

Boosting Communication Skills of Millennial Generation through Bibliobattle

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Abstract: Expressing, listening and arguing skills in communication are important competencies in the 21st Century. Subjects of the present research are millennial generation of 18-21 students highly influenced by technology, internet, social media, and great economic recession. How to boost communication and literacy skills in millennial generation, which have characteristics of wanting to have freedom of expression and speech, appreciating openness, sincerity, and integrity, deals with collaborative and interactive relationship. This phenomenon is examined by an action research method. Informants involved in the present study were 45 students. A sampling technique was used and it employed 40 people sampled with reliability level of 95%. Bibliobattle is a positive competition about technique of studying favorite book (biblio). Bibliobattle action in this study is recorded by audiovisual technology and is published on Facebook. After doing a practice test of 16 times at Bibliobattle challenge, the students show reflection supporting the conclusion and implication for communication skill and psycholinguistics. Bibliobattle elaborates the activities on reading books, audiovisual technology, and social media relevant to psychological characteristics of millennial generation, making reading activity valuable, exhilarating, while characterizing its existence in wider community. The result of the study shows that Bibliobattle is one way to boost communication and literacy skills.

1 INTRODUCTION

Millennial generation is different from other generations in terms of especially their communication skill. In the Bibliobattle, successful presenter of a book relies on how he conveys the content of his chosen book. The most attractive way using a social medium of approaching his audience. This generation know for sure what to share to gain interests. The present study focused on what would not work when it comes to gain this generations interests: a transfer from 9 to 5 business hours to intranet software, social media, chat and email (Axero, 2017). Bibliobattle was first initiated on November 15th in 2016 in Indonesia at Perpustakaan Kementerian Sosial RI (Ministry of Social Matters of The Republic of Indonesia Library). Bibliobattle was introduced online for the first time on January 17th 2017 at Komunitas Biblioterapi Indonesia (Indonesia Bibliotherapy Community). This initiation was then followed by an application of Bibliotherapy in classroom sessions of Reading Interest Guidance lectures for students of Library and Information

Science Study Program-Department of Curriculum and Educational Technology-Faculty of Education-Indonesia University of Education (Universitas Pendidikan Indonesia) in Bandung on February 18, 2017. The locus of the present study refers to a Bibliobattle accomplished as an assignment of getting accustomed for the students to be in the habit of reading at the study program. The students of the year 2016 born in 1998 or later as the subjects of the study are those in their second semester belonging to the category of millennial generation. The focus of this review is on the millennial generation. The work habits of millennial generation are similarly extrapolated from Howe and Strauss (2000), (Martin and Tulgan, 2002), (Schooley, 2005). The “millennials” born between 1980-2000, have an innate ability to use technology, are comfortably multitasking while using a diverse range of digital media, and literally demand interactivity as they construct knowledge. (Reves and Oh, 2xxx).

Debard, R.D. (2004, pp.33-45) cited by Reves and Oh (p. 299), says 12 criteria of Millennials generation. Those criteria comprise the millennials generation

having high trust in authority, being committed as loyalty to institutions, following a hero of integrity as most admire, building parallel careers to career goals, being primarily rewarded by work they consider meaningful, intruding to be parent-child involvement, being sure to have children, being sure protected as children for family life, being structured of accountability for education, feedback whenever they want it to evaluation, craved community for political orientation, and “how do we built it?” senses remains as the big question.

Bibliobattle implemented at Perpustakaan Kementerian Sosial RI tends to be in accordance with the real Bibliobattle that is, using books collected by the library as books selected by participants of the study in the mode of books they like. The participants were then asked to read and present the content of the book for 5 minutes followed by questions asked by their fellow students as an audience. The best book was then chosen as the best by the participants and audience as well. Bibliobattle is a kind of simple playful activity of analyzing books. Bibliobattle is a social initiative of analyzing newly published books developed for the first time in Kyoto University in Japan in 2007. Today, people make use of Bibliotherapy to get connected widely with cultural organizations through universities, libraries and book stores. What is significantly benefited includes searching for good books, sharing information, enhancing willingness to come to class sessions for lectures, making betterments in terms of social communication, to name a few.

