

**EXPLORING DIFFERENCES IN ENGLISH
LEARNING STRATEGIES BETWEEN MILLENNIAL AND GEN Z**

THESIS

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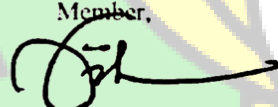
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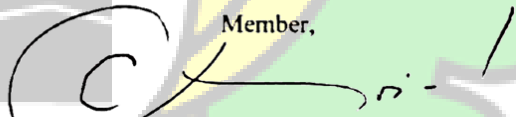

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**Exploring Differences in English Learning
Between Gen Z and Millennial**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan menjadi sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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Learning English has become essential in today's globalized world, the process can vary based on generational differences. Millennial and Gen Z are two distinct groups in terms of their use of technology, learning styles, and preferences in obtaining information. This study aims to explore the differences in English learning between these two generations and the factors contributing to these differences. The research used a qualitative study with ten students from the Department of English Education at Ar-Raniry State Islamic University Banda Aceh. This study focused on motivation, experience, and individual preferences. The results showed that Gen Z students rely on smartphone for learning English, believing that self-learning is essential. They also value external factors that give them a familiar impact on the English language. Gen Z students have adequate learning facilities, but they have diverse traits, such as liking instant things and lacking respect for the process. Millennial students are more experiential learning, trusting the process, and struggle. They improve English according to the direction of the lecturer and rely on books, dictionaries, and information on the development of English. Millennials have material that is currently no longer used during Gen Z's time, which can affect learning methods at any time. The study suggests that English language educators and researchers should use varied methods for Gen Z and understand the contemporary character of Gen Z. It is expected to be beneficial as a reference for future researchers studying differences in English language learning between Millennial and Gen Z.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Learning English has become important skill in today's globalized world. The ability to speak and write in English has become an essential tool for professional growth, cultural exchange and global connectivity. The processes of learning English can vary based on several factors, including generational ones. Generational differences between Millennial and Gen Z could have significant impact on English language learning (Seemiler & Grace, 2017). Gen Z was born into the development of communication technology, education, and career development. The style foreign language learners learn and use English has also experienced significant changes with the advent of digital technology and social media. Technological developments and cultural shifts have brought about significant changes in how people learn and interact with language (Cooper, 2012).

According to Seemiller and Grace (2019), Generation Z was labeled as Digital Natives, today's students 18-20 years old who are known as e-Bay babies and "information curators" using their Google Reflex to interpret the world. Interestingly, instead of the "me-centric" spirit that some attribute to Millennials, Generation Z is considered more "we-centric" and is often referred to as the most diverse generation (Mohr, 2017). This statement indicates that in line with the theory of Gen Z was more "we-centric," emphasizing collective intelligence or a focus on community, whereas

Millennial are more "me-centric" or individualistic. In other words, this indicates that Generation Z is more inclined to emphasize teamwork, social connections, and group consideration than it is to focus solely on individual needs or desires (Stein, 2013).

Terzioglu (2013) has a slightly different view of the Generation Z concept. According to him, Generation Z (also known as Generation M, IGeneration, or Internet Generation) is a popular term in the United States and many other Western countries referring to people born from the early to mid-1990s to the present. They were born and raised after the Cold War and the collapse of the Soviet Union. Members of Generation Z are generally children of Generation X; their parents also tend to belong to the youngest baby boomer generation as well as older members of the Millennial generation or other popular terms.

Furthermore, according to Strauss and Howe in Arum (2018), the Millennial generation is a generation whose life development is influenced by the environment, so that changes are very fast and the Millennial generation is very adept at using technology so that technology becomes an important part of their learning. The Millennial generation is also visible from the year of birth. According to Sumardianta and Kris (2018), the Millennial generation is a generation born in the late 1980s to early 2000s, especially people aged 18 to 30 who are very familiar and proficient with digital technology and the Internet. It is important to know that most of today's young learners in primary school are Millennial; the name refers to those born since

2000. Therefore, people born between 1980 and 2000 belong to the Millennial generation.

Some of these trends appear set to continue, even though there is still little research on the most recent Generation Z students. In comparison to Millennials, this generation, who was born in the 2000s, is more technologically advanced. Their identities, activities, and emotions are all influenced by the sophisticated technology-driven environment in which they reside, creating a reality resembling that of a cyborg. They precede Google's use, and social media has long been a popular tool for individuals to connect globally. This study relies only on one source based on Michael Dimock (2019) Generation Z or those who were born in 1997-2012 which are often called the internet generation. In 1995, the development of technology in the world was growing rapidly it was a form of technological change, so the birth of the internet resulted in the birth of a new generation. In many cases, the fact that the social, cultural, and economic situations in which people live affect how they understand the world.

This study aims to explore the differences in learning English between Millennial and Gen Z. Millennial and Gen Z are two unique groups in terms of their use of technology, learning styles, and preferences in obtaining information. Generation Z grows in a digital era that continues to grow with broad access to technological devices such as smartphones, tablets, and the internet. They are familiar with the use of social media, streaming services, and online communication platforms. On the other hand, Millennials grew up amidst rapid technological

transitions, from the use of mobile phones to the emergence of increasingly sophisticated social media and the internet.

It is important to understand the differences in how Millennial and Gen Z learn English, as this can provide educators with valuable insights, curricula, and more effective teaching methods (Poláková & Klímová, 2019). There may be differences in the preferences of learning media, such as digital platforms, mobile applications, or online resources that are preferred by one of these groups. In addition, this research can also reveal the potential of other factors that influence English learning between the two groups (Simpson, 2013). For example, cultural factors, social environment, motivation, or differences in learning approaches may play an important role. By understanding these differences, educators can develop teaching strategies that are more appropriate and relevant for each group, thereby increase the effectiveness of learning English. The results of this research can also contribute to a broader knowledge of generational differences in the context of language education and learning.

B. Research Questions

1. How does the process of learning English differ between Generation Z and Millennials?
2. What are the factors that contribute to these differences?

C. Research Objectives

1. To explain how the process of learning English differ between Generation Z and Millennial.
2. To define the factors contribute to their differences in learning English.

D. Significance of the Study

This study will provide valuable insights about learning methods and resources for English language acquisition among Generation Z and Millennials. The researcher hopes that this research can be useful for various parties, such as for educators, students, policymakers, and language learning providers. For English teachers, the result of this research supposed to give information and suggestion for teachers to understand the characteristics of students learning English according to their habits. For students, the results of the study are supposed to motivate them to learn English since English which is well known as the world's international language. For Researcher, the study helps her to improve her knowledge and practice of teaching English related to the teaching of new generation. For Further researcher, the results of the study are supposed to give information and reference in research related to the topic about the differences between Millennial and Gen Z in learning English.

E. Terminologies

1. Millennial

According to Sumardianta and Kris (2018), the Millennial generation is the generation born between the late 1980s and early 2000s. The term "Millennial" is

often used refers to people who were born during the last two decades of 20th century. In the 1990s and 2000s, this generation remained technologically connected and globally aware, thus placing great cultural importance on the dangers and threats facing younger generations. Millennials are the group that leads the future by using technology to achieve change (MarComm, 2018). Based on the opinions of these experts, it can be concluded that the Millennial generation is a group of people born between 1980 and 1997, whose life development is influenced by environmental conditions and who is also proficient in utilizing digital and internet technology.

2. Gen Z

Many original generations are currently emerging in our environment due to globalization such as Generation X, Generation Z, Digital, Millennial, and Generation Y. Although there are stylistic differences in these generations, in general their goals and objectives are the same. According to Ryder in his book (Budianti, 2018), the term "generation" refers to a group of people who have the same responsibilities and time. In addition, a generation's lineage can be seen from its year of birth, therefore a generation is a group of people who can recognize each other based on their year of birth, gender, location, and similar traits that impact their quality of life. Generational divisions can be determined from the same year of birth or from the same era, as well as from events understood by a group of people at the same time. (Patch, 2018) Gen Z is referred to as "Net Generation, iGen" and "post-Millennial generation" (Christine & Jenneke, 2020), and "Homeland Generation" (Carter, 2018), the name itself

referring to those born in 1996; or the generation born after the Millennials (Gaidhani et al., 2019).

3. English Learning Strategies

English learning strategies refer to the various techniques, methods and approaches that students use to acquire, understand and improve their proficiency in English. These strategies can be applied across a range of different language skills, including speaking, listening, reading and writing. Learning strategies have been seen as tools that language learners can use to accelerate or assist students' learning of English. Rubin (1981) defines language learning strategies as techniques or devices that learners can use to acquire language. Learning strategies are also understood as a set of operations, steps, plans, routines used by the learner to facilitate acquiring, storing, retrieving, and using information (Wenden & Rubin, 1987).

