

Communists as Saviors - Reading from Real Teenage Community Generation

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Abstracts

Public as a whole have different abilities in interpretation on the text media. Therefore, each issue necessary documentary media texts especially true delivery so as not to cause confusion in the interpretation of the message. In line with the rapid pace of information technology to make all information more easily accessible lead the audience (especially teenagers) became more confused in making the interpretation of the meaning of the documentary primarily oriented history. The importance of media literacy should be considered in the process of meaning construction. This paper explores the interpretation of the meaning of the constructs of the teenagers at the Institute of Higher Learning on the independent documentary 'The Last Communist (2004)' work of Amir Muhammad. An experiment was conducted on 60 selected respondents. Every aspect of the show that visualized in the independent documentary film narrative ethics support a symbolic meaning to the delivery of meaning that have been produced in the real situation. A string of social, technological constraints and the influence of foreign cultures that influence the construction of meaning, an independent documentary have given rise to different interpretations among real teenage community now about the communists as saviors. As a result, the interpretation of narrative and presentation techniques used in independent documentary is influenced by the combination of mutual understanding (in technological community groups) and education plus the uniqueness factor prevalence of individual cultures.

Keywords: narrative documentaries, independent documentary, the construction of meaning, experiments, media technology, literacy media

1. Introduction

Since the existence of mankind, the information is a vital requirement in every activity of human communication. Changing patterns of delivery of information by importance (whether public or individuals) from time to time in accordance with the appropriate context. Technology plays a role as a trigger to change the flow pattern in line with the development of delivery of information time and communication activities. Development is dependent on the ability of technology to deliver information and communication patterns of information between network administration (Kress & Leeuwen 2006; Potter 2011).

Media organizations in the country changed in line with technological developments. These technological developments have facilitated the task of obtaining information and this development has created diversity in the selection of the information medium (Renee 2010; Verser & Wicks 2006). Changes of the print media to the electronic media in providing information of great hikes changes to the public in the process of accessing information. Research and discussions conducted is focused on identifying the maximum possible use of technology in obtaining information (Renee 2010; Verser & Wicks 2006).

Various medium of information appear to have resulted in line with the times has influenced changes in the form and nature of the information. These changes are very significantly when the information has become more compact in the form of icons, audio, visual, graphics, and text summary in accordance with the appropriate medium. Potter (2011) argued that the dissemination of information and through a variety of medium makes it difficult to interpret the meaning of information. According to Renee (2010), the use of visual to convey as a medium of information available is most effective since ages. However, delivery of information in the form of visual approach changed in line with technological changes. Progressively expand of human civilization; patterns are also more advanced of visual presentation so that it can be accessed anywhere. Evolutionary development of the dissemination of information through visual visibly starting

from the walls of the cave, turn on television and via computer and now to smartphones.

Today, smart phones have played a big role as a medium for the dissemination of information. Various applications that can be used through a smart phone have emerged on the importance of information and the target user information. The development of this technology creates the diversity of the types of information that can be accessed only by using a smart phone. The real teenage community is the most numerous generation access the information using a smartphone, then it implies that they have been exposed to the diversity of information that is transparent and publicly (Potter 2011).

The development of this technology make the user needs to choose the platform (medium) information coincides with the information that you want to search. This situation since there are channels of communication that uses any platform available to provide information to the audience. The audience mainly consisting of real teenage community bestowed with various information, particularly in the form of audio-visual to discuss certain issues. Most of the issues under discussion are based on historical facts. So, real teenage community need information savvy (high level of visual literacy); so that the information that they received was not misinterpreted by them (Thoman & Jools 2004). This aspect will make a way to audience to react as a literate audience in a sense of decision making.

Visual literacy is part of the aspects found in the study of media literacy. Most people assume that the word literacy is related only to 'print', which is to shed light on the ability to read (Mullen 2005; Scribner & Cole 1981; Sinatra 1986). The word literacy can be extended to other media such as film and television with the use of the word 'visual literacy' (Gould & Gupta 2006; Messaris 2004). The study of visual literacy on the medium of film and television will lead to a diversity of research in the broadcast industry. The visual material impact on the development of the work of independent documentary information.

