

Millennial Multiliteracy Genre Handbook Model to Improve English Student's Achievement

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Abstract: It focusses on improving student's English achievement assisted by media namely millennial multiliteracy genre handbook model. It plays research and development model consisting of 6 stages, as follows (1) preliminary study; (2) research planning; (3) product design; (4) product validation; (5) product trials carried out at three stages of the individual, small, and limited scaled and; (6) the final product. Three different colleges (STAI Tasikmalaya, LP3I Tasikmalaya and Politeknik Triguna Tasikmalaya) becomes the places obtaining the data. The media validation result by the book expert obtained 84.6% and by the material expert resulted 85.3%. The developed media was valid and did not need any revision. The research finds that the total students' respond on individual scale is 81 %, the total students' respond on small scale is 79 %, and the total students' respond on limited scale is 82%. It indicates that millennial multiliteracy genre handbook model strongly valid and it can be used as media to teach English at colleges or universities level. Furthermore, millennial multiliteracy genre handbook model gives positive contribution on the students' English learning achievement because the significant level is 0.000 less than 0.5.

Keyword: *k Millennial Multiliteracy Genre Handbook Model, English Student's Achievement*

INTRODUCTION

Extra challenges of being English teachers in higher education are complicated. It can be seen from teacher professionalism, materials, learning process, media and assessment system. Standardization of teacher professionalism has been determined by the government to achieve the purposes itself, starting from focusing on teachers' education level, *professional certificate and evaluation of four aspects of teachers competence. The dimension of learning material aspects, at least, teachers have to be able to create relevant materials with needed competence, essential, and suitable for students' cognitive psychology level. Meanwhile, learning process have to be formed, not only on teacher-centered or conventional media, but also student-centered, variative, fun, and contextual. Furthermore, learning media have to be compatible with learning process and arousing students to brainstorm, to be active, creative, critical and ethical, and assessment system have to be objective, rapid and accurate.*

Millennial trending researches in English are conducted as an expression of curiosity in evaluating to what extent the effectivity of curriculum applied is. Research variety is investigated on teacher professionalism, materials, learning process, media and assessment system. English media-based research, for instance, Permadi (2019) "*There is a significant effect of online literary text usage on the students' reading comprehension.*" It means that online literacy text media affect on students' reading comprehension. The research focused on material and media, for instance, Siyaswati and Rochmawati (2019) "*The use of the integrated module resulted in a variety of positive outcomes and was significant to improve students' ability with cognitive strategy. It was capable to make the learning process more active and sustainable.*". The point refers to the use of modul/media/material provide positive variety and enhance the strategy of students' cognitive ability. Another point can be justified that it can create learning process more active and sustainable. In learning process, Rojabi (2018) "*Using Collaborative Strategic Reading (CSR) improved the students' reading comprehension achievement.*" stated that learning process by using *Collaborative Strategic Reading* influence students' reading comprehension achievement. The research oriented towards teacher professionalism enhancement, Haryanto dan Ngadiman (2018) "*That 75.7% of the students taught by the*

English teachers met minimum criterion of mastery learning displayed that the English teachers obtained high success for the students' learning mastery.” indicated that 75.7% of the students taught by the English teachers concerning minimum criterion of mastery learning obtain positive results.

Considering research results above, it can be summed up that all of results provide positive contribution for English learning, reviewed from either teacher professionalism, materials, learning process, media and assessment system. However, all of the research results are only partial in one discussion, (only focusing on media, or only oriented to teacher's performance) or in other words, there is no effective research which are able to cover all English learning orientation. Furthermore, there is no research results which are able to motivate students to be productive in multiliteracy.

Burke (2013:5) stated that at least, there are ten effective learning elements that should be accomplished to conduct learning that can achieve curriculum goals applied. As follows are:

1. Providing needed condition to build students during learning process.
2. Developed and clear communicated to students to understand the instructional goal that they have to achieve.
3. Creating explicit relationship between present learning and previous learning, text or subject/material, real life, and big idea over learning material organized.
4. Preparing students through relevant learning with basic knowledge, skills, academic language, literacy ability that students have possessed.
5. Intergrating assessment with learning process.
6. Teaching various learning strategy, memorizing and doing.
7. Providing literacy practice and performance through modeling, example, obvious command to students to be dilligent students.
8. Using various clear and coherent learning methods, modes, models and medias.
9. Assigning students to make generalization of ideas, interpretation, solution, question and relationship of material that have been learned.
10. Implemented meaningfully, so the students can develop their curiosity, critical awareness and learning awareness, and they are motivated to study.

