Proceedings
The 2nd English Letters Undergraduate Conference
ISBN 978-602-50956-4-1

THE EMERGENCE OF CYBER LITERATURE: A CHALLENGE TO TEACH LITERATURE FROM TEXT TO HYPERTEXT

Deri Sis Nanda <u>derisisnanda@ubl.ac.id</u> Bandar Lampung University, Indonesia

Susanto Susanto

<u>susanto@ubl.ac.id</u>

Bandar Lampung University, Indonesia

Abstract

In a digital era, people live in a cyberspace that they become part of modern society. The information that they have acquired is from the World Wide Web (WWW). This WWW has become an important medium for people in the world to disseminate information. Because of the technology of Web, cyber literature emerges. This study talks about the emergence of cyber literature which changes the way of reading and teaching in various institutions. It becomes a challenge for people who teach literature because they should leave the printed text and move to the digital text as called hypertext. The existence of cyber literature also drives them change their style to analyze and criticize the work of literature. So, it becomes a challenge for them to teach literature from text to hypertext.

Keywords:

cyber literature, emergence, text, hypertext, cyberspace, challenge, development.

Introduction

The influence of technology changes all aspects of people's lives in the world. They become modern society who always get information and do communication in a virtual space. The influence can be seen in work places, homes and teaching institutions. Most of them acquire the information from the World Wide Web (WWW). It is a space for the users to read, write, and access the information with devices connected with the internet. According to Jonassen in his book, Computers in the Classroom: Mindtools for Critical Thinking, this WWW is the greatest and most common usage of hypermedia related to the links connecting information units, and organizing the information via the relationships among the units (Jonassen, 1996). Because of the technology of web, cyber literature emerges. It is a new genre of literature created and presented by means of computer (Koskimaa, 2007). Researchers have been interested in doing the research regarding the cyber literature and they use different terms for cyber literature like cybertext (Aarseth, 1997; Eskelinen, 2012), literary machine (Nelson, 1993), electronic literature (Hayles, 2002), digital literary (Hoover, et al., 2014), and digital literature (Sanz & Romero, 2007). Then, the discussion on cyber literature may elaborate terminological and aesthetic questions.

The emergence of cyber literature with the use of electronic space as a medium also gives the opportunity for people to read, write and access literary works. In relation to the active production in cyber literature, Neuage (1997) points out that there are many cyber literature communities using the homepage, email, forum, and blogs to publish and promote their literary works. They can write freely without any limitation and upload their works in the WWW. It shows that the works of authors are stored on the internet space and people from all over the world can see it. There is no need to print books with high prices that can limit the spread of literature (Nanda, 2016).

The existence of cyber literature opens the new literary works such as fan fiction (Schulz, 2008). According to Ryan (2013) the computer provides not only a channel of transmission

for the texts of fan fiction, it can also become a tool of production. Fan fiction referring to the texts created as 'pseudo-sequels' to a book, comic strip, TV-series or film and that are not written by professional authors but by fans. Cyber literature may cover: i) all literary texts such as prose or poetry, anthologies of digitized prose or poetry, online literature magazines and collections of classical texts which are available in the World Wide Web (WWW), ii) non-professional literary texts which are available at the internet and iii) hypertext literature and cybertext in relation to the literary texts of more complex structure. Because of the various literary texts which are available on the internet, it enriches the common views of cyber literature and constructs the new concepts from the literary point of view such as cybertext and hypertext. The acceptance of cyber literature may give a good sign for literature field itself. Because of the development of the technology, many possibilities could be done by the authors. They can share their literary works without any other limitation. The dissemination of the information from the authors helps people understand about the global culture. It is a breakthrough in cyber literature.

References

- Aarseth, E. (1997). Cybertext. Baltimore, MD: Johns Hopkins University Press.
- Bolter, D.J. (1991). Writing Space: The Computer, Hypertext, and the History of Writing. Hillsdale, NJ: Lawrence Erlbaum Associates,
- Douglas, J.Y. (1994). "How Do I Stop This Thing?" Closure and Indeterminacy in Interactive Narratives. In Landow, G.P. (Ed.). *Hyper/Text/Theory*. Baltimore & London: Johns Hopkins University Press, 159-188.
- Eskelinen, M. (2012). *Cybertext Poetics: International Texts in Critical Media Aesthetics*. New York: Continuum.
- Hayles, N.K. (2002). Writing Machines. Cambridge, MA and London: The MIT Press. Hoover, D.L., Culpeper, J., & O'Halloran, K. (2014). Digital Literary Studies: Corpus Approaches to Poetry, Prose, and Drama. New York: Routledge.
- Jauss, H.R. (1982). Toward an Aesthetic of Reception. Minneapolis: University of Minnesota Press. Jonassen, D.H. (1996). Computers in the classroom: Mindtools for critical thinking. Columbus, OH: Merrill/Prentice-Hall. Koskimaa, R. (2007). The challenge of cybertext: teaching literature in the digital world. UOC Papers. Iss. 4. UOC. [Date accessed: 25/07/2018]. Retrieved from http://www.uoc.edu/uocpapers/4/dt/eng/koskimaa.pdf
- Landow, G.P., & Delany, P. (Eds.) (1991). *Hypermedia and Literary Studies*. Cambridge: Massachusetts Institute of Technology Press.
- Landow, G.P. (1997). *Hypertext 2.0: The Convergence of Contemporary Critical Theory and Technology*. Baltimore: Johns Hopkins UP.
- Lanham, R.A. (1993). *The Electronic Word: Democracy, Technology, and the Arts.* Chicago: The University of Chicago Press.
- Nanda, D. S. (2016, May). Fostering the Use of Drama for English Language Learners in the Efl Classroom. In *International Conference on Education and Language (ICEL)* (p. 7).
- Nelson, T. (1993). Literary Machines. Sausalitu, CA: Mindful Press.
- Neuage, T. (1997). *Influence of the World Wide Web on literature*. Victoria: Deakin University Press.
- Patterson, N.G. (2000). The English class Hypertext and the Changing Roles of Readers. *English Journal* [Date accessed: 25/07/2018]. Retrieved from http://homepages.gac.edu/~mkoomen/edu241/hypertext.pdf
- Ryan, M.L. (2013). Fictional Worlds in the Digital Age. In Siemens, R. & Schreibman, S. (Eds.), *A Companion to Digital Literary Studies*. West Sussex. UK: Blackwell Publishing Ltd.
- Sanz, A., & Romero, D. (2007). *Literatures in the Digital Era: Theory and Praxis*. Newcastle: Cambridge Scholars Publishing. Schulz, N. (2008). "Fan Fiction Literature". *Encyclopædia Britannica*. Retrieved on July 24, 2018.