IJEAL (*International Journal of English and Applied Linguistics*)
Volume : 4 | Number 3 | Desember 2024 | E-ISSN : 2787-9482 | DOI: doi.org/ijeal.v4i3.4975

CYBER LITERATURE AS A MEDIA FOR READING POPULAR LITERATURE AMONG GEN-Z

Dinar Faiza[1], Ade Christanty Yudha Bestari[2], Meilina Haris Mayekti[3]
Universitas Nahdlatul Ulama Purwokerto, Purwokerto, Indonesia[1,2,3]

dinarfaiza1689@gmail.com

Received: 18/11/2024
Accepted: 03/12/2024
Publication: 05/12/2024

Abstract
This research aims to determine the development of literature in the digital era which has shifted to cyber literature and also determine the existence of popularity of cyber literature among Gen-Z, the young generation whose demographic is already quite large 27.94% of the total population in Indonesia. It used a descriptive qualitative research methods with data collection through questionnaires and documentation. The questionnaire was used to determine the existence of cyber literature as a popular literature media among Gen-Z. This questionnaire was given to 100 respondents who were born in 1994-2010 (aged around 14-29 years old) so they were included in the Gen-Z group. The research results show that around 96% of respondents have read cyber literature and 55% have cyber literature accounts. Around 42.6% of Gen-Z said that the average intensity of using cyber literature was once a week and 29.7% said that they used literary applications around 1-3 times a week. The majority of Gen-Z think that cyber literature is easy and practical to use, can be accessed for free, provides a wide variety of interesting and up-to-date stories from local and international sources and can increase their literacy and knowledge, especially in terms of language and literature.
.

Keywords: cyber literature, gen-z, popular literature, reading

Introduction

Technological developments in the world in the industrial reform era 4.0 are increasingly visible rapidly. This also happens in Indonesia where the internet and technology have become part of everyday life. Almost all lines of life are rapidly moving to the virtual world or cyber world. This also happens in the world of literature. Literature has new media because of technological developments into cyber literature where many literary works appear on sites, discussion forums, blogs in cyberspace. Cyber literature is literary activity that utilizes computer or internet media (Enraswara via Fitriani, 2007). So far, literature has developed through various media, from oral literature to written literature and now in the era of internet technology, it is called cyber literature. Cyber literary works are published via the internet without needing to be printed through a publisher or through an editorial process.

Many literary users are starting to switch to this platform because apart from being a way to target new readers from Gen-Z circles, it also reduces increasingly expensive publication costs. From the author's side, cyber literature can further explore creativity in expressing ideas and imagination without being limited by the rules or regulations of publishing. If the literary work is successful in having many readers, the author will benefit and can be made into a film or produced in a printed book for commercialization. Therefore, now many authors are competing to create cyber literary works. Meanwhile, for cyber literature users, this is made easier through various applications which they can access for free just via their gadget without needing to bring a book. These applications include *Wattpad, Webtoon, Google Play Book, Amazon Kindle, iPusnas,*

This is an Creative Commons License This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License

Volume : 4 | Number 3 | Desember 2024 | E-ISSN : 2787-9482 | DOI: doi.org/ijeal.v4i3.4975

Novelpus, Kindle, Free Book Spirit, Innovel and many mores.

Cyber literatures are included in popular or contemporary literary works. According to Umar Kayam in Yusanta & Wati (2020), popular literature can be defined by its target readers and the distribution process. Popular literary themes and stories are written for the tastes of the wider public and are made into the business needs. According to Umar Kayam, popular literature is artificial or temporary, only existing at certain times because its aim is to entertain. This is reinforced by Nurgiyantoro's opinion that popular literature is literature that was popular in its time and had many readers, especially among teenagers. The current youth group is called Gen-Z or Generation Z, namely teenagers born between 1994-2010 who are characterized by high use of technology, are accustomed to technology and never leave the internet (Santoso & Triwijayanti, 2018). That's why Gen-Z is called i-generation or the internet generation because this generation likes instant, easy and fast things (Santoso & Triwijayanti, 2018).