English multiliteracy learning will not be separated from general learning language goal as stated above. Morocco, dkk (2008) said that literacy goal in multiliteracy context is to create students who can master four multiliteracy skills, such as, reading skill with high comprehension, good writing skill to build and express meaning, accountable speaking skill and mastering various digital media.

Developing citation above, Abidin (2015:26) stated that literacy learning goal in multiliteracy context basically is to extend language skill, either written or spoken by using various media, one of them is ICT-based digital media.

Multiliterating with digital media will be compatible to English learning in particular and language learning in general. The use of digital media techonology is similar to Technological Pedadogical and Content Knowledge (TPACK) concept. The use of digital information technology is assumed to be capable to education ecosystem development. Mubarak (2018:21) claimed that TPACK is an intergrated concept from three different aspects; technology, pedagogy and education content. Knowledge about the three aspects is united into comprehensive educator's ability in the world of education, named TPACK. Three aspects united in education planning, process and evaluation will be great trio in education ecosystem development in the future, or as known as digital technology era.

English millennial multiliteracy learning will be more effective if it is boosted to expand more the meaning of learning language into more productive. Abidin (2015:23) stated that the goal of literacy learning by the 2000's, literacy students posses four important role, for instance, as a meaning maker, code user, text user and test reviewer.

English millennial students funcionating as a meaning maker are focused on being able to use their knowledge and experience, for example, as a blogger and writing several English text genres. It will provide positive contribution rather than reading a book or observing a text or answering questions taken from the text.

As a code user, English millennial students have to be able to create writing structure feature, visual and oral text, for example, as a YouTuber and uploading a video on YouTube itself. Also, the students can create memes consisting of positive moral messages as a motivation for writing structure feature.

Besides being a blogger, the students as a text user and text reviewer, are also pushed to be a writer or writing author's book review, and uploading on social media that they own. Another activity from this category is, the students are inquired to be a peer reviewer and tutor, or an another writer in blog or other social medias.

The explanation above indicates that effective English learning is hard, specifically for non-English students because all this time, there has not been propotional and optional multimedia that can cover all in one. The majority of available English learning research or English learning media only focus on, such as, providing needed condition to create students during learning process, or only the use of various clear and coherent learning methods, modes, models and medias, and/or teaching various learning strategy, memorizing and doing.

This research is answer of problems above. By this research, the students will be anticipated towards improving students' general English achievement and students' productivity in millennial multiliteracy is proven by the existence of students' product that can be viewed in several digital media. By this method, the students will be more resposible in learning English, even though it is without teacher's guidance, as they will be obsessed to produce their own English work in not lecture hours.

METHOD

This research intelligence produce a result. Therefore, the research design created with research and development. According to Sugiono (2016:298) steps of development research, as follows are:

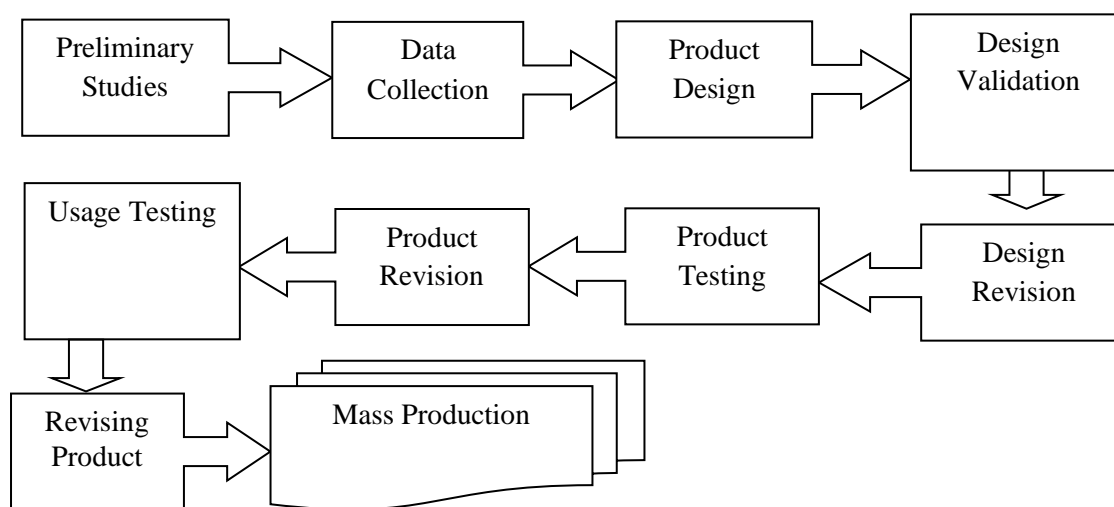


Figure 1 Research Design

The research steps above can be categorized into three part: The preliminary stage consists of potency and issue review, and data collection. The development stage involves product design activity, product validation and design revision. The last one is testing stage by product testing, product revision, usage testing and product revision.

Preliminary Stage

Potency and Issue

In general, millennial generation have been professional in surfing internet and they have high accesibility in the world of digital technology. Therefore, their training skill of English intelligence need to be connected

by approach and more effective learning source by involving technology. *Productive on English* book has potential to be expanded into a millennial multiliterate genre textbook that is pro digital media technology, so the students will understand English more, also become a productive and sustainable English user.

1. The objective issues in the field that inspired this research are:
2. Non optimal achievement result in learning English
3. There is no Indonesia-context millennial multiliterate genre textbook source that is pro digital media, optional to improving English learning achievement, proportionally productive to become language users and make them learn English sustainably.

Data Collection

The researcher collected important information which is related to millennial multiliteracy genre textbook. Collected information were from students' opinion as book user, some printing expert to make up lay out and design a book, English learning expert in terms of material content, and learning evaluation expert for the purposes of research instrument design, data analysis and withdrawal of research results.

Development Stage

Product Design Activity

The design product would be involved designer, either from printing or lecturer of Informatics Engineering.

Product Validation

The researcher would brainstorm with book experts to do book validation. For material validation, the experts who will contribute is STAI Tasikmalaya English lecturer.

Product Revision

This activity would be conducted if there was insight contribution, both from team of product validation experts and team of material validation experts.

Testing Stage

Product Testing

Considering the force majeure situation of the COVID-19 pandemic, the product testing was only conducted at STAI Tasikmalaya. Meanwhile, other campuses chosen were campus that conducted offline learning. The campuses selected by the researcher were Politkenik Triguna Tasikmalaya and LP3I Tasikmalaya. The two campuses were very optional to be a place of question validation testing.

Product Revision

Product revision was conducted after the researcher obtained the data from sample of respondents.

Usage Testing

This activity would be conducted by involving thirty students as samples from each campus by learning directly to use product. After learning process for several meetings, the students filled in research questionnaire and test to discover achievement in learning English.

Product Revision

If in usage trial activity, there was still discovered lacks and weaknesses taken from research questionnaire, it would be revised.

Mass Production

In this stage, the researcher would cooperate with publisher joined in *Ikatan Penerbit Indonesia (IKAPI)* group. Mass production was conducted after products qualified eligibility standard.

Research Subject

1st-semester students who contracted general English subject would be divided into research subject. It means that the students who were from different class at STAI Tasikmalaya.

Research Site

The research was conducted at STAI Tasikmalaya, Politkenik Triguna and Politeknik LP3I Tasikmalaya.

Research Time

The research was conducted in August until December 2021, during 1st-semester students contracted English subject I (general English).

Research Instrument

Instrument of this research were questionnaires and test. The questionnaires were spread to book design expert and team of material experts to measure to what extent the effectivity of book design is. Other questionnaires were questionnaires to test materials reviewed by team of material experts from lecturers. Meanwhile, last questionnaires were used to discover students' responses as millennial multiliteracy genre textbook users.

The test was conducted to measure students' achievement in learning English. The instrument's validity would be tested at STAI Tasikmalaya, Politeknik Triguna dan LP3I Tasikmalaya, so the credibility of the research instrument was maintained.

