

# Enhancing The Post-Millennial Students Using Information Communication and Technology in learning English

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**Abstract.** Post millennial generation, born after 1996 have their own characteristics especially in applying information technology in learning, and the teaching of English should be revisited to meet their needs and styles. The paper presents the gap between the experience of the post millennial generation and their expectation in learning English; as well as the lecturers' experience and perspective regarding the use of technology in learning a language. The data were gathered by distributing questionnaires to 247 university students investigating their generations, their expectation, and experience in learning English. The information from the lecturers was obtained by interviewing 10 lecturers from various generations. The results show that the score of students' experience regarding the use of technology is lower than those of their expectation. In their experience, technology has been implemented to obtain materials from website and to communicate with lecturers using Whatsapp/facebook/Line. However, the highest score of students' expectation indicates that technology should be provided as campus facilities and be used to communicate with lecturers. The lecturers have applied technology to obtain supplementary materials and to initiate online games, also they expect to use various language application in teaching. The results of the research can function as the input in developing the teaching of English using technology.

## 1. Introduction

The Post-Millennial students or the generation Z has its own unique characteristics. The generation Z is technology savvy. They were born in the digital era where they have a wider opportunity for accessing information and for communicating through social media. They even able to shop on the internet or chat with friends by using online application. Computer and internet have become an important part for them. For students who are categorized as a Post-Millennial students, traditional learning style or traditional teaching-learning activities is not suitable for them, since computers are part of their life. Electronic learning or E-learning as a new instructional media is considered to be more beneficial and more interesting compared to traditional learning, especially for Post-Millennial students. The term electronic learning or E-learning refers to the process of delivering the online material to students through internet, video or computers <sup>1</sup>.

Generation is defined as an identifiable group that shares birth years, age, location, and significant life events at critical developmental stages, divided by five-seven years into the first wave, core groups,



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and last wave <sup>2</sup>. A generational group often refers to as a cohort. There are three five generational group, namely : baby boomers, the X generation, the Y generation or the Millennial generation and the Post-Millennial generation or the Z generation. Baby boomers generation refers to people who were born between the years 1946-1964. Mohr and Mohr added the X generation refers to people who were born between the years 1965-1980; the Y generation or the Millennial generation is people who were born between the years 1981-1994 and the Z generation or the Post-millennial generation is people who were born between the years 1995-2010.[3]. The generational cohort can be seen in the table below <sup>3</sup>.

**Table 1.** Generational cohort

<b>Perspective</b>	<b>Gen X- busters</b>	<b>Gen Y - millennials</b>	<b>Gen Z – Digital Natives</b>
Birth years	1965 - 1980	1981 - 1994	1995 - 2010
Life paradigm	Relate to me	Life is a criteria	Make a difference
View of authority	Ignore them	Choose them	Work with them
View of relationship	Central, caring	24/7	Collaboration, resolution
Value system	media	Shop around	Open-minded
View of career	irritant	Place to serve	Place to solve problem
View of technology	Enjoy it	Employ it	Live it
View of future	hopeless	optimistic	Solve it!

In universities, most of the freshmen students belongs to The post-millennial generation; while most leaders or active lecturers belongs to baby boomers, X generation or some from the Y generation who are now teaching the Post-Millennial generation. For educators, bridging the older and the young generation could be more challenging. The main challenges faced by the lecturers now is the way to deliver the instructional material for post-millennial students.

Entering the digital era means new challenges and new changes for both the students and the lecturers. Industrial revolution 4.0 has opened a wider opportunity for students to work in many varieties workforce. The main question for all educators is how to equip the post-millennial students entering the future workplace ?

## **2. ICT (Information, Communication and Technology) and Learning**

Digital era has brought changes in education. First, is the role of educators. educators are not the major source of information, but rather as a facilitator. The focus is on the student. It is a student-centered approach. Constructivism, as a theory of learning emphasizes on active learning. Students must construct their own knowledge. Furthermore, as Huneid and schreurs writes, students are more active in building and creating knowledge, individually and socially, based on their experiences and interpretations <sup>4</sup>. In constructivist, students are encouraged to be actively participated in discussing, negotiating and solving problems. The second changes in the digital era are the skills, knowledge and competencies needed for post-millennial students are different from the pre-digital students. In digital era, the competencies developed for post-millennial students is higher-order thinking skills level. The learning-activities in this stage include collaboration, discussing, problem solving, critical thinking or presenting.

One way to engage students in learning activities in class by using computers. Computers help learners to improve higher-order thinking skills <sup>5</sup>. ICT (Information Communication and Technology) in education refers to technologies such as computers, radio, television that can help students in learning process. The attitude toward computers in a technology-enriched classroom is positive which is used to refer to the situation when students are successful in using technology and feel the benefit of using it, students will keep using it as a learning tool <sup>6</sup>.

The use of ICT can be used for all subjects in all levels. English has become one important skills that needs to be learned. Schools and universities has provided facilities for students to learn and to

improve students' skills. One of them is language laboratory where students can improve his English skills. On the other side, the growth of internet has enabled students to explore and to find many learning resources on the internet. This means also give the wider access for student as an independent learner to study using the online application.