Therefore, this research aims to determine the existence of cyber literature as a media to read popular literature among Gen-Z. The urgency of research is to know the development and existence of literature and its media amidst the onslaught of social media, technological developments and changes of lifestyle. There have been several studies regarding cyber literature and its media. First, research from Yusanta & Wati (2020) regarding "The Existence of Cyber Literature: Webtoon and Wattpad Become Popular Literature and Publication Lands for Authors." This research focuses on discussing developments in the world of literature, especially in increasingly modern publication media. Second, research entitled "Literary Works with Romantic Topics on Wattpad and Webtoon Applications" (2021) by Chusnul Khotimah and Rianna Wati. This research discusses the comparison of stories included in cyber literature with romantic topics in the Wattpad and Webtoon applications. The third is research from Muhammad Iqbal Wahyudi and Rianna Wati (2021) entitled "Cyber Literature Phenomenon: Trends in Writing Literary Stories in a Social Media Frame" regarding the trend phenomenon of writing literary stories on social media through cyber literary communities. From several of these studies, the novelty of this research can be seen from the research object taken because this research focuses on targeting Gen-Z. Through questionnaires and documentation, researchers found out the existence of cyber literature is used as a reading media by Gen-Z whose demographics are already quite large, 27.94% of the total population in Indonesia.

Literature Review

Sastra Cyber

According to Endraswara (2003), cyber literature comes from a combination of the words cyber and literature, cyber means computer. Therefore, cyber literature is defined as literature written using computer media and networks that connect computers or the internet (Endraswara, 2003). Cyber literature is any form of literary activity or activity that uses the internet or computers (Azelia, 2022). Cyber literary media include Wattpad, Webtoon, Blog, Google Play Book, Amazon Kindle, iPusnas, Novelpus, Kindle, Free Book Spirit, Innovel and others. Anis (2019) stated that in print media literature, a literary work is assessed first and then reaches the reader, while cyber literature reaches the reader first and then is assessed. When cyber literary works are in demand and popular, most of them will only be made into print versions and go through various procedures and editing. This makes cyber literature also have advantages because it is difficult to be capitalized by economic authorities or politicized. Khusniyah (2019), said that the development of cyber literature cannot be avoided, considering the increasingly rapid development of science and technology. This type of cyber literature is included in popular literature or pop literature because it is a popular culture product with themes that relate to people's daily lives, and is popular with various groups for the purpose of entertainment. The users of cyber literature are dominated by Gen-Z who are always inseparable from gadgets for all their activities. The ease of access to cyber literature is the reason why they prefer this compared to print media such as books.

Gen-Z

Meanwhile, Bencsik and Machova (2016) in their research classified generations based on their year of birth. Gen-Z or Generation Z is the generation born from 1995-2010. Bencsik

This is an Creative Commons License This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License

Volume : 4 | Number 3 | Desember 2024 | E-ISSN : 2787-9482 | DOI: doi.org/ijeal.v4i3.4975

and Machova (2016) show that Gen-Z is developing along with digitalization so that Gen-Z is quick in accessing information and they are also growing smart, skilled in using technology and creative. This is in accordance with Prensky's (2001) statement that Gen-Z is a generation of digital natives who are very attached to the use of technology, as if this has been ingrained in them since birth. Gen-Z is also known to have a multitasking character and is adept at operating various technological media. They cannot be separated from social media in their daily lives.

The difference between Gen-Z and previous generations, Millennial Generation and Generation X, is that Millennial Generation and X still have limited access to internet use, so that they are not too intense in using it and there is no dependence on using the internet. On the contrary, Gen-Z who are dependent on the internet, they have the character of Fear of Missing Out (FOMO) if they do not use social media to update the latest information/trends or update their lives.