The questionnaires for team of validation, either book validation or material validation containing the general appearance of the book, layout and design of the book, the methodology of the book, activities existing in the book, language skills, language content, topic content, assessment in the book.

The questionnaires for benefit aspect of millennial multiliteracy genre textbook were spread and filled in by students at main research site, which was Islamic Education study program of STAI Tasikmalaya, either individual scale, small scale or limited scale. Content questionnaires, as follows are:

Table 1 millennial multiliteracy genre textbook questionnaire

No.	Questions
1	Do you feel more motivated when the learning is assisted by using millennial multiliteracy genre textbook as a media?
2	Do you feel more productive to multiliterate by the existence of millennial multiliteracy genre textbook?
3	Do you find it easy to comprehend English subject when the learning is assisted by using millennial multiliteracy genre textbook?
4.	Does millennial multiliteracy genre textbook encourage you to cooperate?
5.	Does millennial multiliteracy genre textbook assist you to understand digital aspect that have to be mastered by human resources in 21st century?
6.	Is a book interesting to be used in learning process?
7.	Is the appearance of millennial multiliteracy genre textbook interesting?
8.	Are type of font and size of font of millennial multiliteracy genre textbook easy to be read?
9.	Is the content of millennial multiliteracy genre textbook very relevant to students' intelligence level?
10.	Are the design and layout of the book interesting?
11.	Does the book contain four language skills?
12.	Are the topics of every unit in the book up to date?
13.	Are the activities in every unit compatible with millennial generation?
14.	Is the methodology of the book well-organized?
15.	Are the examples of the book in every unit interactive?

Test of students' achievement is the last stage in this research. This stage measured to what extent students' achievement before and after using millennial multiliteracy English textbook. The test was conducted at Islamic Education study program of STAI Tasikmalaya. Furthermore, considering the force majeure situation of the COVID-19 pandemic, the researcher only chose Islamic Education study program of STAI Tasikmalaya as main research site since STAI Tasikmalaya implemented offline learning. Therefore, the test was easy to conduct and well-controlled. Description of English achievement test, as follows were:

Table 2 Question and Session Categories

Question and Session Categories	Test Type	Number of Questions	
		Pre-Test	Post-Test
Listening and Speaking (Session 1)	Short Dialogue	1-30	1-30
	Long Conversation	31-38	31-38
	Long Talk	39-50	39-50
Writing (Session 2)	Incomplete Sentence	1-15	1-15
	Choosing the right option	16-40	16-40
Reading (Session 3)		1-50	1-50

Data Collection Technique

The data collection technique of this research are observation, questionnaire and test.

Observation

Observation was conducted as a preliminary stage in this development research. Orientation of the observation is to discover objective condition of textbook source, teaching method, campus' condition and student's condition. The observation conducted was *unstructured and unsystematic*.

Questionnaire

The orientation of the questionnaire in this research was to discover the quality and eligibility of millennial multiliteracy English textbook. The questionnaires were provided to team of book experts and team of English material expert.

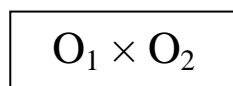
Test

The test was conducted to collect data in improvement of students' achievement in learning English.

Data Analysis Technique

Data analysis in this research was an experiment with one pre-test one post-test design, by following image:

Research Design



Note:

O_1 = pre-test score

O_2 = post-test score

\times = treatment

The analysis technique was used to discover students' improvement English score. Meanwhile, to test eligibility was by using eligibility percentage formula. The percentage of score data obtained were calculated by using percentage formula. The following formula below is the calculation formula for score percentage:

$$\text{Eligibility Percentage (\%)} = \frac{\text{Observed Score}}{\text{Expected Score}} \times 100\%$$

After obtaining result of percentage from previous calculation, the data were converted into predicate statements. To convert results of data calculation into predicate statement, the percentage conversion into statement, as follows were:

No.	Percentage	Validity Level
1.	86% - 100%	Strongly valid, usable without revision
2.	71% - 85%	Slightly valid, usable with minor revision
3.	56% - 70 %	Less valid, need major revision
4.	41% - 55%	Invalid, unusable
5.	26% - 40%	Strongly invalid, unusable

Source: adapted from Akbar & Sriwijana, 2011:147

From results of data analysis calculation, interpretation of millennial multiliteracy genre textbook category developed and investigated, would be derived.

