



UNDERSTANDING Z GENERATION STUDENTS' PERCEPTIONS:

UNPACKING THE FACTORS BEHIND AVERSION TO LEARN

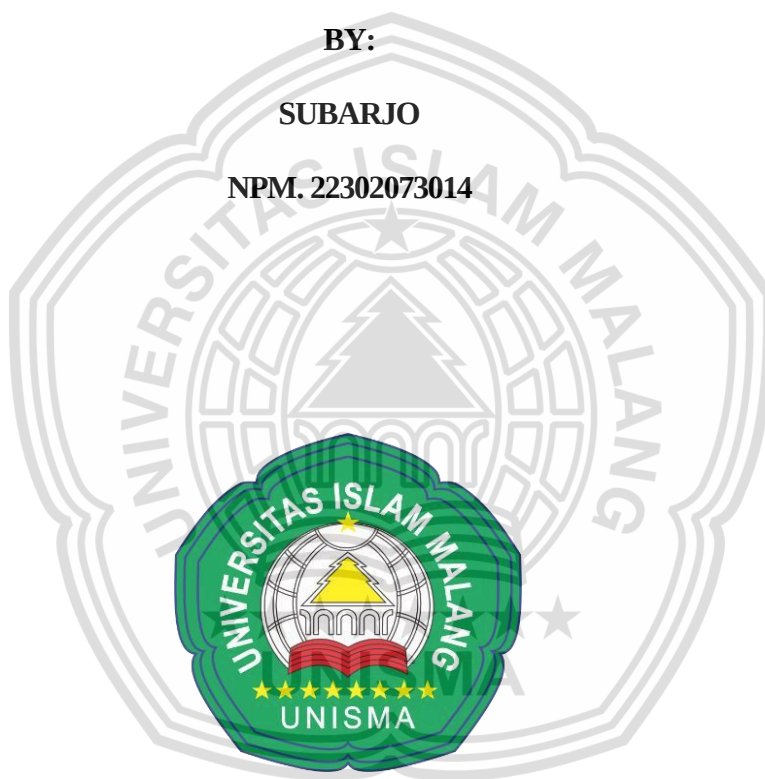
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ABSTRACT

Subarjo. 2025. *Understanding Z Generation Students' Perceptions: Unpacking the Factors Behind Aversion to Learn English*. Thesis, English Education Department, Postgraduate Program, Universitas Islam Malang, Advisor I: Dr. Dwi Fita Heriyawati, M.Pd, Advisor II: Dr. Imam Wahyudi Karimullah, SS., MA

Keywords: Student motivation, English language learning, innovative teaching strategies, Generation Z, gamification, technology integration.

The research aims to identify both internal and external factors affecting students' motivation while proposing innovative solutions to enhance their engagement. The study employs a qualitative exploratory approach, utilizing semi-structured interviews and classroom observations to collect data from eleventh-grade students at an Islamic senior high school in Malang, Indonesia. Thematic analysis is used to examine patterns in students' responses, focusing on elements such as anxiety, teaching strategies, and environmental influences. Findings reveal that students' reluctance stems from multiple factors, including fear of making mistakes, lack of material relevance, monotonous teaching approaches, and limited external support from peers and family. Additionally, technological integration and an engaging classroom atmosphere play a crucial role in shaping students' motivation. To address these challenges, the study recommends incorporating interactive teaching methods, gamification, and contextual learning strategies. Strengthening teacher-student relationships and introducing ice-breaking activities at the beginning of lessons can help reduce anxiety and foster a more inclusive learning environment. The study concludes that enhancing students' motivation requires a holistic approach, combining pedagogical innovations, supportive learning environments, and family engagement. By implementing these strategies, educators can transform English learning into a more interactive and meaningful experience, ensuring students develop confidence and enthusiasm in mastering the language.

ABSTRAK

Subarjo. 2025. *Memahami Persepsi Siswa Generasi Z: Mengungkap Faktor-Faktor di Balik Keengganan dalam Belajar Bahasa Inggris*. Tesis, Program Studi Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang, Pembimbing I: Dr. Dwi Fita Heriyawati, M.Pd, Pembimbing II: Dr. Imam Wahyudi Karimullah, SS., MA

Kata kunci: motivasi siswa, pembelajaran bahasa Inggris, strategi pengajaran inovatif, Generasi Z, gamifikasi, integrasi teknologi.