Procedural steps of benefiting from Bibliotherapy are, firstly, coming with a favourite book or, a book students think would be interesting to read. Secondly, sharing the content of the book of your liking for 5 minutes. Thirdly, upon completing your presentation, all participants discuss the student's book for around 3 minutes. Fourthly, following the discussion, the best book will be chosen by all participants. The best book should meet the requirements of being wanted to be the one all participants (the students, that is) really want to read. The criterion to be met is “a book you really want to read!” This chosen book is then declared as “Book of the Day” or, Champ-bon in Japanese language.

Other additional rules apply, namely 1) a presenter should consider the book to be presented in the first place despite other books being recommended, 2) adjudicators may determine a theme for selecting the book, 3) presentation should last for 5 minutes or less using a countdown mode, 4) no flyers, slides or other types of data is allowed, 5) the presenter should make use of every minute within

the 5 minute time allotted to share the content of the book, 6). Audience is not allowed to criticize or finding faults of others'. Audience may, instead, ask questions to evaluate the book all students are interested a lot to read, 7) all participants are supposed to enjoy every minute of this bibliobattle, 8) a presenter is not allowed to choose a book by himself, 9) the winner of the “Book of The Day” is decided based on a democratic way through voting by all participants.

No other parties or certain eligible groups of teachers, judges, chairs are allowed to decide on the matters of deciding on who wins the competition. The first Bibliobattle took place in the library of the ministry of social affairs involving 6 presenters. This competition offered 3 themes including children's social issues, motivation and, hobby. Yet, as it develops, the object of presentation was not limited to books being presented but it can take other objects such as magazines, DVDs, films as they are part of the library collections.

The objects other than books seem like irrelevant to the term “bibliobattle”. Since they are object different in shapes and characteristics. The word “biblio” itself denotes “books”. The librarians would say that what matters is not the presenters though. What is emphasized is “the search for a favorite book”. Bibliobattle has every way to help librarians promote the collections it holds and the services they provide. In the present study, rules of the activity, procedures, organization process of forming standards, efficiency factors are introduced.

Trends as they exist in Japan give their flair to an initiation of enhancing the ability of communicating using videos as a medium of instruction connected to social media like Facebook by the Z Generation having to do with books, educational institutions focusing on enhancing the ability to use language, and a cultural conduct of establishing communication.

One thing for sure is that there is a crystal difference between “other-than-book” materials and books in Bibliobattle. In using a video, the presenters share their books by recording the materials by way of uploading them to their Facebook accounts for the period of 16 weeks. During the period, at least 16 books in average are shared through their presentation. It brings with it impact in the form of success story during their study as coined by Hersh and Merrow (2005) “The book and video present interviews and extensive data that undermine the argument that the Millennial Generation is well prepared and motivated to succeed in higher education”.

The present study was conducted to reflect the activities of Bibliobattle Challenge comprising of why the participants are eager to do the activities and how they are impressed with the experiences they gain and how it works using video recordings, difficulties they face, the changes they find after getting exposed in Bibliobattle Challenge – all of which are formulated in written interviews using reflective questions.

2 METHOD

This research used a qualitative method with a case study as an approach. A case study was chosen since the object of the research (the Bibliobattle Challenge, that is) has uniqueness and worth investigating. Bibliobattle Challenge works with video recording uploaded to Facebook social media. The case study focused on the presenter's reflection after undergoing Bibliobattle Challenge in which the answers to the questions around the facts why and how bibliobattle challenge can be so interesting while actually their status as millennial generation proves to be far from being overwhelmed by such facts. Other than that, it is also proven that bibliobattle has every possibility to alleviate the participants' capability of communicating and therefore sweep away all those less than confident feelings and, facilitate them to keep existing in social media world (Agustina, 2017).

