CHAPTER I

INTRODUCTION

1.1 Background of Research

In the teaching and learning process, the teacher is the most inspired person in the classroom, and students mostly pay attention to their teacher. Hutama et al., (2018) stated that most of the problems in the classroom are caused by such factors as boredom, not understanding the relevance of the information, and incorrect modalities for learning. Those are the barriers for the teacher in delivering materials to the students and this will result in a gap between teachers and students. Especially in teaching English. Teaching English is a collaborative effort between the teacher and the students that helps them acquire the language (Sugiarti, 2019). Because English is the first foreign language in Indonesia. As a foreign language, English is a compulsory subject in senior and junior high school. Therefore, using media in teaching English is a solution for teachers to maximize their learning process. However, choosing the media to be used in learning is certainly not an easy thing for teachers, therefore for teachers exploring learning media is important. Using appropriate media will support success in learning (Prayudi et al., 2021).

The expert restricted the definitions of media, including those proposed by the Association of Education and Communication Technology (AECT) (Mushfi et al., 2021). Media are all forms and channels used to distribute messages or information. The media, if understood in outline, are humans, materials, or events that build conditions that make students able to acquire knowledge, skills, or attitudes (Kessler, 2018). Media is useful for delivering information from the source to the recipient. The use of media is an intermediary that delivers information between sources and recipients (Silvia, 2017). So, unprojected images, printed materials, and the like are communication media. Besides that, the use of media as a connecting tool

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(communication medium) in the process of teaching and learning interaction improves the effectiveness of students' learning outcomes (Bali et al., 2020).

If the media carries messages or information that aims to convey teaching purposes, then the media is called learning media. Learning Media is a learning tool used by teachers using tools created to make it easier to deliver material when teaching at school. Every teaching and learning process must certainly use certain media to run effectively and smoothly. The learning media functions to distribute, convey, and connect learning resources, which in turn can lead to better communication in learning and behavior change because learning objectives can be achieved (Hutama et al., 2018). The educators are required to be able to use the tools that can be provided by schools, and it is also possible that these tools are under the development and demands of the times. The use of instructional media is the most effective way to be used so that all learning objectives can be achieved (Fauzi et al., 2018).

The use or utilization of media can also increase students' understanding of lessons at school. Media is used as a tool to help teachers in the teaching process, for example, slides, photos, graphics, and films, as well as learning using computers which are useful for capturing, processing, and reconstructing visual and verbal information. As an aid in teaching, media is also expected to provide concrete experiences, and motivation to learn, and increase students' learning absorption and retention. The development of learning media requires that teachers/instructors can use the tools provided by the school, and does not rule out the possibility that these tools are by developments and demands of the times (Mushfi et al., 2021).

The development of information technology today in the world of entertainment is increasingly rapid, so that our children prefer to watch soap operas, and films, play games, and the internet as their teacher rather than listening to the teacher's lessons in class. Therefore, today's teachers are required to create interesting and entertaining learning so that they are not

inferior to the increasingly sophisticated world of information technology and entertainment (Risnawati et al., 2018). So that the learning process created is interesting, one of the things that teaching staff must do now is trying to develop an utilize interesting learning media in the learning process. The media that must be used are advances in Educational Technology and learning technology that require the use of various instructional media and increasingly sophisticated equipment (Prayudi et al., 2021).

In the learning process, media is a very important part of creating student activity. The existence of media is also very helpful for educators in the learning process, especially helping educators in conveying information to the recipients of the message, in this case, the students. This is because the conventional learning system (faculty teaching) which is often applied in the classroom is thick with the instructional atmosphere considered less appropriate to the dynamics of the increasingly rapid development of science and technology (Wirawan, 2020).

However, the problem is that sometimes some learning media are interactive and some are not interactive, especially in learning English. Choosing media to teach English is not an easy thing for teachers. Because, before using the media as a learning medium, the teacher should first know the forms of media so that it is easier to choose the interactive media in the learning process (Hikmah et al, 2019). The demands of the times and generations of students are certainly taken into account by teachers. This will be a problem if teachers use media that is not interactive for the student generation. The generation of students continues to develop according to the times. In an increasingly modern era and increasingly advanced technology, a generation has emerged called Gen Z, where Gen Z is today's students. Generation Z students have characteristics that keep up with the times. Generation Z has different characteristics from previous generations, they are more willing to take risks and can adapt to rapidly changing situations (Primantari & Qintara, 2021). Generation Z students grew up in the digital era

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and have strong abilities in using technology and social media. They are also used to information that is fast and abundant, so they tend to choose information that is relevant and effective. Apart from that, generation Z students also tend to value freedom and feel they have the right to be given space to express themselves. Therefore, handling the learning and upbringing of Generation Z students must be carried out with the right approach and by the characteristics they have (Schwieger & Ladwig, 2018).

Gen Z students need media that is appropriate today, namely media related to technology. Santosa (2017) stated that implementing technology in learning is taken into a consideration to increase students' learning motivation so that there is interaction during learning. It is supposed that an effective school is a school that can carry out its functions optimally and all students can develop themselves (Darwissyah & Indrasari, 2019). Therefore, from some of these problems, the researcher offers an alternative solution by utilizing a smartphone application that can be done online, namely the Wordwall web-based application. Maulana (2019) stated that word wall could be an assortment that square measures age-acceptable, classified or class, and settled on the room wall thus students can easily see and learn. Sipayung (2019) also stated that word walls are collections of words shown somewhere in the classroom that can be vocabulary significant to the students. Cleaver (2018) said that a word wall is dedicated to displaying high-frequency words (these could be sight words or words that are used a lot in your class) that are important for students to know and use.

Utilizing this application can provide learning media by technology for Gen Z students. SMA Negeri 1 Lemahabang is one of the schools that uses word wall media as a learning medium in English classes. As we know, high school students are Gen Z students. This should be an easy thing for teachers to maximize their English learning. Learning English using Wordwall media is used by teachers to teach Hortatory Exposition texts in English material. Wordwall is used for matching vocabulary and learning English using a

feature game of snakes and ladders and air plan. Based on the experience of one of the students at SMA Negeri 1 Lemahabang, This is the first time the teacher has used digital media, according to her this word wall helps them understand more about the text in the English language, and they also get high scores when using the word wall. Therefore, today's teachers must have more knowledge about media. With this media wordwall, it can help an English teacher in SMA Negeri 1 Lemahabang maximize English learning there. Apart from wordwall media being an interesting media, this teacher also succeeded in getting the students to get high scores in her English class.

On the other hand, utilizing wordwall media as a learning medium is certainly a new challenge for teachers. Moreover, the students are Gen Z students. To teach Gen Z students the goal is not just students' academic and pedagogical achievements, but also how the educational process can grow students' character and love for learning activities (Sugiarti, 2019). Because it is not easy for teachers to deal with Gen Z students teachers must have a strategy. The teachers must choose strategies that could maximize students' understanding of learning with media.

Therefore, this research will explore more deeply the wordwall media used by English teaches there. This research wants to find out whether wordwall media is interactive media for learning English. The aim of this research is to take a part in media solutions for teachers teaching English to Gen Z students. Apart from that, this research also wants to find out what challenges teachers face and what strategies teachers use when teaching Gen Z students with Wordwall media.

1.2 Identification of Problem

The researcher found the problems by reading several journals, articles, and listening to other people's experiences :

1. Problems faced by teachers in using media in learning. Teachers cannot operate the media optimally (Salam et al., 2023).
2. Students lack interest and motivation in learning English. They are only concerned with passing the course. They do not pay attention to their teacher and do not learn anything (Maharantau, 2015).
3. Gen Z Students have a short concentration level. Even if they do learn something, they will forget it quickly because they are weary of its repetition (Giunta, 2017).
4. Because Gen Z students were born where technology developed, therefore Gen Z students will be more interested in learning by using media (Chan & Lee, 2023).
5. Lack of digital literacy will create new challenges for teachers if they want to use digital media in their teaching (Maharani et al., 2023).

1.3 Delimitation of Research

The research is limited to avoid a significant challenge and concentrate on the research. This research will take a part in media solutions that is interactive for teachers teaching English to Gen Z students, by interviewing an English teacher at SMA Negeri 1 Lemahabang who has used Wordwall as a learning medium in her class as source, she will provide information regarding the challenges and strategies faced when teaching English using wordwall as media in the Gen Z Students class. The subject of this research is a teacher and 11th-grade students at SMA Negeri 1 Lemahabang who have used Wordwall as a learning media in

class. This research only focuses on hortatory exposition text material for 11th-grade at SMA Negeri 1 Lemahabang.

