony refers to how the ruler group defends and dominates its power towards a dominated group. The concern of cultural studies in this case is, then, (1). The narration of Cultural studies is attempted to explore how and what forms of the culture are developed and shaped in relation of social interaction; (2). Cultural studies try to explore how the hegemony of dominating group in a production world is developed and moved; (3). There is an assumption which uncovers how a new hegemony can be applied in future; (4). Cultural studies give attention on practical politics and culture as a form of resistance towards power and dominated relation. The use of information

technology by students, in this case smart phone or other gadgets, is part of student's life. Almost all students have hand phones and they actively use it for fulfilling their needs, such as homework, communication or even games. Becoming part of life, gadgets bring and shape its culture. From history, the cyber culture implies control society. If the control society signifies a system or interlinking systems of symbolic capital into which the private sphere is now emptied, and this symbolic system or systems is totalizing or in Marx's phrase for the last phase of capitalist.

Cyberculture is paranoia, not because it is rooted in control, but because it demands control out of its infinite difference. "Information," in other words, is a demand brought about by an uncertainty rooted in a globalized vision of knowledge that we call in modernity, "information." This is to say that information breeds the demand for more information. An important aspect of the cyber-culture studies deals with how people act in cyberspace in relation to information and knowledge. On this topic, Lemos (2004) formulated the Cyberculture Laws, which entail transmitting, connecting and reconfiguring information and communication practices. By transmitting, the author indicates the growing practice of "do it yourself" embodied in authentic contents or remixed ones generated by internet users and posted on various web interfaces. In turn, these interfaces aggregate and display comments and various contributions from other users. This represents an unprecedented democratization of the publisher's role, allowing many publishing for many. The second law relates to the connection principle.

Lemos (2004) articulates that it is not enough to just produce content, as they gain new meanings and expand their reach when they are shared over networks such as the internet. The exponential expansion of publishing and transmission, and the network diffusion of information, lead to the third law of the cyberculture, which is the reconfiguration of social practices, institutions and media arrangements. This reconfiguration translates into new forms of consumption of cultural goods, revised formats of symbolic goods' production and new perspectives on the sense of ownership and authorship. These changes, which occur in the context of the cyberculture, indicate a higher level of social complexity that takes place in the intersection between the user and the cyberspace. It constitutes then the creative appropriation that, according to Lemos, is at the same time, a new way to use resources, a new way to learn and a new technical field, as well as a form of deviation (deviance) in relation to the operating instructions, a space completed by the user in the gap not programmed by the producer/inventor.

Lemos' (2004) Cyberculture Laws are closely related to the authorship principle incorporated into the Conectivism learning perspective proposed by Siemens (2004). The author formulates that learning is a process of connecting specialized nodes or information sources and that the ability to learn is more important than what one knows at a given moment. Also, it is necessary to know how to select and to nurture information sources as well as to establish connections among diverse areas, ideas and concepts. All these requirements puts forward the active role of the learner, who articulates, transforms and contributes to the knowledge flows taking place in cyberspace. In the context of the production of online learning materials, Siemens formulation articulates that the creation of educational materials on networks such as the internet is put forward by joining knowledge from diverse areas such as knowledge concerning the publication of materials, knowledge about subject matter, and pedagogical knowledge. It also entails knowledge related to graphic web design, searching for new sources of information and copywriting. Unlike content published in

other media and developed from rigid and hierarchical roles, the collaborative, active work of online learners allows everyone to take advantage of the abilities and activities developed by each learner.

A 21st century term, new media, is used to define all that is related to or linked with Internet. It's the interplay between technology, images and sounds combined to be known as multimedia. The definition of new media is changing on a daily basis and it's predicted that it will continue to do so at an ever more rapid pace.

It is virtually unpredictable what will happen tomorrow. But, we do know that it will continue to evolve in fast. New media can also be defined as a new term that emerged in the latter parts of the 20th century. In simple terms, new media has the possibility of on-demand access to information anytime, anywhere on any digital device, as well as interactive user feedback. There is a lot of difference between traditional and new media; the dynamic aspect of content production in new media is that it can be done in real time.