Fundamental concept of Case study holds descriptive mode prior to analysing. Stark and Torrance (2006) insist that Case study assumes that social activity is created through social interaction, albeit situated in particular contexts and histories, and seeks to identify and describe before trying to analyse and theorize. As for putting forward the topic, analysing in depth using reflective questions comes first. Questions asked to Library and Information Science (LIS) students were loaded with matters of mental and psychological constraints in terms of reading habit, reading capacity, understanding passage, and enhancing a capability of communication.

Reflective questions were aimed to make the second semester students who belong to a millennial generation able to generate meaningfulness from within themselves and thus get into their very deep part of their beings every part of the process they are involved in the Bibliobattle Challenge. Evidence needs to be made existed here as what Yin (1981) was cited when saying "Empirical inquiry that investigates a contemporary phenomenon within its real-life context, when the boundaries between

phenomenon and context are not clearly evident, and in which multiple sources of evidence are used".

Part of the reason to employ case study is that it facilitates room for studying, explaining or, interpreting a case in its natural contexts without external intervention. The trend of case study of the present research highlights a set of decisions and why the idea of Bibliobattle Challenge was taken as a topic, how the idea was considered worth studying in a class session as a subject of lectures, and what results were significant as a tool to enhance a communication skill (Schramm in Yin, 1981). The steps of employing a case study involves case identification, selection of the case, field work, data processing, interpretation and explanation of results of the research.

Data analysis method in this case study used the technique of inputting information into a different list, categorization in the form of matrices, placing real facts into the categorization, creating flow-chart data analysis and other set of data to examine the collected data, tabulating the frequency of different events, examining the complexity of tabulation and its relation with calculating numbers in their second phase such as means and variants, and inputting information in a chronological order or using other scheme of time. Steps taken in analyzing were based on theoretical propositions, starting from a descriptive approach towards the student's percentage quality of Bibliobattle Challenge.

The validity of the present study construction used multi-sources evidence, the key informants in this case the students, and reviewing recorded video of Bibliobattle made by the students. Internal validity test used case study tactics of pairing and data analysis tactics while reliability was gained through case study protocols.

3 RESULTS AND DISCUSSION

3.1 Learning to Communicate through Bibliobattle

Bibliobattle can enhance interpersonal communication. One thing for sure is that a matter of achieving communicative two-party exchanges works the way it should be. It should be identified whether the two parties involved in the communication know each other's sense of importance and their way of thinking, and whether they manage to decide and an interesting topic in a relatively short time of 3 – 5 minutes.

Bibliobattle does not only focus on the parties but also on other parties (Hui and Jun, 2013) by uploading social media network such as Facebook. They also learn more than just the technology as something they are closer to as millennial generation. They learn how to develop their self-confidence since uploading to Facebook encourages others to watch the Bibliobattle presentation and evaluate their performance at the same time. Eventually, those watching the performance will be more than likely interested in reading the books “offered”. This way, they will also get more familiar with Bibliobattle and how it works to facilitate reading. Lancaster, L.C. and Stillman, D., (2004) echo these facts when saying “The attitude factor of millennial generation is have appreciate diversity, prefer to collaborate instead of being ordered, and are very pragmatic when solving problems”.

Learning to communicate well through Bibliobattle consistently every week for 16 weeks proves to help them communicate with each other more frequently and it reflects promising teaching-learning process in that sharing information, selecting and categorizing good books, accelerating understanding the contents of books leading to increased reading interest and communication skill.

Sharing information on books by uploading videos to social media network like Facebook give them a limitless experience of learning and widen their horizon as well.

Facebook provides them with rooms for commenting on the presentation and performance by asking questions, for instance. Answers to the questions will eventually bring them to the interest on the questioners’ part and therefore urge the followers (the questioners, that is) to decide by saying “I am getting attracted to read the book”. They, consequently, are successful in the Bibliobattle. The books then introduce them to the world of Bibliobattle through recorded videos in Facebook. To generate some creativity, topics are not limited to certain fields and they are free to choose a fiction book or a non-fiction book as its genre. Table 1 below shows a detailed range of grasp on the student’s part.