Penelitian ini bertujuan untuk mengidentifikasi faktor internal dan eksternal yang memengaruhi motivasi belajar siswa serta mengusulkan solusi inovatif guna meningkatkan keterlibatan mereka. Pendekatan eksploratif kualitatif digunakan dengan metode wawancara semi-terstruktur dan observasi kelas, melibatkan siswa kelas XI di salah satu Madrasah Aliyah di Malang, Indonesia. Analisis tematik diterapkan untuk mengkaji pola respon siswa, dengan fokus pada aspek kecemasan, strategi pengajaran, dan pengaruh lingkungan. Hasil penelitian mengungkap bahwa keengganan siswa disebabkan oleh berbagai faktor, seperti rasa takut melakukan kesalahan, ketidakrelevanan materi, pendekatan pengajaran yang monoton, serta minimnya dukungan eksternal dari teman sebaya dan keluarga. Selain itu, integrasi teknologi dan suasana kelas yang menyenangkan berperan penting dalam membentuk motivasi siswa. Untuk mengatasi tantangan tersebut, studi ini merekomendasikan penerapan metode pengajaran interaktif, gamifikasi, dan strategi pembelajaran yang kontekstual. Memperkuat hubungan antara guru dan siswa serta melakukan kegiatan pemecah kebekuan (ice-breaking) di awal pembelajaran dapat membantu mengurangi kecemasan dan menciptakan lingkungan belajar yang lebih inklusif. Kesimpulannya, meningkatkan motivasi belajar siswa memerlukan pendekatan holistik yang mencakup inovasi pedagogis, lingkungan belajar yang mendukung, dan keterlibatan keluarga. Melalui penerapan strategi ini, pembelajaran bahasa Inggris dapat diubah menjadi pengalaman yang lebih interaktif dan bermakna, sehingga siswa dapat mengembangkan rasa percaya diri dan antusiasme dalam menguasai bahasa.

CHAPTER I

INTRODUCTION

This chapter provides an overview of several fundamental components essential to the study. It outlines the research context to establish the background and relevance of the study, followed by a clear articulation of the research focus to define the central areas of investigation. Additionally, it presents the research objectives to specify the goals the study aims to achieve, along with the research assumption that serves as a foundational premise. The usefulness of the research is also discussed, highlighting its potential contributions and practical implications. Lastly, key terms are defined to ensure clarity and consistency throughout the study.

1.1 Research Background

Low interest and motivation among students in learning English present a critical challenge for educators, as these factors directly affect the quality and effectiveness of the learning experience. At the heart of this issue lies the lack of engagement in the classroom, an essential ingredient for meaningful and sustained learning. Many students perceive English lessons as overly monotonous and detached from their daily realities, which not only discourages their participation but also fosters a sense of aversion toward the subject (Rone et al., 2023). This reluctance to actively engage is further amplified by learning environments that remain static, offering limited opportunities for creativity, interaction, and relevance. The consequences of such disengagement extend beyond the classroom, impacting students' academic performance, confidence, and overall attitudes toward

education. When learning fails to resonate with students' interests or connect to their personal and future aspirations, they are less likely to find value in the process, further entrenching their disinterest. Students' interest and motivation to learn English appears to be very low. This is due to the fact that most students do not enjoy the learning process, making it important to delve deeper into the root causes of their frequent lack of enthusiasm (Acedillo et al, 2024). One of the main factors is the lack of engagement in the learning process, which can lead to reluctance or even aversion towards actively participating in classroom activities (Ahmad, 2021). In this context, students' perspectives on the various factors that influence their motivation are crucial to consider. The factors that contribute to students' low motivation have the potential to create a static and less dynamic learning environment. Therefore, a deep understanding and efforts to address these factors are essential steps in creating a more supportive and motivating learning environment (Motevalli et al., 2020). Some of these factors include monotonous teaching methods, lack of relevance of the material to daily life, and minimal positive support from the environment, such as family, friends, and community (Khotmi et al., 2024).