Learner factors that influence the use of learning strategies and the target language in English language learning include motivation, attitude, beliefs, age, cultural background, the field of study, gender, language level, learning style, and duration of target language learning (Hwang et.al, 2016). It has been proved that learner factors have a meaningful correlation with the effects of learning strategy training and a significant effect on the selection and use of learning strategies by learners on learners' selection and use of learning strategies (Dreyer & Oxford, 1996). However, research related to learning strategies does not address which learner factors are influential in determining the patterns of learning strategy use that contribute to the success or failure of language learning (Salahshour et.al, 2001).

CHAPTER II

LITERATURE REVIEW

A. Definition of Millennial and Gen Z

According to Michael Dimock (2019) Generation Z or those who were born between 1997-2012 are often called the Internet generation. In 1995, the development of technology in the world the internet resulted in the birth of a new generation. In many cases, the fact that social, cultural, and economic situations in which people live affect how they understand the world (Josephine, 2021). It causes conflict and tension between people of different generations due to misunderstandings or not sharing the same perception of the world. Generation was growing very rapidly it was a form of technological change, so the birth of is defined as a group born almost in the same year that share conditions, problems, and grief at the same age, performing similar tasks' (TLA). In the literature, it is clear that the birth of generations or differences Generation occurs every 20-25 years (Demir & Sönmez, 2021).

Every generation undergoes change, which is typically influenced by technological advancements; violence, the state of the economy, and the social justice movement all contribute to the creation of a generation that differs from the one before it around the world (Dauksevicuite, 2016). This generation, known as Generation Z (Gen-Z), is characterized by being digital natives, quick to make decisions, and highly connected (Seemiller& Grace, 2017). According to sociology, each generation has a name and is characterized by certain traits (Wilkin, 2012). The

"silent" or "traditional" generation includes those who were born between 1927 and 1945. They were known for their inability to speak directly, respect for authority and accountability demonstrated by top-down management, and commitment to their jobs (Consultancy, 2015).

This is different from the last generation, Gen Z which involves people born after 2000 where the characteristic feature of Generation Z is that they are the first people born in a globally connected world (Cilliers, 2017). People born in Gen-Z grow up with the latest technology like the internet, smartphones, and apps, and discover it difficult to live without these facilities (Kingston, 2014). This group of people represents the world population of thirty million (Sriprom et al., 2019).

Millennial (also known as Generation Y or Generation *Langgas*) are a statement about who the Millennial generation is still a work. There is no definite time limit for the start and end of this group. Experts and researchers usually use the early 1980s as the beginning of the birth of this group to before the early 2000s or as the end of birth. Cooper (2012) explains as quoted in the National Chamber Foundation on Research Review of The Millennials using the year of birth from 1980 to 1999 to define who the Millennial generation is. The various years of birth that define the Millennial generation, represent their different characteristics. Thus, it is undeniable that the Millennial generation is different from the previous generation (Farrell & Hurt, 2014).

The environment in which Millennial grew up is very different from the environment in the generations that followed. Millennial characteristics vary by

region and socio-economic conditions. However, this generation is generally characterized by increased use of and familiarity with communications, media, and digital technologies. In most parts of the world, their influence is characterized by increasing political and economic liberalization, although its influence is still debated (Cilliers, 2017).

The Great Recession had a major impact on this generation resulting in high unemployment rates among young people, and led to speculation about the possibility of a long-term socio-economic crisis damaging this generation. Therefore, differences have developed experiences, expectations, and habits. Millennials are generally children of the Baby Boomers generation (Michele, 2019). Because of the high birth rate in the 1980s and 1990s, Millennials are frequently referred to as "Echo Boomers." The trend toward fewer families in industrialized nations persisted throughout the 20th century, so the "baby boom echo's" relative impact on the post-World War II era was often less significant than the post-World War II population increase (Matthias et.al, 2015).

B. The difference characteristics between Millennial and Gen Z

Character differences become one of the main points to measure the success of learning English from various generations. Learning English has challenges for learners, not least for learners of the past generation and learners of the present generation. They can learn English for a variety of reasons, such as for traveling, work, academic purposes, or just for personal enrichment. So, the motivation of each

individual can vary in learning English, here are some things that could affect English language learning:

1. The Influence of Technology

The most obvious difference between Millennials and Generation Z is the presence of technology. Generation Z grew up in a more technologically advanced era compared to Millennials, which has an impact on how they learn English. (Demir & Sönmez, 2021). They tend to be more familiar with digital devices, learning applications, and online resources. Supporting applications that become means for Gen Z to learn English such as Duolingo, YouTube, itakli, etc. Social media also support the means of practicing English, such as TikTok, Instagram, Twitter, and Facebook. The Millennial generation has grown up with the widespread use of instant communication technologies such as email, SMS, instant messaging such as BBM, DVD players, large computers, mobile phones with black and white screens, and others.

In EFL, Millennials often use DVDs for English listening tests because computers and cell phones are not as easy as now they have to rent a computer or borrow from the library to study and do assignments. Millennial generation teachers must adapt to changes in methods and strategies as well as learning media. Therefore, (Russo, 2013) to deal with Millennial students, English teachers must be creative to become professional teachers. Creativity in mastering learning for example the use of learning methods and media, will build professionalism (Sweeney, 2005).

2. The Influence of Social Media

Generation Z is heavily involved in social media, which could affect the way they communicate in English. They may be more accustomed to abbreviations, emojis, and informal language that are commonly used on social media platforms, unlike Millennials who rarely use social media so that they seem more organized. Gen Z was born and grew up with new technology and easy access to the internet that sets them apart from previous generations (Millennial). Teachers who are mostly Millennials find it difficult to challenging to open the app to start an online class or upload materials to online storage, unlike Gen Z who did not experience difficulties in operating their gadgets to join class and access learning material online. Therefore they are not considered as “Digital Natives” (Study & Demir, 2021) but Gen Z can master advanced technology faster than the previous generation (Harmanto, 2012). In other words, teachers and lecturers need to fix and improve by learning those things and including innovation in teaching because of the importance of changing order to accommodate their skills and interests (Poláková & Klímová, 2019). Generation Z has a shorter focal range. This is likely due to the effects of their massive exposure to electronic learning, screens, webinars, smart boards, and smartphones (Nicholas, 2020).

Because of that, it's different from the Millennial generation whose habit of just sitting quietly during learning, they might be boring to listen long and monotonous studying. Given that technology has not yet developed in this generation, they prefer to have direct and active discussions or answer questions then their

teachers and lecturers can help provide questions to answer or problems to solve. Different from Millennials, generation Z already has full access to smartphones, Wifi, streaming application services, and various other technological conveniences. The impact of technological advances, the internet, and social media has a major influence on the growth of Generation Z. Different views of technology will also affect the behavior of Millennials and Generation Z. From this research, it can be identified that motivation, character, or habits others vary according to time. Millennials and Generation Z prefer to use social media. Despite living in the Gen Z era, there are differences in the types of social media used by the two generations. Previously, Millennials used Friendster or Tumblr. Currently, Millennials are enjoying social media platforms such as Facebook, LinkedIn, and Twitter. Meanwhile, Generation Z uses more video-based social media, such as Instagram, YouTube, and TikTok.

3. The Influence of Globalization

Millennials and Generation Z are living in an era of increasing globalization. They tend to be more open to the different variations of English spoken around the world. The fundamental difference between Millennials and the emerging Generation Z, according to some early research, is that Generation Z is more "practical and financially driven" and has a "stronger preference for self-learning" (Barnes and Noble College 2017). Seemiller and Grace (2016) described that Generation Z was more career-focused, less risk-averse, more entrepreneurial, and (even) less involved in politics.

Millennials, on the other hand, pay close attention to politics, work, and opportunities. Gen-Z individuals are born into a challenging world, according to Turner (2015). This generation's features are impacted by issues with terrorism, political unpredictability around the world, and environmental risks. Following is a summary of the Gen-Z personality traits based on the literature. According to Kingston (2014) and Carter (2018), this group is creative and enthusiastic. Through YouTube, mobile apps, and other means, they are proficient at making money. They frequently inquire about and criticize each one of them (Törocsik et al., 2014).

Additionally, because Generation Z was raised on the Internet and is very busy from a young age due to the volume of information they are exposed to, they have a short attention span (Bejtkovsky, 2016). This condition also encourages rapid gratification expectations and a desire for seclusion from society. On the other side, they tend to be adept at juggling multiple tasks at once. Social media and heavy use of technology can help this generation's talent in good ways as well (Turner, 2015). However, it appears from numerous research that they tend to be more individualistic (Igel&Urquart, 2012; Törocsik, et al., 2014), which has several negative effects, including a lack of communication skills. Millennials and Generation Z are exposed to different pop culture. This can affect their vocabulary, slang, and understanding of popular culture that permeates the English language. One of their characteristics is that they are devoted to friends and open-minded about differences (Eberhard, 2017). They become "observers," which is a crucial quality of this group (Seemiller& Grace, 2016).

