
POST-MILLENIAL STUDENTS' ATTITUDES TOWARDS THE ONLINE SEARCH ENGINE IN EFL LEARNING

by

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Abstract:

This research attempted to depict teachers' perspectives towards the post-millennial students' attitudes on using the online search engine in EFL learning. The research employed descriptive-interpretative qualitative research. 12 English teachers of the non-English major students were purposefully selected to be the subject of the research. The findings of the research pointed out that students' who were categorized as post-millennial generation used online search engine a lot in EFL learning. The findings showed that some negative attitudes occurred in EFL learning regarding the usage of the online search engine. The two most prominent ones were the act of plagiarism and being lazy due to the access to instant information. Despite it all, the results showed that the students' positive attitude towards online search engine was more significant than the negative ones. Furthermore, the other research findings also illustrated that the EFL learning activities that were interfered by the online search engine at most is writing. Then, Google is the most used online search engine by the EFL post-millennial students.

Keywords: online search engine, EFL learning, post-millennial students

INTRODUCTION

New millennium brings young learners into the new learning environment, which differentiates them from other generations. That generation is the ones who are called digital natives (Prensky, 2001). Digital native learners are characterized to be closely

related to the digital world at the most. One of the generations who are so intimate with the technology is the post-millennial generation. Post-millennial generation is the classification for those who were born after 1995 to the present time (Oblinger & Oblinger, 2005). It was illustrated in figure 1 as it is cited from (Reeves & Oh, 2008).

Generational Labels and Dates Reported in Different Sources

Source	Labels				
Howe and Strauss (2000)	Silent Generation (1925–1943)	Boom Generation (1943–1960)	13th Generation (1961–1981)	Millennial Generation (1982–2000)	–
Lancaster and Stillman (2002)	Traditionalists (1900–1945)	Baby Boomers (1946–1964)	Generation Xers (1965–1980)	Millennial Generation; Echo Boomer; Generation Y; Baby Busters; Generation Next (1981–1999)	–
Martin and Tulgan (2002)	Silent Generation (1925–1942)	Baby Boomers (1946–1960)	Generation X (1965–1977)	Millennials (1978–2000)	–
Oblinger and Oblinger (2005)	Matures (<1946)	Baby Boomers (1947–1964)	Gen-Xers (1965–1980)	Gen-Y; NetGen; Millennials (1981–1995)	Post-Millennials (1995–present)
Tapscott (1998)	–	Baby Boom Generation (1946–1964)	Generation X (1965–1975)	Digital Generation (1976–2000)	–
Zemke et al. (2000)	Veterans (1922–1943)	Baby Boomers (1943–1960)	Gen-Xers (1960–1980)	Nexters (1980–1999)	–

Figure 1
The classification of generations

Moreover, (Oblinger & Oblinger, 2005) emphasize that categorization based on age is less important than exposure to the current technology. Thus, post-millennial generation is the most exposed generation to technology than the previous generation. That generation is considered to prefer getting information quickly, depending on the technology-based communication, have a low tolerance to the lecturers and prefer active learning in the classroom (Jones & Shao, 2011). Moreover, (Töröcsik, Szűcs, & Kehl, 2014) stated that post-millennial generation could also be called as the digital native who has great bound to the use of the technology.

One of the most used technology is the online search engine. Yoshimura et al. (2003) as cited in (Fujii, 2007) defined that online search engine is a type of program that can examine a site, then works by searching data or document on world wide web based on the keywords given. The online search engine acts significantly in the educational field. By utilizing the search engine, one can locate the virtual library containing the world of information at one's fingertips that is so beneficial for language learners (Singhal, 1997). In this regard, both students and teachers get the advantage of it. They have chances to find out practically information available on the Internet quickly and conveniently. The abundance of newspapers, film guides, history sites, lyrics, and other learning sources are accessible through the search engine processing system (Harmer, 2001).

