

## Observing English classroom in the digital era

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**Abstract** – Teaching and learning English for millennials requires a different approach from previous generations unfamiliar with digital technology advances. This paper tries to discuss and see how English teachers insert digital technology (WHAT) into the classroom learning process. To obtain the data for this study, the researchers observed a teacher (HOW) inserting digital technology into learning. The researchers used recording techniques (audio and video) and field notes to complement the observation technique. The observations show that the teacher applies the active student learning method by applying the principle of time distribution for students and teachers. The teacher only uses up to 15% of the available time allocation, and students have more than 85% of the time to do and practice the points on the learning material. Students get extensive opportunities to experience learning with the aim that they will gain and be able to improve 1) their digital skill; 2) the growth and improvement of the students' self-confidence and other soft skills. The students' Youtube content.

**Keywords:** building student confidence; digital technology in the English class; self-confidence and self-competence; student active learning

## I. INTRODUCTION

In principle, every learning process at any level, from elementary to tertiary levels, is an effort so that students become mentally and spiritually strong learners. It is important to underline because students will face a life different from the life situations experienced by previous generations. This paper also discusses how the learning facilitators and students actively participate in the learning process. Empowerment is not dominating as a whole, allowing students to need more time and opportunity to do something. The active learning model is a learning strategy that includes direct student involvement in interacting, investigating, solving problems, and concluding self-understanding. Through the dynamic learning model, the teacher or facilitator will condition students or students always to experience how the learning experience process is more meaningful and always think about what is being done during the learning process.

The principle of active student learning adopting a philosophy of life is a learning process that must interpret that if you only learn by listening, you will quickly forget; if you only see, you will remember, and if you do it, you will understand well (you hear, you forget; you know, you remember; you do, you understand).

Technological developments have also made a shift in the method of teaching English and its outputs. In the tourism business, mastering English is absolute, both in verbal and written form. It doesn't just stop there; the teaching output is also required to master digital technology. Several human resource managers of hotels with international networks always demand that students have public speaking, writing, and digital skills. Especially for writing skills, it is closely related to making brochures, editorial advertisements, and several other written promotional releases.

The demands of the labour market or labour users are challenging for English language teachers in the Tourism Studies Program (and other Study Programs) to adjust their teaching methods to meet market expectations. For this reason, the researchers conducted to create a teaching model that can produce skilled workers in public speaking, writing skills, and digital skills. With these skills, the tourism industry can immediately absorb the output of teaching English. The development of information technology causes changes in market behaviour in all fields of business, including the tourism business. Due to changing market behaviour, many business fields are gradually dimming and eventually closing, but new, technology-intensive business fields are also growing. From 1980 to 2010, travel agents could still develop well, but how many needed to be operating?

Millennials and Generation Z are starting to monopolize business content via the internet, conference presentations, research papers, and sales and marketing strategies. At least one popular article that spreads on the internet in one day is "The generation that refuses to grow up: No mortgage. No marriage. No children. No career plans. Like many people in their 30s, Marianne Power admits that she one of them. ..." (and what is often called the Peter Pan Generation) (<https://www.dailymail.co.uk/home/index.html>).

Everyone talks about lifestyle, habits, preferences, and ways to engage this generation. There are six definite generations living now in the modern world. Everyone talks about lifestyle, habits, preferences, and ways to engage this generation. The next table shows the six-generation and each characteristic.

Table 1 Generation Group

Sources	Labels					
Tapscott (1998)	-	Baby Generation (1946-1964)	Boom	Generation X (1965-1975)	Digital Generation (1976-2000)	
Howe & Strauss (2000)	Silent generation (1925-1943)	Boom generation (1943-1960)		13 <sup>th</sup> Generation (1961-1980)	Millennial Generation (1982-2000)	
Lancaster & Stillman (2002)	Traditionalist (1900-1945)	Baby Boomers (1946-1964)		Generation Xers (1965-1980)	Generation Y (1981-1999)	
Zemke et al (2000)	Veterans (1922-1943)	Baby Boomers (1943-1960)		Gen-Xers (1960-1980)	Nexters (1980-1999)	
Martin & Tulgan (2002)	Silent Generation (1925-1942)	Baby Boomers (1947-1964)		Generation X (1965-1977)	Millennials (1978-2000)	
Oblinger & Oblinger (2002)	Matures (<1946)	Baby Boomers (1947-1964)		Generation Xers (1965-1980)	Gen-Y/NetGen (1981-1995)	Post Millenials (1995-present)