4. Different Learning Needs

Research shows that Generation Z tends to prefer more interactive and visual learning compared to Millennials. They prefer to learn through videos, gamification, and content that can be accessed online. When it comes to learning English, Millennial English learners are more challenged than Gen Z. According to Arum (2019), "Millennial learners seem to enjoy some learning activities more than others, such as learning in a group setting, learning from experience, and using media when learning." In addition, Millennials prefer to learn from their own experiences and use all available learning media to gather the information that they need. In the English learning process, students are encouraged to express their creativity and enthusiasm by using various teaching aids so that they not only learn by books but also by technology and other forms of media. Kardena (2017) explains that to achieve this goal in the learning process, English teachers must work together with students so that learning media can change students' habits, character, speech, way of thinking, and learning style. In the case of learning, Millennials seek clarity, practical application, and more engaged teaching than previous generations (Cairncross, 2014).

Unlike Gen Z, they like watching others complete a task. This method demonstrates to them the propensity to look up information online and through videos on websites like YouTube. Additionally, they are constantly eager to learn how to put the knowledge they acquire into practice in their daily lives. Also seen in "applied learning" is this. In all aspects of life, including educational environments and the

Gen Z requirements for learning English, all personality qualities are useful in influencing Gen-habits, Z's outlook, hopes, desires, and interests. The official instructions have to be updated as a result.

5. Effective Teaching Approaches

The preferred learning style of the Millennial generation is significantly different from that of Gen X, the previous generation (Gupta & Gupta, 2016). Millennials dislike traditional lectures and traditional communication standards as a learning mechanism and do not have to accept delays (Putz, Hofbauer&Treiblmaier, 2020). To find out effective teaching methods for Generation Z and Millennials and how can these approaches been adapted to each generation's learning preferences and styles. The methods used by the two generations certainly have differences. Millennials, in contrast, lack ambition, desire, and accountability, and one appealing feature displayed by Millennials is their belief that they can earn a "B" mark simply by attending class (Alexander & Sysko, 2013). However, Millennials have choices for the what, why, and when of their education, this is important to take into account their relaxed attitude regarding research sources, the propensity to believe what their friends have to say, and other factors. (Hershatter& Epstein, 2010)

Whereas in the case of Gen Z, the method that the material is presented must be modified to fit the needs of Gen-Z students, as must the assignments and other in-class activities. According to Cook (2015), post-secondary Gen-Z students desire technology and visual media to be included in learning environments. Additionally, they seek meaningful connections with their classmates and educators that focus on

finding solutions. To be able to deal with today's issues, they are also following the advice that will be given. Gen-Z prefers to take practical courses and, according to "observers," relies primarily on YouTube for autonomous learning (Seemiller& Grace, 2016). They constantly search for alternate online sources by using search engines like Google to find information because they have a very short attention span. Additionally, as Mohr and Mohr (2017) note, teachers must create group projects in which each student can contribute independently due to their preference for self-employment. However, they frequently buy time, and professors must direct students on how to sift and synthesize accurate concepts due to the information saturation they may experience. To avoid time-consuming and information overload, it is advised to provide strict rules along with project-based activities, such as teachers offer options and a feeling of freedom when tailoring tasks and assignments based on the feature of students' language acquisition.

C. Millennial and Gen Z in English Learning Strategies

The sociologist Karl Manheim in 1923 was put forward the generation is called Millennials because the only generation that has passed the second millennium era after the generation theory. The age range of the two generations in 2022 is 5-25 years. Millennial generation is also known as alpha generation. It can be said, this generation includes people who know the world without smartphones or at that time smartphones were not as sophisticated as in the Gen Z era.

A little research about Gen-Z English learners and their foreign language learning process emerged from an extensive review of the literature on this topic (Aart, Clayton & Wallis, 2012). Although students began studying English in 1994, Harmanto (2013) claimed that this was an inadequate start since the curriculum was not well planned and the technique was not created to satisfy the expectations of this generation. Teachers in Generation Z are Millennials or members of Generation Y. Simpson (2013) states that young learners born between Millennials and Generation Z have matured with technology that helps them engage with a constant flow of information and data.

The question that early-stage after 21st-century instructors frequently ask is, "How can we adopt technology in our nation by promoting meaningful learning?" Educators, who make up the majority of the Millennial age, frequently raise this question. In order to address the needs of Gen Z learners of English, the researcher offers potential teaching methodologies in their article. Teachers should not be hesitant to use technology, they should make better use of visuals, use technology to deliver feedback, adjust media to learning objectives, and handle multitasking carefully, according to the study.

Along those lines, According to Misiura (2018), the methods and techniques utilized to teach foreign languages to Gen-Z students should take into account each of their unique qualities. To develop independent studies on this generation of English learning, they used computer programs, English learning applications, online

dictionaries, machine translation, online resources, teamwork, and project work. They identified the usage of social media as a communication tool.

Foreign language teaching may already be familiar with teaching for Millennials, and abundant research studies have been carried out on topics that have been written. However, today's world is dominated by the next generation with different characteristics and ways of thinking. Potential challenges and English teaching opportunities for Generation Z in an era of all technology present challenges for teachers and lecturers. Also referred to as the “Clean Generation, iGen” (Patch, 2018) and post-millennium generations (Christine &Ienneke, 2020), and the "Generation of the Fatherland" (Carter, 2018), the name itself refers to those who were born in 1996; a generation who came after Millennials (Gaidhani et al., 2019). Generations born in this era, have unique characteristics from their predecessors, which if used well, can create meaningful teaching and learning process.

In this era of globalization, not all teachers and lecturers seem to be considering how Gen Z is characterized and how effective it is in teaching English to Gen Z. This results in an inability to adjust to the condition is a serious loss that may lead to cases where English is a compulsory foreign language that students must learn but does not meet their expectations. Gen Z is a generation that is already familiar with technology, and technology is very closely related to English. Thus Gen Z is easier to teach English than the previous generation. Gen Z English learners prefer to learn by doing rather than being told or reading a static book.

The habits of Gen Z students allow them to use a variety of IT tools and surf the web with ease. They like to experiment with the most recent technical advancements. They use the Internet to make new friends, meet people, learn new things, and research topics they are unfamiliar with. They expand their photo galleries pick up new software, new blogging tools, and so on. They attempt to learn new abilities and resources. In addition, it is different from the Millennial generation whose learning styles can be explained as follows:

1. Students understand and experience the information provided to think critically.
2. Students should be aware of their particular learning preferences so that they can use learning styles that suit their preferred learning (Nunan, 2003).
3. As teachers, they must strike a match between teaching strategies and unique learning styles to enhance the Millennial generation in ELT so that student learning as a whole is independent and innovative.

During the Millennial era, traditional teaching methods see children being taught by rote memorization, reading books, and independent assignments. However, times. Technological changes and advancements have resulted in the fact that traditional styles, which were very effective in their time, are no longer adequate for today's (and tomorrow's) students, especially Gen Z.

Overall, while children may have the ability to multitask, it's important to consider their age, developmental level, and the complexity of the tasks involved when assigning multiple tasks simultaneously. Today's children are used to a fast-paced world. It can be said that today's students are very comfortable with technology

and willing to use technology in any way for example. Communicate via cell phone or text/multimedia message, download music from the internet, online learning apps, etc. As a result, children reflect this trend, and concentration can easily be lost when mental stimulation is inadequate. They require individual attention. Therefore, teachers must successfully respond to changes in learning by adapting teaching based on their style or characteristics of learning English. Therefore, Terzioglu (2013) proposes some tasks that these students might prefer:

1. The teacher should choose a strategy to keep students' attention during the class. As a student requires stimulation constantly, this will lengthen their attention span.
2. Bring in an item, and instruct the class to take and compare notes about it. For instance, students can polish their pronunciation and vocabulary by listening to English conversations.
3. Assignments that call for filming and posting reports, presentations, and other materials to YouTube as well as fostering international contact online.
4. Give them access to advanced websites so they may design their own posters and images.
5. Incorporating fun and activities into presentations will increase games to maximize student participation in learning English.

English learning strategies in the Gen Z era always puts technology first. Visual Learning is the most popular learning in Gen Z era. Technology and all its accessories that are always changing have been present throughout their lives. Gen Z

is known for not having many problems and is very comfortable with all types of digital devices such as computers, cameras, smartphone, TV, tablets, PDAs, iPods, MP4, iPhones, androids, etc. Technological developments change so fast, and Gen Z adapts to them as quickly as they come. Gen Z's habit is to play computer games, open social media and interactive movies where they are. Therefore teachers have their own signature to provide active and effective learning for Gen Z.

