

THE STRATEGIES USED BY INDONESIAN GEN Z IN LEARNING ENGLISH

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ABSTRACT

According to the Central Bureau of Statistics 2020, Indonesia has 270.20 million people. This number got increased from 2010. Generation Z is the most generation in Indonesia which has 27.94% population. This generation has characteristics that like technology, which they can adapt it into their daily life, especially for learning English. In contrast, even though they adapt technology for learning, their still technology that fits with their characteristics. This research at to find the strategy that was used by generation Z in Indonesia and the significant difference between Indonesian gen z male and female. There were 30 participants for this study. This study used quantitative survey and used questionnaire. However, the result stated that the direct strategy was most widely used by Generation Z (52%). Next is indirect strategy (39%), and digital strategy. In addition, there is a significant difference between the strategies used by generation z female and male.

Keywords: Generation Z, Learning English, Learning Strategies

1) INTRODUCTION

Indonesia has a total population of 270.20 million people, which has an increase of 32.56 million people compared to 2010. In the composition of Indonesia's population, generation Z is the generation that currently has the most population in Indonesia, with a total of 27.94 %. This generation has a birth range in 1997 – 2012 (Badan Pusat Statistik, 2021).

However, this generation has their own characteristics. They are usually called technology savvy or digital native, where they are accustomed to using technology since childhood until now. In addition, they are active in using social media, where they can become other people in cyberspace. They can communicate using Skype, FaceTime, or interactive video games. In addition, they are the multitasking generation, where they can do two things at once (Baharudin et al., 2017; Gentina, 2020; Singh, 2014; Dwidienawati, 2018). It can be concluded that generation Z is used to with technology and apply it in their daily habit and their activities.

Dwidienawati (2018) explored the characteristics of Generation Z in Indonesia, where Indonesia's different social and economic conditions shape the values, behaviors, and attitudes of Generation Z. However, Generation Z is the first generation to have access to digital communication technology on a wide scale, including mobile phones, Wi-Fi, and interactive online games. Hinduan (2020) also explained about generation Z in Indonesia, where this generation is the generation that felt a monetary crisis when they were small. A monetary crisis is a situation where there is a structural financial crisis in several Asian countries, including Indonesia. This incident occurred in 1997 and happened again in 2008. When this incident, the Indonesian currency weakened. This makes things expensive. The price of internet and computers is also expensive, so that not all generation Z children can feel the sophistication of technology and only certain families can feel it. After the monetary crisis has passed, the price of goods has begun to stabilize. Internet, computers, and mobile phones are items that can be owned and used by Generation Z. So they are accustomed to using technology in their daily lives for various purposes, such as studying.

With its technological sophistication, Generation Z can use it for learning activities, one of which is learning English. Several scholars have explored the use of technology in learning English, for example in Pikhart (2020) which implements the eLearning platform for language learning for generation Z. In Pikhart's research stated that the eLearning platform is no longer an attractive option for generation Z students because they want to participate more especially in the creation of content for learning. In addition, in Remizantseva (2019), The use of CALL (Computer Assisted Language Learning) technology in language learning for Generation Z is one of the efficient ways to improve the human resources of production organizations. Effective use of digital technology to improve speaking, reading, writing and listening skills. Based on previous research, Generation Z is the generation that prefers to learn by using technology. However, it is same as Alruthaya (2021) statement that the characteristics of generation Z in higher education level is unique and different from previous generations.

In contrast, even though they are used to technology and apply it in their daily lives including in learning, they still find it difficult to learn. On Asyifa's (2020) research, Generation Z Indonesia is accustomed to reading using technology and has a desire to read using English. But they still need strategies for reading skills. In addition, the use of mobile phone technology in Generation Z tends to make Generation Z addicted (Ozkan, 2015). This can also make

Generation Z not focus on learning. However, Generation Z has characteristics such as impatience, focus on short term goals, desire to succeed, prioritize cyberspace, etc. With the advantages and disadvantages of the characteristics of Generation Z, it can be concluded that Generation Z still has difficulties in learning and requires appropriate strategies for learning.

It can be concluded that generation Z is the generation that technology savvy and adapt technology in their daily life, such as learning English. Even though they can use technology, they still have problem in learning. However, this research aimed to explore Indonesian Generation Z English learning strategies and significance difference between Indonesian generation Z male and female. With this research, researchers and instructors can understand English strategies and use appropriate methods for learning.