- (1) **The Greatest Generation:** i.e., the generation born between 1901-1924, those who experienced the Great Depression and World War II in their adulthood, all point to a strong teamwork model to overcome and develop. They are our great-grandfathers, growing up without modern conveniences like refrigerators, electricity, and air conditioners. They are a generation that remembers life without airplanes, radios, and TVs.
- (2) **The Silent Generation:** this generation, also known as Builders or Naturists, was born between 1924 - 1945, growing up during the post-war bliss. The children who grew up during this time worked very hard and were silent. It is generally understood that children should be seen and not heard.
- (3) **Baby Boomers:** "Those born in the years following World War II, when there was – thanks to soldiers returning home – a significant birth spike, both in America and Britain. These men and women listen, get high, get out, avoid planning, and swung in the sixties and became the happiest in the seventies. They, the romantic and not cynical baby boomers generation, this is the generation that fought in the cold war and broke the Berlin Wall." (The Telegraph: <https://www.telegraph.co.uk/news/features/11002767/Gen-Z-Gen-Y-baby-boomers-a-guide-to-the-generations.html>).
- (4) **Generation X:** Born between 1965 and 1980, they were “key kids” who grew up street-smart but isolated, often with divorced or career-driven

parents. Most remember being in school without computers and then, after that, the introduction of computers in junior high or high school. More interested in philosophizing than settling with a long-term career and family, they tend to be committed to themselves and have an average of 7 career changes, unlike previous generations. Society and, thus, individuals are imagined as disposable.

- (5) **Generation Y or Millennial:** There is no exact date when the generation begins and ends. Researchers and social analysts use birth years from the early 1980s to the early 2000s. Generation millennials are known to be sophisticated, tech-savvy, and immune to most traditional marketing and sales promotions; they have seen it all and been exposed to it from an early age.

American sociologist Kathleen Shaputis refers to Millennials as the Peter Pan generation because of their tendency to delay some steps toward adulthood (such as housing, careers, and marriage) for longer than most generations before them. These labels also refer to the trend of members staying with their parents longer.

- (6) **Generation Z:** This generation was born after 1995, and they have never known a world without computers and cell phones. Their ages now range from preschool to teens. They are digital integrators, have integrated technology seamlessly into their lives, and have been using it since the youngest age, almost like the air they breathe, permeating nearly every area of their lifestyle and relationships. They are savvy consumers, know what they want and how to get it, and are oversaturated with brands.

Dealing with Generation Z, whose daily life is inseparable from cellphones and computers, digital integrators who are accustomed to integrating technology into their daily lives need their methods and techniques in the learning process in the classroom. This simple paper tries to analyze and propose a model of learning English by adapting it to the social situation and lifestyle of millennials and generation Z.

Efforts and digital-based learning models as a form of service to the millennial generation or digital generation and generation Z use technology media in learning (Indrayani & Sukaesih, 2022) to maximize the learning process of this generation. Likewise, learning other languages, in this case, learning Arabic, also uses digital technology to facilitate and facilitate learning models (Ilmiani & Miolo, 2021). Likewise, online learning during the Covid-19 pandemic and post-covid-19 is a learning model for the digital generation, millennials, or generation Z (Daar, 2020).

The support of technological advances in learning English is very useful for maximizing the atmosphere and student learning outcomes so that technological advances become an integral part of today's learning (Hidayat et al., 2022). The use of digital technology in learning is a big concern in learning English (Yurieva et al., 2021); online language learning ranges from the more formal structured approach provided by schools and universities, which usually takes place in a Virtual Learning Environment (VLE) or Learning Management System (LMS), learning management system), to more informal unstructured approaches, including Virtual Worlds like Second Life and Massively Multiplayer Online Role-Playing Games (MMORPGs) like World of Warcraft.

Another study of the use of technology in learning resulted in the finding that the digital storytelling method was able to attract the attention of students to take part in learning and motivate students to study well using digital media (Kurniawan, 2021). Whatever the conditions of students and teachers in learning, the use of the internet and computers are an "obligation" that must be carried out by both parties, teachers, and students (Pohan, 2021), both elementary students to college students (Hidayat et al., 2022) also in distance learning (Luppi, 2022). Mobile technology's use also confirms its significance in learning English vocabulary (Zakian et al., 2022). From any point of view, the use of technology in today's learning is unavoidable (Wijaya et al., 2021; Nugroho & Atmojo, 2022), such as the use of 5G technology to build resources in English learning (Liu, 2021; Mohamed Amin & Paiman, 2022).