Teachers should use rich visual effects to motivate, engage, and teach these students. English for Gen Z is not a foreign thing, every day they hear and interact using English. Because they find it in the Songs they listen to, English films, cartoons, podcasts, internet content they enjoy every day, made the caption or social media status they post in English. Information they continue to get even by accident considering that information on digital platforms is part of their daily life, vocabulary, pronunciation they can enriched (Lutfiani, 2018). No wonder, if they have some friends from all over the world and to get started communicate with them in English, because technology is connected (Francis & Hoefel, 2018). Gen Z likes to work in teams using collaborative tools like Google Apps. No wonder they like to learn in a supportive environment with teamwork such as creating social media groups. One of the characters of Gen Z students they like to support slow learners, and build knowledge with each other by learning and exploring together. Gen Z likes to share experiences in groups. With this Social media is a positive feature that has many innovative applications to create a good friendship environment for these students.

In addition, for the Millennial generation, the same thing was also stated that technology was very useful for them Scheidet (2013). Technology and learning methods can access resources easily so that facilitates students to influence the way students learn. In learning English they are more likely to find out on their own without any orders from the lecturer and work independently. However, some of the Millennial generation has good relationships with other people (Price, 2009). Millennial students are more open to express their opinions directly interaction (face to face) and written expression (Hayashi, 2011). Moreover, they like to solve problems effectively by analyzing data. This is evidenced by Nicholas (2008), he found that Millennial students before completing problems, they analyze cases and solve them together in groups. This can be indicated by the limitations of Millennial generation technology, namely students before 1999.

Arif (2019) emphasized that utilizing familiar tools and platforms for students teaching English along with social media, if used correctly, can be an effective means of learning English. Therefore, Millennials teachers/lecturers who are currently Gen Z teachers would be better off changing traditional teaching methods to become more modern. Teachers from the millnennial generation required to be able to master technology to teach English as a foreign language to students. Based on this, the authors suggest that if necessary, teachers and lecturers develop their own learning materials and activities that best suit the needs and desires of Gen Z.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The type of research conducted was a qualitative research focused on the case study design. Qualitative method is characterized as a method that explores the problem and develops an understanding of the problem in detail, collects data based on words, analyzes data to define text analysis and interprets the more significant meaning of the findings. Qualitative study is to investigate the phenomena such as motivation, experience, and individual preferences. Creswell (2013) defines qualitative research as the ability of scientists to investigate a problem in collaboration with another person in order to develop a theory.

This research begins with the question word how, which should be explained in descriptive form. Therefore, this research aims to assess what habits and obstacles are experienced by Millennial and Gen Z students when learning English. According to Stake (2010), qualitative research topics frequently begin with the questions of how or what to do. The question of how or what to get about the topic under study often start asked. The phenomenon studied in this research was an investigation about how two generations of English language education students approach learning English differently.

B. Research Participants

In conducting this research, the participants of research must be determined according to the field or related to the problem to be researched. Rangkuty (2014) states that the population is the whole of objects and subjects in a particular field and has the ability related to the problem to be studied. The population of this research is student of English Language Education Department. In addition, the research sample needs to be kept small and focused. According to Creswell (2013), semi-structured interviews would need a minimum sample size of five to twenty-five participants. The sample is a small part of the population that is used as the object or subject of research.

This study used purposive sampling to determine the participants. Purposive sampling, known as judgment sampling, is the intentional selection of a sample according to the participant qualifications. This non-random sampling technique does not need a set minimum or maximum number of participants. This method allows me to determine whether or not participants are eligible to answer questions regarding the study's subject (Etikan& Musa, 2016). I chose students of English language Education Department born between 2001 and 2003 for Generation Z and those born between 1983 and 1995 for Millennials. So, I choose ten students consisting of two different generations in the Department of English Education, Ar-Raniry State Islamic University Banda Aceh. Five students from Gen Z and five students from

Millennial generation or who have studied in the English department which has become a lecturer now.

C. Method of Data Collection

To collect the data, I look at both aspects, such as identifying significant differences in language proficiency and fluency between two generations that can be obtained from some data collection techniques. To obtain data, I used interview. Interview was a conversation between interviewer and interviewee in getting information through some question and respond it is used semi-structured interview. In semi-structured interviews, questions are posed to one person at a time throughout a conversation, and they are frequently followed up by longer questions.

The interviews were carried out for five days but not sequentially. The questions are open-ended given to students as respondents in this study. Thirteen questions were asked related to the required topics. Each of them took about 30 minutes to answer the interviewers' questions. The topics asked were related to the research questions and research objectives of the research. The interviewer was analyzed qualitatively to explore their responses. After hearing the statement from the subject, the researcher again listened to the recording during the interview session with the subject to be reviewed one by one and the data was analyzed. The researcher manually coded the interview data in order to examine it.

The results of the interviews are to answer several research questions namely the strategies between Millennial and Gen Z in learning English and factors that

contribute to their differences. The analysis is organized based on information about Millennial and Gen Z perceptions. Their English learning endeavors and identifying the differences between the two generations based on their English learning experiences.

D. Method of Data Analysis

After collecting data from interviews, the data needs to be analyzed. As stated by Bogdan and Biklen (1992), utilizing data analysis is one way of compiling interview transcripts, field notes, and other materials to make others understand what one finds about the phenomenon. Therefore, to assess the data gathered through interviews and observations, I followed the stage suggested by Miles and Huberman (1994). Based on this method, the model has several components to analyze qualitative data, such as data reduction, data presentation, and data conclusion.

1. Data Reduction

It refers to the process of selecting, focusing, and summarizing raw data from interviews, observations, or documents from other qualitative data (Miles et al., 2014). The amount of data derived from the field is quite a lot, so it needs to be stated clearly and accurately. Data collection involves gathering information, identifying pertinent details, focusing on the most important ones, then presenting themes and contexts. This pre-collected data will provide a clearer picture and make it easier for the reader to conduct further data collections and determine what is needed. The data I have collected is used to select points related to the comparison between the

motivation and attitude to learning English among Millennial and Gen Z and preferred resources for English language acquisition. Data that was not relevant to the problem was discarded and not used. However, before performing data reduction, the researcher provided a transcription code for each informant, such as the informant's initials.

2. Data Presentation

After the data has been reduced, the next step is to present the data. Researchers should focus on choosing which parts to include in the interview transcript. Because the data was collected, it was organized and placed in a network of relationships, making it easier to understand. Furthermore, the data from the interviews were presented in narrative form. The most common method used to collect data in qualitative research is narrative writing. When displaying data, it is preferred to add meaningful text, graphics, tables, networks, and charts are used.

3. Data Conclusion

After presenting the data, I make conclusions based on the research questions, the data must be verified for credibility and accuracy. Findings can be in the form of a description or description of an object that was previously unclear so that after the research becomes obvious. According to Creswell (2012), triangulation is a way to verify data from various sources, such as from different participants, data types, and methods of collecting data. In this study, I examine several sources, such as interview responses needed to obtain valid findings.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This section provides an explanation of the results of the interviews about the excerpts from Millennial and Gen Z. Interview excerpts about Millennial and Gen Z related to aspects of their learning English used to improve English. These aspects are also categorized based on the factors that influence them to learn English. There are four influences, namely background of learning English, use of technology in learning English, learning methods and preferences, and difficulties and challenges in learning English. Respondents who were interviewed in this study were used initials to conceal them, who were labeled: MR (Millennial respondent) and GZR (Gen Z respondent). There were ten participants consisting of two generations, five students from Millennial and five students from Gen Z.

1. The process of learning English between Millennials and Generation Z

This section consisted of an explanation and excerpt about Millennial and Gen Z learning English process in daily habits, effective learning approaches, and strategies to overcome English learning difficulties. Experience is needed to describe how their strategies for learning English and how their teachers teach English. The findings of the interviews regarding the two generations' English learning processes show some parallels in the ways they are taught the language and some variances in the ways they acquire it.

a. Daily habits to improve English

Millennial learning English process is to prepare needs such as learning targets, taking exams, or preparing materials. Millennials have clear goals in doing things and want all their efforts to produce maximum results. The visible difference between Millennial and Gen Z in daily habits to improve English is the strategic division of learning time. Millennials learn English according to the target and make the best use of time, while Gen Z considers that learning English can be done anytime they want. For example, Gen Z learns anytime using a smartphones. Here are some Millennial's habits in improving English:

- 1) Spend about a few hours on studying
- 2) Practicing and making dialogue
- 3) Spend time to answer one question in a day
- 4) Self-talking
- 5) Repeating the material

From MR 2's excerpt, it can be concluded that Millennials' efforts to learn English are very serious. If they are determined to be able to speak English then they will try their best. MR 3, MR 4, and MR 5 also stated the same opinion about learning English is only done when preparing something.

MR 1 stated learning English will be explored when needed to prepare something as needed. Strategies in learning and practicing English by speaking alone and utilizing time on the road to speak English.

MR 2 excerpt:

If I study consciously, I will study for about an hour but if I study unconsciously which when I have a target to achieve then I will spend about 8 hours studying. Usually I practice English with my friends and teachers. The activity is to make a dialog.