Overcoming these challenges requires innovation in teaching methods that are more interactive and enjoyable. Connecting the lesson material to real-life contexts relevant to students and building a supportive learning community is also necessary (Kamran et al., 2023). Additionally, involving students in the learning process is important, allowing them to voice their opinions and participate in creating engaging learning materials. With these steps, it is hoped that the learning

atmosphere will become more dynamic and engaging for students. The current euphoria among students in the world of education is closely related to the characteristics of their generation. Today's students, most of whom are part of Generation Z, show a preference for learning methods that are not only enjoyable but also interactive and innovative (Hendrastomo and Januarti, 2023). They are more interested in approaches that involve technology, gamification, and hands-on experiences that make the learning process more engaging and relevant (Ratinho and Martins, 2023).

Understanding these underlying challenges and reimagining educational practices are vital steps in cultivating an ecosystem that prioritizes student interest and motivation. By aligning teaching methods with the needs and preferences of modern learners, educators can help students develop a positive relationship with English learning, empowering them to succeed academically and beyond. Several critical factors collectively contribute to the low levels of motivation observed in English language education, presenting both internal and external challenges for students. Internally, learners often struggle with feelings of boredom and confusion stemming from the complexity of grammatical structures and the demanding task of mastering vocabulary. These cognitive difficulties are frequently accompanied by emotional hurdles, such as anxiety (Dewi, 2024). This anxiety is often linked to the fear of making mistakes, whether in speaking or writing, and the apprehension of being judged negatively by peers or teachers. Such emotional discomfort creates a psychological barrier, discouraging students from fully participating in classroom

activities and further distancing them from active and effective learning experiences (Putri et al., 2024).

Externally, the challenges are equally pressing. Teaching methodologies that rely heavily on repetitive and monotonous techniques fail to inspire students, leaving them disengaged and unmotivated. The lack of connection between lesson materials and students' everyday lives further diminishes their interest, as they find the content irrelevant to their personal or future aspirations. Compounding these issues is the minimal positive reinforcement from key stakeholders such as families and communities, which deprives students of the encouragement and support necessary to persevere in their learning journey. Additionally, the absence of a stimulating and well-equipped classroom environment exacerbates these challenges, making it even more difficult for learners to concentrate, feel engaged, and derive value from the educational process. When examined together, these internal and external factors create significant obstacles to effective language acquisition and student participation. The intersection of emotional barriers, uninspired pedagogy, and insufficient external support highlights the urgent need for reform in English language education. Addressing these issues requires educators and stakeholders to adopt a more holistic and empathetic approach, integrating interactive and dynamic teaching strategies, fostering a supportive learning environment, and emphasizing the relevance of English in real-world contexts. By tackling these interconnected challenges, we can pave the way for a more engaging, inclusive, and effective language learning experience for students (Srikanth and Palwekar, 2024).

To effectively overcome the challenges in English language education, educators are called to innovate and adapt, reimagining traditional teaching approaches to meet the evolving needs of students. This entails incorporating innovative methods into the learning process that not only engage students but also align with their personal and generational characteristics. Strategies such as contextualizing lesson materials to reflect real-world applications, integrating technology and gamification, and fostering interactive and enjoyable learning environments have proven to be impactful in enhancing student motivation and participation. These techniques enable learners to see the relevance and practicality of their lessons, thereby deepening their engagement with the subject matter (Siahaan and E, 2024).

For today's learners, particularly those belonging to Generation Z, a tailored educational approach is paramount. Generation Z is known for having strong characteristics and seems to desire instant results. They grew up in a fast-paced digital era, where information is easily and immediately accessible (Riswandi, 2023). This influences their view on the educational process. They tend to avoid processes that are perceived as slow and prefer quick ways to achieve their goals. In the context of education, this can be challenging because they may not fully appreciate the importance of deep and gradual learning processes. As a result, there is a tendency for students to become more passive in traditional classroom settings that do not meet their expectations. They may feel bored or unmotivated if teaching methods do not align with their dynamic learning styles (Noviska and Anastasia, 2023). Therefore, it is crucial for educators to design learning strategies that not

only retain the essence of education but also accommodate the unique needs and characteristics of this generation.