The researcher in this study uses a teacher's document, *Module Ajar*, to describe how the teacher uses Wordwall as a learning medium in the classroom. Whereas, to find out how Wordwall as an interactive media for teaching English to Gen Z students, the researcher used the theory from Hamdani (2011) as an interview guideline. By interviewing, the teacher also provided information regarding the challenges and strategies faced when teaching English using word wall as media in the Gen Z Students class. Students were also interviewes about their experiences learning to use the wordwall, as well as what challenges they faced.

1.4 Research Questions

Refers to the research background above, the research questions are as follows:

1. How is Wordwall implemented as interactive media for teaching English to Gen Z students?
2. What are the challenges faced by English teacher and students when using wordwall as learning media in class?
3. What are the strategies use by teacher in teaching English for Gen Z students with wordwall media?

1.5 Research Objectives

1) To find out the Wordwall implemented as interactive media for teaching English to Gen Z students.
2) To find out the challenges faced by English teacher and students when using wordwall as learning media in class.
3) To find out the strategies teacher use in teaching English for Gen Z students with Wordwall media.

1.6 Significances of the Research

1.6.1   Theoretically

This study is expected to enrich the literature on teacher professional development, which educational practices may evaluate. It can improve educational quality, particularly in English.

1.6.2   Practically

1. Teachers

This research is expected to provide teachers with ideas on interactive media that can be used to teach English to Gen Z students.

2. Researcher

The researcher will get some understanding of learning media, English teaching strategies and get some related knowledge and experiences.

3. Institution

This study is expected to be educational literature and reference.

1.7   Theoretical Foundation

1.7.1   Learning Media

1.7.1.1   Definition

Media is an instrument that is used to transform messages or information from "resource" to "receiver" (Silvia, 2017). Based on these definitions, it can be said that the learning process is a process of communication. The learning process contains five components of communication, teachers (communicators), learning materials, learning media, students (communicants), and learning objectives. So, learning media is everything that can be used to channel messages (learning materials), so that it can stimulate attention, interest, thoughts, and feelings of students in learning activities to achieve learning goals.

Instructional media plays a key role in the design and use of systematic instruction (McDougall et al., 2018).

A medium, broadly conceived, is any person, material, or event that establishes conditions that enable the learner to acquire knowledge, skills, and attitudes. In this sense, the teacher, textbook, and school environment are also media. Additionally, in the teaching and learning process, media is also defined as graphic, photographic, or electronic tools for capturing, processing, and reconstructing visual or verbal information. AECT (Association of Education and Communication Technology) limits the media as all forms and channels used for information messages. Aside from being a conveying or introductory system, media is often replaced with the word 'mediator' which regulates an effective relationship between two parties in the learning process, namely students and the contents of the lesson (Arsyad, 2010). Nowadays, one of the important aspects of the teaching and learning process is the use of technology, which many years has been replacing the dominance of traditional media. Currently, the development of technology and the internet is rapid and constant. The big role of internet is reducing the time of physical interactions between students and teachers in achieving similar or better effects in improving language skills (Moreno & Pérez, 2020). Therefore, the teaching-learning process needs appropriate media for this era. Media as one of the usual aids is the most available resource for language teachers and is used for centuries to help students practice foreign languages effectively (Prayudi et al., 2021).

Learning media can be understood as the media used in the learning process and objectives (Hikmah & Jadid, 2019). In essence, the learning process is the same as communication. The learning media can be understood as a communication medium used in the communication process, learning media has an important role as a

means to deliver the learning messages (Suhartono & Laraswati, 2016). Hence, by using media in the teaching and learning process can facilitate the educators in delivering the material to the students. Besides, using media in the teaching process can stimulate the students' attention and interest in understanding the learning material easily. The purpose of using learning media in the learning process is not only to complete the learning process and to attract the attention of students, but it aims to facilitate the teaching and learning process so that it can improve the quality of teaching and learning (Wirawan, 2020).

1.7.1.2 Purpose of Using Media in Learning

Utilization of media in a learning process in elementary schools, both for individual learning purposes or groups, generally has several goals. Silvia, (2017) stated three objectives of using media in learning, namely:

1.7.1.2.1   Conveying Information

The media has an important position in society's communication process, namely bridging the transfer process of messages from the sender to the recipient. For this reason, in the context of learning, the use of media. Suhartono & Laraswati, (2016) stated that the aim of learning media is to convey information in the form of learning material. Along with developing information technology, then the delivery of information through the media is becoming increasingly developed. Not only through print media but has developed rapidly through visual and multimedia media. With that is the process of conveying information through the media. Learning can take place through various devices of course it will present information, in this case, material learning, varied (Chotib, 2018). Variation or

variety. The use of media will be able to mediate students who have unequal sensory abilities, hearing and sight, as well they speaking ability. With variations in the use of media, sensory weaknesses that each student has in receiving and processing information can be reduced and can provide stimulation to various senses learners.

1.7.1.2.2   Motivate

In learning activities, students' motivation is to determine success in learning. Students who do not have the motivation to learn will not be able to carry out activities and study. The absence of learning activities will certainly impact learning objectives. If the goal of learning is not achieved, reflects failure in what educators do. For this reason, educators need to create appropriate strategies to motivate learning learners. Masruddin, (2014) stated that learning media is one strategy for presenting an interesting and "learning experience" fun, even varied. If learning media is designed to be interactive students don't just use the media as a source of information in learning, however, students can carry out various activities when using these learning media. For example poster of the anatomical structure of the human body in the form of still images, when converted into learning media which can be disassembled and assembled, then students can interactively carry out various activities such as picking up rearranging, and even games. Utilizing learning media also helps students to combine learning experiences new to the learning experience they already have previously. Media has deep capabilities to communicate meaningful learning experiences concretely. Audiovisual media such as films, videos, and programs. Media can provide possibilities for students to be able to combine new experiences with previous experiences (Kessler, 2018).

1.7.1.2.3 Create learning activities

Kessler, (2018) stated that the target or goal of a learning activity is the impact or results to be achieved in an activity learning. In educational terms, it is known as a "meaningful learning experience", namely an experience of meaningful learning as a result of an activity learning. For this reason, it should be a lesson directed at creating various learning activities that can provide a learning experience experience" in students. With the age characteristics of students elementary school then presents a "learning experience" interesting and fun is certainly a challenge separately for elementary school teachers in implementing learning in class. In this case, learning media is one of the strategies for presenting an interesting "learning experience". fun even varied. If learning media is designed to be interactive students don't just use the media as a source of information in learning, however, students can carry out various activities when using these learning media. For example poster of the anatomical structure of the human body in the form of still images, when converted into learning media which can be disassembled and assembled, then students can interactively carry out various activities such as picking up rearranging, and even games. The presence of diverse activities but still giving meaning through the use of learning media is expected to be fun for elementary school students to study. Utilizing learning media also helps students to combine learning experiences new to the learning experience they already have previously (Silvia, 2017). Media has deep capabilities to communicate meaningful learning experiences concretely. Audiovisual media such as films, videos, and programs. Media can provide possibilities for students to be able to combine new experiences with experiences that we have had before.

1.7.1.3   Benefits of Learning Media

Hasrah, (2019) stated that the benefits of learning media in the student learning process, namely:

1) Learning will attract more students' attention which can foster motivation to learn.
2) The meaning of the learning materials will be clearer so that can be better understood by students so that it is possible to master and achieve learning goals.
3) Teaching methods will be more varied, not just one verbal communication through the teacher's telling of words, so that students don't get bored and teachers don't run out of energy, especially if the teacher teaches every hour lesson.
4) Students can do more learning activities because not only listening to the teacher's description but also the activities such as observing, demonstrating, exhibiting, etc.

1.7.2   Interactive Media

Loren, (2017) stated that media is divided into two categories, namely linear media and interactive media. Linear media is a medium that is not equipped with whatever controller is available and operated by the user this media runs sequentially (sequentially), for example, TV and movies. (Widyawulandari et al., 2018). Interactive media are media equipped with a controller that can be operated by the user so the user can choose what is required for the next process. Media Interactive is a combination of two or more media (audio, text, graphics, images, animations, and videos) by its users manipulated to control orders and or natural behavior of a presentation (Baran, 2020).