### 3. Methodology

The purpose of the research is to answer the use of Information Technology in learning English, especially for the Post-Millennial students. The study involves 247 college students from different study programs: Information system, computer science, hotel management, primary education, communication, computer engineering, design communication and new media, and international marketing in Bina Nusantara University, Kemanggis, West Jakarta.

Methodology used were questionnaires and observation. Questionnaires were given to 3<sup>rd</sup> semester university students where most of them are the Post-Millennial generation at Bina Nusantara University. Different background and learning experiences influence students' answers. There are two purposes of using questionnaire, namely: to see students' experiences and expectation in learning English using ICT and to sort out the Post-Millennial generation from the non-Post Millennial generation. The lecturer's perspective or action towards the use of ICT in learning English at class can also be analyzed. Observation was used to observe the information technology provided in class and its usefulness. After observing the information technology provided in class then listed all the Information technology used to learn English in campus.

### 4. Results and discussion

Each students has his or her own experiences of using Information Technology, especially in learning English. This study will look on the relationship between students' experiences and their expectation for the future in learning English. The research was done in Bina Nusantara University. Bina Nusantara as one of the public university in Jakarta aims to provide the best learning environment. One of them is by giving its graduates English skills. The questions in the questionnaire were divided into two parts. The first part discusses students' experiences of using ICT in English; and the second question discusses students' expectations for the future. Students realize that English is one of the important skills to equip students entering the future workplace.

The first discussion is, how is the relationship between students' experiences in using the ICT in English ?. To learn English, university has provided computers and language laboratory for students and staffs for practicing. Majority of students participated in the research belongs to non Post-Millennial generation. The non Post-Millennial generation means the combination between the Post Millennial generation and the previous generation before the Post-Millennial generation. The result shows that the Post-Millennial generation prefer to use online media ( line and Instagram) for chatting, they rely on online application to find various information and to read an electronic book. They choose to use online application or Youtube to learn listening or reading skills, not depend on the lecturers only. The Post-Millennial generation likes to share everything on youtube or other online application. For example : sharing knowledge or even sharing learners' daily activity, as in video blog.

From data collected, only 47% students indicates the character of the Post-millennial students. One characteristic that distinguishes generation Z from the previous generation is the time they spend online. The previous research done by Giunta indicates that generation Z spend around 2-7 hours each day online. As an additional information, Giunta continues that academic environment may have influenced the student's responses as students reported they spend 2-3 hours/week online as part of class work (34% of respondents). Furthermore, this steady use of technology continues on class-related assignments outside of the class sessions, with 50.7% stating 2-5 hours outside of class<sup>7</sup>.

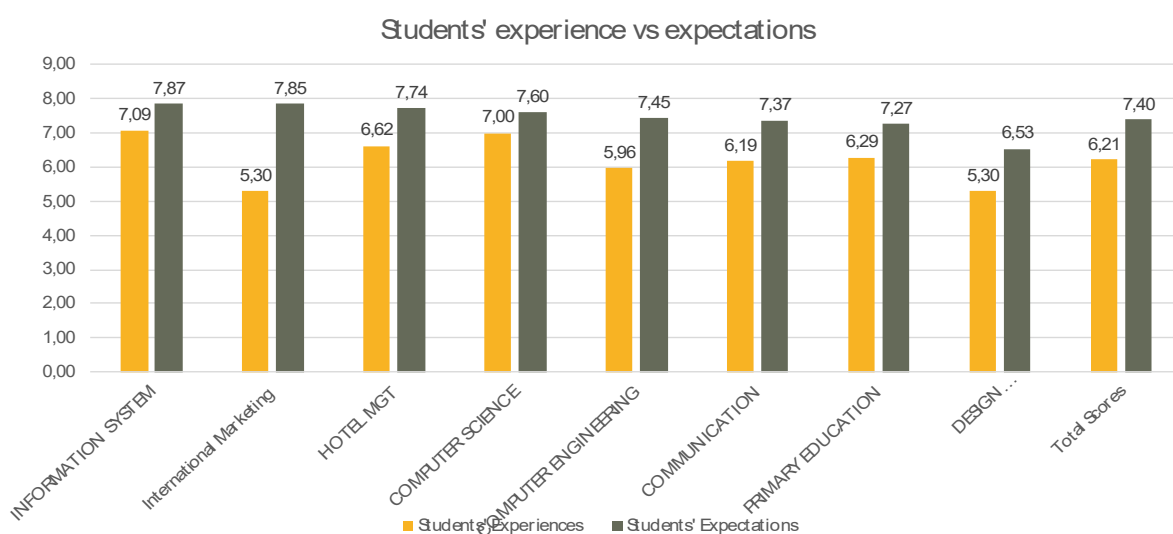
To complete the information, two perspectives will be presented : the lecturers' perspective and the students' perspective. Based on the data received, majority respondents from 8 different study programs ( 60,2%) have a positive experiences regarding learning English using technology. The top three students' experiences are :

- lecturers encouraged students to find materials from a website. ( 72,5%)
- lecturers asked students to create a project and the results are uploaded on a website. ( 69,4%).
- students use Whatsapp, Facebook, or Line to communicate with lecturers. ( 66,7%).