## II. METHOD

The researchers have to provide the data of the research to complete the process of the study. The data is the basis for the next analysis, and a method is needed to get the data in this paper. Actively participating and non-participating observations and field notes are carried out by (1) asking for permission from the supporting lecturer to attend lecture hours both in class and in the classroom— involvement in the learning process to observe (observe) how the learning model is carried out. (2) Video and audio recording to document the learning activities carried out so that they can be played back so that there is no scattered data. (3) Transcribing video and audio recordings to be used as written data for subsequent analysis. The researchers minimize some disturbing situations during the observation for the learning participant's concentration, and the video-making process is carried out using a laptop camera. (4) Field notes are carried out to assist and briefly record important and interesting things during the observation process.

## III. RESULTS AND DISCUSSION

Implementation of English For Events lectures in class. Events includes many activities. Due to time constraints and to be more focused, we will only take one event, namely OUTBOUND.

The Topics

- (1). Meeting 1: The Introduction
- (2). Meeting 2: Making reports about outbound venue, tourist object, and tourist attraction – by the teacher
- (3). Meeting 3 and 4: Presentation of outbound venue- individual work by student
- (4). Meeting 5 and 6: Presentation of tourist object - individual work by students.
- (5). Meeting 7 and 8: Presentation of tourist attraction - individual work by a student.
- (6). Meeting 9: Making advertisement - individual work by a student.
- (7). Meeting 10: Making Proposal – group work by a student.
- (8). Meeting 11 and 12: Presentation Proposal - group work by students.
- (9). Meeting 13 and 14: Presentation outbound - group work by students.

(10). Meeting 15: Farewell Party - group work by students.

#### **Lecture description**

The following is a description of every step that lecturers take to achieve learning objectives, namely making students strong, confident learners, and having skills that can equip them, especially after they finish their studies on campus. Once again that every stage that the lecturers design is student-oriented which provides opportunities for students to experience, do, and practice the material they are learning.

#### **(1). Introduction**

At this stage, the lecturer explains what students have learned during one semester. Lecturers need to explain that PNB has become a green campus, so efforts are needed to maximize digital learning models and students' digital abilities. The digital era requires lecturers and students to learn from sources that are presented online or online. Various digital applications are available, and students can easily learn them.

Digital learning resources presented online are used as learning resources for students who fall into the digital generation category, namely a generation born in 1995-2000 (Tapscott, 1998), the millennial generation born 1982-2000 (Howe & Straus, 2000; Martin & Tulkan, 2000), the generation of Post Millennials, born 1995-present (Oblinger & Oblinger, 2005). Even if we follow a more recent opinion, the current generation is Generation Z, born in 1995 and above, a generation that characterizes itself as a generation of digital integrators. Lecturers, like it or not, able or not, must adapt to the lifestyle of Generation Z, which also has a name to describe their era as a generation of humankind.

Online learning is very important through meeting platforms via the website, learning management systems for task-based language learning, and cross-platform instant messaging applications for class interaction and discussion (Mohamed Amin & Paiman, 2022).

#### **(2). Making reports about outbound venues, tourist objects, and tourist attractions**

The lecturer explained what and how Outbound Venues, tourist attractions, and tourist attractions are used for learning. This step also provides a new experience for students because it turns out that not all students have visited the tourist attraction they are familiar with, although they may pass through it almost every time. Visiting a tourist attraction also contains a learning content of green tourism in a literal sense, namely loving green nature as a medium of learning and an introduction to the universe.

**Individual assignment:** Students make a video report about the outbound place or venue. The points that must be conveyed include: Where the location is, what facilities are there, how far from the hotel to stay, what the capacity is, when or at what time we can hold events there, anyone can play there, and so on. Students upload videos on youtube and share links in Googleclassroom. Assessment can be directly in Google Classroom. Each student makes only one (1) venue. The use of social media such as Youtube, WhatsApp, Instagram, Google classroom, and Facebook in learning is common and requires teachers to apply them in learning, including in learning English (Nugroho & Atmojo, 2022; compare Indrayani & Sukaesih, 2022; Riswanto et al, 2022).

#### **(3). Presentation of outbound venue - meeting for 3 and 4**



Every student has an opportunity to have a presentation for students with serial number 1-11.

#### **(4). Presentation of tourist object**

Attraction Presentation

**Individual assignment:** Each student makes a video report about tourist attractions. The points that must be conveyed are, among others, where the location is, what facilities are there, how much is the entrance ticket, what activities can be done there, what hours are open, a brief history of the tourist spot, and so on.