Widyaningsih et al., (2023) stated that a good combination of media variety will provide attraction specifically for media users. An example of interactive media an application games, Microsoft Flash, Microsoft powerpoint, and others. Media application in progress

learning is aimed at channeling messages (knowledge, skills, and attitudes) and stimulating choice, feelings of attention, and students' willingness so that the learning process is purposeful and controlled. As one of the learning system components, the selection the use of learning media must pay attention to the characteristics of other components, such as goals, strategies, and evaluation learning.

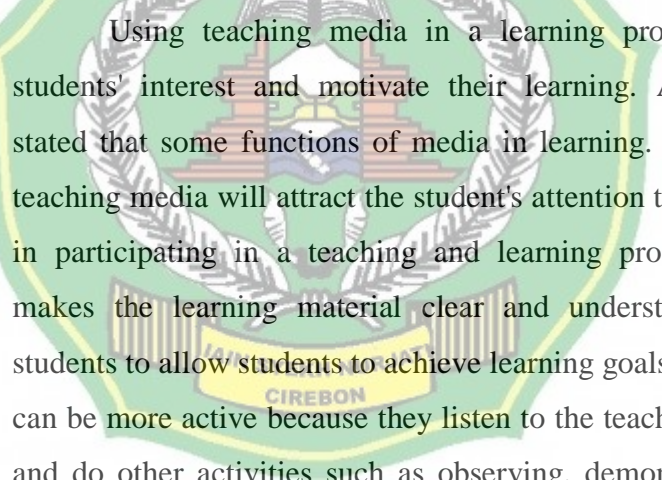Hamdani, (2011) stated that the characteristics of interactive media learning are as follows:

1) Have more than one media convergent, for example, combining elements of audio and visuals.
2) It is interactive, in the sense of having the ability to accommodate responses from users.
3) Be independent, in the sense of giving convenience and completeness of such content in such a way that users can use it without guidance from others.

1.7.3   Teaching Media

1.7.3.1 Definition

Teaching media is the plural form of *medium* from the Latin word *Medius* means *"middle"*. In Bahasa, *medium* means *"between or interval"*. The meaning of media is related to something that delivers information (message) from one to another (Masruddin, 2014). Teaching media are all physical devices that can present messages and stimulate students to learn. Teaching media is a mode and learning message to students that can help teachers to improve student's learning achievement. Therefore, teaching media are expected to help a teacher present the lesson more clearly and attractive to be followed by the students (Prayudi et al., 2021).

Wirawan, (2020) stated that teaching media is an intermediary tool for understanding the meaning of the material submitted by teachers either print or electronic media and teaching media is also as a tool to facilitate the implementation of the components of the learning process that can last a long and effective. Ukkas, (2017) also stated that teaching media is a tool that can deliver an instructional purpose of message or information in the teaching and learning process. Media means of expressing message and information. Teaching media is all aids/tools that may be used by teacher and learner to attain certain education objectives media relates to technique, and method in teaching and learning process.

Using teaching media in a learning process can attract students' interest and motivate their learning. Aguilera, (2022) stated that some functions of media in learning. First, the use of teaching media will attract the student's attention to be more active in participating in a teaching and learning process. Second, it makes the learning material clear and understandable for the students to allow students to achieve learning goals. Third, students can be more active because they listen to the teachers' descriptions and do other activities such as observing, demonstrating, and so forth. In short, they can learn from activities such as taking notes, responding, and sharing their ideas, and hopefully, the learning process becomes more attractive.

Arsini et al., (2022) stated that problems were encountered by the teachers not only in using instructional media but also in selecting them. The problems encountered by the teachers in selecting instructional media were the limitation of time and cost allocation, the availability of instructional media, the appropriateness of instructional media, and the teachers' perception

of instructional media. Meanwhile, the problems that teachers often encounter technical problems in utilizing media, for instance, running out of supply and the dysfunction of high-tech instructional media used. Moreover, the teacher faced a hurdle in explaining the materials using the instructional media. McDougall et al., (2018) explain that the barriers to using technology in teaching include a lack of motivation due to the lack of social skills, computer skills, internet access, the lack of time allocation for the teaching and learning process, and a lack of motivation and social awareness and school culture. Meanwhile, Ozola & Purvins, (2018) stated that a teacher has difficulties in some aspects of implementing media in English language teaching. Those are designing lesson plans and preparing appropriate teaching materials using teaching media.

1.7.3.2 The Function of Teaching Media

Hikmah & Jadid, (2019) stated that the function of teaching media in the teaching and learning process is as follows:

1) The using of media in teaching teaching-learning process is not an addition function but has its own function as an aid to express effective teaching learning situations.

2) The using of teaching media is an integral part of all learning situations. It means that teaching media is one of elements that should be developed by the teacher

3) The using of teaching media is more important to accelerate the teaching and learning process and help students comprehend material from the teacher.

In addition, Masterman, (2013) stated that teaching media function :

1) Auxiliary tool to create an effective learning situation

2) Integral part of all learning situations.

3) concrete the abstract concept, so, can decrease verbal comprehension.

4) To build up students' motivation to learn.

Risnawati et al., (2018) stated that the using of teaching media is an integral part of all learning situations. This means that teaching media is one of an element that should be developed by teacher. Prayudi et al., (2021) stated that teaching media is an auxiliary tool to create effective learning situations. Baran, (2020) stated that the using of teaching media in the learning process is not an addition function, but it has its own function as an aid to express effective learning situations.

1.7.4 Kinds of Teaching Media

Kosanke, (2019) stated that media are classified into seven categories such as:

1) Graphic Media: any kind of printed media. Such as books, pictures, photographs, maps, charts, posters, graphs, and diagrams.

2) Display Media: a board used to show information in small groups, e.g., chalkboard, bulletin board, flannel board, and peg boards.

3) Three-Dimensional Media: A medium that has a 3D shape. For example, models, objects, specimens, puppets.

4) Projected Media: a kind of media that needs a projector to show the messages. For example, slides, filmstrips, transparencies, films, videotapes, gramophones, records.

5) Audio Media: media that just can be heard. Such as radio, audio cassettes, gramophones, and records.

6) Video Media: this media is a combination between audio and visual, e.g., TV, videocassettes, CDs, and computers.

7) Activity Media: media that can act on some activity. For example fieldtrips, dramatization, demonstration, and role-playing.

Silvia, (2017) stated that teaching media can be grouped as follows:

1) Visual Media: the media which can show information that just can be seen and read. For example picture, photo, graphic, diagram, poster, cartoon, comic, book, etc.

2) Audio Media: the media that can show information that just can be heard. For example radio, tape recorder, language laboratory, MP3 player, etc.

3) Projected Still Media: the media that needs a projector to show the information which informs of no-motion picture/writing. For example: PowerPoint slide, microfilm etc.

1.7.5 Wordwall Media

1.7.5.1 Definition

Widyaningsih, (2023) stated that a Word Wall is a systematically organized collection of words displayed in large letters on a wall or other large display places in the classroom. It can be considered to give practice in all skills such as reading, writing, and speaking.

Then Anisah, (2022) said that the Word wall strategy is a list or words that are arranged based on alphabetically that the teacher creates in the classroom for the purpose of word and vocabulary development. Word Wall is concerned primarily with developing skills, but some of them are more actively oral and give better situations where the teacher wants to provide the relief. This media can be designed to improve learning and group activities that can involve students in the making process and usage activity.

1.7.5.2 Characteristics of Wordwall

Wordwall learning media displays a collection of words arranged methodically to give the appearance of the terms required to compose sentences (Arsini et al., 2022). Wordwall has been used for quite some time. When students engage in face-to-face instruction that uses word wall media, the words displayed on the word wall will be simple for them to read and remember (Monita & Sihombing, 2015). It is the same as when used in traditional classes; the only difference is that modern versions of Wordwall use more advanced technology. Wordwall is a new way for teachers to use media to help students learn. Wordwall is an educationally entertaining website that offers a variety of vocabulary-building games, which can be played interactively or individually (Widyaningsih et al., 2023). These games include picture matching, information matching, quizzes, wheel of fortune, puzzles, and other similar activities. The games that teachers play on this website are either one that they make themselves using pre-made templates to which they add their content (words and images), or else there are games that they use other teachers made.