Nonetheless, it is reported that some issues are raised due to the use of the online search engine. It is found that post-millennial students do not regard the use of online search engine so that they are not aware of the copy-pasting action that is classified into cheating. That cheating action is the risk of online search engine usage (Sharples, Graber, Harrison, & Logan, 2009). To be worse, those students do not seem aware that copy-pasting is a kind of crime in the educational setting, which is then becoming the reason in the number of plagiarism cases (Karchmer, 2001). As a result of the ongoing trials, digital native students are having the dependence of the prepared information available in the online platforms (Brandstrom, 2011) as cited in (Almarabeh, Majdalawi, & Mohammad, 2016). This condition forms a dilemmatic setting since there is no simple solution for it (Sharples et al., 2009).

Despite the undeniable impact of Internet and Communication Technology, particularly the online search engine, it is believed that the resulting impacts greatly depend on the actors or ICT users (Gu, Zhu, & Guo, 2013). If it is widely used, the impacts will bring improvements to the users. On the contrary, if it is badly used, it may lead the users into trouble. (Palfrey & Gasser, 2011) also propose that there is an urgent need for education to enhance due to the occurrence of the technological change that gives significant impact to the teaching and learning process. Regarding that issue, this research aims at investigating two questions:

1. How significant is the role of online search engine usage in EFL learning?
2. What are the students' attitudes of the online search engine in EFL learning?

METHOD

Design

It was qualitative research. It was conducted to understand the phenomenon of post-millennial attitudes in using the online search engine in EFL learning. To be more specific, the goal was to reveal the holistic picture and provide depth analysis rather than numerical analysis (Ary et al., 2018) as cited in (Anney, 2015). Furthermore, a fundamental interpretative study was the model of research that was employed. It presented the descriptive analysis about specific phenomenon through the data collected by a variety of ways, (Ary et al., 2018) as cited in (Anney, 2015).

Participants

The subject of the research was 12 English lecturers teach non-English students in the university. They were chosen by using purposive sampling due to the consideration that they were the ones who are information-rich regarding the research topics.

Instrument and Source of Data

The data that were collected is the information in the form of utterance, phrases, expression from those 12 English lecturers who teach non-English students. Those responses were gain through the seven questions through the email based open-ended questionnaires to reveal the post-millennial students' attitudes towards online search engine in EFL learning.

Data Collecting Technique

In this context, the open-ended questionnaire was administered to the subject of this research. Open-ended questionnaires are used to "so that participants can express their views (Crotty, 1998) as cited in (Creswell, 2017). That questionnaire consisted of seven items of questions that covered the issues dealing with the use of online search engine in EFL learning. The data collecting techniques were done through the email-based system using Google forms. There were seven questions asked to those teachers in the form of open-ended questions. The setting of the research was observed in English Foreign Language Learning.

Data Analysis Technique

The data analysis was conducted through the categorization of the data. Then, it was followed by describing each category of the data and related it with the theories. It employed the data analysis theory that was proposed by (Miles, Huberman, & Saldana, 2014) suggesting the data analysis for qualitative research by using content criteria analysis.

RESULT AND DISCUSSION

Result

The number of students in using the online search engine in EFL learning

Question: How many students' use the online search engine in EFL learning?

Please state it in the percentage ranging from 0-100%

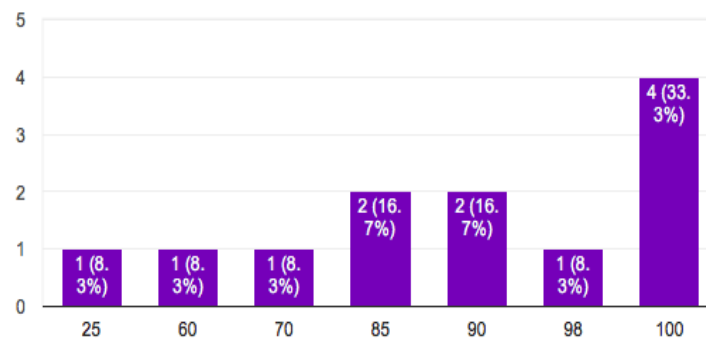


Figure 2

The Percentage of students' in using the online search engine in EFL learning

According to the chart above, it was seen that the majority of the teachers stated that there was more than 50% of the number of the students uses the online search engine, which was in the percentage of 60%, 70%, 85%, 90%, 98%. Even more, there was 33% of the number of teachers said that all students used the online search engine. This category became the most prominent category because it reached the highest percentage among other classes.