Adaptive strategies become essential in this context, as they allow educators to retain the core values of deep and gradual learning while catering to the fast-paced and visually-oriented learning styles characteristic of Generation Z. The integration of innovative elements such as gamification, project-based learning, or interactive digital tools can transform static classroom environments into vibrant spaces of discovery and creativity. Through these efforts, educators not only address the disengagement prevalent among students but also empower them to develop critical thinking skills, resilience, and a deeper appreciation for the learning process. By fostering inclusivity and adaptability, educators can ensure that the learning experience resonates with students' interests and aspirations. This tailored approach creates a bridge between traditional educational objectives and contemporary student needs, paving the way for a generation of learners who are both engaged and empowered to achieve their academic and personal goals (Chardonnens, 2025).

Generation Z is often labeled by some segments of society as a generation with a weak mentality, also known as the "strawberry generation." This term refers to the perception that they are easily fragile and cannot withstand pressure. This view impacts their perception of the learning process, particularly in English subjects. English is often considered by many students as a very challenging and difficult subject to comprehend (Boy Jon et al., 2021). This makes English one of the subjects students avoid, fear, and dislike the most. On the other hand, physical education is often more favored by students. This may be because physical

education offers enjoyable physical activities and is perceived as more easily accessible by many students. Physical education also provides opportunities for social interaction, which can increase motivation and make the learning experience more engaging. To address this challenge, it is important for educators and society to find innovative ways to teach English, such as using technology and more interactive and relevant teaching approaches to the daily lives of Generation Z. By doing so, we can provide better support for this generation to develop optimally and overcome existing stereotypes (Mosca, 2019).

On the other hand, physical education tends to be more appealing to Generation Z, as it naturally offers hands-on, engaging activities that align with their preference for interactivity and immediate relevance. The popularity of physical education underscores a critical insight: students thrive when they see value and enjoyment in what they are learning. The engaging and accessible nature of physical education provides an important model for how English learning can be reimagined. To bridge this gap, it is essential to recontextualize English lessons, making them as relatable and dynamic as subjects that Generation Z gravitates toward. Innovative teaching approaches that incorporate real-world applications, gamified learning experiences, and technology-driven activities can transform English education into a more interactive and rewarding experience (Chardonens, 2025). By leveraging multimedia tools, project-based tasks, and collaborative activities, educators can create lessons that resonate with the fast-paced, visually oriented preferences of this generation. Additionally, such strategies help dismantle the stereotype of fragility by showcasing Generation Z's resilience and adaptability

when presented with learning experiences that align with their strengths. In this way, reframing English education not only enhances academic performance but also builds confidence and interest, enabling Generation Z to see themselves as capable learners who can navigate challenges with curiosity and determination. By adopting these approaches, educators can foster an inclusive and empowering environment, ensuring that all subjects, including English, become pathways to growth and success (Shinta et al., 2024)

In this context, Generation Z students have a close relationship with various forms of anxiety that arise during the process of learning English, especially when they are asked to participate in class actively (Menendez et al., 2020; Marliana, 2023). This anxiety can stem from several factors, such as the fear of making mistakes, a lack of confidence in speaking English, or even the social pressure felt when having to perform in front of peers (Salihoğlu, 2024). For instance, they might worry about being ridiculed or criticized if they make errors, which can make them hesitant to try and actively engage. This condition often becomes a serious barrier that disrupts the smooth flow of the learning process provided by the teacher, resulting in suboptimal English learning outcomes. Furthermore, this anxiety not only affects students' performance in class but also has the potential to become the root of other issues (Maslaila et al., 2024). For example, it may lead to a reluctance to delve deeper into learning English, a lack of motivation to study, and the development of negative perceptions towards learning foreign languages in general (Getie, 2020). Unaddressed anxiety can cause students to further distance themselves from learning English and hinder their skill development. Therefore, it