The Wordwall platform, in particular, features both interactive and printable activities. The term "interactive" refers to content

anyone can view using a web-enabled device, such as a personal computer, tablet, smartphone, or interactive whiteboard. Aside from being able to be played independently by students, the game can also be led by the teacher, with students taking turns presenting in front of the class (Haq et al., 2021).

Wordwall, on the other hand, can be printed out, and users who register for an account on wordwall.net are given the ability to download a PDF file of the game. In conclusion, the application is user-friendly, making it easy for people to explore their creative side. It benefits teachers who want to get their students interested in learning (Swari, 2023).

1.7.6 The Advantages and Disadvantages of Word Walls

Advantages using word wall media (Arsini et al., 2022):

1) Provide a visual for students that helps them to remember words.
2) Serves as an important tool for helping students learn to read
3) Foster student independence.
4) Promotes reading and writing

The disadvantage of using word wall: Learning use the word wall method will require a long time and needs a lot of equipment and colors. Imagination and creativity are needed to produce a good word wall.

1.7.7 Teaching English

Teaching English is a collaborative effort between the teacher and the students that helps them acquire the language. Mammadova, (2021) stated that teaching is delivering instructions, directing someone through a course of study, offering knowledge, and causing someone to know or understand something.

Teaching English needs such methods, approaches, and strategies. Khairunnisa et al., (2022) stated that teaching English methods is crucial in ensuring students have fun while learning English in the classroom. It is essential to consider arguments that teachers are crucial to successful teaching and learning. Farid, (2015) stated that the framework, system, approaches, methods, techniques, procedures, and processes that a teacher uses in the classroom are referred to as teaching English strategies. These are the strategies the teacher uses to aid the students' learning. The teacher must select the appropriate strategies to the demands of the students.

It can be inferred from the information provided above that teaching English is a collaborative effort between the teacher and the students. The framework, system, approaches, methods, techniques, procedures, and processes a teacher uses in the classroom are teaching English strategies. Teaching English also plays a significant role in ensuring students enjoy learning English.

1.7.8 Gen Z Students

1.7.8.1 Definition of Indonesian Gen Z

In defining the notion of the young learner as Gen Z, there are two points to be the basic assumption that should be taken into account. Firstly, Reilly, (2012) stated the historical perspective of Gen Z by dividing the last 70 years into four distinct generations. Gen Z (2000–present). This name refers to those born since 2000, a group that has received little attention in the literature thus far.

McCrindle, (2014) said that in his book which named by The A B C of X Y Z Understanding of Global Generation (3rd Edition) believed that "As birth rates picked up in 1995, we had the beginnings of Gen Z.. The birth rates, in addition to the social changes and trends, give a solid basis to generational definitions". On the other hand, Singh (2014) said that Gen Z was born between 1995-2012 '' According to these among presented

theories, the researcher takes a view that the Gen Z is the students who were born between 1995 and 2012 related to Singh which covered all the theories about. In history, Gen Z is the term for Generation in the United States. But, this term has been generalized to be a world term. So, to clarify which Gen Z the researcher put Indonesia Gen Z in this study.

1.7.8.2 The Characteristics of Gen Z

Barcelon (2010) stated that generations Y and Z have both been growing to maturity in the age of the computer. Both have embraced the opportunities provided by an explosion in technology which has created the environment for much of their learning and development. Therefore, the details of the characteristics of Gen Z can be identified as follows:

1) Tech Savvy

Members of Gen Z have never known life without personal computers, mobile phones, gaming systems, MP3 players, and the Internet. They are true "digital natives," comfortable with e-mail, texting, and computer applications. They are also able to grasp and master advances in technology more quickly than previous generations (Dwidienawati & Gandasari, 2018). Unfortunately, technology has also contributed to this generation's lack of interest in playing outdoors, resulting in a sedentary lifestyle that may lead to obesity Social.

Social networking sites and instant messaging were common as Gen Z grew up, so they have little concern for privacy and no problem sharing even the most intimate details of their lives with virtual strangers. Cell phones, instant messages, and e-mail make communication immediate. As a result, a member of Gen Z is very collaborative and creative (Afshar et al., 2019). When they get to be working age, they will change the workplace dramatically in terms of style and expectations.

2) Multitasking

Gen Z is so comfortable with technology, that it stands to reason they are also born multitaskers (Seemiller & Grace, 2017). They can text, read, watch, talk, and eat all at the same time, a talent that stuns adults. Any answer they need to find, any news they need to know, and any person they need to talk to is just a click away. With all of these answers and information so easy to access. With this preference toward multitasking comes a dark side, which mental health experts are calling "acquired attention deficit disorder". While they can complete many tasks at once, each task gets divided attention, and the generation is losing the ability to focus and analyze more lengthy, complex information.

3) Speedy

A short attention span, perhaps brought on by the tendency to multitask, also requires information to be delivered in rapid, short bursts if it is to be understood. Gen Z thrives on instant gratification. This has made it harder to teach, so teachers turn to more technologically advanced forms of teaching. We're all adapting to this new form of life alongside technology because society isn't going to go backward. We have come so far and now people need to cope with these advantages, while still keeping our work ethic in check. With developing the technology we have lost the patience and work ethic that older generations had. Now the next step is finding a way for both of these to coexist (Dwidienawati & Gandasari, 2018).

4) Shaped by technology

They have all grown up with technology, playing video games, computer games, and having any kind of movies at their fingertips, so it would make sense that here and now were more accustomed to and educated in technology. We know that many parents fear

their children if they are addicted to technology, the most fear is pointed to the Internet. But Griffiths & Kuss, (2017) stated that research has shown that there is a fine line between frequent non-problematic habitual use and problematic and possibly addictive use of SNSs, suggesting that users who experience symptoms and consequences traditionally associated with substance-related addictions (i.e., salience, mood modification, tolerance, withdrawal, relapse, and conflict) may be addicted to using SNSs. Then, Gen Z also lives in their world, they were in the technology (Internet) era, and they were also shaped by the Internet. Tulgan (2013) also said that uploaded on rainmakerthingking.com was in believed that "Our research reveals five key formative trends shaping Gen Z.

1.7.8.3 Differences Between Previous Generations

Even though Gen Z and Millennials grew up in the digital era, the way they interact with technology is one of the most striking differences between the two generations. Gen Z grew up with technology, they have rarely known a world without the internet and social media. Meanwhile, Millennials see the emergence and development of this technology. Additionally, Gen Z is more multicultural than previous generations. They are more open to diversity and social issues and tend to be more progressive in their political and social views.

The millennial generation and Generation Z have many differences from previous generations. One of them is understanding and using technology. Dwidienawati & Gandasari, (2018) stated that previous generations did not rely as much on technology as part of their daily lives, while millennials and Generation Z have been accustomed to using social media and gadgets since childhood. Apart from that, the mindset and values

upheld are also different, which is reflected in the way of communicating, viewing work, and attitudes in facing change.

Vizcaya, (2020) stated that Gen Z was born in an era of increasingly advanced technology, so they have higher expectations for the latest innovations and technology. This generation was born in the modern era, so they feel dissatisfied with current technology. Meanwhile, Millennials are also open to innovation, but sometimes they are more likely to be skeptical and consider the risks before adopting new technology.

The approaches to life adopted by the Millennial Generation and Generation Z are also different. Millennials tend to be more idealistic and seek meaning in their work and life. At the same time, Primantari & Qintara, (2021) stated that Gen Z is more pragmatic and realistic, often more focused on job stability and security. Additionally, Millennials tend to be more optimistic about the future and believe that they can make a positive change in the world. They prefer to support social and environmental causes and value transparency in their relationships. Gen Z is more likely to feel insecure about the future and focus more on safety and stability than idealism.

1.7.9 Teachers' Challenges

Being a teacher is a big challenge. Despite majoring in education and earning a degree in education, becoming a real teacher is something different. Ismail, (2010) stated that some of the challenges generally faced by a teacher are:

1) Understanding Student Needs

New teachers must understand the needs of their students. Every student has different needs and learns in different ways.

Teachers must be able to identify the needs of each student and adapt their teaching methods in an appropriate way (Ismail, 2010).

2) Preparing Teaching Materials

Teachers must prepare appropriate and varied teaching materials. This requires a lot of preparation and time, especially if the new teacher teaches several subjects at once. Preparing effective and interesting teaching materials can increase students' interest in learning (Ismail, 2010).

