Digital Natives Generation Enjoyment Using Online Resources as Virtual Learning Environment in Learning English Speaking

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Abstract

When it comes to learning English, members of the generation raised with computers and internet access have relied exclusively on online resources as both a source of information and a means of constructing a virtual learning environment for themselves. The purpose of this study is to determine which online learning tools students find the most enjoyable and how those tools impact their ability to communicate in English. This will allow future teachers to make the best possible use of the resources that are available to them online. In order to ascertain the percentage of people who completed the questionnaire, descriptive quantitative research was conducted. YouTube, which is considered to be among the most enjoyable online learning resources, has the highest percentage of students who are studying English when compared to the other four. A sense of inner encouragement, an eagerness to learn on the part of the students, and self-confidence are all essential components. Nevertheless, the role of teachers as guides and traveling companions is still necessary in order to increase this percentage even further. One of these is making the most of YouTube as an online educational resource in the context of improving one's English-speaking skills.

Keywords: Digital native generation; enjoyment; speaking; VLE

Introduction

New paradigms of teaching and learning are already emerging at a faster rate currently. It is also the result of the impact that technology has had on every aspect of life, including the education sector, over time. Learners' behaviour in the past has been characterized by passivity because the teacher was the sole source of knowledge available. The teacher uses directed learning

to transfer knowledge to passive learners, and passive learners benefit from this. (Kember & Por Kwan, 2000) Education and knowledge transmission are mostly carried out by teachers, who are the primary sources of knowledge. These outdated methods will not lead to the discovery of new information. But the advance of technology and knowledge has altered many aspects of life around the world. The evolution also has an impact on the field of educational, which is undergoing a tremendous transformation in terms of how it teaches and learns (Brown, 2006). It creates a large number of open educational resources that may be used to make the learning space more dynamic in the globalisation, also that the rise of diverse media, huge influencers, technological and online interaction, quick technological and industrial developments have a significant impact on our society, including education. Across a wide range of resources s and devices, technology has continued to advance swiftly. Personal technology has shrunk, moved, converged, and is now always on and not constrained by the amount of storage it has (Gulatee & Combes, 2018), we need to be aware and ready of these resources. In part, this was due to the fact that learners twenty or even ten years ago had a very different variety of interests, goals, and perceptions on education and the educational process compared to learners today. The learners, also known as the "digital native generation," may not hold back from presenting themselves to the general public, particularly on social networking sites (Taufik et al., 2021). The digital native generation has had their whole lives enveloped by and utilizing computers, games, media players, video cameras, smart phones, along with all the toys and gadgets that have come along with the digital revolution (Prensky, 2001). When technology has an impact on learners' interest, it allows teachers and students to communicate more effectively while also becoming more familiar with the technology they're using (Kamorudeen, 2021). Learners nowadays are very knowledgeable with Web 2.0 technologies such as blogs, social networking, podcasts, virtual worlds, file sharing, and other forms of online communication (Muñoz & Towner, 2009). As a web-based system for sending educational resources to students, virtual learning environments (VLEs) are becoming more common. These systems include features such as evaluation and student tracking, in addition to collaboration and communication tools (Press, 2015) Learners nowadays can access information in a multitude of ways and even at different times thanks to the wide range of ways in which they can access them (Thamarana, 2016). Resources include websites that provide engaging course content developed by instructors and students, including videos or other media depicting work processes that are relevant to classroom instruction, among other things. It is crucial, because there is a correlation between active learning and whether or not assignments are exciting and Enjoyment, as well as course fulfilment (Kyei-Blankson & Ntuli, 2014). All that online resource also provides for speaking learning for learners that can increase them motivate to learn speaking more Enjoyment. It is also can help students prepare and execute presentations for their academic speaking course (Wulandari & Astuti, 2021). The purpose of the research, with the many online learning resources that they circulate and use, it is felt necessary to know which type of online learning source is more to make their level of enjoyment and influential components in learning to speak English so that it can help Teachers to use these online resources later more optimally.

Literature review
Digital native generation

Technology became a part of our everyday lives, and whether we like it or not, we must adjust to some changes that are impacted by technological advancements in order to survive. Technology cannot be constrained in any discipline, as well as the world of education must jump on board in order to keep up with the incomprehensible rate at which changes are happening.