is crucial for teachers, parents, and educational institutions to understand the dynamics of this anxiety to create a more supportive and conducive learning environment for Generation Z students to develop their English skills (Sherly et al., 2024). Anxiety represents a critical and pervasive barrier in students' efforts to actively participate in English classes. This emotional challenge manifests through various intertwined factors, including the fear of making mistakes, a lack of confidence, and the pressures exerted by peers in the social environment of the classroom. These elements combine to create an environment of apprehension, where students feel reluctant to engage, fearing criticism or judgment for their errors. Such anxiety can significantly undermine learning outcomes by preventing students from fully immersing themselves in language acquisition opportunities. The impact of this anxiety extends beyond immediate classroom performance. It fosters a broader negative perception of the English language and foreign languages in general, leading students to view these subjects as sources of stress rather than areas of growth and exploration. This harmful association can discourage students from practicing language skills, thereby stifling their development and inhibiting their progress in mastering English (Saeed, 2024).

Addressing this issue requires a deliberate and multifaceted approach. Educators must create a classroom environment that is both supportive and nonjudgmental, where mistakes are normalized as an integral part of the learning process. This involves fostering a culture of empathy, where students feel safe to express themselves without fear of ridicule. Positive reinforcement, tailored guidance, and collaborative activities can help build confidence and encourage

active participation. Moreover, the implementation of interactive and engaging teaching methods can mitigate the social pressure that exacerbates anxiety. Activities such as group discussions, role-playing, and project-based learning provide students with opportunities to practice language skills in a less intimidating context. Incorporating technology, such as language learning apps and gamified platforms, can also offer a safe space for practice, allowing students to build their proficiency at their own pace (Aldrup et al., 2022). Targeted interventions, including workshops on building self-confidence and managing anxiety, can further support students in overcoming emotional barriers. Collaboration between teachers, parents, and counselors can help identify anxiety triggers and develop personalized strategies to address them. By taking these steps, educators can not only alleviate the burden of anxiety but also transform English classes into environments where students feel empowered to learn, participate, and thrive. Through such efforts, the path toward language development becomes one of empowerment and encouragement, fostering lifelong learning and engagement with foreign languages (Randa et al., 2024).

To address the multifaceted challenges in English language education, a holistic and empathetic approach is indispensable. Such an approach recognizes the importance of catering to students' emotional, cognitive, and social needs while fostering an inclusive environment that nurtures growth. Teachers play a pivotal role in this transformation. By adopting engaging teaching methods that prioritize fun and interaction, educators can create classrooms where students feel valued and motivated to learn. Interactive activities, such as collaborative projects and

gamified exercises, help students connect with the subject matter in meaningful ways, stimulating both interest and participation (Boyle et al., 2020). The role of parents in this ecosystem cannot be understated. As primary sources of emotional support, parents provide the encouragement and motivation students need to overcome academic hurdles. By fostering a positive attitude towards learning at home and engaging actively in their children's educational journey, parents become integral allies in improving English learning outcomes (Syahrir et al., 2023). At the institutional level, schools and educational organizations must implement policies that prioritize student well-being. Safe and encouraging learning environments, equipped with resources to support both academic and emotional needs, can significantly reduce student anxiety and enhance focus and confidence. Collaboration between teachers, parents, and the community forms the foundation of a balanced and effective learning ecosystem. This teamwork ensures that students receive consistent support across their educational and social spheres, enabling a seamless learning experience. Furthermore, innovative strategies play a crucial role in transforming traditional pedagogical practices into dynamic and enriching opportunities for learning. Project-based learning allows students to engage with real-world problems, fostering critical thinking and creativity while making English lessons more relevant to their lives. Digital tools, such as educational apps, videos, and interactive platforms, bring learning to life, aligning with the technological preferences of modern students (Legi et al., 2023).

Approaches centered on active involvement whether through group discussions, role-playing, or multimedia integration empower students to take

ownership of their learning. These strategies not only enhance understanding but also equip learners with essential skills for their future, including teamwork, problem-solving, and adaptability. By blending time-tested methods with modern innovations, educators can foster deeper comprehension and a lasting interest in English. Ultimately, the success of these efforts lies in creating a learning environment where students feel safe, supported, and inspired. When educational practices are tailored to meet the diverse needs of learners, they transform classrooms into hubs of creativity, collaboration, and success. Through empathetic teaching, parental involvement, institutional support, and innovative strategies, students can overcome barriers to learning and unlock their full potential in mastering English and beyond (Ye, 2024).