3) Implementing Classroom Discipline

Implementing discipline in the classroom can be a challenge for new teachers. They must be able to control the situation in the classroom and ensure that students remain focused on learning. This requires good communication and time management skills (Ismail, 2010).

4) Maintain Motivation

New teachers must be able to keep their students motivated. Students often lose interest in learning if they don't feel interested or don't see how it relates to their lives. New teachers should strive to make learning fun and interesting so that students remain motivated to learn (Ismail, 2010).

5) Adapt to the Work Environment

Teachers must also adapt to their new work environment. Each school has different cultures and norms, so new teachers must learn their work environment and try to adapt (Ismail, 2010).

Being a teacher has many challenges. However, with good preparation and patience, teachers can overcome these challenges and become successful teachers Knowing the challenges that must be faced is the first step in overcoming those challenges (Amankulova & Seisembieva, 2011).

1.7.10 Teaching Strategies

1.7.10.1   Definition

Hayati, (2021) stated that a teaching strategy is a strategy, procedure, or set of actions to achieve a specific educational goal. In addition, teaching strategies are defined as the actions made by a teacher or a teaching tool, such as a computer, programmed text, or television set, to promote learning. Additionally, the teaching strategy is the teacher's action in carrying out the lesson plan, which is the teacher's effort in utilizing a variety of teaching variables (objectives, materials, techniques, and instruments, as well as assessment) to persuade students to meet the planned goals (Sujana, 2020).

Thus, Loren, (2017) stated that a teaching strategy is an actual action by the instructor or the teacher's practice of teaching in a method recognized as more effective and efficient; in other words, teaching strategies are internal learning techniques used in the classroom. The plan of action should accurately and consistently represent the steps. The term "systemic" refers to the interrelationships between the many elements of teaching and learning, allowing the organization to accomplish a specific objective in an integrated way. At the same time, systematic refers to the teacher's actions in the classroom being cleanly and rationally organized in a sequential order to facilitate learning and goal-achieving.

A teacher is required to have pedagogy, strategy, and method. Teachers require a strategy to support the learning process to deliver the learning process more effectively, which is crucial in developing more effective and active learning that will stimulate students' interests in the subject matter (Jinks, 2019). As a result, a teacher must own and master the method. The strategy can also help the teacher while presenting material to students.

1.7.10.2 Types of Teaching Strategies

A teaching strategy is an instruction intended to assist students in achieving the specified learning objectives. These strategies are perspective-based in that they clarify the teacher's and the student's duties across several steps. Sutarto et al., (2020) stated that teaching strategies are the mechanisms teachers give their students to help them comprehend their lessons more thoroughly. The primary concerns are the design, programming, elaboration, and completion of the learning material. Hayati et al. (2021), stated that many different teaching English methods may be used in the language teaching process. Some of these teaching strategies include:

1) Direct Instruction

   Hayati et al. (2021) stated that direct instruction provides a method of teaching where the teacher teaches directly to the students and does most of the talking. It is also highly controlled and teacher-centred.

2) Discussion

   Hayati et al. (2021) stated that students can use discussion in any educational setting to compare their ideas to those of other students. The teacher will facilitate the discussion and get it back on track if it starts to veer off course.

3) Small-Group Work

   Hayati et al. (2021) stated that small-group work is teaching that prioritizes the students, with the teacher directing and facilitating the various groups. The key objective is to demonstrate their understanding. Several activities can be done in small groups. These activities include small-group discussions, completing worksheets, resolving challenges, and giving presentations.

4) Cooperative Learning

Hayati et al. (2021) stated that cooperative learning can occur between two students working together or in small groups. Students are involved in working with each other; thus, the teacher should pair students who can get along.

5) Challenge-Solving

Hayati et al. (2021) stated that a strategy that is frequently employed in schools is challenge-solving. Using their existing knowledge to direct them in the right direction, the students should find the answer to the challenge by themselves.

6) Research

Hayati et al. (2021) stated that research can be used in the classroom as a strategy to promote self-learning and give students the freedom to find new knowledge on their own. Research can be conducted systematically or unsystematically using resources like books or the internet.

7) Role-Play

Hayati et al. (2021) stated that role play can make the students solve difficulties and use their knowledge in circumstances that are similar to those found in real life. Role-playing can help students comprehend the material and appreciate its value.

8) Case Study

Hayati et al. (2021) stated that research small-group work, and cooperative learning can all be combined with a case study. Using challenge-solving strategies, this strategy can be used to collect data in real life situations. As a result, they can apply what they have learned in class and evaluate data to produce meaningful presentations.

9) Writing

Hayati et al. (2021) stated that writing is a helpful tool for assessing students' knowledge and comprehension. It demonstrates their writing skills and analyzes their communication skills. Students can express their thoughts and resolve issues they might face in the classroom through writing.

1.7.10.3 Characteristics of Teaching Strategies

Sumardi et al., (2020) stated five essential characteristics of teaching strategies to deliver an effective lesson plan. These characteristics can be used in any grade.

1) Teaching Strategies

Sumardi et al., (2020) stated that teaching strategies have an Objective Having an objective for your lesson is not just essential for you to know why you are teaching the lesson, but the students need to know why they need to learn why you are teaching them. As you plan for your lesson, think about what you need your students to know and what they will take away from it. Try to offer real-world examples.

2) Model Your Expectations

Sumardi et al., (2020) stated that Before you begin your lesson, make sure that you teach and model your expectations for the lesson. For example, if you were teaching a science experiment, the first thing that you would do is show the students how to use the materials properly.

3) Actively Engage the Students

Sumardi et al., (2020) stated that students learn by doing, not just by hearing. Get your students engaged in the lesson by having them partake in hands-on activities. Use cooperative learning techniques or technology like an iPad or a whiteboard to

enhance your lesson. Keep their minds and hands moving, and you will see that it will help you to reach your lesson objective.

4) Be Mobile

Sumardi et al., (2020) stated that while students are busy applying the skills you have taught them, you need to be mobile and move around the classroom to ensure all students are keeping on track with what they are supposed to be doing. Take this time to answer any questions, give the children who may be off a task a gentle reminder, and scan the classroom to ensure everything is going as planned. How and why questions to make sure that you are meeting your objective.

5) Compliment Positive Behavior and Hard Work

Sumardi et al., (2020) stated that when you see a student paying attention, working hard, and doing what they are supposed to be doing to meet your goal, compliment them. Make sure that all students see you doing this, so they will understand why you are pleased and, in turn, try to positively meet your objective for the lesson.

1.7.10.4 Examples of Teacher Strategies in Class

1). Use Collaborative Method

a) Definition

Elizabeth E. Barkley stated in his book Collaborative Learning Techniques that collaborating means working together (Shin, 2018) . Collaborative learning practice means working in pairs or in small groups to achieve shared learning goals. Collaborative learning means learning through group work, not studying in solitude.

Landoy et al., (2020) stated that Collaborative Learning is a learning process a group in which each member contributes

information, experiences, ideas, attitudes, opinions, abilities, and skills that he has, to together to increase mutual understanding of all members. Learning is based on the idea that learning activities should be encouraging and assist students in building knowledge so as to achieve deep understanding. Furthermore, Fall added that with learning in groups, besides being able to increase student motivation and interest, can also improve and develop creative thinking. This is related with increasing student responsibility in the learning group so that it can create someone who thinks creatively.

b). The goals of collaborative learning

Asmuni, (2020) stated that the goals collaborative learning method are as follows:

1) Maximizing the collaboration process that occurs naturally between the students.
2) Creating a student-centered learning environment contextual, integrated, and an atmosphere of cooperation.
3) Appreciate the importance of authenticity, contribution, and deep student experience relation to learning materials and the learning process.
4) Provide opportunities for students to become active participants in the process of Study.
5) Develop critical thinking and problem-solving skills.
6) Encourage exploration of learning materials that involve a variety of things viewpoints.
7) Appreciate the importance of social context for the learning process.
8) Cultivate relationships of mutual support and mutual respect among students and between students and teachers.