MR 2's quote shows that millennials put more effort than Gen Z in improving English.

On the other hand, Gen Z tends to do daily activities by applying English in their lives. everything that Gen Z does is very familiar with English so that English cannot be shunned by Gen Z. English students improve English by utilizing their hobby of playing cell phones to learn English. Most of GZR have the similar point about their habits to improve English. GZR 3 stated that the focus of learning English is only in the morning and practicing directly with friends. Here are some Gen Z's habits in improving English:

- 1) Watching English movies
- 2) Making daily live videos on social media
- 3) Learning English through apps learning
- 4) Making captions in English
- 5) Reading English news on Twitter
- 6) Following English learning accounts on TikTok

The excerpt from the interview shows that Gen Z enjoys learning English because they learn English along with their favorite hobbies.

As stated by GZR 2:

I did not manage my time specifically, I just change my habits to be closer to English such as playing social media where I practice making captions in

English, reading English news on Twitter, following English learning accounts on TikTok, making daily life videos by speaking English on Instagram.

GZR 1 excerpt:

When I have a free time, I do like my hobbies to develop my English. Usually, I write down the English material such as grammar for reading skill, talk to my friend for speaking skill, and for listening skill I watch English movie.

The answer from the interview shows that the influence on social media can improve Gen Z's English skills. One of Gen Z habits is using Smartphone and watching English movies.

GZR 5 stated:

I did not manage my time properly to learn English, when I have a free time I will study by phone independently because all I need is on my phone.

GZR 5 quote shows that Gen Z should use their mobile phones, they need their phones as a communication, learning, and playing tool.

b. Effective learning approaches

Millennials have different learning methods than Gen Z to learn English. Millennials prefer to study independently. Some methods used by Millennials are rarely used by Gen Z but there are also some Millennial methods that are still used by Gen Z. Here are some Millennial effective learning approaches:

- 1) Project based learning
- 2) Based on needs method
- 3) Focus group discussion
- 4) Discovery learning

As stated by MR 4:

When I was in college, the method that I found effective was project-based learning and FGD because I am a typical person who likes to argue and discuss with a small group of friends so that method gave me different input.

MR 1, MR 2 and MR 4 have the same effective method to improve English, which is to form study groups.

Millennials tend to like learning with small groups and have the same learning target which is equally helpful to improve English. The effective method cited by MR 1 is an approach that emphasizes interaction as the main goal. Communicative learning method is currently also used to teach Gen Z.

MR 3 also stated:

The method that I think is effective is when we apply learning methods according to our needs and targets, for example when studying TOEFL, but if studying without a target then I usually listen while taking notes. I prefer study independently because I can customize it to our needs.

MR 3 concluded that an effective method is when I learn according to what I need. Everyone has their own shortcomings because they will know what strategies are suitable for improving English.

MR 5:

I like to read fiction but at that time I had difficulty with English so I read fiction stories in English. Because I was interested in the story I tried to know the meaning. I read magazines, fiction stories and essays. These methods made me enthusiastic in learning English.

The effective method according to MR 5 is when reading a favorite book and finding out the meaning of the book. These activities would improve English language mastery if done regularly. MR 5 and MR 3 cite different methods from MR

1, MR 2, MR 4 where learning English independently by choosing learning methods according to our needs is more effective than learning with a group.

Based on Millennials' statements, they prefer to study with several people that make them comfortable and form study groups. Individual activities that they engage are consistently accompanied by beneficial things. Unlike Gen Z, they prefer to learn independently. They have a variety of methods, so it can be seen that Gen Z is more creative than Millennials.

The approach or method used by Millennial and Gen Z to learn English has its own advantages and disadvantages. Effective methods might be chosen by each student according to their needs. Here are some Gen Z effective learning approaches:

- 1) Learning by doing
- 2) Communicative language teaching
- 3) Game based learning
- 4) Audio lingual method

Gen Z gives a statement that learning still needs a guide even though there is some knowledge that can be learnt independently. GZR 2 excerpt some materials that are not taught in college must be studied by self-study. But there are also some materials that must be taught by an educator figure.

GZR 4 stated:

I think there are things that are effective for independently and things that are effective for learning in class. I think communicative language teaching is very effective for learning English.

GZR 5 prefers learning in class because it is easier to ask the questions more clearly so it is effective if learning together with friends and lecturers. GZR 1, GZR 2, and GZR 4 have the same view to choose which is more effective to study independently or in classroom. According to them, they cannot choose between the two because each method has an effective side according to their needs. Studying in class is an obligation while self-study is a choice.

GZR 3:

I prefer to study independently rather than in class because in class we tend to be pressured. Because I like learning with games, the effective method for me is playing while learning. Incorporating games into the material can create a fun learning atmosphere and is easier to understand.

From the statement of Gen Z, the character that may be known is that Gen Z likes to be alone. They prefer to learn alone rather than learning in a crowd while millennials like group learning.

c. Strategies to overcome English learning difficulties

Millennial and Gen Z has their own challenges when they learn English. Overcoming difficulties in learning English takes time. Challenges can be overcome by several ways depending on the potential of understanding English. Some of the difficulties experienced by Millennial and Gen Z are not much different, but what is different is how they overcome the difficulties.

According to Millennial student, they have some challenges in learning English that have effective solutions for them. Every challenge has solution that is beneficial to them. MR 1 explained that at that time it was constrained in finding

partners to speak English because many did not want to speak English. That time English was still taboo.

MR 1's solution was self-talk regularly random topics. It was also confirmed by MR 4 that do not want to speak English because he was not confident.

MR 1:

The first obstacle, at that time I had difficulty finding a partner to speak because not everyone was willing to speak English. Second, learning resources at that time were lacking and not as massive as they are now. Third, is the lack of introduction to the language at that time.

While MR 4 stated:

My difficulty is that I am not confident so I rarely practice English.

MR 2:

My obstacle in learning English is when I hear listening questions. I am very lacking in listening so my solution is to increase my listening study time.

MR 5:

So far, my most challenges point is understand grammatical features. But I did try to understand them through context (learn them from fiction stories, magazines, short stories, and entertainment).

From the quote above MR 2 and MR 5 have shortcomings in English material, namely Listening Skill and Grammar Skill. The solution from MR 2 and MR 5 is to continue practicing and increase study time to improve English. Listening and grammar are English skills that must be mastered from MR 2's quote, overcoming listening difficulties is to increase learning time to practice listening. While MR 5 quoted that the way to overcome difficulties in mastering grammar is to increase learning time through magazines, fiction stories, and other types of reading.

MR 3 stated:

It is always has a challenge but I think language is about a person. Everyone is different and the time they spend is also different to be able to master English.

Some are faster and some are longer. Actually, I have no significance challenge because I know the tools but it takes time.

MR 3 has a different opinion about time. Everyone has own shortcomings and has the capacity to learn. Some people take longer to learn English and some people do not. Between respondents have different difficulties but have the same way to overcome these difficulties all about the time spent on learning.

Meanwhile Gen Z:

GZR 2, GZR 4 and GZR 5 have same solution to deal with difficulties in learning English, namely listening to videos of native speakers speaking and following their pronunciation. The excerpt showed that GZR 2, GZR 4, AND GZR 5 have the same difficulty in understanding English, namely the field of speaking where they provide various solutions.

GZR 1 stated:

My obstacle in learning English is when I study (speaking) monotonously without any activity in it. If learning in class is not effective then I will study the material myself or ask a friend to study together.

GZR 1 stated that the monotonous learning process can be a challenge to understand English language material, especially speaking, therefore the material must be re-understood on its own.

Furthermore GZR 3 stated:

The difficulty is due to laziness to learn and dependence on the internet to learn through social media, so the solution is to see the improvement of friends who can motivate us to start learning again and not only focus on social media but from books or notes.

The solution cited by GZR 3 is that when the biggest challenge, namely laziness, is approaching, the development of friends become motivation not to be lazy

and remain enthusiastic about developing English. From the Gen Z statement is inversely proportional to Millennials who do not have things that make them negligent so they spend time on useful things.

2. Factors contributing to their differences in learning English

This section explain factors contribute differentiate Millennial and Gen Z in learning English. From some of these factors, it shows that the reasons for learning English for the two generations arise from very different aspects. The experience of learning English or self-study shows the difference in habits between the two generations which has a long-term effect. The use of applications and technology provides a significant difference between the two generations in learning English. Furthermore, the challenges faced by the two generations are different in terms of facilities but the same in terms of learning techniques. In methods, the two generations have their own advantages in learning English.

a. Motivation to learn English

Millennials and Gen Z have different opinions regarding the statement of why they learn English. This question results in obvious reasons between Millennials and Gen Z. Here are some reasons Millennial learn English:

- 1) Loves English
- 2) Obligations in the major
- 3) Became an English tutor
- 4) Reading non-fiction story

Most of MR reason is that they learn English only because they have studied English and have to pursue it.