2) METHOD

This research is quantitative research. To collect data, the researcher used a questionnaire consisting of 55 items. This questionnaire was adapted from the Strategy Inventory of Language Learning (SIL), which is a direct and indirect strategy from Oxford (1990) to 50 items and digital strategies by Maqbool (2020) for 5 items. The participants of this study were 30 generation Z with birth years 1997 – 2012. There were 9 males and 11 females (see table 1.1 below). After the data was obtained, the researcher analyzed what strategies were most used by Generation Z for learning English. After that, the researcher also explored whether there was a significant difference in the English learning strategies used by Generation Z Indonesian women and men using the t-test. To explore the strategies that are often used, the researcher uses Microsoft Excel. In addition, to calculate the t-test, the researcher used SPSS ver 25.

Table 1. Research Participant

Male	9
Female	21
Total	30

3) RESULTS

Based on table 1.2, direct strategies have a percentage of 52% with a mean of 15.2. Meanwhile, indirect strategies have a percentage of 39% with a mean of 11.4. Finally, digital strategies have a percentage of 9% with a mean of 2.7. It can be concluded that the most widely used strategy is direct strategies (52%). Next is indirect strategies (39%). The last is digital strategies by 9%.

Table 2. Research Result

Direct Strategies	
N	30
Mean	15.2
Percentage	52%
Indirect Strategies	
N	30
Mean	11.4
Percentage	39%
Digital Strategies	
N	30
Mean	2.7
Percentage	9%
Total Percentage	100%

Meanwhile, the result of the significant difference in the learning strategies used by the male and female generation (see table 3) is Sig. (2-tailed) $.000 < 0.005$. It means that there is significant difference in the learning strategies used by Indonesia generation Z male and female.

Table 3. Independent T-test

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2- tailed)
Learning Strategy used by male and female generation Z	Equal variances assumed	33.991	.000	-52.173	108	.000
	Equal variances not assumed			-52.173	72.981	.000

4) DISCUSSION

From the table 1, it can be concluded that Indonesia Generation Z most used indirect strategy. Next is Indirect strategy and the last is digital strategy. On Oxford (1990), direct strategy covers three strategies which are remembering more effectively where learners grouping, making associations, placing new words into context to better remember them, using pictures and sounds, and reviewing previous material. Next is using mental process, which learners can practice the English material they can get with the voice and writing system, combine the material obtained in new ways, practice in various authentic situations, and so on. The last is compensating for missing knowledge, where learners use all the clues to guess the meaning, try to understand the overall meaning, find ways to convey messages (written or

spoken) in various ways even though they are limited in language such as using movement, switching in own language, using synonym or description. However, this strategy tends to be appropriate for Generation Z due to fits with their characteristics. Generation Z is used to hearing sounds and images through their devices. Besides, they are also an innovative generation (Sriptom, 2019). They can practice writing English in new ways such as writing in English on their social media such as blogs, Instagram captions, and others.

Next is indirect strategy. this strategy covers organizing and evaluating learning, where in this strategy learners should review and relate existing material to knowledge or things that learners already know, find out how language learners work, manage time to learn, set learning goals, identify language assignment goals, planning language assignments, finding practice opportunities, noticing and learning from mistakes, evaluating self-progress. Next up is managing emotions. In these strategies, learners reduce their anxiety, encourage themselves through positive statements, take risks wisely, respect themselves, record physical stress, keep a language learning diary, and talk to others about their feelings or attitudes. The last is learning with others, where in this strategy students can ask questions if they still have difficulties or questions, collaborate with friends or language users to improve language skills. Thus, this strategy fits with generation Z's characteristics which they are an ambitious generation (Singh, 2014). Thus, direct strategy is a strategy that directly involves language with learners. Where the learner is active with the material being studied. Meanwhile, indirect strategy is a strategy that does not directly involve the target language, but is still needed to learn the target language (Hsiao, 2002).

The last is digital strategy. This strategy focuses on using technology for learning. In this study, 9% of Generation Z Indonesia used a digital strategy to learn English. This might be because of the uneven distribution of technology information so that not all Generation Z are familiar with technology (Nastiti, 2020).

However, exploring generation Z learning strategies is essential due to teachers being more aware of the style preferences and strategies used by students. Thus, they will be more effective in orienting their L2 teaching and more adapting learning activities (Oxford, 2003).

5) CONCLUSION

Even though Generation Z is a generation that is known for its ambitious character and has a character as a digital savvy, they still need a learning strategy. However, exploring good

learning strategies is necessary so that teachers know what to do during teaching and learning activities. In addition, studies with large participants still need to be explored more deeply.

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