Humans must recognize and appreciate the rising role and utility of technology in the educational environment (Brown, 2006). It also impact with learners today, learners now come from a generation that has thrived on technology and has grown up in a world filled with laptops, games, digital music players, cameras, smart phones, and other digital technologies, to name a few (Prensky, 2001) this situation make them as "digital native" of how technology rule nowadays. Today's learners are all "natural speakers" or "native speakers" of the digital language associated with computers, video games, and the Internet (Prensky, 2001). Digital natives are people who are born, grow, and develop in a way that is all in line with digital technology.

In general, the term is used to describe people born between 1995 and 2010, when digital technology was becoming more and more popular. People in this generation are called Generation Z (Taufik et al., 2021). But the term of digital native generation replaced the old terms of generation Z (Stillman & Stillman, 2017), since they had become natural or native user of digital. In today's dynamic era, everyone in the society uses their smartphones and tablets to search for information needed on the multiple websites available in networking industries. This generation also analyses the smartphones of the general public 30+ times in a row to estimate the frequency rate (Dhinakaran et al., 2020). In addition, the digital native generations will play a major influence in a region's development (Ardiansyah & Yulianti, 2022) This research created a virtual learning environment (VLE) using online resources to assist foreign language learners in increasing their enjoyment of learning English, particularly in the speaking area.

Learners enjoyment

In educational settings, students' willingness to learn can build as enjoyment. That it is a highly active constructive achievement emotion that results from a task or activity that has a good effect on a variety of educational processes, including inspiration, engagement, and educational success, among others (Dewaele & Li, 2020; Guo, 2021; Li, 2020). Other earlier research has repeatedly demonstrated and acknowledged the significance of delight as an integral component of the lived experiences of children, adolescents, and adults (Kimiecik & Harris, 1998; Kuong, 2015; Lucardie, 2014; Okada & Sheehy, 2020). Enjoyment can be defined as a sense of novelty or accomplishment experienced when persons go beyond themselves and achieve something unexpected (Zhang et al., 2021). Enjoyment is one of the most typical and widespread positive emotions experienced by foreign language (FL) learners during language learning (Jiang & Dewaele, 2019). Enjoyment can be defined as a sense of novelty or accomplishment experienced when persons go beyond themselves and achieve something unexpected (Mirvis, 1991). In other words, enjoyment is usually experienced by people when pursuing and investing in an outcome that matters to them (Jiang & Dewaele, 2019). Enjoyment is a key component of flow experiences, which are characterized by a high degree of involvement and engagement in an activity without consciousness of time and self, and which are helpful to language learning and development (Li et al., 2018). J.-M. Dewaele & Dewaele, (2018) found that enjoyment played an important role in increasing FL learners' willingness to communicate (WTC). They also identified the positive effect of enjoyment on FL performance and achievement. The vital role of enjoyment in FL learning is deeply rooted in the Broaden-and-Build theory put forward. Recent years have seen a booming and flourishing trend in research on enjoyment in second language acquisition (SLA) (Jiang & Dewaele, 2019)

Virtual Learning Environment (VLE)

VLE is an online educational resource. It includes online classes, reading resources, educational sites with skill testing, and other forms of English learning online speaking. VLEs are touted as a solution for remote and cross-border education. Students can perform a wide range of exercises with a computer-based learning environment As a result of the global pandemic caused by COVID-19, universities have carried out teaching in a digital way, accelerating the inclusion and use of technologies in methodological adaptation (Martín et al., 2021). And by many research, the virtual learning environment is more effective, efficient, and pleasant than traditional learning environments (AlQudah, 2014; Battou et al., 2017; Christopoulos et al., 2018; "Design, Implementation and Evaluation of Virtual Learning Environments," 2013; Estriegana et al., 2021; Hosni et al., 2020; Stricker et al., 2011; Tick, 2013; Wijesooriya et al., 2019; Xu et al., 2014) Comparisons of traditional classroom learning and studying with a VLE also have been carried out by Piccoli et al., (2001) and McDonald et al., (2004). The efficacy of a virtual learning environment (VLE) is contingent upon student acceptance and utilization of such an e-learning system. Van Raaij & Schepers, (2008) build a conceptual model to explain the differences between individual students in the level of acceptance and use of a VLE A virtual learning environment (VLE) complemented the face-to-face lecture. The usage was voluntary and the VLE was designed to support the learning process of the students (Stricker et al., 2011). Increasingly, computers, like the Internet, are being used to help students and teachers work together and talk to each other. From the learner's point of view, stress, an association with technology use, and dissatisfaction with the technology itself may be the most important and damaging things to a virtual learning environment. It could be said that the success of a virtual learning environment depends on the skills and attitudes of the students. (Lee et al., 2001). VLEs are used frequently in education to offer instructional materials and enhance communication. (Barker & Gossman, 2013). The virtual environment uses different media and elements to engage and satisfy learners. (Phungsuk et al., 2017)