The use of computers and computer networks for communication, entertainment and business has emerged a new culture; computer culture or cyber culture. It has led to the study of various social phenomena associated with the internet and other forms of the network communications, such as online multi-player gaming, wearable computing, social gaming, social media, mobile apps, augmented reality and texting. Consequences of the cyber culture has emerged in various ways, with the construction of the internet, the lifestyles of people around the globe have experienced a quick and drastic change. For the younger generation, there are social networking sites such as Facebook and Twitter. Users on these sites may post anything and can share the same with their friends and families, without meeting anyone in reality. The world has become a virtual meeting place.

E. Findings and Discussion

1. Findings

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 *whatsApp* based-group. The members supplied the viral information, then they accessed it by using school wifi. The social media have 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.

a. A Cyber-Culture in Students' Perspective

The information they get, then, is distributed in their *whatsApp* 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, *whatsApp* 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 *whatsApp* 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.

A respondent from students stressed that internet brings positive things for him, helping him in answering the task, especially a writing task. Internet provides an up-to-date information about the data that he needed. He also could brows from around the world the examples of how to do the task. In an art subject, when the art teacher asked him to make a design or picture, he can search many samples of designs and picture to generate ideas. Then, he made his own version.

In a civic subject, the teacher asked him (in a group) to make a paper about certain topic. His group searched from many sources and he wrote the paper based on the data. In presentation, they can search design and a relevant content from the internet. In short, internet can enrich his ideas in dealing with a school subject. Communication between him and his friend in group or in a class is easily connected by using social media. He also could contact his teacher when he had a problem or confirmed the task.

Another respondent clarified that in English subject, internet is helpful. She can see Youtube to get some information and to check pronunciation, expression and other skills. Moreover, online practices can be used to examine the level of understanding in the subject. He said that the English teacher used an internet in distributing the materials. Students are asked to download tasks and materials. The sites such as google.drive and google class are used to distribute the materials and tests. Then, he feels so enthusiastic because the subject uses the technology.

A respondent also insisted that the learning is more challenging and interesting if the teacher uses online media. It is not boring when students explore information on internet. The multi-media and colorful design make the students are encouraged. They are challenged to understand the instruction and engaged in the task.

A respondent also acknowledged that he sometimes wants to cheat by “copy-paste technique”, although he knows that it is a part of academic violence (plagiarism). The reason why he steals the ideas because he wants to finish the task instantly and the work from internet is better than him, while he thinks the task is so difficult.

In the context of entertainment, a respondent admitted that he spent much time in playing online game. The duration of playing game is about two until three hours a day. Sometime, he plays a game when the homework is done. The respondent acknowledged that the online game becomes addictive. It distracts the concentration and focus. Consequently, a respondent cannot get the material, still confused and is not able to understand the material very well. In other cases, it found that a respondent seems to depend on a gadget badly. Almost all time and every day, a gadget never stays away from the respondent. Even, during interaction with someone else, a hand keeps moving on the hand phone screen while he is listening to his friends' talks.

In a classroom, even though school regulation strictly forbids the use of hand phone and other gadgets at class, students are still breaking the regulations. They excuse

that the hand phone is important in case their parents contact them. However, the parents never contact them. The parents, if there is a urgent purpose, come to school and ask teachers for permission. A respondent said that they open online game sites, so they can play the game in group or individual. Sometimes they brows for specific information such as life style and infotainment in news sites or social media such as *Twitter* or *Instagram*. The student's curiosity on infotainment is higher. They subscribe infotainment based social media, such like *Lambe Turah*. Then, they follow regularly an-up-date news about celebrities and hot gossips.

The social media based news like *Line* which regularly publishes soft news about celebrity, life style and other information. Since the chosen topic is for a teenager segmentation, the way an editor presents the news, it encourages teenagers to be more curious with the information. A respondent explained that the interesting topic is about infotainment and life style which is suitable with his needs. For example, the topic of time management in learning or how to choose a loyal boy/girlfriend, or how to move on from ex is most wanted story. On the other hand, the need for completing his homework is not too necessary to use internet. Some useful website presenting exercise or try out for supporting higher school/universities' admission are not top list choice. Books or printed paper are mostly chosen by the respondent. The reason is that printed materials and books can be discussed and highlighted with colorful pens rather than online materials, but the online or e-book is more practical.