Research Method

This research method used descriptive qualitative with the technique of taking respondents through purposive sampling by distributing questionnaires and documentation. According to Shidiq & Choiri (2019), qualitative research is research that aims to understand a phenomenon that occurs in research subjects, for example behavior, perception, motivation, and so on. Data collection techniques in this research were carried out using questionnaires and documentation through purposive sampling. According to Sugiyono (2017), a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. There are 2 types of questionnaires, opened and closed questionnaire. An opened questionnaire is a questionnaire that contains questions that ask respondents to explain their answers to something. Meanwhile, closed questionnaires contain questions that expect short answers or ask respondents to choose one of the available answers. Closed questionnaires usually expect answers in the form of nominal, ordinal, interval or ratio data (Sugiyono, 2017). In this research, closed and opened questionnaires used to measure the existence of cyber literature as a reading media popular literature among Gen-Z. This questionnaire was given to 100 Gen-Z respondents around 14-29 years old or whose birth years were 1994-2010. Respondents came from students or general teenagers who meet the criteria.

Documentation is used to find out how many respondents have cyber literary application accounts such as Wattpad, Webtoon, Google Play Book, Amazon Kindle, iPusnas, Novelpus, Kindle, Free Book Spirit, Innovel and others. This documentation was taken from screenshots of respondents' accounts. Documentation is a method of searching for data from notes, books, transcripts, inscriptions, magazines, agendas, meeting minutes or photos of activities (Arikunto, 2016). In this era, screenshots or what are usually called screenshots can also be included in documentation. Documentation studies and analyzes data that has been documented. This method is used to complete the questionnaire results data and to find out how many respondents have the accounts of cyber literature application.

Results

The Existence of Cyber Literature among Gen-Z

Through a questionnaire adapted from (2023) Teria Yulan Dari (2023) and distributed to 100 respondents, it was found that 96 respondents had read cyber literature and 55 people had an account for one of the cyber literature applications.

Table 1. Recapitulation

NO	CATEGORY	TOTAL

This is an Creative Commons License This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License

Volume : 4 | Number 3 | Desember 2024 | E-ISSN : 2787-9482 | DOI: doi.org/ijeal.v4i3.4975

1.	Have read cyber literature	96
2.	Have not read cyber literature yet	4
3.	Have account of cyber literature application	55
4.	Not have account of cyber literature application	45

The average of the use of cyber literature by Gen-Z is at most once a week. Out of the 100 respondents, 42.6% said this and 29.7% said that they used literary applications around 1-3 times a week. In fact, around 12.9% respondents read cyber literature more than 10 times a week. This shows that cyber literature is quite intensely used as a reading media and has become one of activities for Gen-Z to spend their free time. However, when they asked how long it took to read in one sitting, the majority of respondents 49.5%, answered less than 1 hour and 21.8% read for 1-2 hours and 17.8% only read for 1 hour. This is in line with study results which show that Gen Z has a lower attention span than previous generations. There is even a study showing that Gen-Z's golden time to focus is only 8 seconds, lower than the millennial generation which has a focus span of 12 seconds. This research was conducted by ByteDance, the company that created Tiktok before they created this application. That is what underlies the initial creation of short videos on Tiktok.



Picture 1. Intensity of application use

Gen Z chooses cyber literature because they think that cyber literature presents a variety of stories that are popular or currently trending so it can be a choice for reading. 99% of respondents stated that they like cyber literature because these applications provide various types of popular stories. Apart from that, cyber literature can also be accessed for free anywhere and at any time. About 98% respondents agreed with this opinion. They don't need to spend money on books. Especially for those who don't have the privilege of getting more money to buy the books they want. Cyber literature also allows readers to read and discuss various literary works and also meet global community writers and sometimes even interact directly between readers and writers at wide community. Many Gen-Z consider this beneficial, as proven by 96 respondents agreeing or even strongly agreeing with the statement. 94% of Gen-Z agree that cyber literature can be a place to read and learn to write and share their works with other writers.