9) Building a passion for lifelong learning.

c). Advantages and Disadvantages of Collaborative Learning

a) Advantages of the Collaborative Learning

Below we will explain the advantages of the Collaborative Model Learning according to Barkley in (Asmuni, 2020) is as follows:

1) Students learn to deliberate
2) Students learn to respect other people's opinions
3) Able to develop critical and rational thinking
4) Can foster a sense of cooperation
5) There is healthy, internal competition

b). Disadvantages of the Collaborative Learning

Alwasilah explains some of the weaknesses of the Collaborative Learning as follows:

1) Requires good supervision from the teacher, because otherwise if proper supervision is carried out, the collaboration process will not be effective.
2) There is a tendency to copy other people's work.
3) It takes quite a long time, because it has to be done with full of patience.
4) It is difficult to find friends who can work together.

2) Using a Students-Centered Learning Method

a). Definition

Learning is a process of developing creative thinking that can improve students' thinking abilities and can improve and construct new knowledge to increase mastery and good development of lecture material. Learning itself is divided into two: focused learning on lecturers or learning that focuses on

students. Learning that focuses on students is called Student-Centered Learning (SCL), which (Sumardi et al., 2020) stated that according to Robert, it is an approach or development in terms of learning in which students or students are required to choose not only what to learn but also how and why the material is studied.

Student-centered learning is also defined as one way of learning that makes students an important or main part or influences the content of the material, activities, and the material itself as well as speed influence on learning (Djamaluddin & Wardana, 2019). Through this learning method, students take a leading or central role in the learning process, then whatever is related to learning material, students must be independent in looking for learning resources and references with guidance from the lecturer. So the lecturer can also be called a facilitator whose role is to facilitate what students have been looking for.

b). Characteristics of the Students-Centered Learning Method

Djamaluddin & Wardana, (2019) stated that student-centered learning methods have several characteristics that differentiate SCL from other learning systems as follows:

1) Active Learning

Active learning occurs when students are allowed to interact more with fellow students or the lecturer about the subject matter at hand, develop knowledge, and not just receive information from lecturers.

2) Interactive Learning

Every student has to do something in interactive learning according to the material being studied.

3) Independent Learning

Independent learning is a student-centered learning approach where the students organize and control the learning process and experience.

4) Collaborative Learning

Collaborative learning is a method that makes students from diverse backgrounds work together in small groups to achieve general learning goals. Students, together, are fully responsible for their learning process do it. The success of a student is the success of his friends.

5) Cooperative Learning

In cooperative learning, student groups will gain new knowledge of better quality, context, and relevance than individual or independent learning.

6) Contextual Learning

Contextual learning is a learning rule combining content with individual daily experiences, society and the work environment/nature. Contextual learning can be done to increase self-confidence because you can understand the relationship between theories and practice. Contextual learning also fosters a work approach group to solve a problem. Practical/doing skills something (hands-on) and thinking (minds-on) are the principles of the contextual approach.

c) Advantages and Disadvantages of Student-Centered Learning compared to Teacher Centered Learning

Supriadi & Ratnawulan, (2019) stated that as a learning method that has certain characteristics different from other methods, Student-Centered Learning has

advantages and disadvantages its shortcomings. The following are the advantages and disadvantages of Student-centered learning when compared with the Teacher centered learning method:

a. Advantages of SCL compared to TCL

1) Students can be motivated to search for new information.
2) Students can train themselves to dare to express opinions in groups.
3) Lecturers can gain insight into things they don't know and experience previously.
4) Students can build knowledge both individually and collectively in groups.
5) Lecturers play more of a role as FEE (Facilitating, Empowering, Enabling, and guides on the sides rather than as mentors in the center.

b. Disadvantages of SCL compared to TCL

1) Lecturers cannot provide a lot of material because it is just a lesson facilitator.
2) SCL requires quiet room conditions, while the SCL strategy was relatively busy and noisy due to discussions.
3) SCL requires a special room that is separate from other groups.
4) SCL requires many media to obtain information from outside like the internet.

3. Gives motivation to students

In learning activities, motivation can be said to be a total force driving force within students that gives

rise to learning activities, motivation can be said to be the overall driving force within the learner to give rise to learning activities, ensure the continuity of learning activities and which provides direction to learning activities, so that the goals are desired by learning subjects can be achieved (Sardiman, 2014).

Corno and Rhorkemper, put forward four tasks important things that teachers do in motivating students, namely: (Rivai & Veitzhal, 2012)

1) Organize tasks including homework.
2) Create appropriate tasks.
3) Create or maintain motivation throughout the year.
4) Build or change students' capacity for self evaluation.

Afshar et al., (2019) said that motivation can be shared into 3 types of values, namely:

1) Intrigue value, simple interest or pleasure associated with involvement in a task.
2) Achievement value, achievement value, fame, or influence through task completion.
3) Usefulness value, benefits for one's career or personal goals associated with success in carrying out tasks.

4. Facilitated student's needs

Teachers and education personnel must have internal techniques to identify students' needs in learning, identification must be carried out at the beginning of the learning process so that participants

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experience obstacles students can be overcome. The aim is to know the wishes and expectations of participants and students regarding the teaching materials that will be given, this is considered important so that in the learning process there are rules that will be implemented. (Hsubky, 2014). Through learning carried out by teachers, they can meet students' learning needs, this process can be very meaningful for students. This is because of the lessons given by the teacher data is used by students in their lives so that participants students feel comfortable in learning.

Facilitating students' needs is an equally important teacher strategy. Teachers must pay attention to the academic needs of students, here are some of the academic needs of students: (Jones & Vern, 2012)

1) Understand and value learning objectives
2) Understand the learning process
3) Be actively involved in the learning process
4) Have learning goals related to their interests and choices.
5) Receive instruction that suits their learning style and strengths
6) View learning modeled by adults as a process interesting and rewarding
7) Successful experience
8) Have time to integrate learning
9) Receive realistic, direct feedback that improves
10) feeling of mastering the material self-efficacy

11) Engage in self-evaluation of their learning and efforts

12) Receive appropriate rewards for success

13) Experience a supportive, safe and organized learning environment well.

1.8 Previous Research

Previous research with the same method has been carried out by Tirtayani et al., (2017), Prasad & Jaheer, (2023), Suhartono & Saraswati, (2016), Prayudi et al., (2021), Ismail et al., (2017). There was a method that was the same as this research, namely research from Mushfi et al., (2021). This research method uses of qualitative approach to the type of case study research. The research instrument used in this study was an interview guide designed for learners. The collected data is analyzed and categorized into main issues and themes based on literature using three channels, namely data reduction, data presentation, and concluding/ verification. The results are presented through a form of descriptive analysis. According to the study that the use of instructional media for innovative learning will greatly help learners to be able to solve problems in the learning process. Combining innovative learning media and e-learning model is a basic form and logical consequence of the development of information and communication technology that provides flexibility, interactivity, speed, and visualization through various advantages of each media in the new normality era.

A similar levels of study has been conducted by Anisah, (2022), Widyaningsih et al., (2023), and Swari, (2023) focusing on schools such as elementary, Junior, and high school. Whereas Arsini et al., (2022), this study addressed the gap of research on the innovative learning medium Wordwall for working adult learners by investigating the perceptions of students of Apollonia Hotel School in Denpasar, Indonesia, regarding how

well Wordwall helps in increasing their English vocabulary during online learning. The method used by the researcher was qualitative. From the data analysis, the researcher found that the students had high enthusiasm for learning vocabulary through the Wordwall application. This application provides various types of creative and interactive vocabulary games. The disadvantage is that this application does not provide a place to explain explanations for students' answers, both right and wrong. Students have the opportunity to learn about context and changes to sentences in games. Based on this analysis, it proves that Wordwall is an effective learning media to help increase students' vocabulary as a future career opportunity. In addition, Wordwall is also effectively used during online learning to provide interesting vocabulary questions.

Swari, (2023), Anisah, (2022), and Widyaningsih et al., (2023), stated that Wordwall is an effective medium for teaching English. While, Arsini et al., (2022) stated that wordwall is not only effective, but also, wordwall can help students to be more motivated to learn English. However, further research still needs to be added to pay attention to how wordwalls become interactive media for students' increasingly developing characters (Seemiller & Grace, 2017).

Previous research has been conducted by several researchers regarding challenges, and strategies for teaching Gen Z students. The first research is from Natalia. This research aims to analyze the effectiveness of reading as a teacher strategy using authentic texts. The method used by this research is analysis, the researcher in this research explores the concept of authenticity of texts and tasks and suggests their highly motivational nature for digital learners. The article presents an analysis of Generation Z's unique characteristics and projects them onto the choice of effective reading strategies for digital learners. The article concludes with a discussion of pedagogical implications and a list of recommendations to

consider when selecting effective reading strategies for language classrooms.