This research context highlights the urgent need to address the aversion many students feel toward learning English, as such resistance creates significant barriers to meaningful educational outcomes, demanding innovative and student-centered approaches to unlock their potential and transform attitudes toward language acquisition. Central to this transformation is the integration of interactive and dynamic teaching strategies such as gamification, project-based learning, and multimedia tools, which enhance engagement and retention by connecting lessons to real-world contexts and tailoring them to individual needs in a confidence-building, non-intimidating environment. Equally important is the adoption of empathetic teaching methods that normalize mistakes, reduce anxiety, and instill a growth mindset, enabling students to see challenges as opportunities to improve and develop. Collaborative support systems among educators, parents, and

communities also play a pivotal role, fostering emotional reinforcement, establishing safe and nurturing learning spaces, and ensuring students feel valued both in and beyond the classroom. By tailoring instruction to Generation Z's fast-paced, interactive preferences, such as visually engaging content and technology-driven platforms, educators can bridge the gap between traditional pedagogy and contemporary needs, designing lessons that emphasize relevance and purpose. With collective efforts from all stakeholders and forward-thinking strategies, this research envisions dismantling barriers to motivation and creating an educational framework where students thrive, embracing English learning as a pathway to confidence, achievement, and empowerment.

1.2 Research Questions

The research titled "Understanding Z Generation Students' Perceptions: Unpacking the Factors Behind Aversion to Learn English" focuses on exploring the underlying causes that lead to students' low motivation and reluctance to learn English. This study aims to analyze the external and internal factors contributing to these challenges and to develop innovative solutions that can enhance students' engagement and interest in English language learning. Conducted among eleventh-grade students from an Islamic senior high school in Malang, Indonesia, this research seeks to provide insights into the dynamics that shape students' perceptions of English lessons and identify strategies to address these barriers effectively.

1. How do external factors influence students' motivation to learn English?
2. What internal challenges hinder students' active participation in English classes?

3. What innovative teaching technique can improve students' engagement and reduce aversion to English learning?

This research emphasizes the need for a supportive and interactive learning environment tailored to the preferences of Generation Z students, exploring ways to align educational strategies with their unique characteristics and needs to foster confidence, enthusiasm, and academic success in English learning.

1.3 Research Objectives

This research aims to deeply understand the factors contributing to students' aversion to learning English, focusing on both the challenges and opportunities present in their educational experiences. By exploring external and internal factors that hinder student engagement, this study seeks to develop effective methods to enhance their motivation and active participation in English learning. The following section presents Research Objectives, which have been aligned with Research Questions to ensure cohesion and relevance between the research goals and the aspects being investigated:

1. Analyze the impact of external factors on students' motivation in learning English, including how monotonous teaching methods and the lack of relevance in lesson materials to daily life contribute to students' low interest in learning.
2. Identify internal challenges that hinder students' active participation in English learning, such as anxiety, confusion in understanding grammar and vocabulary, and fear of negative judgment from peers or teachers.

3. Explore innovative strategies that can enhance student engagement and reduce aversion to learning English, such as the integration of technology, gamification, and contextual learning approaches to create a more interactive and relevant learning experience.
4. Formulate an inclusive educational approach tailored to the characteristics of Generation Z, considering their preferences for interactive, technology-based learning methods that have a direct impact on their lives.

Through these research objectives, this study aims to provide practical recommendations for educators, academics, and policymakers in creating a more supportive learning environment and developing more effective teaching strategies to improve students' motivation in learning English.