In terms of increasing literacy, 98% of Gen Z agree that cyber literature can increase knowledge, especially in terms of adding vocabulary, how to write stories, and understanding certain issues. As many as 95% of Gen Z agree that reading frequently through cyber literature can improve their reading and writing literacy. In the current era, 75.2% of Gen Z said they read cyber literature more often than they read physical books. Of course, this increases the intensity of literacy use significantly, as seen by 96.1% of Gen Z agreeing with this. With having the greater variety of stories in cyber literature means that Gen Z's literacy level can also increase. It is based

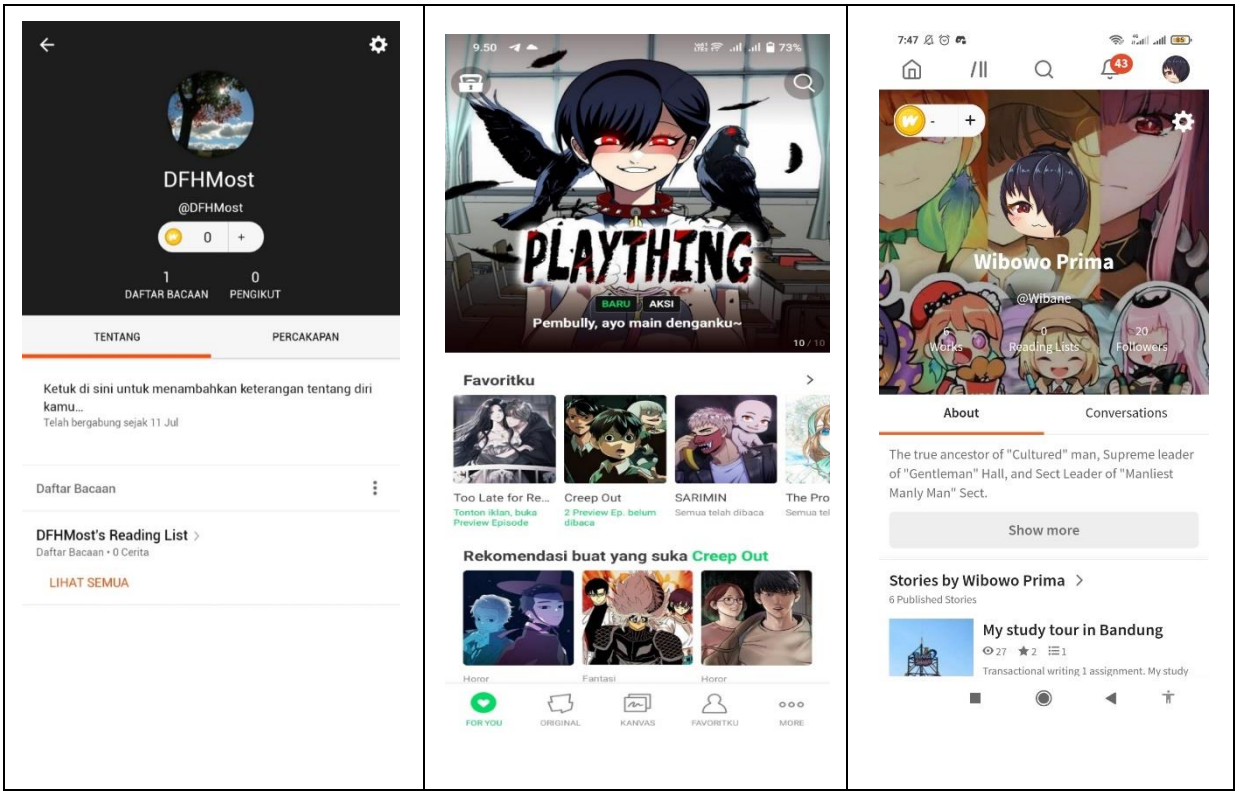
This is an Creative Commons License This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License

Volume : 4 | Number 3 | Desember 2024 | E-ISSN : 2787-9482 | DOI: doi.org/ijeal.v4i3.4975

