

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter presents a brief explanation of some theories that support the study. The theories related to Reading Engagement, Pomodoro technique, Students' perception, and study of the relevant research

#### **A. Literature Review**

Motivation in English learning has become an important focus in the world of education, especially with the presence of Generation Z who have unique characteristics. Gen Z, born between 1997 and early 2012, was shaped by an environment dominated by digital technology. In emergency situations such as the pandemic, the need for distance learning has increased, providing new challenges and opportunities for teachers in motivating students (Ferri, Grifoni, & Guzzo, 2020). Traditional approaches may no longer be effective in maintaining the engagement and motivation of students who have grown up in this digital era, so teachers must adapt their strategies.

#### **1. Overview of Motivation in gen Z**

Motivation in the context of education refers to internal or external factors that drive and support students' efforts in the learning process. According to Deci and Ryan (1985), intrinsic motivation occurs when someone engages in an activity because of personal satisfaction or interest in the activity, while extrinsic motivation is related to the drive to achieve certain goals such as rewards or recognition. This motivation plays an important role in determining the extent to which students try to understand the material and achieve their academic goals.

Meanwhile, Gen Z is a demographic group born between 1997 and 2012. They are the first generation to grow up with digital technology, such as the internet, smartphones, and social media. As "digital natives," they are highly connected to technology and have the

ability to adapt quickly to digital devices and platforms. As explained by Prensky (2001), digital natives have different ways of thinking and learning compared to previous generations because they are accustomed to technology in their daily lives.

Therefore Gen Z's learning motivation is influenced by the increasing use of technology in everyday life. According to Miller and Jensen (2021), Gen Z students tend to be more engaged in interactive, technology-based, and adaptive learning. They also tend to have shorter attention spans, requiring teachers to create more dynamic and engaging learning materials. Ibrahim and Ward (2019) emphasize that Gen Z are digital natives, who grew up with technology in their hands, so they prefer learning methods that allow for quick interaction, collaboration, and instant access to information.

In the context of language learning specifically, Gen Z demonstrates unique characteristics that distinguish them from previous generations. Research shows that Gen Z language learners are more interested in using digital strategies, benefiting from learning approaches such as multitasking, using technology, graphic communication, and gratifications and rewards. Language teachers can capitalize on Gen Z characteristics to prompt growth in language learning by understanding their specific learning preferences. According to Cahyani and Pratama (2020), Gen Z language learners prefer mobile-assisted language learning (MALL) applications that incorporate gamification elements, as these align with their need for instant feedback and interactive engagement. In language learning contexts, Gen Z learners respond well to point-based systems where they earn points for completing vocabulary exercises, participating in conversation practice, and engaging in language games. Furthermore, Gen Z typically has an attention span of 8 seconds, 4 seconds shorter than millennials, which necessitates the use of micro-learning approaches and bite-sized language content delivery.

Research by Thompson and Rodriguez (2022) indicates that Gen Z language learners are highly visual and prefer multimedia content, with 87% showing improved retention when language lessons incorporate videos, infographics, and interactive visual elements. They also demonstrate a strong preference for social learning environments where they can practice languages through peer interactions on digital platforms. Effective language learning experiences for Gen Z should be interactive through gamification and simulations, visually appealing with graphics and videos, personalized to adapt to individual learning styles, and incorporate social learning to facilitate peer-to-peer interaction.

Therefore, the motivation of Gen Z students depends heavily on how well technology is integrated into the teaching and learning process, particularly in language education where their digital nativity and preference for interactive, gamified, and socially connected learning experiences must be accommodated.

## **2. Teacher's Strategies to Motivate Gen Z in Learning English**

To motivate Gen Z students in learning English, teachers need to adopt an approach that is relevant to the needs and characteristics of this generation. One very important strategy is to understand students personally inside and outside the classroom. According to Cherif (2011), a deep understanding of students' abilities, skills, and aspirations allows teachers to design more relevant and effective learning strategies. In this case, a mentoring program is an important approach that can help students with varying levels of motivation. This approach must be flexible, accessible both face-to-face and online, to ensure students feel supported without feeling isolated or embarrassed (Cherif et al., 2015). With guidance that is tailored to individual needs, students become more confident and motivated to be active in learning English. In addition, creating relevant challenges at the beginning of class to increase student engagement is also very

effective. Smith and MacGregor (1992) emphasize the importance of connecting what students already know with what they want to learn. In this case, introducing material through challenging problems can open up opportunities for students to think critically and discuss actively. This approach not only increases their engagement but also fosters collaboration and communication skills that are essential in English language learning. Smith and MacGregor (1992) further assert that meaningful discussions can lead students toward deeper learning goals, enhancing their understanding of the material.