EFL activities that are mostly interfered by search engine

Table 1
EFL activities mainly interfered by search engine

Teachers	EFL activities
T1, T7, T8	Answering questions
T2, T5, T8, T10, T11	Writing
T2, T4	Reading
T6	Finding experts ideas/ references
T7	Take home assignment
T9	All activities
T12, T3	Group discussion
T3	Research Presentation

There were eight types of activities that were considered to get intervention from the online search engine. Writing exercises got the intervention at the most, then followed by answering question activities, reading, and then group discussion. It was indicated that writing-based is the most activities that got search engine interference.

Students' positive attitudes on using the online search engine in EFL learning

Table 2
Students' positive attitudes

Teachers	Students' Positive Attitudes
T1, T2, T3, T4, T7, T9, T11	Enriching information
T4, T5, T11	Learning more effectively and efficiently
T6	Enriching vocabularies
T8	Learning the language more actively and independently
T10	Learning referencing system
T12	Expressing an argument with credible sources

It was recorded from the research that there were six students' positive attitudes; the most prominent one was enriching information; the second most appeared one was learning more effectively and efficiently. Then, the attitudes of enriching vocabularies, learning the language more actively and independently, learning the referencing system

and expressing arguments by supported with credible sources were also considered to be the students' positive attitudes of using the search engine in EFL learning.

Students' negative attitudes on using the online search engine in EFL learning

Table 3
Students' negative attitudes

Teachers	Students' Negative Attitudes
T1	Stuck in creativity because of instant information
T2, T5, T6, T7, T10, T12	Plagiarism
T3	Being not focus during learning activities due to many distractions
T4, T7, T8, T9, T11	Lazy
T3, T4	Exposing unreliable information (HOAX)

Five students' negative attitudes were recorded in the usage of online search engine for EFL learning. The most apparent ones were committing plagiarism and being lazy. Moreover, exposing unreliable information, stuck in the creativity due to the instant information and were not focused when learning became other negative attitudes towards online search engine. It was found that there were vast numbers of plagiarism action found in EFL learning. It was a serious problem since plagiarism was considered to be a type of crime in the educational field.

The comparison of the students' attitudes in using online search engine action (positive/ negative)

Table 4
Comparison of the students' attitudes

Teachers	Comparison: Positive & Negative
T1, T2, T3, T6, T9, T12	More positive than negative
T4, T5, T7, T8, T10	Balance: 50%-50%
T11	More negative than positive

The results presented in table 4 showed that most of the teachers (six teachers) felt that online search engine encouraged students' positive attitudes in EFL learning. Then, five teachers perceived that the online search engine triggered both positive and negative students' attitudes towards EFL learning in balance. On a different view, there

was one teacher who thought those online search engines created more negative students' attitudes than the positive ones in EFL learning.

Students' underlying reason based on the teachers' views

Table 5
Students' Reason based on the Teachers' Views

T1, T6, T7, T9, T11, T12	Prefer instant stuff, quick result
T2	Low competence
T3	Interesting Stuff
T3	Low self-control
T4	Low respect
T5	Not confident
T4, T5, T6, T8, T10, T11	Lazy
T8	Too difficult assignment
T8	Bad time management
T10, T12	Having low paraphrasing skill and little knowledge about referencing

The data above showed that ten reasons caused students to act both positively and negatively in using an online search engine in EFL learning. Those reasons were yielded from the teachers' point a view. The highest numbers of reasons were because the students were lazy, and they preferred instant result and quick accomplishment of their work. The eight other reasons had low competence in English, having low competence in paraphrasing and minimum knowledge about referencing, having a high interest in using the online search engine, having low self-control, low respect towards others' writing, being not confident, perceiving that the learning materials were too complicated, and managing time poorly.

The most used search engine in EFL learning

The result of the open-ended questionnaires that were distributed to the 12 English teachers yielded that Google was the most used search engine by the students. Students had familiarity in using Google than other search engines. Thus, Google held a significant role in EFL learning.

Discussion

The EFL learning environment in this current era was more technological based. It was in line with (Prensky, 2001) view which stated that that Digital native or post-millennial learners were characterized to be closely related to the digital world at the most. That generation was considered to prefer getting information quickly (Jones & Shao, 2011). Thus, the learning was no longer in the form of conventional physical textbook and lecturing, but more likely based on the smartphone that provided the increasing number of information that they were seeking. It was revealed in figure 2 shows that there were more than 50% of students used the online search engine in EFL learning.