The next previous research was carried out by Maqbool et al., (2020). This research aims to investigate Gen Z ESL learners' language learning strategies as digital natives. This research uses a phenomenological survey method. The findings of this study are there is not much difference in the selection of learning strategies for both genders. Some practical implications were suggested in this regard including the promotion and use of technology in language learning such as the newest form of audio-visual aids.

Other previous research is from Cilliers, (2017) . This study investigated the preferences of the new Generation Z student, in terms of technology usage within formal educational systems, based on the surveys conducted among the Urban Planning students on the Potchefstroom campus of the North-West University, South Africa, over 7 years. It also tested perspectives and technology usage and preferences of current lecturers (of the same group of students), to reveal some of the complex realities and challenges faced when teaching Generation Z. This research produces the viewpoints of both groups and presents some solutions to bridge the gaps and enhance teaching-learning strategies.

The next previous study is from Popova, (2017). This study focuses on the younger generation of today, which is frequently called Generation Z. The study discusses the lack of motivation to study hard and efficiently as well as looks into the reasons for misunderstanding which often arises among students and teachers born a few generations earlier. Analysis proves the significance of the difference in values and worldviews, influenced by various venues, circumstances, and surroundings, that are unique for each generation. Computerization of society, the popularity of online games, communication via text messages,

inability to read the context are mentioned among the characteristic features of the modern generation. Differences in the attitude to work and studies are explained by the continuous "information noise" and special hypertextual perception of reality that influences the personal and social life of Generation Z representatives.

The next is previous research has been conducted by several researchers regarding learning media. This research is from Moreno et al,. (2020). This research uses a cross-sectional research method, the purpose is to explore the social media use and characteristics of Generation Z in nursing students and to identify what were the most useful and preferred teaching methods during clinical training. Participants were Generation Z nursing degree students from a Spanish Higher Education Institution. A 41-item survey was developed and validated by an expert panel. The consecutive sample consisted of 120 students. Participants used social media for an average of 1.37 h (SD = 1.15) for clinical learning. They preferred, as teaching methods, linking mentorship learning to clinical experiences (x = 3.51, SD = 0.88), online tutorials or videos (x = 3.22, SD = 0.78), interactive gaming (x = 3.09, SD = 1.14), and virtual learning environments (x = 3, SD = 1.05). Regarding generational characteristics, the majority either strongly agreed or agreed with being high consumers of technology and cravers of the digital world (90.1%, n = 108 and 80%, n = 96).

Previous study conducted by Sandy et al,. (2018). This study was aimed at knowing Gen Z student's perceptions of using Instagram as their learning environment platform to improve their vocabulary. The research design was looked at by case study research method. According to this study, Instagram was claimed by Gen Z students as part of their learning styles. It has made them feel comfortable in learning English through Instagram. The students wondered if the process of following some accounts has produced some input from every English creator's content

posting. Gen Z students preferred using English video content to other media on Instagram. It was also found that Instagram was considered an interesting English vocabulary input.
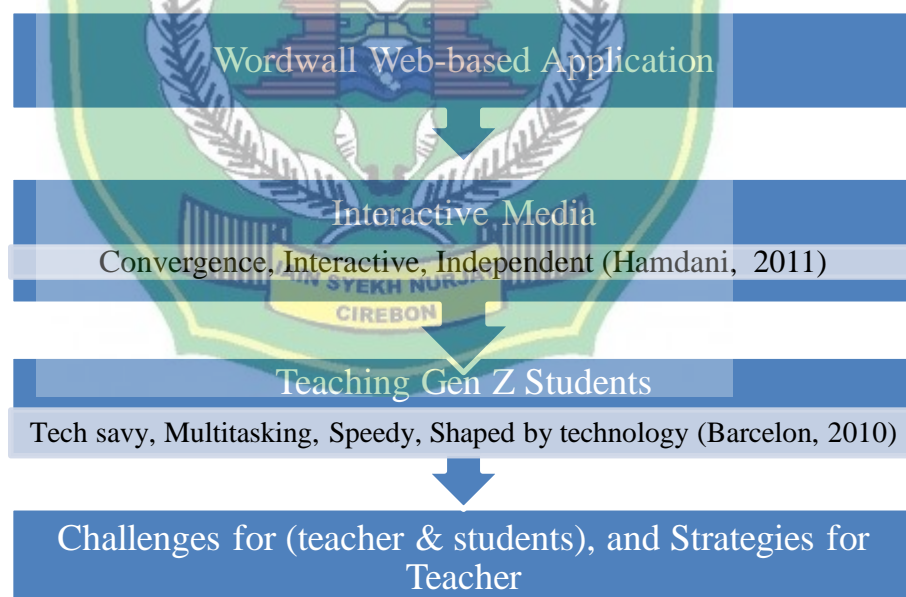
Further previous research has been carried out by Loren, (2017). This study aims to describe the use of learning media in listening skills in teaching Indonesian to speakers of other language (TISOL) at the Integrated Language Service Unit Universitas Sebelas Maret. The method of this research is qualitative research with a case study research strategy. The results showed that the use of learning media listening skills in teaching Indonesian to speakers of another language at Integrated Language Service Unit Universitas Sebelas Maret was done with two patterns, namely the use of media inside and outside the classroom Learning media outside the classroom is further divided into individual learning media, group learning media, and mass media learning.

The next previous study is conducted by Sucini, (2021). This study aims to describe the results of the analysis of the needs of seventh-grade students and teachers of SMP Srijaya Negara Palembang for the instructional media for understanding the Powtoon application-based procedural text, describe the design of understanding the Powtoon application-based procedural text, and describe the results of the validation expert on Powtoon application-based learning media. This study uses a research method that refers to the modified Alessi & Trollip research and development model, namely (1) the planning stage, (2) the design stage, and (3) the development stage. The results show that the overall learning media for understanding procedure text based on the PowerPoint applicationis declared valid.

The last previous research about learning media was conducted by Tafonao et al., (2020). The purpose of this research is to analyze the learning media and technology in the Z and Alpha generation teaching and

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learning activities. This study departs from the author's observation of the current condition of teachers, where educators have difficulty in teaching students of Generation Z and Alpha as described in this article. The method that is used is a qualitative research method, the author examines Learning Media and Technology: Generation Z and Alpha. The analysis process carried out by the author is to use a variety of reliable literature and electronic sources to support the author's analysis. The results of this study found that this technology media can uniform the perceptions of student learning, smooth interaction, streamline the teaching and learning process, foster positive attitudes in learning, and answer the challenges that exist in the digital era. So by finding the answer to this analysis, the gap between educators and students can be resolved properly.

1.9 Frame of Thought

Wordwall Web-based Application

Interactive Media
Convergence, Interactive, Independent (Hamdani, 2011)

Teaching Gen Z Students
Tech savy, Multitasking, Speedy, Shaped by technology (Barcelon, 2010)

Challenges for (teacher & students), and Strategies for Teacher

1.10 Research Method

This study focuses on several issues in the discussion of research methodologically, starting with a discussion of research methods, sources and types of data, techniques and instruments of data collection, and data analysis.

1.10.1 Research Design and Steps of Research

1.10.1.1 Research Design

This study employs a qualitative methodology. The researcher chose qualitative research because this investigation is not based on numbers. Chelsa, (2018) stated that unlike quantitative research, which uses positivism to describe only the surface of reality, qualitative research seeks to comprehend the essence of human and social difficulties. Moreover, Basias & Pollalis, (2018) stated that qualitative research is an iterative process in which new significant distinctions are created due to becoming closer to the phenomenon being studied, increasing scientific community knowledge. This formulation highlights the possibility of a qualitative component in quantitative research and is intended to aid in developing research concepts. In addition, it can help to address critiques of qualitative methodology, enhance communication among researchers, bridge the gap between qualitative and quantitative researchers, and act as a standard for grading qualitative research. The qualitative approach is unlike quantitative research, which uses positivism to describe only the surface of reality; qualitative research attempts to comprehend human and social challenges at their core. This formulation emphasizes that a qualitative component may also be found in quantitative research and is designed to aid in improving research ideas. It can assist in answering criticisms of qualitative methodologies, improve communication amongst researchers, bridge the gap between qualitative and quantitative researchers, and serve as a benchmark for evaluating qualitative research.