The second strategy is Project-Based Learning, the Project-Based Learning (PBL) method is also very relevant in motivating Gen Z students. PBL allows students to solve complex problems while applying academic knowledge and skills. Movahedzadeh et al. (2012) noted that PBL integrates critical thinking, collaboration, and problem-solving skills, all of which contribute to increasing students' academic self-confidence. In the context of English language learning, PBL gives students the opportunity to work on challenging projects, such as writing essays or making presentations on relevant topics, which in turn increases their motivation.

Furthermore, the Flipped Learning model is a model that shifts the focus from traditional instructional teaching to student learning, and can also increase student engagement. Honeycutt and Glova (2014) suggest that this model optimizes class time for discussion, problem solving, and collaborative activities, which encourage students to actively participate. Cherif et al. (2015) showed that students felt more engaged and understood the material better in this model because they had the opportunity to study the material independently before class, allowing the class to focus on more in-depth interactive activities.

Fourth Collaborative learning, Collaborative learning is also key to increasing the social engagement of Gen Z students. According to

Meier (2000), collaborative learning encourages students to work together in groups to solve a specific problem or task, which strengthens communication, teamwork, and leadership skills. Cornell University (2016) noted that collaborative learning allows students to develop higher-order thinking skills and prepares them for real-world challenges. The teacher acts as a facilitator who ensures that each student has the opportunity to actively contribute to this learning process.

In addition, the use of digital media such as YouTube is an important strategy in attracting the attention of Gen Z students who are accustomed to technology and digital content. Teachers can integrate interesting and relevant learning videos with English materials, such as grammar explanation videos, examples of language use in real contexts, or discussions about culture related to the learning topic. This approach not only enriches students' learning experiences but also allows them to learn in a way that suits their preferences. Given that Gen Z is very accustomed to consuming digital media, these learning videos can provide variety in the way they learn English.

Lastly, to help students overcome challenges in time management, teachers need to provide structured study time guidelines. Garrison and Vaughan (2008) showed that Blended Learning, which combines digital and face-to-face methods, provides students with the flexibility to access learning materials at any time, while still getting direct guidance from instructors. Teachers can provide a weekly schedule that includes time for independent study, practice questions, and preparation for class discussions. With good time management, students can feel more prepared and organized in attending classes, which in turn increases their motivation to continue learning.

Overall, these strategies, such as personalized learning, project-based learning, flipped classroom, collaboration, use of digital media, and structured time management, can create a learning environment that is more supportive and motivating for Gen Z students in learning English. With the right approach, teachers can help Gen Z students not only understand the subject matter but also feel more engaged, motivated, and prepared to face the academic challenges ahead.

### **3. Comparison of Motivational Approaches: Intrinsic and Extrinsic in the Context of Gen Z**

In the context of English language learning for Gen Z students, the comparison between intrinsic and extrinsic motivational approaches shows significant differences in effectiveness and relevance. Intrinsic motivation, as explained by Deci and Ryan (1985), refers to internal drive that emerges from personal satisfaction and genuine interest in learning activities. Conversely, extrinsic motivation depends on external factors such as rewards, recognition, or avoiding punishment.

In the Gen Z context, intrinsic motivational approaches prove to be more relevant and effective compared to extrinsic approaches. This can be explained through several unique characteristics of Gen Z as presented by Prensky (2001) and Miller & Jensen (2021). First, Gen Z has extensive access to information and tends to seek meaningful learning that is relevant to their lives. Intrinsic motivation encourages them to explore English not merely as a subject, but as a communication tool that can expand their global perspectives and connections.

Second, the characteristics of Gen Z being more autonomous and independent in learning (Ibrahim & Ward, 2019) align with intrinsic motivation principles that emphasize personal satisfaction. When Gen Z students are given opportunities to explore topics that

interest them in English, such as through project-based learning or collaborative learning, they tend to demonstrate higher and more sustained engagement.

In contrast, extrinsic motivational approaches that rely on external rewards often result in temporary and unsustainable engagement for Gen Z. Research by Ryan & Deci (2020) and Seemiller & Grace (2019) suggests that this generation is more responsive to learning that provides them with autonomy and personal relevance, rather than simply achieving external grades or recognition.

#### **4. Learning Challenges in Indonesia**

The context of English language learning in Indonesia faces specific challenges that require targeted motivational approaches. Ferri, Grifoni, & Guzzo (2020) identified that emergency situations such as the pandemic have increased the need for distance learning, creating new challenges in Indonesia's education system.