A respondent acknowledged that the use of social media is supporting his need in academic performances. Group chatting in *Whatsapp* or *Telegram* is used to distribute the materials, discussions and sharing ideas, which members of the group can comment freely. However, sometimes, one of the members sends irrelevant topics (articles or meme or picture/video) which are also viral from another group, then the topics are hotly discussed by others. The casual expressions are used by the members. Even, they use a slang, jargon and swear or rude words. Since it is not a formal forum, then a respondent accepts the words as usual. If in a class meeting, only few students give their opinion, in group chatting, almost all members put forward their opinion. A respondent added that a group chatting is limited in expressing their argument and sometime lead to misunderstand. A class meeting and clarification to the person directly is still important. A group chatting is essential in spreading out the information or solution in a short time, then it can be discussed further in a class meeting.

b. A Cyber-Culture in Teacher's Perspective

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. The teacher cannot make sure whether there is still ethic in online communication or not. Convincingly, a gadget brings a new style in communication towards a teacher and a student. In one aspect, it is good to solve the awkward situation when a student tells his/her subject problem to his/her teacher. A teacher can be contacted and asked all the time, even, as if she was available for 24 hours. On the other hand, in a context of ethics a teacher seems to worry that a student ignores and does not really care with the communication ethics.

The students do not see “how to use polite expression in group chatting” as a significant concern, while it is urgent to stress that polite expression is part of academic performance and widely treated as a soft skill.

A teacher said that the students engage with technology. Their curiosity is very high and they will quickly touch and type the screen keyboard to search words or terms which they want to know more. They are also familiar with many popular software, not only for entertainment purposes but also for creativity. They can operate multi-media software which is publicly viral on *Youtube* or other sites. Some of them write their daily activities in blogs which many people from all around the world can read it. Those who like singing cover various songs. Again, many viewers enjoy and give comment on their performance. However, this hobby sometimes can waste their time and, finally, he does not learn and do homework and has a problem with time of learning management.

The teacher added that the biggest problem that she is facing right now, in dealing with technology is how to apply some games/fun learning like *Kahoot*, when at the same time, there is a lack facility at her school. Fun learning/games need a strong and quick internet access which should be provided by school, not students. Every rooms should have overhead projector so that students can see and play *Kahoot* in front of class. Her school has eight projectors which is used interchangeably among teachers. Another problems encountered by teachers are the lack of information in using the game while there is no sufficient teachers’ discussion forum, like workshop. A teacher realized that her students know the technology including game sites better than her. However, students still prefer online game rather than educational sites unless teachers do not ask to do so. Sites, like *google.classroom*, are helpful for managing class by online. However, not all students have adequate facilities at home to access internet. The students are complaining about their “*quota*” (internet fee) and limited signals at their home.

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.

c. Ideology in Student’s Cyber-Culture

The cyber itself is believed to be a vehicle of ideology. As has been mentioned earlier that cyber society are actually controlled people. They are controlled and depended upon a technology. Then, a person behind technology is more powerful than the technology itself. In this case, a powerful person who uses technology can

automatically control people. In the perspective of cultural studies, the students and teachers are taken toward the situation that if they use a technology, meaning that, they are modern. Then, their educational practices are also modern and sophisticated. They do not focus on the essence of education which builds and makes people to think. It is what cultural studies believes that learning is associated with the gadget, not the knowledge or value to teach. The notion that using a gadget and also cyber as a part of advance civilization is not based on the fact. Even, a cyber-spreads out what a global issue happens. The lifestyle, norms, and values will globally affect those who read and keep in touch with technology. In relation with school and academic's life, there are several values which should be carefully considered in terms of literacy needs.

- 1) The mindset which is believed that technology is always good for students should be reconsidered. Technology is only a thing, media which cannot replace human. In other words, human should control technology and use it to make everything easier and more practical. In the context of school, a teacher should control the use of technology or gadget at class, especially in teaching-learning activity. Students, themselves, should wisely use the gadget in enhancing their learning. They should know the benefits of technology in making them understand more the school subjects. They also should know that not all things from internet are always good and must be followed and imitated instantly.
- 2) Student's literacy and cyber-culture are part of process which should be introduced by school and teachers. The literacy competences are should be taught by teachers. One of literacy skills is how the students can validate the information they get. By doing so, the students avoid the hoax by checking the information to other sources, and also they are using a logic when they read the information. Students also use an internet wisely. They should know the cyber ethic when students keep in touch with the internet. They should know how to communicate with older people and teachers. They should also recognize the context of situation and culture, then they can avoid the misunderstanding in meaning.
- 3) Students use a cyber as an entertainment, not a means to obtain a successful learning outcome. One of side effects in cyber is playing game. The addiction in game makes students forget their duty in learning. Furthermore, they do not attend the class only for playing online game or they have problem with their concentration since they sleep late at night because of playing the game. The academic performance becomes terrible. Since an internet offers a free information and social media, in which many information can be easily accessed including porn or adult information, some students use the jargon which associates with sexual activity. Free interaction between different sex and same is regarded accepted by the name of freedom.
- 4) In cultural studies perspective, cyber is used by a powerful people for ideological and economic interests. Social media, such as *Instagram*, *Twitter* and *Facebook*, are used by celebrities or public figure to promote their works and products. Students think that by following a public figure's account, they do not leave behind. However, in some cases, a public figure life style represents the ideology which influences the followers, including students. Some activities which are considered not productive in a perspective of school are night life, alcoholic soft drink and