MR 1 stated:

I start learning English at Junior High School. When I was in Senior High School, I was interested in English so I started to learn English. There is no specific motivation during learning English at that time it is only learning because I like it.

MR 2 stated:

I learned English since elementary school. When I was in Junior High School and Senior High School I started learning English regularly. When I went to college I focused on improving my English. Because I study English education, I have to be able to speak English.

MR 1 and MR 2 do not have a specific reason to learn English. Because they have become English students, they must learn English. MR 1 added that he learn English because he like it.

MR 3 stated:

I start learning English at Junior High School, It was in 2005. There is no specific reason to learn English, I only learned English because I taught at course.

MR 5 stated:

First time I knew English when I was in Junior High School, I really do not know anything about English so I want to learn that I would not be left behind then I became interested in English when I became an English tutor.

According to MR 3 and MR 5 they have improved their English because they have been teachers in English courses. This is an encouragement to continue learning English in order to be able to provide good teaching for students.

Meanwhile MR 4 stated:

I Have been learning English since childhood because of the family factor who are English lecturers so that they have been taught me how to speak English. When I was in high school I liked English because of comics, in comics I often look up the meaning of the dictionary and finally get used to reading and writing. MR 4's motivation to learn English is because of his hobbies of reading comics this reason motivated MR 5 to study to improve English.

On the other hand, Gen Z has varied reasons considering they are highly dependent on media and the information they receive. Here are some motivations for Gen Z to learn English:

- 1) Watching movies
- 2) English is interesting language
- 3) Meeting idols
- 4) Get scholarships abroad
- 5) Become English teacher

GZR 1:

I first learned English when I was in elementary school at the age of 8 years old and at that time I had English course. Because I think English is much fun and I loved watching movie such as Harry Potter, Home Alone etc. that's why I love English and start to learn English.

GZR 2:

The first time I learned English at fourth grade at Elementary school. I have fallen in love with English since my teacher taught English in 4th grade because I think English is cool. Besides that I often watch western movies with my parents and I love it.

GZR 1 and GZR 2 have the same motivation which is to understand English movies. They learn English because they love to watch movie, therefore their favorite movies become their motivation to continue learning English.

GZR 4:

I started learn English at fourth grade of Elementary School. My motivation is that I want to talk and meet Taylor Swift and Bruno Mars.

Different from GZR 4 who studied English because he wanted to meet his idol, this motivated him to develop his English skills.

GZR 3:

I learned English at elementary school. I study English because I want to get scholarship and continue my study abroad.

GZR 5:

First time I learn English at first grade at Elementary School. I want to be an English teacher

Of all respondents, only GZR 3 and GZR 5 have the desire to learn English to become educators and continue their education by getting scholarships abroad.

b. The use of particular Apps or technology tools in improving English

One of the factors that differentiate Millennial and Gen Z is the use of technology to improve English. Here are some of the media and technologies used by

Millennial:

- 1) Recorders and DVDs
- 2) Alfalink
- 3) Dictionary
- 4) Cassettes
- 5) Television

The difference between Millennial and Gen Z is quite clear when it comes to technology. The use of technology in learning media in the Millennial era is not as good as the Gen Z period. It can be seen from the excerpts of MR 1, MR 2, MR 3, MR 4, and MR 5.

MR 1:

There were no apps at that time but we used tools like speakers, recorders, and DVDs. Back then, technology was not as dominant as it is now. When we wanted to look up the meaning of vocabularies, we had to open a dictionary. When I was in Junior High School and Senior High School there was no technology used for learning English. After a few years of college, laptops started to be used but only for note-taking and were not as dominant as they are now.

MR 1 describes how at that time it was difficult to get material to learn English. MR 2 added that technology used to develop English such as DVDs, tape recorders, and cassettes.

MR 3:

When I was in college, technology was not as developed as it is now not even all students have laptops to study. At that time, lecturers were still very traditional, implementing a one-way (teachers centered) method without interactive learning like nowadays.

MR 3 stated that at that time laptops were not all there, students made assignments by borrowing library computers. This is collaborated by MR 5's statement.

MR 5:

When I was studying, laptops did not exist yet. So, our school provided a computer lab to study English. At that time handphone did not exist so the only technology we used was Alfalink (translator).

MR 5 stated it's absolutely no technology except school computers and alfalinks (language calculators as translators).

MR 4 mentioned:

When I went to university, technology was already in use, although it was less introduced.

MR 4 explained that at that time technology and online learning media (applications) already existed but had not been widely introduced because at that time lecturers were still not familiar with it.

Teachers are not interested in learning media, so English learning still uses traditional methods. The use of technology in learning media is not as frequent as in the Gen Z era. At that time technology and applications were not well known due to the lack of introduction to the latest media. Teachers at that time needed to learn a lot about technology and application to master and apply it to English learning.

Meanwhile Gen Z:

- 1) Laptop
- 2) Smartphone
- 3) English learning apps
- 4) Social media
- 5) Translation tools

All participants answered that they use technology and applications to learn English. They argue that the use of smartphone is very influential to improve English. Duolingo, Udictionary, Instagram, Grammarly, and Youtube GZR 1, GZR 3, GZR 4, and GZR 5 Use various applications to improve English as stated by GZR 3:

I use smartphone and Laptop all the time that improve my English day by day. I use duolingo, udictionary, youtube, british council, cake, TikTok, and instagram. I think the most effective is the English learning content created by KampungInggris on social media.

GZR 1 stated:

I do have a lot of technology to improve my English such as HP, Ipad, and Laptop. There are the apps I used such as Grammarly, Udictionary, OmeTv, and Instagram.

GZR 1 uses an application called OmeTV to communicate with foreigners, this trains English vocabulary and pronunciation so as to improve English.

GZR 4:

Of course I do use technology to improve my English such as smartphone and Ipad. Apps that I find effective in learning English are Duolingo, Deepl, and Youtube.

GZR 5:

I use handphone all days that makes me familiar with English. When I get bored in learning English I used to learn English with some apps such as Pocket, Duolingo, Memorizeapps, and Youtube.

Based on the explanation of GZR 1, GZR 3, GZR 4, and GZR 5 Duolingo is the most frequently used application by Gen Z because it is effective for learning. Besides that Duolingo offers a variety of fun features to master the language. Meanwhile GZR 2 who only uses the translator application such as Google Translate and Deepl. The translator is used to make tasks easier.

GZR 2 stated:

To improve my English I do use technology such as: laptop, I watch movies with English subtitles and use my cell phone to listen to music. I did not find any particular apps or technology tools because usually I learn English with technology only when watching English subtitles, practicing with friends, or just listening to music. But if for special applications only use Google Translate which can help me do assignments.

GZR 2 does not use special applications to improve English. Spotify application is used to listen to English music and laptop is used to watch western

movies. For learning GZR 2 only uses the translator application when making assignments.

B. Discussion

This section explained the research results that have been obtained from the interviews. The research conducted at the English Language Education Department of UIN Ar-Raniry Banda Aceh has provided some information about the differences in the learning process between Millennial and Gen Z in learning English. Based on the interview data, the researcher summarized the responses in two points to answer the research questions.

1. The process of learning English between Generation Z and Millennials

The first research question is to find out how Millennial and Gen Z learn English. Based on the results of the interviews, the learning process of Millennial and Gen Z has a different point of view where Gen Z has a habit of learning through smartphone while Millennials study through makeshift books. This finding supported by Lutfiani (2018), who said English as almost a second language for Gen Z, as they encounter it almost every day. The songs they listen to, the internet content they enjoy every day, and the social media statuses they post are in English. Given that assessing information on digital platforms is part of this generation's daily life, their vocabulary is enriched through this.

Gen Z students are more easily bored if taught with a monotonous method without any activity in learning process. Ahmadi (2017) supported the finding,

learning using media is very influential for Gen Z because they are used to English so giving projects that use media is great interest to them. The approach teachers take in the classroom to speed up the language learning process is one of the key components of learning. For Gen Z lecturer, this presents an opportunity to improve the teaching methodology.

In this case Millennial students must add material with their own efforts. Millennials learn with lecturers who still apply the lecture system and grammar translation method. Based on the data Celce-Murcia (2014), language teachers before the turn of the 20th century used a less formal and less thorough approach to teach students the language they were being taught. Although in teaching methods there is no numbers difference between Millennial and Gen Z. In terms of media and teaching systems, some teaching systems for Millennials are found to be less effective in the current Gen Z era.

Gen Z's difficulty in improving English is dominated by the lack of speaking skills and the influence of laziness felt by Gen Z students while learning. To overcome this, Gen Z will practice English through strategies that they like such as watching movies and making daily videos on social media. In this case, Millennials have a different perception. As has been said by Alexander & Sysko (2013), the difficulties experienced by Millennials when learning English is hard to invite colleagues to practice speaking and students at that time lack confidence. English was still taboo at that time so people were not familiar with English.