Next, students have a positive experience in communicating with their lecturers using online application, such as Line or whatsapp. From lecturer's experience perspective, lecturers in Bina Nusantara use online information as an additional material for lecturers, such as : listening online exercises, reading, writing and speaking exercises. Lecturers use Youtube channel or TEDX to help students learn listening and speaking. It also helps students to develop students' critical thinking based on the topics presented. Moreover, lecturers interviewed said that most lecturers use online information and application to support the teaching-learning activity in class. Applications used are : QR Code, KAHOOTZ, google forms, WEBEX, ZOOM, online test application such as free online IBT TOEFL Test, BBC Learning English or Randall's ESL cyber listening lab. By using technology information during session, students can be more motivated and become life-long learners and independent learners as well.

Lecturers experienced a positive result toward the use of an information technology, such as : students have time to study the material before the class starts, students are motivated to find more information on the internet and the use of ICT in class is more effective for students because it helps them to get a better understanding. Generation Z were born in the digital era. This has shaped them to become a tech savvy generation. They rely on technology to find information or to interact with others. The characteristics of the Post-Millennial generation are : they tend to be easily get bored in doing something, but on the other hand, the Post-Millennial generation is more creative in making projects. They tend to be actively participated during class, such as in group discussion or explaining or debating. Lecturers are also expected to equip his/her knowledge and skills, especially in technology information and have a willingness to learn new skills and knowledge. The obstacles faced by lecturers in using ICT in campus is internet connection. The second point is, the expectation of students in using the ICT in English. They expect to be given more educational opportunity the use of Information Technology and online media. The data were taken from 8 different study programs in Binus University. This is shown in the table below :

**Table 2.** Students experience vs expectations ( study programs)



As seen in the table, from 8 different program study, 74% students expect to use technology for learning English. The top three students' expectation are :

- The facility provided should support them in learning English ( 79,2%).

- b. Students can communicate well with lecturers through online application, such as Facebook, Line or Whatsapp (79%).
- c. Lecturers encouraged students to become an independent learners, such as ask them to find information from a website (76%).

From the findings, students' experience in using information technology for learning English has positive result to their attitude towards the use of ICT and even encouraged them to explore further in the future.

According to result, it can be concluded that lecturers and students have a positive attitude toward the use of ICT in English class. Lecturers encouraged students to be an independent learners and active thinkers. Lecturers give a wider opportunity for students to access an online sources learning. By engaging students in learning activities, it will enable them to construct and to build their knowledge. Students are seen as an active learners and active thinkers. The result of Hospon & Knezek study found out that more positive attitudes toward motivation and creativity indicate that, when provided with technology, students are more likely to take control of their learning, stay focused until the task is complete, and pursue more obscure and hypothetical solutions to problems <sup>6</sup>.

The information technology provided in campus are : computers, free internet connection, language laboratory, compact disc. The use of technology in classroom has played an important part in teaching-learning activity. Every class has one computer completed with projector and speaker. The use of computer is to help teaching-learning activity. This refers to as CALL (Computer Assisted Language Learning) <sup>8</sup>. Bina Nusantara university has its own website. Its called binusmaya. The website address is : binusmaya.binus.ac.id. Binusmaya website could be accessed from computers or mobile-phone. Binusmaya is a web based application where faculty (lecturers and staff) can access the material and set up virtual learning process at Bina Nusantara University. Multi Channel Learning (MCL) or better known as Binusmaya is an information system developed to support the students learning environment Bina Nusantara University <sup>9</sup>.

Lectures use binusmaya for exchanging information and knowledge between learners or between learners and students. Moreover, BinusMaya is one of the learning system at BINUS combines face-to-face meetings and online learning <sup>10</sup>. As an online learning, all English materials for 1 semester is already input on the BINUSMAYA. all students have access to study the materials given, do the assignment and submit to lecturers. Lecturers check and give correction. In language skills, the use of Information Technology and internet offers students to collaborate and to practice the four main English skills: speaking, reading, listening and writing widely. The English lecturers mention that the use of ICT was good. English Lecturers encouraged learners to do English assignment in language laboratory, such as: reading or listening. In class, lecturers apply information technology, such as e-mails or online information resources from google. E-mail is used to to exchange information between learners or between learners and lecturers. Outside class, students and lecturers have Line or whatsapp group. The purpose of the group is for sharing information between students or students and lecturers.

According to research, more than 60% of generation Z access social media platform : facebook, Instagram, snapchat and 45% use Twitter <sup>11</sup>.

## 5. Conclusion

The research shows 47% belong to Post-Millennial and 53% belongs to non Post-Millennial generation. Nonetheless, the two generation exhibits the positive attitude toward the use of Information Technology in learning English and they do not have any difficulties in using it. The next conclusion is that students and lecturers have a positive experience towards the use of Information and Communication Technology in learning English. The result of the research indicates the experience of the students is higher than the experience. The last conclusion is that the lecturers always encouraged students to be an independent learner.

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