tattoos. These activities could be taken as a good example of life style by students since the celebrities become role models. This kind of life style needs money to spend while students are not from rich families. Then, it will be a problem when students do not much money to follow their model's styles. If they have much money, then the ideology of consumerism is inherently adopted by students. They buy accessories, styles, and fashion which are not really needed. In short, cultural studies attempt to distinguish products are really needed and only wanted.

- 5) Literacy skills should be practiced. Six literacies should be introduced and continuously introduced and sharpened. They include reading and writing literacy, numerical literacy, scientific literacy, digital literacy, financial literacy and cultural and citizen literacy. Reading and writing as a basic in literacy skill play a significant role in shaping a person to be civilized. Numerical literacy is also urgent to drill. It also includes the competence in reading a graphic, table and other symbols. Digital literacy is also important when even today people live in a digital era. Financial literacy also emphasizes that people should know the risk and challenge to improve their quality of life. The last, cultural and citizen literacy is a commitment to keep national identity as part of their life and also to promote the mutual cooperation within and other nations.

2. Discussion

From the research findings above, there are underlying issues to discuss in relation with a cyber-culture in improving student's literacy. Two parts in these issues i.e. school's response on cyber culture and teacher anticipation will be discussed and elaborated in terms of cultural studies.

a. School's Response on Cyber-Culture

The students' mastery on technology like gadgets is a good start, meaning that they will follow the future challenges. Since students are interacting with texts, then the skill of literacies, like reading-writing literacy, numerical literacy and digital literacy, is drilled and sharpened. Moreover, a school should respond this situation by facilitating them so that the student's literacy is on the tract—in accordance with school's vision. The followings are the responses could be made in improving student's literacy.

1) Adequate and Comfortable Library

A modern library use is not only for keeping tons of books. It is the best place for enhancing the literacy. To encourage students coming to their library, a principal should create an adequate and comfortable library which provides various books from kinds of genres. Students can read text books, biological books until a popular novel, magazine and newspaper. A library also serves the students with online computers which can access other public libraries from around the world. Free internet access and library programs/activities such as book's discussion or writing club will motivate students to improve their writing and reading literacy. Head of library can give students how to use internet or cyber wisely by introducing positive and negative effects in cyber. The issues of hoax, hate speech, porn and other adult sites are discussed to make students think. This will promote a good cyber culture towards students.

2) Open and Green Reading Corner

Since the school location has a large field and many spots to use as a comfortable and open air reading corner, a principal can modify some places as a reading and also writing corners. The concept of open and green reading corner actually represents a school vision as a place for creating an intellectual and responsible students who have an environmental perspective. Some places are open and still have trees so the green situation are exist. Reading corner in open space is believed to attract the creativity and social interaction among students. Even, students are getting in touch with environment. The collaboration of technology and green reading corner can probably make students be motivated in reading and writing. It hopefully creates the energy of literacy.

3) Free Wireless Fidelity (Wifi)

Free wifi is like blood for students when they access internet. They can open many sites such as *Youtube*, *Facebook* or other social media. In the sites, they sometimes publish their creation and works. Students publish their arts, writing products and performance. Some of them have been sent to regional, national and international events. Again, this activities motivate them to express their literacy skills. A school facilitates them with a strong signal wifi, but the impact is very powerful to boost student's creativity. In this case, a school becomes a real second home for students while staying on the street is not a hundred percent safe. Then, making some beneficial activities at school is really a good and smart choice.

