

ABSTRACT

ADE DIMAS MUHAMMAD, 2025. “MOTIVATING GEN Z STUDENTS IN LEARNING ENGLISH: A FOCUS ON TEACHER’S STRATEGIES.” English Education Department, Faculty of Educational Sciences and Teachers’ Training, University of Siliwangi, Tasikmalaya.

This study aims to analyze the strategies used by teachers to motivate Generation Z students in learning English at the high school level. Generation Z is known as digital natives who have unique characteristics, such as a preference for technology-based learning, a tendency for short attention spans, and a need for interactive and relevant learning experiences. This study used a qualitative case study method with data collection techniques in the form of semi-structured interviews, classroom observations, and follow-up interviews with two English teachers in Tasikmalaya. Data analysis was carried out using a thematic approach through the process of data familiarization, initial coding, theme search, review and naming of themes, and report preparation. The results of the study identified four main strategies used by teachers, namely: (1) Understanding the Characteristics of Gen Z Students through Needs Assessment; (2) Building Student Engagement through contextual and relevant activities; (3) Implementation of Active Learning Methods such as project-based and collaborative learning; and (4) Technology Integration through the use of digital media such as YouTube, Quizizz, and Duolingo. These findings indicate that a deep understanding of student characteristics and the application of contextually relevant and sustainable strategies are key to increasing motivation to learn English among Gen Z students.

Keyword : Gen Z Student, Motivation, Teacher Strategies.