Independent documentary work is a publication of resources that can provide knowledge to the audience aligned with the principles of visual literacy that suggest the 'audience should get for each information literacy disclosed to them'. The viewers usually looking for useful information at least in three cases such as the content, effect toward industry and the effects of the information itself (Potter 2004). According to Potter (2004), content allows viewers to understand that the work constructed based on certain convention, and the convention did not ignore the reality of the service. At the industry level; people need to understand that the media is a business with a particular party support. While from the point of impact, the community needs to understand that they have the ability to understand each message to each individual. It is clear that all the information presented to the audience is not the same potential in terms of understanding them depends on how they interpret that information (Mohd. Nor Shahizan et. al 2014).

2. Research Issues

The emergence of various independent documentaries nowadays use a realistic approach and uses historical facts as narration narrative like 'The Last Communist (2004)' work of Amir Muhammad assume that the communists in Malaya, an equally fighters helped drive the British out of Japan and Malaya in a bid for independence. Similarly, independent documentary 'Ten Years Before Independence' (2007) work that tells the story of Fahmi Reza hartal (strike or protest) that discusses the racial tension in emergency. Independent documentary such as "Bo Lang Chai (Forgotten) (2007)" Ong Boon Keong's work that explores issues of racial in minority groups considered Chinese tribal Penang Jetty marginalized groups said that while they struggled to make Penang as an international port also fought against the Japanese during the emergency.

Thus, the work of historical fact in documentaries especially noteworthy because it includes symbols that implied meaning. Audience consisting of real teenage generation is exposed to inundation information from a variety of media to date. In fact, they are showered with historical information differently from what they learned formally in school. Among other things, the emergence of independent documentary approach has caused confusion to the young generation to balance all this with their understanding the historical fact (Mohd. Nor Shahizan et. al 2014). So, this gap is filled with such studies in media literacy skills for different types of audio visual material shaped independent documentary work for the construction of meaning among real teenage community in making interpretations.

Most of the results of past studies found that real teenage community are the savviest internet (Renee 2010). Thought majority of real teenage community are affected by information obtained from the Internet. Their mindset is different when compared to the previous mindset. They have a critical thinking approach and transparent. So, with the abundance of information in the new media (including the independent documentary); there needs to be studies to identify how patterns of meaning construction of the real teenage community present on audio visual materials (such as independent documentary). In addition, many of the emerging independence documentaries since lately in many independent platforms touch on issues of history. The real teenage community is now only learning about the history of the secondary without ever through their own experience. Hence, the need to review the interpretation of real teenage

community on independence documentary material touch on issues of history is a necessity.

Lester (2003) and Dyer (2006) were of the view that the visual element is the strengthening of the stereotypical image of a device. It's come to the conclusion that, whether an individual is identified by gender, age, cultural heritage, economic status or physical disability; visual message communicated by individual can be misleading. This is because the ability of the visual impact of emotions is higher than the words. Visual can stay in the mind for a long time. However, this statement is only based on visual elements that focused on imaging rather than visual interpretation of a visual element. Not mentioned was the material in the form of audio-visual materials, how the construction of meaning through? This was not explained by them. So, this gap that was evident in the relationship between literacy skills of meaning construction process audio visual materials especially the independent documentary on the historical issues to the present youth generation (read: Generation Y).

3. Method of Study

The experimental design used as the basis for this study is based on a design introduced by Field & Hole (2003), known as 'pre-test / post-test control group'. Based on the design of this experiment, two groups, control group and treatment group should be formed. Then, respondents selected from the sample were randomly divided into two groups with the same number. Characterization of each respondent must be the same. Respondents were given a test for evaluation (pre-test) to ensure the same level of characterization for both groups. Further, the respondents will be tested with experiments that have been set. The experimental material for the control group is the original material without any change (no stimulus), while the test substance for the treatment group will be manipulated by indicator item to be tested (with stimulus). Finally, respondents from both groups were asked to answer the test form (post-test). As a result of differences in responses final (post-test) is considered as the effect of the stimulus provided. As shown in Figure 1;

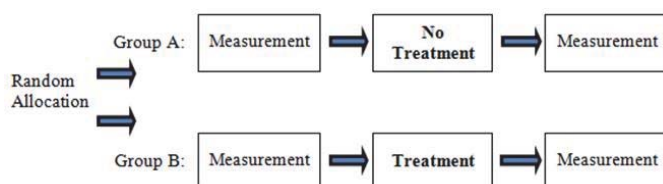


Figure 1: Experiment design 'pre-test/post-test control group'

Source: (Field & Hole 2003: 78)