The researcher chose a case study as the research design. Sugiyono, (2018) stated that a case study presents a detailed review of the policies, procedures, activities, and events of one or more individuals by the researcher. A case is confined by time and activity, and researchers collect detailed information using various data-collecting methods at different times. Creswell, (2014) stated that case studies are a research

methodology that carefully conceals something by obtaining all available data using various data-collection strategies. In addition, case studies were undertaken to gain a more in-depth comprehension of any individual, organization, or event. So the reason the researcher uses a case study research design is to find out an in-depth look at a program, event, process, or activity for one or more people and to find out is the word wall media an interactive media for teaching English to Gen Z student's and what is challenges and strategy that the teachers in use to teaching English with word wall media to Senior High Schools students as Gen Z.

Based on the title of the researcher, the researcher chose descriptive qualitative as the research design. Descriptive research is a research strategy in which researchers investigate events, and phenomena in the lives of individuals and ask a person or group of individuals to tell their lives. This information was retold by the researcher in a descriptive chronology (Rusli, 2021). The main objectives of descriptive qualitative research are: 1) to describe and reveal (to describe and explore) and 2) to describe and explain (to describe and explain) to answer research questions about who, what, where, and how an event or experience occurs before studying it in depth (Bachri, 2010). To find out the Wordwall media become an interactive media for teaching English to Gen Z students. To find out what are the challenges and strategies that teachers use to teach Gen Z students with Wordwall media.

1.10.1.1.2 Steps of the Research

A case study research project consists of numerous steps, as follows: 1. Identify and define questions 2. Select a design and research instrument. 3. Data collection 4. Select a data analysis technique 5. Prepare for case study report (Yuna, 2017).

1.10.2 Participant of the Research

Participants are individuals who take part in the research process, which contributes to providing research data to researchers as material

study. Depoy & Gitlin, (2017) stated that participants refer to individuals who are in a relationship collaboration with researchers, contributing to decision-making on research, as well as conveying to researchers regarding matters that they know or experience.

The population in this study were English teacher and 36 students of class 11 F9 at SMA Negeri 1 Lemahabang. Then the researcher took for the sample only an English teacher and two students from class 11 F9 at SMA Negeri 1 Lemahabang who has used wordwall as a learning media in class. The way used to obtain participants in this research, namely purposive sampling. According to Notoatmodjo in (Hidayat, 2017), purposive sampling, namely sampling based on certain considerations such as population characteristics or previously known characteristics, such as (Sulistyo-Basuki, 2010) stated that the purposive sampling technique is carried out based on criteria determined by the researcher. Technique selection purposive sampling is very appropriate for this research because the researcher has determined the criteria for becoming participants in this research. The criteria determined to suit the research objectives are as follows:

1. Teacher who has used wordwall as an English learning medium in class.
2. Student who have experience learning English use wordwalls in class, who are students of the teacher.
3. Student who are in the highest scoring group in class when using wordwall as a learning medium.
4. Student who are in the lowest scoring group in class when using wordwall as a learning medium.

Participants in this research are not only teachers as the only one participants. However, the researcher also looked for data from students.

Because students also play a role in teacher activities when teaching English using wordwall media.

1.10.3 Source and Type of Data

1) **Sources of Data**

The information or facts in the data are those that are used to discuss or decide on a research question's response. The participants from which data can be gathered for research are the study's source of data (Arikunto, 2013). In terms of data collection sources include primary sources and secondary sources. The main data source in this SMA research is a Senior High School an English teacher and students in Negeri 1 Lemahabang.

2) **Types of Data**

1) Primary Data

Primary data sources can offer the details, evidence, and descriptions of the desired event for research. The primary sources for deep qualitative research are words and actions, while the remaining data comes from additional sources like documents and other sources (Moleong, 2015). This part divides the data types into verbal and physical acts, written data sources, and visual documentation. The primary data source is the acts and words of those who were seen or interviewed. The primary data source is documented using written notes, video or audio tapes, photographs, or films (Moleong, 2015). In addition, recording primary data sources via observations or interviews is important, such as a mix of listening, seeing, and asking leads to participation. Therefore, The primary sources of data in this research are from interviews of an English teacher and a student in SMA Negeri 1 Lemahabang.

2) Secondary Data

Secondary data has two distinct meanings. First, the data has undergone additional processing, such as being transformed into tables and graphs. Second, information obtained from sources other than the researchers themselves such as other organizations or individuals is not considered to be their information (Irwin, 2013). Thorne (2013) argued that secondary data sources are data sources that do not directly see objects or events but can provide information and description of the object or event. This research's secondary sources came from a variety of reading sources such as journals, articles, essays, research, books, *module ajar* when learning with Wordwall media, and figure of wordwall media which can provide more evidence will be the document examined in this study.Thus, the reading sources are related to the research topic being studied by the researcher.

1.10.4 Data Collection Technique and Instrument

The sources of the data in this research will be collected through interviews and documentation.

1. Interviews

The researcher chose to collect data through interviews. In qualitative research, interviews are commonly used as a data collection tool. They are commonly used as a research strategy to collect information about participants' experiences, opinions, and beliefs about a particular research question or phenomenon of interest. Basias & Pollalis, (2018) stated that one-on-one interviews are the most often utilized data collection method in qualitative research. As a result, because this is a qualitative study, the researcher used an interview as an instrument. It can be claimed that one-on-one interviews are the most commonly used data collection in qualitative research. Therefore, the

researcher chooses to interview as an instrument because this research is qualitative.

In this case, the interviewer employs a prepared question that was designed to draw specific data. The purpose of the interview is to acquire specific information in response to an unexpectedly interesting or significant response to the pre-planned questions. Interviews will be conducted with an English teacher and a student of Senior High Schools. The objective is to ask more deeply about how wordwall is implemented as an interactive learning medium. To find out related the implementation and challenges they face when using wordwall as a learning media in class the researcher interviewed a teacher and students, to find out the strategies the researcher only interviewed the teacher.

2. Documentation

Sugiyono, (2015) stated that documentation is a technique used to collect information and data in the form of reports, books, documents, articles, figures, and images that might help the study. Further, Mardawani, (2020) stated that documentation is a technique for collecting data that involves looking at and interpreting documents produced by individuals or others for research. Because written documents are a reliable source of text (word) data, they provide the benefits of being in the language and using the terms the participants have typically given them with proper analysis. These records thus include public and private information that qualitative researchers gain about a study's participants or site. The English teacher's module when learning with Wordwall media, and figure of wordwall media which can provide more evidence will be the document examined in this study.

1.10.5 Data Analysis

The data employed in this research, which was a qualitative analysis, will be looked at and analyzed. The researcher uses the Miles and Huberman model to assess qualitative data (Madina, 2015). Miles and Huberman's model analysis covers the following steps:

This researcher described the results from the observation and interviews as follows:

1. **Data reduction**

    Data reduction is the process of choosing or summarizing important information. Because the information gathered in the field is relatively large, it must be adequately and in-depth recorded. Data reduction occurs during the data collection process; at this stage, this will also take place by summarizing and creating activities partitions (sections). This transformation process continues until complete research's final report is completed

2. **Data Display**

    After the data reduction process, the steps taken by the researcher are to perform data display. Displaying data is displaying structured data in a way that allows users to make decisions and then go back and revise them. The display can be in the form of a description brief, chart, or relationship between categories, but qualitative research data is usually displayed in a narrative. The data display aims for a researcher to understand what is happening in the plan and following action to be taken.

3. **Conclusion Drawing/Verification**

    The last step in data collection is withdrawal conclusion and verification. From the beginning of data collection, the research summarizes the challenges in the field and then records them to conclude. Usually, conclusions from the beginning are still

temporary and may experience changes during the data collection process. However, the conclusion can be credible if valid and consistent data support it.

1.11 Research Timeline

A Research Timeline is a plan that shows how the researcher will carry out the research project, from the initial idea to the final report. It helps the researcher to organize tasks and set deadlines (Basias & Pollalis, 2018). The following are the research timelines that the researcher has created:

No	Target	Timeline																			
		Jan				Feb				March				April				May			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Prepare Literature			■	■																	
	Instruments	■	■																			
2	Data Collection : - Interview							■														
	-Data analysis								■	■												
3	Finding										■	■										
	Discussion												■	■								
4	Finishing																		■	■		
5	Hearing																				■	■