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#### **(5). Presentation of tourist attraction**

They are getting to know tourist attractions, such as watersports, parasailing, gliding, Kecak dance, and others. Individual assignments: Each student makes a video report about a place or tourist attraction. The points that must be conveyed include: Where is the location of the attraction located, what facilities can visitors enjoy, how much is the entrance fee or entrance fee for the attraction, what activities can visitors do there, what time is the attraction open and visitors have to leave the place, a brief history of the place/tourist attraction, and another tourist object.

The Google Classroom is also part of the life of the millennial generation, digital generation, or generation Z because the use of google classroom has been widely practiced and studied, which proves that digital media is not a new thing in the learning process (Indrayani & Sukaesih, 2022). The student who gets the assignment uploads the video on youtube and sends and shares the link (link) in Google classroom so that the lecturer can immediately give an assessment. The teacher allocates time for 5 minutes presentation for students with serial numbers 24-32.

#### **(6). Making advertisement**

The next step is to make an ad about the outbound. The lecturer explains how to make flyers. Individual assignments: Each student makes a digital promotion through a digital flyer. The flyer must include the name of the company created by the group, location, duration, price, contact, and Instagram website. The website can be a blog address. The students upload the flyer on youtube and share the link in the Google classroom. Teachers can provide direct assessments in google classroom. Students do not need to make presentations but provide general comments on WAG and the google classroom.

#### **(7). Making Proposal**

After making an advertisement, there is an offer from the company (corporate) to hold an outbound event. There are many events, but we take, for example, outbound only. Therefore, the next step is to propose the company (corporate). In this case, the lecturer presents how to make a good and correct proposal.

Group task. Each class is divided into six (6) groups. Students have to make an outbound proposal for a corporate – any free corporate name – for example, BNI Jakarta, PT KAI Semarang, and others.

The proposal should include only an outline of the activities and costs. Continuing with these costs can be anything. Examples can be referred to in the handout. The students can upload a well-prepared Proposal on google classroom. Each student uploads and the score of all members will get the same value as all group members. In contrast, the value of individual assignments may differ according to the tasks collected.

#### **(8). Presentation Proposal**

After making the proposal, a presentation can be made in front of the Corporate Team. Each meeting (meeting) can be presented in 3 groups alternately, other students as the Corporate The team who evaluates the proposal of the event organizing company. Direct assessment in class for each group member who has just presented the material.

#### **(9). Presentation outbound**

The implementation of outbound presentation activities can be done outside the classroom (outdoor) and can also be done inside the classroom (indoor) by considering the time and place. In one meeting in third grade groups of students can present their study material. Each group makes 2-3 games. The teacher directly accesses during student's presentations..

#### **(10). Farewell party at the end of outbound**

Each group presents one (1) attraction for the farewell party in the classroom. At a farewell party, a committee must be including the Master of Ceremony. A group photo session and a joint break section are also included. Activities outside the classroom (outbound) also provide a different experience for students. Learning to be a presenter, even in the form of simulations in the classroom, has deep pedagogical value in building students' self-confidence. The habit of appearing in front of the class is a habit and strengthening of self-confidence that must be continuously improved and developed. Confidence is a part of life and life that must be nurtured and nurtured in everyone's life anywhere and anytime. Oral presentation in front of a crowd requires adequate self-confidence. Without self-confidence, no matter how good the material to be presented will not produce a good presentation (Grice & Skinner, 2010; Carnegie, 1956; Carnegie, 2008; Grice & Skinner, 2010; Peale, 2006; Robbins, 2003; Schwartz, 2007).



#### IV. CONCLUSION

Due to an exchange of ideas with several hotel personnel managers (HRD) in Bali, the campus curriculum must emphasize digital skills, including video editing and public speaking. If students have good writing and videos (content), it is beneficial for them when doing field work practices or job training in companies such as hotels and companies that are not related to the world of tourism.

With a project like the one above, at the end of the lecture period, students are expected to be able to: a. Improve speaking and writing skills; b. Improve digital skills; c. They are adding student youtube content; d. Increase self-confidence and other aspects of soft skills.

Speaking and writing skills, digital skills, and students' self-confidence is indispensable in their lives after leaving the campus where they study. As explained earlier, one of the goals of learning is to make students strong learners so that their classes can continue to develop them after entering the world of work and society because they are part of the community fortunate to receive higher education.

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