Figure 2 is an adaptation of the original experimental design. Adaptation of the design of this experiment adopted in carrying out the study;

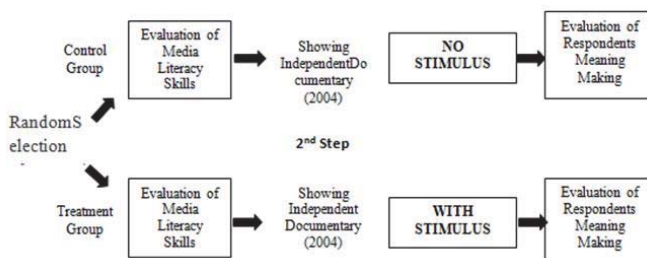


Figure 2: Experiment design 'pre-test/post-test control group' Adaptation from: (Field & Hole 2003: 78)

Based on the experimental design; is a random selection of respondents from the sample which have been identified. Next, the control group and the treatment group were formed and the respondents were divided into two groups of equal number. Tests to ensure that the skills of media literacy in general (pre-test) is carried out to ensure that each of the respondents from both groups have the same level of literacy skills. After completion of analyzing the test forms and

verified that the respondents in both groups had the same level of media literacy skills, and then the respondent was asked to remain in the same group to be tested with a second test (post-test). This procedure takes about three hours.

Both groups of respondents are then screened independence documentary 'The Last Communist' (2004). Independence documentary that aired to the control group is using the original format (no stimulation). In contrast, for respondents from the treatment group, the independence documentary that aired to them have made modifications (with stimulation) to comply with the study item indicators to be assessed. Respondents in both groups eventually asked to answer a test form after screening. Stimulus effects assessed based on the difference in responses on the form of the final test.

4. Results of the Study and Discussion

The audience actively based on their observation will interpret thoughts, events and situations. They will also share ideas, feelings and experiences with the use of symbols in assessing and responding (Buckingham 2003; Heywood & Sandywell 2005). The results between the control and treatment factors showed that represent combination of mutual understanding (in technological community groups) and education and the uniqueness factor prevalence of individual cultures. Clearly, this study confirms the importance of both of these factors to the development of individual audio visual.

A combination of mutual understanding, known as the chain factor; in technological community groups and education respondents' prolonged start of the information and material history from 1948 up to the year 2014 (it started from the emergency). Learning, reading and experiences of others had developed respondents' mutual understandings. Moreover, the technological community groups was learned by respondents from various media materials either cyber media, electronic or smart phone application (such as WhatsApp group, WeChat Group, Telegram Group, KakaoTalk Group). History subject studied by respondents during school days also affect them in their interpretation of the nature substance audio visual history. Surrounding effect whether formal or informal, namely the unique factors conditioning individual cultures derived from community members, family and friends also provide information and lessons to them. Therefore, by relation, all these factors have been brought together in a box and thought they had become a natural process (mental configuration).

Potter (2004) suggests that an individual should have a strong knowledge structure and information obtained from the real world rather than mass media information alone. To become a critical media user, the structure of a solid knowledge of the individual self is required. To know more on the personality of the individual, two types of consciousness in the individual loci that style of personal knowledge and personal goals needed to separate themselves from the world of media and personal perspective on the media. This is because the structure of a solid knowledge will help individuals make smarter interpretation and fairer decisions should not be dictated solely by the content of the mass media.

Potter (2004) analysis shown that the construction of individual meaning is influenced by the style of personal knowledge and personal goals of each individual. In this case, the formula finds that the individuals affected by the combination of mutual understanding (in technological community groups) and education as well as the uniqueness factor prevalence of individual cultures conditioning that they have accessibility to a variety of information using a variety of approaches in interpreting the communist insurgency and the British over the centuries. However, they are looking at the factors that will benefit brought by the Communist to the country over disputed advantage taken by the Communist to Malaya for the interest of democracy in Malaysia. For them (read as: Y generation), British was taking advantage to conquer Malaya and its economy and they belief that Communist fight for Malaya independence.

According to Livingstone (2005) and Sturken & Cartwright (2003), this condition is based on the viewer's priority of social and cultural. From another point, the audience response or the ability to make interpretations are not too dependent on the interpretive process, but there are many sources of extra text that may attract television viewers in the construction of meaning as faith or belief, creed, the emotional, and social knowledge. In short, all the elements are referring to a condition that affects the pattern of their lives.