1.4 Research Assumptions

This research assumes that various factors—both internal and external significantly influence students' aversion to learning English. Internally, it assumes that students' anxiety, lack of confidence, and difficulty with grammar and vocabulary pose psychological barriers that hinder their active engagement in learning. Externally, the research presumes that monotonous teaching methods, irrelevant materials, and limited support from families and communities negatively impact motivation and interest. Additionally, the study assumes that tailored, innovative teaching approaches have the potential to address these challenges effectively. Methods such as the integration of technology, gamification, and contextual learning are believed to create more engaging and interactive learning experiences. Furthermore, collaborative efforts among educators, parents, and

communities are assumed to foster a supportive environment that reduces anxiety and builds students' confidence. While these assumptions acknowledge the challenges faced by students, they also recognize the opportunities for creating adaptive solutions. By addressing both internal and external factors, the research aims to design educational strategies that align with the needs and preferences of Generation Z students. This balanced approach assumes that fostering relevance, inclusivity, and interactivity will empower students to overcome their aversion to English learning and thrive academically.

1.5 Research Significance

This research holds substantial benefits for the field of education, particularly in improving English language teaching and learning among high school students. By investigating the factors contributing to students' aversion to learning English, this study provides valuable insights into designing innovative and inclusive educational strategies. The findings aim to assist educators in creating more engaging and interactive teaching methods tailored to the needs of Generation Z learners, incorporating technology, gamification, and contextualized learning approaches. Furthermore, this research highlights the importance of addressing both internal and external factors, such as reducing student anxiety, fostering confidence, and enhancing the relevance of lesson materials to students' daily lives. By implementing these solutions, educators can foster a supportive and motivating environment where students feel empowered to actively engage in the learning process without fear of judgment or failure. This research also offers practical recommendations for collaborative efforts between teachers, parents, and

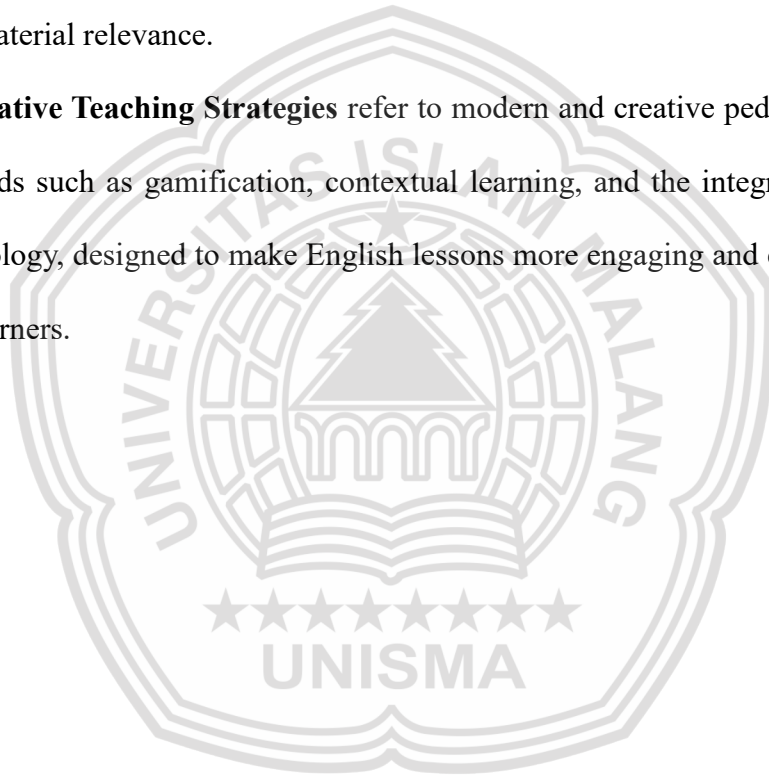
communities, ensuring a holistic approach to student development. Ultimately, the results of this study will not only contribute to advancing the quality of English language education but also prepare students to meet contemporary demands in a globalized world. By fostering stronger language skills and a positive attitude towards English learning, this research supports the creation of a generation of students equipped with the confidence and proficiency needed to navigate future challenges successfully.

1.6 Definition of Key Terms

In this research, several key terms are defined to ensure clarity and consistency throughout the discussion. These definitions aim to prevent misunderstandings and provide readers with a shared understanding of the concepts explored.