Online learning resource

As we already know, there are numerous types of online learning resources available that may be utilized to develop a VLE based on teaching needs, however in this study, the researcher selected an online learning resource that has already been used in prior research, such as:

- It is possible to use YouTube as a teaching tool for speaking. As a result, YouTube was picked as the medium for teaching and learning. It's a learning resource that can help you learn how to speak English that's needed. can be used in the classroom by providing a lot of video footage Teachers are turning to YouTube to help them tackle this issue head-on (Syafiq et al., 2021). Using YouTube as a teaching approach is possible. As a result, YouTube was picked as the medium for teaching and learning. There are several videos that can be used in the classroom from this site (Burke & Snyder, 2008). YouTube (YT), based in San Bruno, California, has gained popularity quickly. It's a website with professional (news broadcasts, TV shows, movies) and amateur (camcorder or mobile phone) footage. (Bakar et al., 2019).
- Quizlet.com helps learners quickly recall foreign words. Special terminology. Simple service. The teacher builds virtual word sets with translations (the Quizlet environment supports a

large number of languages). Training begins. Add photos and automated pronunciation. Visual and auditory contact is made. (Ismailova et al., 2017).

- The TikTok app is a social networking resources that allows users to post films that may be customized using a variety of video editing tools. The TikTok app can be used on a mobile phone, therefore it can be referred to as m-learning as well. (Zaitun et al., 2021).
- Online video discussion resources Flipgrid (www.flipgrid.com) empowers learners and facilitates collaboration and social learning. Microsoft purchased the resources in June 2018, taking ownership of Office 365 for Education. The tutor sets a "grid" and allows pupils to submit short clip responses to "themes" Students utilize the Flipgrid app (Android and iOS) or any web browser to upload responses to a topic and responds to each other's responses. (Stoszkowski, 2018).
- According to educators and teachers, Zoom meeting is a more user-friendly online video conferencing resources than others. (Putri & Suryaman, 2022).

Research method

The descriptive quantitative method was utilized by the researcher. According to Mills & Gay, (2019) a large percentage of research papers rely on surveys for data and are hence descriptive. A vast proportion of research papers rely on survey data and are hence descriptive. The descriptive technique can be applied to a wide range of educational difficulties and concerns. Standard descriptive research evaluates attitudes, beliefs, preferences, demographics, habits, and methods. The participant or the population of this research includes 100 high school students from various high school randomly in Indonesia An online close ended questionnaire adapted from Praditha & Rahman Nur, (2019) was used, the researcher used dichotomous questionnaire Yes/No answer for question number 2 until 6 while for question number 1 the participant had to choose one of online learning resources for the answer. The research revealed that several online learning resources as questionnaire item such as: YouTube, Quizlet, TikTok, Flipgrid, and Zoom, that can help digital native learners develop English speaking today (Bakar et al., 2019; Burke & Snyder, 2008; Ismailova et al., 2017; Putri & Suryaman, 2022; Stoszkowski, 2018; Syafiq et al., 2021; Zaitun et al., 2021). Other item is students' willingness to learn also, their motivation, and self-confidence as influential components and relationships that enhanced the enjoyment level.

Table 1. Questionnaire component

Variabel	Item	Item Number
Online resources	Youtube	1
	Quizlet	
	TikTok	
	Flipgrid	
	Zoom	
influential components	Inner encouragement	2
	Students' willingness to learn	3,4
	Self Confidence	5

Students or participants were given questions via web-based questionnaires prepared with Google Forms and distributed via social media. The researcher employed Frequency distribution analysis for data analysis techniques from Howitt & Cramer, (2010), researchers calculated and analyzed data from surveys to determine what percentage of participants responded the option on questionnaires

Results

The questionnaire was used to determine whether various online learning resources provide a high level of enjoyment for the digital native generation to learn English speaking skills. And also other elements or components that enhance students' willingness, motivation, and self-confidence to practice and learn speaking skills from online learning resources. The percentage obtained for each questionnaire item is summarized in the table:

Table 2. Enjoyment level of online learning resources

No	Question	Online Learning Resources				
		YouTube	Quizlet	TikTok	Flipgrid	Zoom
1	Which of the following internet resources is most Enjoyment for learning English speaking?	40%	10%	30%	10%	10%

Questionnaire 1: "Which of the following internet resources is most Enjoyment for learning English speaking?" This question refers to identifying an Enjoyment online learning resource for participants who part of the digital native generation are. According to the data, YouTube is the most fun online learning resource for improving English speaking skills, with 40% of participants choosing it. While TikTok is in second place with a ratio of 30%, Quizlet, Flipgrid, and Zoom have only 10%.
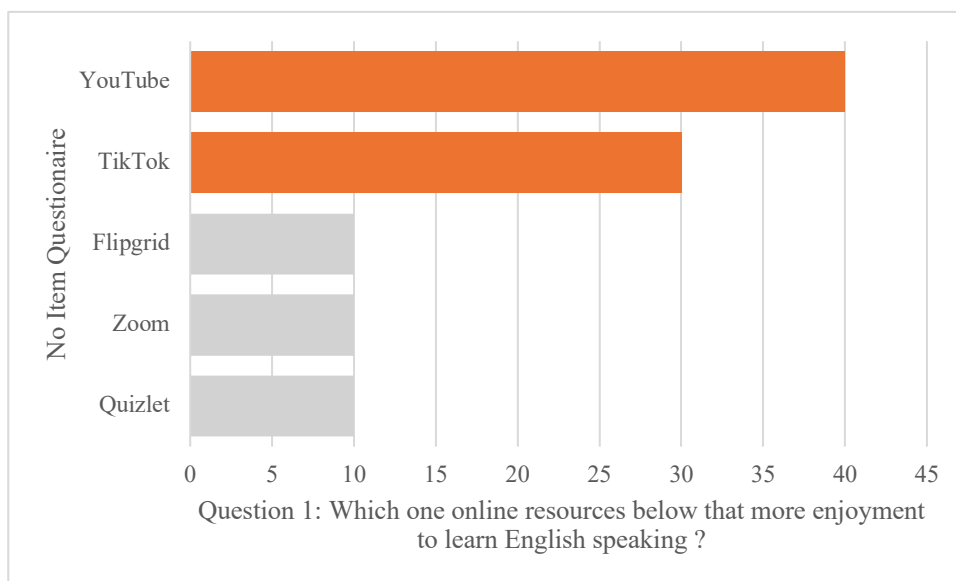

Chart 1. Enjoyment level of online learning resources

Table 3. Other components that enhance the enjoyment level

No	Item Questionnaire	Yes	No
2	Do you want to enhance your English-speaking skills by using online learning resources?	69%	31%
3	Do you feel compelled to use online learning because your teacher requires it?	13%	87%
4	Are you more interested in learning English speaking using an online learning resources?	73%	27%
5	Do you comprehend and enjoy practicing Speaking English when you learn using an online resources?	66%	34%

The results of the supporting components related to the level of enjoyment that enhance students' willingness, motivation, and self-confidence to practice and learn speaking skills from online learning resources are identified through questionnaire questions number 2 (two) to number 5 (five). In questionnaire question number 3 (three) a percentage of 87% answered "No" while those who answered "Yes" only 13% as; well as questionnaire question no. 4 (four), many participants chose "Yes" with a percentage of 73% while those who answered "No" with a percentage of 27%.

The percentage that does not seem too far apart is the question of questionnaire no. 2 (two), with "yes" 69% and "No" 31%. The same thing can see in the questionnaire question no. 5 with a percentage of 66% for "Yes" while the participant's choice for "No" is 34%
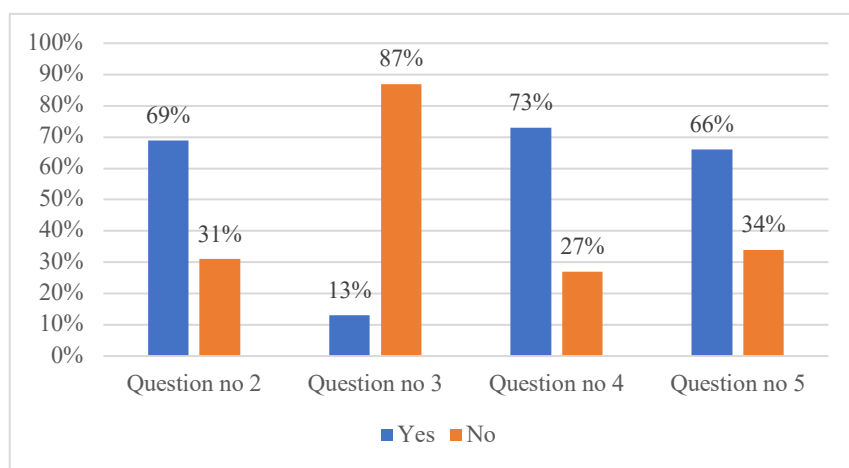