2. Factors contributing to their differences in learning English

The second research question is to find out what factors contribute to Millennial and Gen Z differences in learning English. The background of Gen Z learning English has a variety, not focused on the future. Gen Z likes English because of their favorite movies and wants to meet their idols. If compared to Millennials, Millennials do not have a specific reason for learning English. They only learn English because of obligations and have become part of English education. This result it can be concluded that the character of Gen Z is influenced by the times that make them contemporary students. As has been said by Talmon (2019), the character of Gen Z students is not predictable. They will only do things according to direction. Therefore Gen Z students only wait for direction from lecturer.

While the character of Millennial students is more unpretentious, they are not contaminated by external influences. This result supported by Stukalina, (2014), Hershatter & Epstein (2010), the existence of information flows that are not fast or still massive. And also the state of technology is not modern like the Gen Z era or in other words, it is still very simple. Millennials have preferences about what, why, and when they learn, they relaxed attitude and require consideration. Despite the limitations of learning materials, Millennial students try to get what they need.

The results of the interview about motivation in learning English, supported by Alexander and Sysko (2013), Millennials who have attended the course seriously when they were in college, some of them became English teachers in the course. It is become a motivation for them to improve their English as students who teach.

Millennials are used to working within a structure and prefer to work in teams, making it difficult for them to think individually. They are willing to accept authority and express themselves, believe in strong values, are loyal, and expect immediate rewards and recognition for their work.

Gen Z is very familiar with technology where everything they need is technological assistance. The English learning applications they use vary. According to Faizi et al. (2013), social media can improve student communication and also communication between students and teachers. According to Gen Z, the use of learning media in the form of applications really helps them improve their abilities. It can be seen from the positive side, technology provides benefits not only for learning but makes it easier for humans to get things done. From the negative side, technology has a laziness effect on students so that it is too easy for them to get information without serious effort.

From the use of technology, Gen Z is considered to have a practical character. They only want results without wanting to try first. It is contrast to Millennials who are less familiar in technology. Millennials use technology in learning English on a limited basis. As has been said by Lauermaann (2014) they are not familiar with technology-based learning media therefore, by knowing the characteristics of this generation, teachers can use them to design appropriate learning models and strategies.

As teachers for Gen Z, Millennials have obstacles in teaching Gen Z where they have to be smarter in using technology so that students are not clever at

manipulating assignments. Currently serving as Gen Z teachers, Millennials have the crucial responsibility of becoming more proficient with teaching technology. Technology has always played a significant role in the teaching and learning process. As mentioned by Ahmadi (2018) technology plays a vital role in education and can be leveraged to help students learn. As a result, advancements in technology may help Millennials become more effective educators in the future.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the findings, Millennial students are more about experiential learning. Millennial students are more trusting of the process. Therefore, Millennial students have a character that never gives up, is ambitious, likes to work together, and is full of curiosity. Millennials improve English according to the direction of the lecturer by relying on books, dictionaries, and information on the development of English. In terms of technological developments, Millennials were born when technology was not as developed as it was during Gen Z. Therefore, Millennial have their challenges in learning English. They have material that is currently no longer used by Gen Z. This is also based on technological developments that can affect learning methods at any time.

On the other hand, Gen Z was born when technology developed rapidly. Gen Z students rely on cell phones to learn English. They believe that learning by themselves with their preferred methods can improve their English so that their habits determine what they allow. In addition, they feel the importance of learning English based on their love for external factors that give them a familiar impact on the English language. Gen Z students have adequate learning facilities that make it easier to master technology, science, and language at once. Based on the character, Gen Z

has diverse traits, such as liking instant things, lacking respect for the process, lacking focus, being sociable, and having high self-confidence.

B. Suggestion

Based on the results of the study, there are suggestions proposed by the researcher toward readers including English language educators and further researchers. This research is expected to be useful for readers who are interested in topics related to English learning strategies between the Millennial generation and Gen Z. Especially for Gen Z's students it is expected that this research can help them improve their English even though technology can make it easier for them to learn English yet technology can be their biggest obstacle.

In addition, the researcher also suggested to Gen Z lecturers, namely the previous generation (millennials), to use varied methods for Gen Z and not give the old-methods. For example, provide the traditional method (grammar translation method). Lecturers should also understand the contemporary character of Gen Z. This study is also expected to be beneficial as a reference for future researchers who conduct research about differences in English language learning between Millennial and Gen Z. This research is limited to the challenges of teaching English to Millennial and Gen Z and which strategy is more effective in mastering English between the two generations.

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Appendix A

Appointment Letter of Supervisor



SURAT KEPUTUSAN DEKAN FAKULTAS TARRIBYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B-7631/UN.08/FTK/KP.07.6.07/2023

TENTANG
PENGGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARRIBYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARRIBYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa mahasiswa yang disebut namanya dalam surat keputusan ini dipandang cukup dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Penyelenggaraan Ketenagakerjaan Bidang Layanan Umum;

5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;

7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Penyelenggaraan Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;

10. Keputusan Menteri Ketenagakerjaan Nomor 293/KM/KP.05/2011 tentang Penetapan Insentif Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Insentif Pemerintah yang Menyerapkan Pengelolaan Badan Layanan Umum;

11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendikregian Wewenang Kepada Dekan dan Direktur Pemasarannya di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 13 Juni 2023

MEMUTUSKAN

Menetapkan
PERTAMA : Menunjuk Saudara:

1. Prof. Dr. T. Zulfiar, M.Ed	Sebagai Pembimbing Pertama
2. Mula, S.Pj.L.M.Ed.	Sebagai Pembimbing Kedua

Untuk membimbing Skripsi:

Nama : Maryam Gusli Maya
 NIM : 190203035
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Exploring the English Learning Differences between Gen Z and Millennial

KETUA : Pembayaran honorarium pembimbing pertama dan kedua tersebut akan dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 023.042.423023/2023, tanggal 30 November 2022.

KE BUA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023.

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

UIN Ar-Raniry

Ditujukan di: Banda Aceh
 Pada Tanggal: 21 Juli 2023
 Dekan

Johannes
 H. Saiful Mutek

Terselenggara

1. Rektor UIN Ar-Raniry (terhadap keputusannya);
2. Ketua Prodi PDI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimulailah dan dilakukannya;
4. Mahasiswa yang bersangkutan;
5. Arsip

Appendix B

Recommendation Letter from *Fakultas**Tarbiyah dan Keguruan* to Conduct Field Research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
 Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
 Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-11350/Un.08/FTK.1/TL.00/10/2023
 Lamp : -
 Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepada Mahasiswa semester 5 Program Studi Pendidikan Bahasa Inggris
2. Kepada dosen Program Studi Pendidikan Bahasa Inggris
3. Kepada Program Studi Pendidikan Bahasa Inggris

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MARYAM GUSTI MAYA / 190203035**
 Semester/Jurusan : **IX / Pendidikan Bahasa Inggris**
 Alamat sekarang : **Gampong Jeulingke, Kec. Syiah Kuala, Kota Banda Aceh**

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **EXPLORING DIFFERENCES IN ENGLISH LEARNING BETWEEN GEN Z AND MILLENNIAL**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 18 Oktober 2023
 an. Dekan
 Wakil Dekan Bidang Akademik dan
 Kelembagaan,



Berlaku sampai : 30 November
 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C

Confirmation Letter from the Research Field



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI AR-RANIRY
 FAKULTAS TARBIIYAH DAN KEGURUAN
 PRODI PENDIDIKAN BAHASA INGGRIS
 Jln Syekh Abdur Raul Kopelema Darussalam Banda Aceh
 Email: pbi@i-ar-raniry.ac.id Website: http://ar-raniry.ac.id

SURAT KETERANGAN

Nomor: B-816/Un.08/PBI/Kp.01.2/11/2023

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-11350/Un.08/FTK.I/TL.00/10/2023 tanggal 18 Oktober 2023, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Maryam Gusti Maya
 NIM : 190203035
 Fak/Prodi : Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan
 Alamat : Jeulingke Kecamatan Syiah Kuala Kota Banda Aceh

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

"Exploring Differences in English Learning Between Gen Z and Millennial"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 3 November 2023
 Ketua Prodi Pendidikan Bahasa Inggris.

Syarifah Dahliana

جامعة الرانيري

AR-RANIRY

Appendix D List of Interview Question

Project : Exploring Differences in English Learning between Millennial and Gen Z

Time of interview : -

Date : -

Place : -

Interviewer : Maryam Gusti Maya

This research study is about the learning English differences between Millennial and Gen Z. The aim of the study is to find out how Millennial and Gen Z learn English and what factors contribute to their differences. Data were collected through recorded interviews and only used for research purposes to protect respondents' confidentiality and consent. Interviews lasted approximately 20-30 minutes.