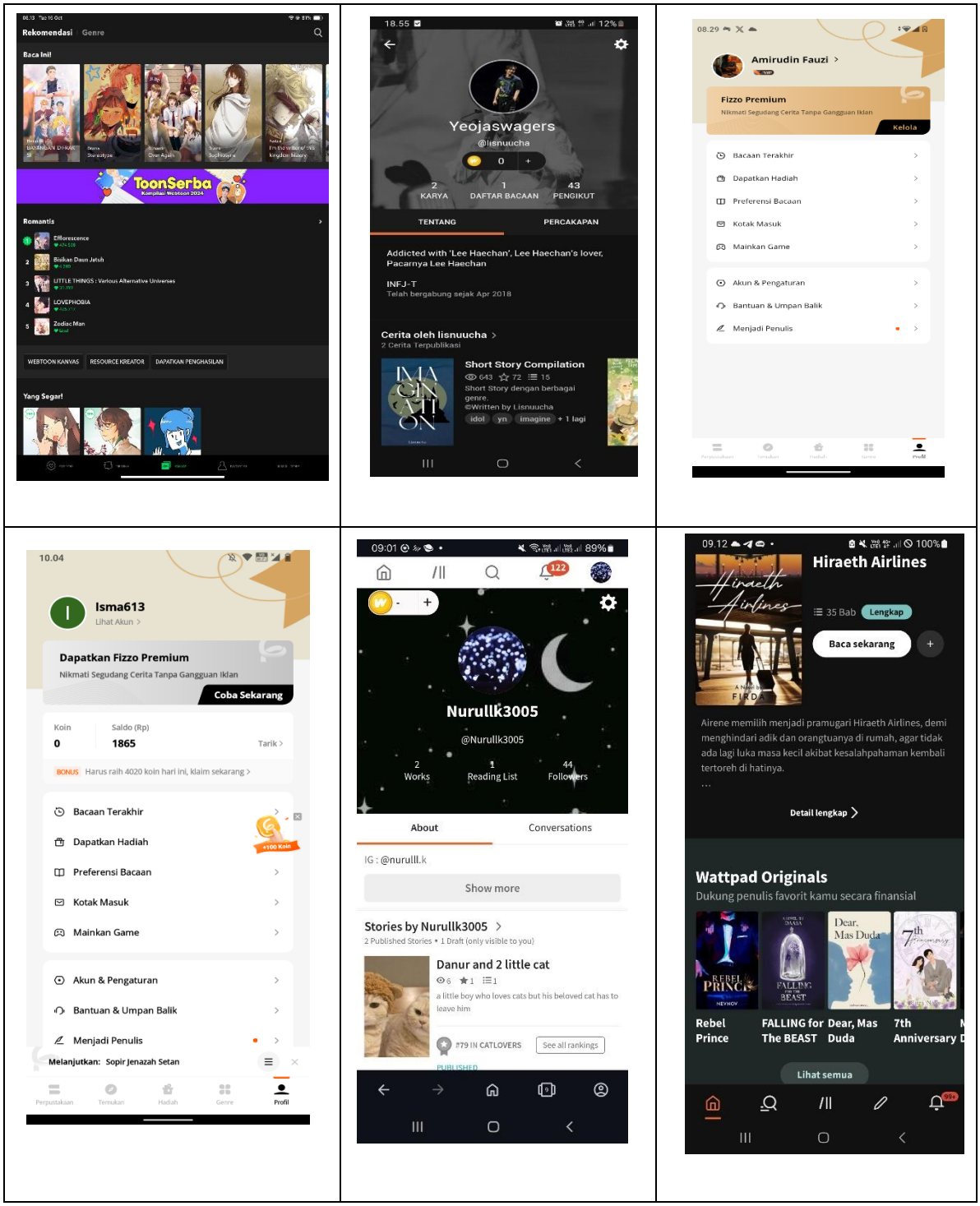
on the statements from 94.1% of respondents.

Gen-Z also found that they tend to choose stories that are interesting and exciting rather than choosing based on a particular author they like. This is evident from 93.1% of Gen-Z choosing stories based on the fun and interesting stories in cyber literature applications. Only 53.5% of Gen-Z choose stories based on a specific author. Most of Gen-Z (81.2%) stated that they prefer to look for reading that is currently popular or widely discussed, but they do not agree with being categorized as people who are *FOMO* (fearing of missing out) on trends. Gen-Z (75,2%) also prefers stories that provide visuals such as pictures or illustrations. Therefore, many people read cyber literature through *webtoon* or *noveltoon*, applications which also provide visuals.