Table 1: Reflective questions 1.

| The field I learn much | Frequency (f) |
|---|---------------|
| 1. Bibliobattle | 2 |
| 2. Communication, that is, understanding message in a text, plots, flows, meanings, and sending messages about books I read, talking in front of a camera, editing chats in the videos, learning to build self confidence when telling a story. | 11 |
| 3. Alotting time to read | 5 |
| 4. Library and books | 1 |
| 5. Efficient and quick technique of reading | 14 |
| 6. Introducing the culture of literacy | 2 |
| 7. Education, religion. | 2 |
| 8. Generating the flair of reading interest | 9 |
| Total number | 46 |

Source: writer’s construction (2017)

Reflective questions are characterized by giving opportunities to informants to answer in more than one answer so that although the number of informants is more than 40, the table of frequency indicates that the total frequency of answers shows 46 in number. It happens because there is an informant answering more than one answer. As Agustina (2017) extends “Books of literature can play an important role in the development as a medium for self-adjustment, and reflection”.

In average, they learn a lot in the part of technique or quick and efficient reading method. Being quick, in the sense that students are obliged to upload 1 video of at least at 1 title in 1 week. Being efficient, in the sense that in reading through Bibliobattle they are taught how to manage time during a semester.

The second highest frequency resulting from the reflective questions is, as said, “I learn a lot from the communication”. Communicating here embraces the ability to listen, to see attentively, to understand, to read, to write, to present the content of a selected book, making a video, editing the video on Bibliobattle before it is uploaded.

The millennial generation have work habits. They have an optimistic outlook (Lancaster, L.C, and Stillman, D., 2004).

3.2 Difficulties in Answering the Bibliobattle Challenges

Table 2 below shows a detailed range of grasp on the student's part.

Table 2: Reflective questions 2.

| The time I find difficulties | Frequency (f) |
|---|---------------|
| 1. Understanding the content/heavily unfamiliar words, understanding content/ sentences too complicatedly structured, typography. | 5 |
| 2. Spending time to read thoroughly 1 book every week. | 16 |
| 3. Reading a book with many pages, | 2 |
| 4. recording videos and presenting a book. | 12 |
| 5. Getting rid of being lazy to read. | 1 |
| 6. Deciding what book to read | 3 |
| 7. Memorizing what to tell in a recorded video | 5 |
| 8. Uploading video to Facebook | 3 |
| Total number | 47 |

Source: writer's construction (2017)

Alotting time to doing Bibliobattle is found. Technical aspects contribute to raising problems. Millennial generation has very dynamic activities that they are called multitasking people. Other than that, difficulties dealing with technical aspects such as video recording and presenting the book emerges. Some possible reasons are the weak Internet connection, no Wifi available, and limited duration of video recording making it possible for editing process several times. Other difficulty showing how crucial it is for the participants to have a basic communication skill is memorizing. They might find it uncomfortable to use words in expressing fluently during the video recording. Nevertheless, these problems are normal to some extent. At least they learn something valuable: skills of communicating ideas enhanced. Along the way, they admit that Bibliobattle has changed the patterns of their daily communication.

3.3 Changes Following Bibliobattle Challenge

Table 3 below shows a detailed range of grasp on the student's part in that their feelings towards reading change to some extent.

Table 3: Reflective questions 3.

| The changes I feel | Frequency (f) |
|--|---------------|
| 1. Reading initiatives | 7 |
| 2. Easier way of remembering and grasping the plots of story | 3 |
| 3. Reading consistency and interest | 24 |
| 4. Psychology, attitude, behaviour, giving positive comments, way of thinking, confidence. | 6 |
| 5. Insisting to upload Bibliobattle video for publik | 2 |
| 6. Writing and speaking with more ease because of the vocabularies increased | 3 |
| 7. Interacting through social media | 1 |
| Total number | 46 |

Source: writer's construction (2017)

Bibliobattle brings with it changes in several aspects: reading interest mainly, reading consistency, and reading behaviour. Those who's intense of reading are less than sufficient find reading meaningful and fruitfull after doing the activities of Bibliobattle. Additional changes happens following Bibliobattle as the psychological aspects are put into the matter: attitude, behaviour, thinking manners, self-confidence. Even more impressive to the participants namely confidence proves to be comments given by audience on their video showing. Their being sure of the works they create pays off. Lancaster, L.C. and Stillman, D., (2002) coin that the millennial generation have work habits, they are self-assured and are achievement focused.