RESULT AND DISCUSSION

The research could summarize several points from the research focusing on development of millennial multiliteracy genre English textbook to improve students' English achievement. The conclusion was obtained from the data obtained from before and after product testing which involved the validation from book expert and material expert. Product testing was conducted in individual scale, small scale or limited scale.

There were some suggestions from validation expert in supporting eligibility book content, either from book expert or material expert before product testing. Improvement suggestion expanded to this stage is lay out revision and clear design, clear and orderly methodology, various activities, skills and language contents covering four language skills, topic content referring to millennial spot, assessment oriented to enrich students' activity.

In individual test, the results of students' responses towards learning media *millennial multiliteracy genre textbook*, were located on slightly valid criteria or usable with minor revision. Percentage result of class A's responses was 80%, class B was 82% and class C was 82%, and percentage total of class A, B and C's responses was 81%. The concentration of improvement was prioritized on adding units guiding or directing students to understand the concept of multiliteracy, adding *millennial spot* in unit 1 *Millennial chat*, adding *millennial spot* in unit 2 *conversation*, adding *millennial spot* in unit 3 *reading*, adding *millennial spot* in unit 4 *writing a simple statement and sentence*, adding *millennial spot* in unit 6 *writing paragraph and essay*. Another suggestion was adding *writing unit in passive voice*.

In small scale test, the results of students' responses towards learning media *millennial multiliteracy genre textbook*, were located on slightly valid criteria or usable with minor revision. Percentage result of class A's responses was 80%, class B was 81% and class C was 81%, and percentage total of class A, B and C's responses was 79%. The improvement only focused on book activity, especially in unit 7 and 8. The validator and the students suggested to provide millennial spot in unit 7 *communication speaking skill practices in various topics*. The validator also suggested to add millennial spot and conversation example in unit 8 on topic of *invitation, congratulation, expressing like dislike, expressing where things are, describing picture, asking the direction, describing public places, talking about family, talking about occupation, talking about prices, talking about vacation, talking about people's appearances, making request, asking preferences, offering, talking about abilities, expressing possibility, talking about favourite things, talking about feeling/health issue, talking about at a store*.

In limited scale test, the results of students' responses towards learning media *millennial multiliteracy genre textbook*, were located on slightly valid criteria or usable with minor revision. Percentage result of class A's responses was 80%, class B was 84% and class C was 81%, and percentage total of class A, B and C's responses was 82%. The improvement only focused on book activity, especially in unit 9 *communicative speaking skill booster*. Several conversation examples suggested are, *various way to say NO, various way to say Yes, various way to say Thank You, various way to say Happy, various way to say Happy Birthday, various way to say Sad, various way to say Good, various way to say Pretty, various way to say Scare, various way to say Angry, various way to say Bad, various way to say Interesting, various way to say Smart, various way to say Stupid, various way to say easy, various way to say Difficult, various way to say strange, various way to say Brave, various way to say Calm, various way to say Cruel, various way to say Fair, various way to say Wise, various way to say Eager, various way to say Nice, various way to say greedy, various way to say grateful, various way to say shy, various way to say flawless, various way to say Gentle, various way to say Silly, various way to say Honest, various way to say excited, various way to say relaxed, various way to say lazy*.

Students' English achievement increased significantly by using millennial multiliteracy genre textbook as learning media. From students taking individual scale test, small scale test and limited scale test, it can be

summed up that millennial multiliteracy genre textbook affected positively since significance level obtained is 0,000 or less than 0,5.

CONCLUSION

The media validation result by the book expert obtained 84.6% and by the material expert resulted 85.3%. The developed media was valid and did not need any revision. The research finds that the total students' respond on individual scale is 81 %, the total students' respond on small scale is 79 %, and the total students' respond on limited scale is 82%. It indicates that millennial multiliteracy genre handbook model strongly valid and it can be used as media to teach English at colleges or universities level. Furthermore, millennial multiliteracy genre handbook model gives positive contribution on the students' English learning achievement because the significance level is 0.000 less than 0.5.

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