From 100 respondents who filled out the questionnaire, 55 respondents already had the account of cyber literature from various platforms such as *Wattpad*, *Fizzo*, *Noveltoon*, *Webtoon* etc. Even though most of Gen-Z often use cyber literature and they say they enjoy using it to spend their free time or look for popular and exciting literary works, it doesn't make them willing to subscribe to premium accounts or the stories they like. For them, it is not a problem to use a free account which still has limited features. There were 53.5% of respondents who agreed with this and did not want to subscribe exclusively to get premium accounts. The following are screenshots sample of several accounts owned by respondents.



This is an Creative Commons License This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License



Gambar 2. The sample accounts of sastra cyber

The Preferences of Gen Z in Using Cyber Literature

Based on research results, Gen Z's preferences show that the type of reading literature (novels, short stories, poetry, comics, dramas, etc.) is cyber literature compared to printed or physical book. 75.2% of Gen Z respondents chose cyber literature as a reading media because it is not boring to read repeatedly. Cyber literature is considered more widely read in a relatively long time and makes the reader more enthusiastic because it is more attractive in terms of physical appearance (images). About 60.4% respondents said cyber literature was read more often for a long time and physical appearance is also seen as more attractive by 82.2% of respondents.

This is an Creative Commons License This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License

Volume : 4 | Number 3 | Desember 2024 | E-ISSN : 2787-9482 | DOI: doi.org/ijeal.v4i3.4975

In terms of practicality, efficiency and effectiveness, Gen Z also believes that cyber literature fulfills these things. 91.1% of Gen Z considered cyber literature to be more practical and efficient to read because it can be accessed anytime, anywhere for free, without the hassle of carrying heavy physical books. Apart from that, 78.2% of Gen Z also think that using cyber literature is more effective because they only need to open their gadget and then they can read various types of stories or genres that they want. They can access them simultaneously or alternately according to their mood. 89.1% of Gen Z also said it is easier for them to get the reading they like both locally and internationally or from authors they like.

In the current era, cyber literature is also widely used in learning language or literature in the class. Based on data, 69.3% of respondents said cyber literature was more often recommended in class during language or literature learning. Then 75.2% of respondents used cyber literature more often for school/campus assignments and 74.3% used it more often to learn language/literature because they (61.4% of respondents) considered it easier to understand content related to language/literature learning material. 64.4% of respondents also chose cyber literature because it was considered relevant to language/literature learning material. But even so, to learn about linguistic structures, printed/physical books are considered easier to learn because they can more easily mark the structure of linguistic rules and make notes or concepts through the printed/physical book.

Discussion

In the current era, gadgets have become a media for various activities carried out by Gen-Z and one of them is reading. Reading is a method used to obtain information or knowledge about an event or thing (Sharma, 2019). Whether it's reading to dig up information through online news portals and social media or reading for pleasure or entertainment. The existence of e-books and cyber literature is increasing in the era of digital. Slowly but surely, printed or physical books began to shift in use. Various studies have stated that reading preferences in the current era are very varied. The shift in preference from print media to digital media is starting to look quite significant. The Pew Research Center states that in 2011 there was a significant increase in the use of digital reading media from previously only 4% to 15% (Perrin, 2018). A part from that, research in Morocco by Larhmaid (2018) stated that the majority of students who are Gen Z, 73.6%, prefer to read with digital media rather than print media (21.5%) both during academic and non-academic activities. Other research such as that from Hamer and Mgrath (2011) states that students are more effective in using print media if the number of reading pages is more than 5 pages. This is in accordance with the results of research on Gen Z respondents (born 1995-2010) that concluded that out of 100 respondents, 96 people had read cyber literature or read literary works through digital media. Then as many as 55 respondents already had cyber literature accounts. This of course shows that the existence of cyber literature is quite high among Gen Z. On average, Gen Z reads cyber literature once a week and less than 1 hour in one sitting.

Several reasons for choosing cyber literature are because it is more practical, free, easily accessible, flexible and has a wide variety of interesting stories from various genres and places both locally and internationally. That allows them to save more time and costs. This is in accordance with research by Bush and Cameron (2011) which shows the results that 78% of students choose to use digital reading media because it is easy and practical to carry anywhere and Milal et al (2021) also report that many students have a preference for cyber literary media because it is easy to use, easy to access, cheaper and more up-to-date variety of stories.