3.4 Impression on Bibliobattle Challenge

Table 4 below shows a detailed range of grasp on the participant's part in that their impressions in challenges offered are generated.

Table 4: Reflective questions 4.

| Impressive sides felt during Bibliobattle Challenge | Frequency (f) |
|---|---------------|
| 1. Video recording and facebook uploading | 17 |
| 2. Managing groggy | 2 |
| 3. Forgetting what a book is all about | 1 |
| 4. Learning to share what I have read | 2 |
| 5. Meeting the deadline | 2 |

| Impressive sides felt during Bibliobattle Challenge | Frequency (f) |
|---|---------------|
| 6. People watching the video and giving positive comments on it | 11 |
| 7. Missing no chance to read | 1 |
| 8. Searching for more books | 5 |
| 9. I am growing to be fond of reading book | 3 |
| 10. Doing book exchanging with friends | 1 |
| 11. Generating flair of reading to myself and others | 3 |
| 12. Self actualization | 3 |
| Total number | 51 |

Source: writer's construction (2017)

Bibliobattle Challenge makes the millennial generation so impressed. One impression refers to the skill of communication at its basic sense. The most impressive part to the participants is the time they realize that their video showing and their Facebook uploading are appreciated by other participants as audience. "People I respect give positive comments to the activities of Bibliobattle Challenge" (HN). Other expression of impression comes from DC: "I am so much impressed with what I get from reading *The Devil Who Tamed Her* just because the book is a novel translated telling about some history. "Video recording I make makes me get forgotten easily. Then, I decide to make a cheat helping me to read while talking in front of the camera about the content of the video" (DC). "We need to get well prepared before presenting on Bibliobattle since it has a noble mission a good book has to tell (NG). Furthermore, Bibliobattle has been a pleasing activity and helps me to build a reading habit, enhance my communication skill and self-confidence" FSI says "in facing the challenges of Bibliobattle Challenge, I feel like my self-confidence develops a bit, especially when talking in front of the camera, my sense of creativity grows to a certain degree making it plausible to make use of the video showing".

Conducive impression in terms of communication comes from S who says that "when my old friends ask me about Bibliobattle, they praise me for my better interest in reading books". Even more impressive is that Bibliobattle is said to fit with the millennial generation in every specific way. "They believe in strong morals and serving the community, they are aware of diversity".

4 CONCLUSIONS

Communication skill as gained by the millennial generation can be made even sharpened through

Bibliobattle challenging activities. The challenges offered by Bibliobattle is basically aimed at making efforts to generate habit and interest in reading leading to promoting presentation ability or public speaking skill of the participants in communicating their ideas including interpersonal communication.

In the context of learning, the use of appropriate language as a means of communication by the learners is geared towards various betterments. Communicating with excellence, listening attentively, reading correctly, understanding well, reading with joy, writing with comprehensible sense, presenting with accuracy, and allowing others to benefit from the book reading experiences makes a difference. In their own words, telling stories about a book and its usefulness is far-reaching dreams in daily life. Carr and Ann (2011, p.242), Davidson (2011, p. 12-16), Deloitte (2011), Few (2011, p.10), Kaidi, (2012), Maritz et al (2014, p. 3) echo that storytelling offers various advantages. It facilitates engaging and interactive conversations, is intuitive, stimulates the brain and aids recall, is simplified, increases impact and facilitates understanding".

The challenges of Bibliobattle are in harmony with the characteristic of millennial generation. In this case, for further benefiting the advantages, university librarians especially, should actually feel free to adopt and apply Bibliobattle in their excellent attractive services to the user belonging to the millennial generation.

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