Questions:

Introduction and Background of Respondents:

1. Please explain about yourself? For example, name, age, educational background, and occupation or student status.
2. When did you first learn English?
3. What prompted you to learn English?
4. Do you have formal experience in English courses or prefer self-study? How was your experience in English Course?
5. How do you usually practice or use English in your daily life?

Use of Technology in Learning:

1. Do you use any technology to help you improve your English?
2. Are there any particular apps or technology tools that you have found effective in learning English?

Learning Methods and Preferences:

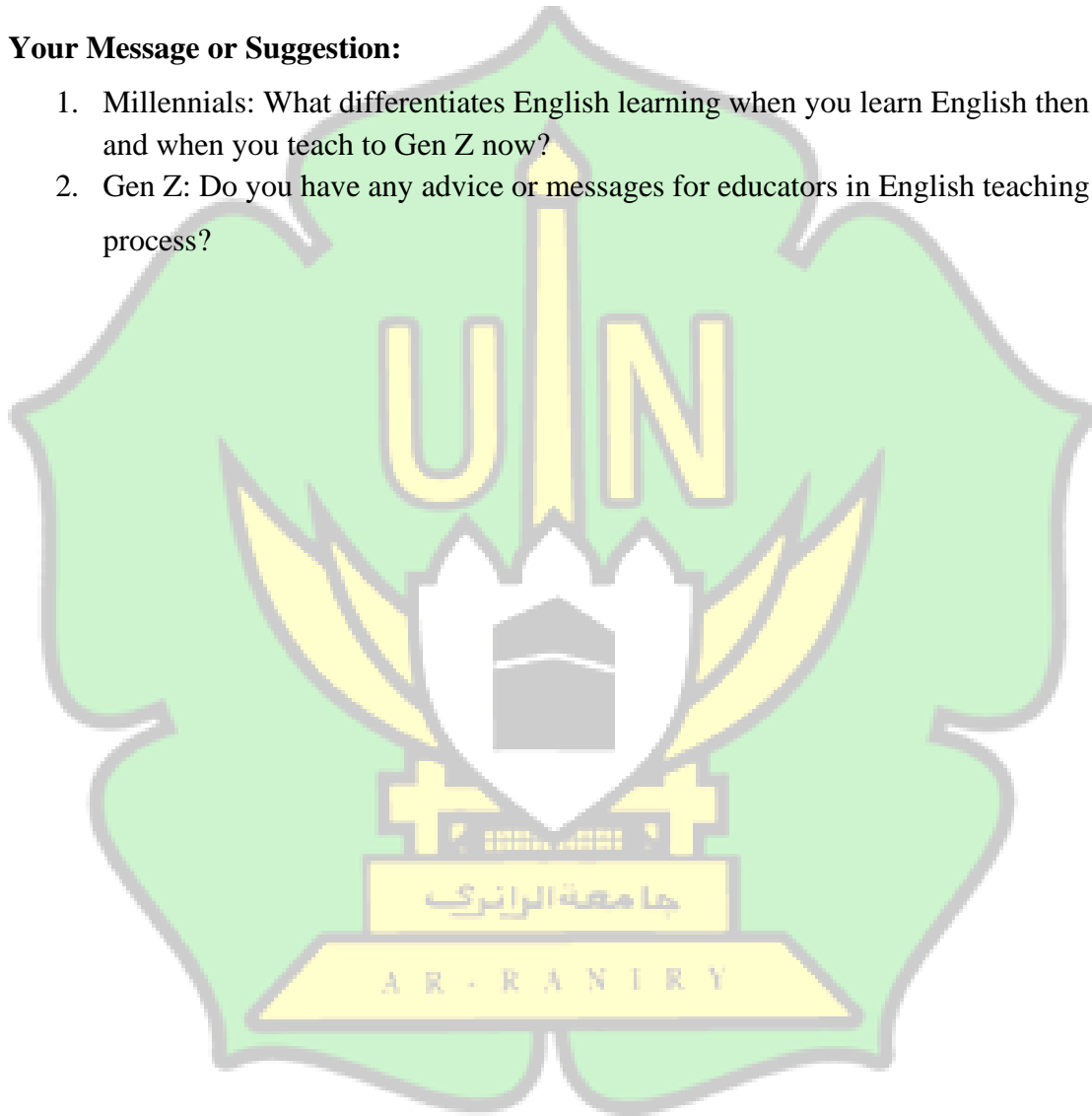
1. What type of English learning methods do you enjoy the most or find effective? Why?
2. Do you prefer learning English independently or in a classroom environment?
3. How do you plan and organize your time for learning English?

Difficulties and Challenges in Learning:

1. Have you experienced any difficulties or challenges in learning English?
What did you do to overcome them?
2. What do you find effective or less effective in teaching English at school or college?

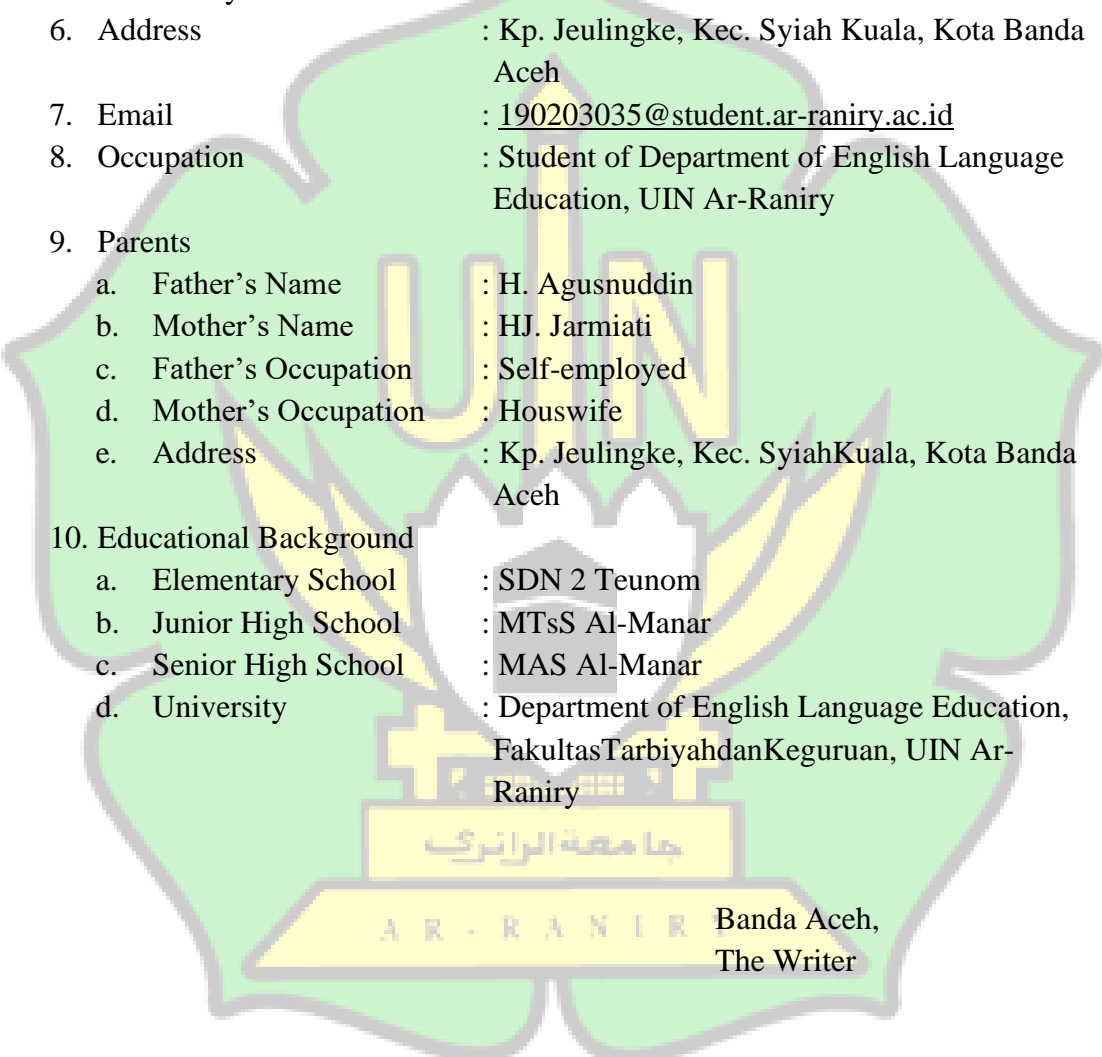
Your Message or Suggestion:

1. Millennials: What differentiates English learning when you learn English then and when you teach to Gen Z now?
2. Gen Z: Do you have any advice or messages for educators in English teaching process?



AUTOBIOGRAPHY

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 A R - R A N I R Banda Aceh,
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