4) Student's Wall

Students' products, especially literacy products, can be displayed in the wall. A language teacher can make collaboration with other teachers like civics, religions or science, making more interesting displays. The purpose of the media is how to persuade students to be more aware in gadget's use including how to play with cyber wisely, how to avoid a cyber-bullying, or how to avoid hoax and hate speech. Cyber-crime is also an issue which should be responded soon when there is a hypnotize case by using gadget. The point here is how the cyber can motivate students to be more creative in one side and students can minimize the side effect of the cyber.

5) School Website

Students should be facilitated website at school or can use school website. A student can be given a chance to administer and manage a school site for their literacy programs. The website can expose the works beside they publish their work in student wall. Again, a teacher gives a certain rule and ethic as a guidance when they manage the sites. Regularly the website is reviewed by teachers and also examined whether the work supports a school vision or not. Hopefully, all channels functioned to strengthen their literacy skills should be supported and effectively used for improving student's literacy.

b. Teacher's Anticipation

A teacher has important role in guiding students, especially in cyber. A student is an active user in operating his/her gadget. If a teacher cannot handle this situation with a good way, a student will not be cooperative in using his/her gadget. The followings are the role of teacher to anticipate a side effect of cyber culture.

1) Guidance With a Persuasive Advice

Guiding a teenager student is not as easy as we think. From the personality perspective, a student in this age is looking for his/her identity. A student does not want to be judged and blamed for something she/he likes. A teacher should know how to persuade a student with a logical advice, not force him/her to follow a teacher's arguments. Prohibiting them to open adult sites is not a good way to persuade them to follow the rule. However, By giving them the disadvantages effects of browsing adult contents or sites, is a wise way to persuade them. Sooner or later, a student will be mature enough to know the side effect of cyber. Besides, the teachers keep reminding them to chase their dream. Teachers should convince their students that playing gadgets is wasting their time if there is no benefit or purpose while they are playing the gadget.

2) Following Their Works

One of effective way to examine how a cyber affects student's point of view by observing and following their works. If students are productive enough in producing work, then a cyber makes a positive contribution to their school activity. On the other hand, when students fail to perform their productive works, so there is a problem with a cyber in motivating them. Following students' work means teachers should have a critical thinking to examine every single student's work. Their work should be in line with a school's vision. In the literary context, various works should be appreciated and improved. Besides, a positive campaign in using a cyber should be emphasized.

Then, it is important for teachers to have a program in shaping a literary work, supporting a school's vision.

3) Giving Options

Students like being offered an option while they are asked "do or don't". In the context of literacy, developing a critical thinking can be triggered by asking and also giving options to their students such as, "If you send information which you are not sure with its validity, you should be ready with the consequences." The options can be offered such as, "open the "junk" sites, and you will be left behind, or open an informative sites, then you know everything". Actually, the objective of giving option is improving their critical thinking. They should be offered the menus and be ready with the result. Being independent and responsible learners is by giving them a large space to choose. They can learn with the decision they make. When people say "experience is the best teacher", in this case, "a decision is the best lesson."

4) Building Student's Responsibility

Inviting student's responsibility can be used by giving his/her tasks and clear job descriptions. A teacher supervises their tasks based on the planning they make. Moreover, a continue meeting to discuss what they are doing is regularly conducted. Based on the report gathered during the meeting, a teacher can examine whether the students are responsible enough to present their work or not. If, in a teacher's perception, students make mistakes in producing or validating the

information, a teacher can review it in the meeting once. A teacher discusses the long project with students in relation with school's vision.

In cultural studies, students think that a technology is a free value, which has nothing to do with shaping a way of thinking. However, a technology, along with cyber, becomes a vehicle to spread out the ideology. At least, when students think that they feel small and depend on the technology so much, it means that students have already been alienated. In the perspective of Other, as cultural studies see, students become Other which does not have a power. A cyber-culture forms a student to be dependent, which is a side effect of cyber. Even, game addiction is the example how a cyber affects students' life. Another example is when a viral news spreading out, students cannot distinguish whether it is right or not, it shows that students are controlled by a cyber. The notion of cultural studies sees the cyber, as an integrated part of technology, influences side effect of students since a technology user has no free value. In this case, students' critical thinking, as a focus of literacy, should be developed.

F. 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 free and quick wifi and green 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.

Teachers' participation in developing student's literacy can be done by giving students option, a persuasive advice, following their tasks and building their responsibility. In the perspective of cultural studies, there is no a free value in technology and also cyber. A cyber is used to spread out ideology which the target of audience is students. It is a huge responsibility faced by teachers and school's stakeholders.

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