For academic wise, reading is a mandatory activity carried out not only in lectures but for essential personal needs in the learning process. According to Eyre (2005), reading can provide a path to a better understanding of one's experiences and can be an exciting journey to discover oneself. Gen-Z needs reading to support school and lecture activities in order to fulfill their academic needs, especially in terms of language or literature. The results of this research show that around 64.4% of Gen Z agree that cyber literature is easier and more relevant in understanding language or literature learning material. Although in marking the structure of linguistic rules and concepts, they (56.4%) prefer to use print media. The variety of reading and the amount of cyber literature available also increases Gen Z's literacy level because there is an increase in the intensity of literacy use with the ease of access and practicality of cyber literature.

This is an Creative Commons License This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License

The use of cyber literature is not only for increasing academic literacy but also for reading for pleasure. Most of the respondents in this study said that they read cyber literature because the story content is exciting and interesting so it can be used to get entertainment, relieve stress, provide a sense of comfort and spend free time. This is in accordance with several previous studies such as Jolliffe and Harl (2008) who found that the majority of young people spent time with personal reading of their own choosing, such as novels. Mokhtari, Reichard and Gardner (2009) reported that most young people spend an average of 5.7 hours per week reading for recreation or reading for pleasure. Meanwhile, based on a survey conducted by Blackwood (1991) it shows that 88% of 333 young people read for entertainment and most read during the holidays for pleasure.

This research also shows that Gen Z considers cyber literature to increase enthusiasm for reading because it is not boring to read repeatedly for a relatively long time. In cyber literature there are also many stories that are interesting in terms of physical appearance in the form of pictures or illustrations. Because most of Gen Z's purpose in reading cyber literature is for entertainment, they also prefer to use the media with pictures or illustration provided.

Conclusion

The emergence of cyber literature marks the start of a shift in reading platforms from print media to electronic media. Cyber literary works are included in popular or contemporary literary works. Among Gen-Z, not many people like to read because they prefer gadgets to get information, spend their free time or find entertainment. Therefore, the extent of the existence of cyber literature among Gen Z needs to be known so that literary development continues to keep up with the times. Based on the results of research, it shows that the existence of cyber literature among Gen Z is quite high. About 96% of respondents have read cyber literature and even make it part of their reading routine to find entertainment or read for pleasure in their free time. Furthermore 55% of respondents already have the cyber literature accounts such as *Wattpad, Noveltoon, Webtoon, Fizzo, iPusnas, Googlebook* and many mores.

Seeing this phenomenon, the existence of cyber literature is not only seen as a source of entertainment but also as a form of expression of popular culture which is very close to the lives of Gen-Z. Most of Gen-Z prefer interesting and exciting stories with contemporary themes such as romance, social relationships, identity, gender issues that are closely related to their lives. Cyber literature is not only an alternative reading media but has become part of the popular literature ecosystem consumed by Gen-Z today.

Acknowledgements

We would like to deliver our sincere gratitude to Universitas Nahdlatul Ulama Purwokerto and LPPM UNU Purwokerto for their generous funding of this research through Penelitian Lanjutan scheme. This financial support was instrumental in facilitating the successful execution of our research, enabling us to explore the exsistence of cyber literature as a media fpr reading popular literature among Gen-Z. Their support has been crucial in helping us contribute to the field of literature and learning media.

References

Arikunto, Suharsimi. (2016). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Azelia, Rizkyana. (2022). Sastra *Cyber*: Dampak Positif atau Dampak Negatif? Retrieved on 20 October 2024 https://kumparan.com/rizkyanazelia10/sastra-*cyber*-dampak-positif-atau-dampak-negatif-1yBQo6JHLmL/full

Bencsik, A., & Machova, R. (2016, April). Knowledge Sharing Problems from the Viewpoint of Intergeneration Management. *In ICMLG2016 - 4th International Conferenceon Management, Leadership and Governance*: ICMLG2016 (p.42).