1. **Psychological Perception** refers to students' individual views, feelings, and attitudes toward the process of learning English, encompassing their perspectives on teaching methods, classroom interactions, and the relevance of lesson materials.
2. **English Aversion** denotes the reluctance, lack of interest, or negative attitudes exhibited by students toward learning English, often influenced by emotional, cognitive, and environmental factors.
3. **Interactive Learning** refers to teaching approaches that actively engage students through collaborative activities, gamification, and technology-based methods, promoting participation and enjoyment in the learning process.

4. **Generation Z** represents the cohort of students born between 1997 and 2010, characterized by their exposure to digital technology, social media, and preferences for fast-paced, innovative learning environments.
5. **Motivation in Language Learning** describes the internal and external driving forces that inspire students to participate actively in English lessons, including factors such as emotional support, engaging teaching methods, and material relevance.
6. **Innovative Teaching Strategies** refer to modern and creative pedagogical methods such as gamification, contextual learning, and the integration of technology, designed to make English lessons more engaging and effective for learners.



CHAPTER VI

CONCLUSION

This chapter provides a synthesis of the key findings and discussions presented throughout the study. It summarizes the major insights gained from the analysis of students' aversion to learning English and the factors influencing their motivation. By reflecting on the challenges and potential solutions explored, this section offers a final perspective on the study's contributions to educational practices. Additionally, it highlights the implications for future research and pedagogical strategies aimed at fostering a more engaging and effective English learning environment. The conclusions drawn here serve as a foundation for educators, policymakers, and researchers in developing approaches that enhance students' engagement and confidence in learning English.

6.1 Conclusion

The conclusion of this research reveals that the low motivation of students in learning English is influenced by both internal and external factors. External factors include monotonous teaching methods, lack of relevance of the material to students' daily lives, and minimal support from the environment, such as family and classroom facilities. Meanwhile, internal factors encompass boredom, difficulty in understanding grammar and vocabulary, and anxiety about being judged for making mistakes. This research also highlights the importance of using technology and interactive media, such as learning applications, videos, animations, and educational games, to create a more enjoyable and effective learning atmosphere.

Additionally, a supportive classroom environment, including adequate facilities and a conducive atmosphere, plays a crucial role in boosting students' motivation. As a solution, the research recommends the implementation of innovative teaching methods, such as gamification, contextual learning, and the use of technology relevant to students' lives. Strategies like ice-breaking activities at the beginning of lessons, empathetic approaches, and collaboration between teachers, parents, and the community are also suggested to create a more supportive learning environment. This way, students can overcome anxiety, increase participation, and develop their interest in learning English.

6.2 Suggestions

Teachers are encouraged to adopt innovative and student-centered teaching approaches that align with the learning characteristics of Generation Z. Strategies such as gamification, contextual learning, and interactive media not only increase engagement but also help students overcome boredom and anxiety during English lessons. Incorporating ice-breaking activities at the beginning of class can reduce emotional tension and foster a more comfortable learning atmosphere. Additionally, building positive teacher-student relationships through empathy and active communication plays a critical role in increasing motivation and participation. To support this transformation, continuous professional development is essential. Regular training programs should focus on integrating technology, inclusive pedagogy, and adaptive methods, ensuring that educators stay responsive to students' needs and expectations.

Future research can focus on how innovative teaching strategies can be implemented in schools with limited internet access, particularly in enhancing students' motivation to learn English. The primary challenge in this context is the lack of digital resources, which are often used as interactive media in education. Therefore, further studies can explore the effectiveness of community-based methods, such as collaborative learning, the use of more contextual printed materials, and project-based approaches that encourage active student engagement without relying on advanced technology. Additionally, research can examine how gamification techniques and role-based simulations can be applied offline to increase student involvement, ensuring they remain engaged and motivated despite the absence of digital platforms. Longitudinal studies can also be conducted to evaluate the impact of these methods on improving students' language proficiency and confidence in communicating in English. By exploring more adaptive and environment-based strategies, future research can provide new insights into how schools with technological limitations can still create engaging, effective, and student-centered learning experiences. This approach will contribute to the design of more inclusive education, ensuring that all students, regardless of their access to technology, have equal opportunities to develop their language skills in a supportive learning environment.

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