Table 1 showed data of the most interfered EFL classroom activities by the online search engine that was writing activities. This finding was supported by (Milton, 2006) who also advocated the student's used online search engine a lot with the purpose to improve their writing. However, this action was closely correlated with the easiness of copy-pasting action. Just by merely browsing, copying and pasting in their paper, they could instantly finish their work. Thus, writing became the riskiest activities that should get more concern and should be monitored by the teachers.

Some positive attitudes had been recorded from the usage of the search engine, particularly for EFL learning as it was illustrated in table 2. Teachers in this research revealed that online search engine encouraged the students to act positively during the EFL learning. The first one was dealing with the incredible number of sources both for learning and teaching that were available on the online platform. That benefit held the essential role in the improvement of EFL learning. The other positive attitudes were related to the effectiveness and efficiency in getting the information. In the same view, one may be saved energy and time to learn new knowledge and to enrich their education. Thus, it was an excellent innovation so that it accommodated all parties to make improvements in more convenient ways. It is in line with (Singhal, 1997) who claimed that one could get the world of information at one's fingertips that means a lot for language learners' improvements from the online search engine. Moreover, (Sun, 2007) as cited in (Conroy, 2010) found that learners preferred using online searches to find appropriate patterns of language usage.

However, some negative attitudes were discovered in EFL learning. According to table 3, two significant negative attitudes were being lazy and committing plagiarism action that haunted EFL learning. This occurrence was supported by (Brandstrom, 2011) as cited in (Almarabeh et al., 2016) who explained that post-millennial students had the dependence of the prepared information available in the online platforms. That dependence led them into laziness and negative behaviors such as finding a shortcut in achieving their goals.

Next, the result of this comparative analysis as seen in table 4 illustrated the implications of search engine showed that the tools bring better impacts than the bad ones. Most of the teachers in this research claimed that online search engine gave a contribution to improving the quality of EFL learning through the system containing millions of beneficial information. This finding was supported by Richardson (2009) as cited in (Jabar & Ali, 2016) stated that online search engine might enhance learning in language settings as today's students were naturally attracted to technology.

Furthermore, there were some underlying reasons for the millennial students in using the online search engine as portrayed in table 5. Due to the characteristics of post-millennial students, who were much bound to the use of the technology (Töröcsik et al., 2014), the underlying reasons of the students in using the online search engine was that they demand the instant and quick result of what they were looking. Moreover, the easiness in getting everything through online also directed the students to be lazy and search anything through the help of search engine.

The last was the discussion about the most used online search engine in the EFL classroom, that was Google. Google held a significant role in EFL learning. It was reported that Google covers 68.75 percent of the global search system (Collins, 2018). Moreover, (Bhatia and Ritchie, 2009) as cited in (Akbar, 2011) claimed that “the application of Google for language learning has just begun to be tapped”

CONCLUSION AND SUGGESTION

Conclusion

This research had a goal to reveal the post-millennial students' attitudes on using the online search engine in EFL learning. The data were analyzed from the teachers'

point a view. In accordance to the finding and discussion, it yielded several findings; the first one was that post-millennial students' attitudes in using the online search engine were inevitable; however, the teachers came up with the idea that the students behaved positively rather than negatively in the usage of the online search engine in EFL learning.

The second finding exposed that writing became the most interfered activities by the online search engine during the EFL learning. The research showed that Google was the most commonly used search engine by post-millennial students. The easy access to information through Google made the EFL writing activities to be disturb, mainly dealing with copy-pasting attitudes. Those attitudes took place due to some characteristics of the millennial students that were demanding instant information so that it made them lazy to struggle on the learning process.

Suggestion

Thus, the suggestion for further research was to dig out the teachers' strategies in managing the occurrence of the online search engine interference in EFL learning. Moreover, it was also suggested to conduct a study in the recent educational technology to equip the teachers to be ready to fight against the problems that may rise with a smart, effective and efficient solution dealing with the use of online search engine in the EFL learning.

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