##### **a. Digital Infrastructure Challenges and Motivational Solutions**

One of the main challenges in learning in Indonesia is the inequality of access to technology and internet, especially in remote areas. In this context, motivational strategies proposed by Garrison and Vaughan (2008) regarding Blended Learning become highly relevant. This approach allows combination of digital and face-to-face learning, accommodating infrastructure limitations while still leveraging Gen Z's preference for technology.

Implementation of strategies such as using YouTube and other digital media needs to be adapted to the reality of unequal internet access in Indonesia. Teachers can apply more flexible approaches, such as providing downloadable content for offline access, or using platforms that require low bandwidth.

##### **b. Cultural and Language Challenges**

Indonesia's multicultural context also presents challenges in English language learning. Indonesian Gen Z students often face conflicts between regional languages, Indonesian language, and English. Intrinsic motivation theory proposed by Deci and Ryan (1985) can be applied by connecting English language learning with students' cultural identity.

Collaborative learning strategies mentioned by Meier (2000) and Cornell University (2016) can be adapted for the Indonesian context by encouraging students to share their cultural experiences in English. For example, projects that allow students to introduce their local culture to international audiences can enhance intrinsic motivation by providing strong personal meaning.

**c. Exam-Centered Education System Challenges**

Indonesia's education system, which is still heavily oriented toward national examinations and standardized testing, creates specific challenges in implementing intrinsic motivation. Cherif et al. (2015) emphasized the importance of flexible and personal mentoring programs, which can help students see English language learning beyond mere exam preparation.

Implementation of the Flipped Learning model proposed by Honeycutt and Glova (2014) can be an effective solution in the Indonesian context. This model allows students to prepare independently at home, while class time can be used for more interactive and meaningful activities, not just drilling for exams.

**d. Digital Gap Between Generations Challenge**

Another challenge specific to Indonesia is the digital gap between teachers and Gen Z students. Many teachers in Indonesia are not familiar with digital technology, while Gen Z students are highly fluent in technology use. Strategies proposed by Smith and MacGregor (1992) regarding the importance of connecting

students' existing knowledge with new material can be applied by positioning students as digital mentors for their teachers.

This approach not only increases students' intrinsic motivation because they feel their expertise is valued, but also creates a more collaborative and mutual learning environment. Teachers can learn technology from students, while students learn English content from teachers, creating a dynamic learning environment that suits Gen Z preferences.

#### **e. Implications for Learning Strategy Development**

Based on the analysis of motivational approach comparisons and their connection to learning challenges in Indonesia, it can be concluded that English language learning strategies for Gen Z in Indonesia must integrate intrinsic motivation principles with adaptations that consider local context. A holistic and flexible approach that combines technology with local cultural values, and that provides students with autonomy in the learning process, will be more effective in enhancing motivation and engagement of Indonesian Gen Z students in English language learning.

### **B. Study of the Relevant Research**

Much research has been conducted on the topic of motivation and its role in enhancing the learning experiences of Generation Z students, particularly in English language learning. For example, Rahman (2020) explored the role of motivation in learning by focusing on how teachers can create a positive learning environment. This study highlighted various motivational strategies used by teachers to encourage engagement and participation among students. However, this research was primarily based on a Western educational context, leaving a gap in understanding how these strategies are applied to non-Western settings, where socio-economic and educational conditions differ significantly.

Susanti and Ayu (2021) addressed this gap by investigating motivational strategies in a local educational setting. Their findings revealed that the resources and cultural factors available in non-Western schools, such as in Indonesia, require different approaches to motivation. This study emphasized that, while some strategies used in Western classrooms may not be directly applicable, local methods can be just as effective, if not more so, in engaging students. However, this research still lacks a comprehensive examination of how teachers specifically adapt these strategies in these contexts.

Other studies have focused on the use of interactive technology and its effectiveness in motivating Generation Z learners. Wulandari (2021) and Brown and Lee (2015) found that digital devices and interactive learning techniques significantly increased student engagement. However, these studies were also largely based in settings with abundant access to technology, so there is room for further exploration of how these strategies can be implemented in local schools with limited resources.

Moreover, while a considerable amount of research, such as that of Sugita and Takeuchi (2019) and Kormos and Csizér (2014), has concentrated on understanding motivation from the perspective of students, there remains a gap in examining the strategies that teachers use to motivate their students. These studies have provided insights into student preferences, but little attention has been given to how teachers perceive and implement motivational strategies in their classrooms.

Although much research has been done on motivation and teaching strategies, most of the research focuses on Western contexts or student perspectives. This leaves a significant gap in understanding how teachers in resource-constrained non-Western settings, such as Indonesia, view and implement motivational strategies, especially for Generation Z students learning English.