Both groups also felt that there racial cooperation shown by the independent documentary. They have the same view that moral element which mutually cooperates to influence them in their interpretation. They are happy to see the Malays (Rashid Maiden and Shamsiah Fakeh) and Chinese co-operation in the execution plan against the British. This finding supports that teenage generation make interpretations based on their mutual understanding and knowledge in the community look hardships in the restive country. They have taken the middle path to ensure peace in the country.

Among other things, according to Baran & Davis (2006) and Nichols (2004) most of the material can be interpreted in several ways, but the message issuer is generally intended to influence an audience to make interpretations based on the view when they deliver the message. But the fact that most of the audience can make a different of interpretation

without being influenced by the social status. They may not agree or make a wrong interpretation of some aspects of a message and to produce an alternative interpretation that is different from the view expressed by the producer (Baran & Davis 2006; Nichols 2004). This view supports the action of the respondents admitted that the combination of mutual understanding (in technological community groups) and education and the uniqueness factor prevalence of individual cultures in the construction of the meaning of the 'The Last Communist' (2004) independence documentary. They choose to evaluate the British as cruel and communists as saviors based on the technological effects and knowledge that they collect all this without being influenced by the alternative interpretation.

Thus, the findings obtained have shown that the views expressed by Baran (2010) and Livingstone (2007) are true with respect to the meaning and interpretation of cultural relations. Complex process of information delivery may be judged correct or not correct because the meanings of myth or ideology should be involved in establishing cultural relations with a particular meaning and how engaging narrative text or conventional frames. Each interpretation also depends on contributions from readers. This is because the reader must be seen as a holistic product experience that produces meaning and cannot be judged by others.

The effects of peer influence and existing knowledge impact the process of text interpretation of the real community teenage generation. Both of these effects contribute greatly in the process substance audio visual interpretation by the real community teenage generation (Baran 2010; Livingstone 2007). This statement is based on the nature of the information depends on the social cognitive psychology to produce meaning and interpretation of the information is automatically applied and do not provide diversity in the interpretation of the information.

McQuail (2005) and Norton & Wiburg (2003) also expressed the same opinion which introduced a range of interpretation that emphasizes the assumptions and adjustments to the content of the media interpreted by the audience. Because media messages open and has a variety of meanings, then it constructed in cultural contexts by receivers. The original message through the media will have the interpretation and construction of meaning in connotative and denotative. So, it is not surprising that this study shows that the combination of mutual understanding (in technological community groups) and education and the uniqueness factor prevalence of individual cultures make individual respondents are not influenced by media materials that are shown in total but assessing material based on the understanding and withholding long underlying themselves over the years.

These findings are aligned with McQuarrie & Mick (1999) and Morgan (2005) argues that each and visual images have semantic meaning having a personal relationship with the reader and the product. They say the relationships are very strong so that it can influence the reader to make decisions based on mutual understanding of a substance to be evaluated. McQuarrie & Mick (1999) and Morgan (2005) belief that, this mutual understanding is also very closely linked to the cultural practices and not only influenced by the materials evaluated process. They also say that users will bring existing knowledge throughout their lives and experiences of the material collected for evaluation.

5. Conclusion

In conclusion, a uniqueness factor the prevalence of individual cultures and the effect of the combination of mutual understanding (in technological community groups) and education which have been exposed to the real community of teenage generation since time immemorial form the basis of interpretation of the audio-visual substance. This finding is in line with the statement of Baran (2010) which stated that the reader who shared a similar background would tend to interpret with the same meaning. Potentially, the less the shared heritage of a reader (respondents) with image (producers), it will decrease the recognition too meaning intended by the image (the producers). Further, if both readers (respondents) have a wide cultural gap and different personal experiences, the interpretation of a text will also be very differently.

Furthermore, this real teenage generation community is particularly vulnerable to the use of technologies that can provide a variety of information across borders. This exposure makes them more critical in discussing any issues primarily involving historical facts. Thus, the arguments used by them normally are reality. To shed light on this issue communist history, the government should use the mechanism patterned reality to allow this group to understand and be clear about this position. Description of each issue also needs to be presented to this generation using current technology platform that accessible by them frequently. Recommended that further research can be conducted on this generation opinion leaders who can influence their interpretation pattern regarding any issues under discussion (especially on communism issues).

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