Chart 2. Other component that enhance the enjoyment level

Discussion

Based to question 1 of the questionnaire, YouTube has the largest percentage of all online learning resources chosen by the Digital Native Generation as a participant to learn English, specifically speaking skills. This is achievable since YouTube includes channels dedicated to teaching English. Furthermore, YouTube has a video quality feature that automatically adjusts the video bitrate so that it can still run even with a low internet network capacity; this feature allows everyone to use it from any media, such as Smart TVs, Laptops and PCs, or smartphones, even if it makes it easier for anyone to use and enjoy. YouTube has also been widely recognized in past research by: Anggraini, (2021); Ariyanto et al., (2018); Fachriyah et al., (2020); Rachmijati et al., (2019); Rahayu & Putri, (2019) and many more, for YouTube success as well as its benefits for every student in learning to speak in English.

Meanwhile, in the second position with a percentage of 30% occupied by TikTok, one of the social media that has the first feature in terms of short vertical videos that will make its users complacent with the short videos provided. In 2020 TikTok reached 2 billion downloads worldwide, this vertical short video step was finally followed by the following social media including YouTube by creating a real short video feature. TikTok is also very easy to use by anyone, TikTok has many correspondents who have accounts in creating content as well as YouTube which creates content related to speaking learning. One of the activities that can be used through TikTok, one of which is the "duet" feature where each video creator can fill each other's reactions with the statements needed, as well as many other features. Some previous research also

from Herlisya & Wiratno, (2022); Keningau & Berkunci, (2021); Pratiwi et al., (2021); Xiuwen & Razali, (2021) used TikTok as media that indicate for students enjoyment in learning their English speaking also to increase the improvement of their speaking. Only 10% of students choose other online learning resources such as Quizlet, Flipgrid, and Zoom because they enjoy using them. This could be due to a lack of mobile online learning resources, or it could be due to its lack of popularity among the digital native generation to learn and practice speaking English.

With a high level of enjoyment has also produced influential components such as Inner encouragement, willingness to learn, and more confidence in learning to speak English. Some of these things can be seen from the second question with a percentage of 69% choosing "yes" related to inner encouragement of those who want to learn to improve their English speaking skills by using online learning resources. The value is already more than half the percentage that exists even though it seems that the value is not too far from the one who answered "no" at the value of 31%. Similar to question number five related to self-confidence more enjoyment and more understanding with online learning resources they answered "yes" with a percentage of 66% while those who answered "no" 34% did not go too far, this is different from the third question related to willingness to learn steadily they answered "no" with a total of 87% while those who chose "yes" only 13% indicated no coercion from their teachers to learn to speak English using online learning resources. This digital native generation also conveys clearly that they are more interested in learning using online learning resources because in question no. 4 "Are you more interested in learning English speaking using an online learning platform?" they chose 'yes" with a percentage of 73% while the answer "no" only has a percentage of 27%. Some of these percentage values show that it is very attached to the digital native generation as learners with online learning resources, they get enjoyment and an increased desire to learn better specifically in learning to speak English after using online resources that they get in several online learning resources, and specifically what they consider to be greater enjoyment is through YouTube.

Conclusion

In this research, the results have been obtained that YouTube as one of the online learning resources that is felt to have more enjoyment in learning to speak English by the digital native generation as students today. From the influential compensatory data, namely inner encouragement, willingness to learn, and self-confidence, it can also be seen that they are more online learning resources that have a positive impact on the students of this digital native generation. For the phenomenon of not being far apart, the percentage numbers in the second and fifth questions can be influential from their response in the second question. Because there is no more appeal or encouragement from their teachers to use online learning resources in learning to speak English which results in some of them still having doubts in the second and fifth questions. It seems that the role of teachers is still very important as their navigation and companion in learning, to make them more willing to learn to speak English resources and increase their confidence in using the online learning resource.

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