Blackwood, C. (1991). *Pleasure Reading by College Students Fact or Fiction?* UK: ERIC

This is an Creative Commons License This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License

Clearinghouse publisher.

Bush, MH., & Cameron, AH. (2011). *Digital Course Materials: A Case Study of The Apple iPad in The Academic Environment*. (Published Dissertation). California: Pepperdine University.

Endraswara, Suwardi. (2003). *Metodologi Penelitian Sastra: (Epistimologi, Model, Teori, dan Aplikasi).* Yogyakarta: FBS Universitas Negri Yogyakarta.

Eyre, G. (2005). The Development and Practice pf Literacy: A Voyage Of Discovery. *English Education Journal, 8*(1), 56-65.

Herfanda, Ahmadun Yosi. 2004. *"Puisi Cyber, Genre atau Tong Sampah" dalam Cyber Graffiti Polemik Sastra Cyberpunk, Kumpulan Esai.* Saut Situmorang (Editor). Yogyakarta: Jendela.

Jolliffe, D. A., & Harl, A. (2008). Texts Of Our Institutional Lives: Studying The "Reading Transition" From High School to College: What are Our Students Reading and Why? *College English*, *70*(6), 599–617.

Khotimah, Chusnul dan Wati, Rianna. (2021). Karya Sastra dengan Topik Romantis pada Aplikasi Wattpad dan Webtoon. *Arkhais*, *12*(1), 1-6.

Khusniyah, Aziizatul. (2019). Menjawab Tantangan Pendidikan Melalui Literasi Budaya pada Era Disrupsi. *Proceedings of Seminar Literasi IV*. Semarang: Pusat Pengembangan Bahasa UIN Walinsongo.

Larhmaid, M. (2018). The Impact of Print Vs. Digital Resources On Moroccan University Students' Reading Habits, Uses, And Preferences. *SHS Web Conf, 52*(2), 1-19.

Milal, A., Jannah, R., Sa'adah, S. I., & Fitria, A. A. (2021). Reading Preferences across Genders of Undergraduate EFL Students in Indonesia. *Indonesian Journal of English Language Teaching and Applied Linguistics*, *6*(1), 141-153.

Mokhtari, K., Reichard, C. A., & Gardner, A. (2009). The Impact of Internet and Television Use on the Reading Habits and Practices of College Students. *Journal of Adolescent and Adult Literacy*, *52*(7), 609–620.

Perrin, A. (2016). Book Reading 2016. *Pew Research Centre September*, 1–19.

Prensky, M. (2001). Digital Natives, Digital Immigrants. *On the Horizon (MCB University Press*, *9* (5), 1-6.

Santoso, Giovani dan Anna Triwijati. (2018). Gaya Pengambilan Keputusan Pembelian Pakaian Secara Online pada Generasi Z Indonesia. *Jurnal Ilmu Kel dan Kons, 11*(3), 231-242.

Sharma, LR. (2019). Scrutinizing Students' Preference For The Medium of Academic Reading Texts. *Int J Commun Res*, *9*(3), 252–60.

Sharma, LR. (2019). Students' Preference For Electronic and Printed Academic Reading Texts. *J NELTA*, *24*(1–2), 204-219

Shidiq, U., & Choiri, M. (2019). *Metode Penelitian Kualitatif di Bidang Pendidikan*. Ponorogo: CV. Natakarya.

Sugiyono (2016*). Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alphabet.

Wahyudi, I., & Wati, R. (2021). Fenomena Sastra Cyber: Tren Menulis Cerita Sastra dalam Bingkai Media Sosial. *Arkhais-Jurnal Ilmu Bahasa dan Sastra Indonesia*, *12*(2), 91-98.

Yusanta, F. B., & Wati, R. (2020). Eksistensi Sastra Cyber: Webtoon dan Wattpad Menjadi Sastra Populer dan Lahan Publikasi Bagi Pengarang. *Literasi: Jurnal Bahasa Dan Sastra Indonesia Serta Pembelajarannya*, *4*(1).

This is an Creative Commons License This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License