

Research Article:

Eudaimonic and Hedonic Tensions: Indonesian Youths' Ambivalent Stances on Video Consumption and Reading Habits

Irfan Rifai* and Maria Tamarina Prawati

Department of English – Creative Digital English Program, Faculty of Humanities, Bina Nusantara University, Jl. K. H. Syahdan No. 9, Kemanggis, Palmerah, Jakarta 11480, Indonesia

*Corresponding author: irifai@binus.edu

ABSTRACT

In recent years, the rise of platforms such as YouTube, TikTok, Instagram Reels, and YouTube Shorts has significantly increased the consumption of video-based media, surpassing text-based online resources. This study explores the ambivalence of Indonesian youths regarding their consumption of online videos and books for pleasure (hedonic) and personal growth (eudaimonic). Through an analysis of 49 essays written by first-year English major students at a private university, the study employs Voyant Tools and Gee's Discourse Analysis to examine students' perspectives on media consumption and the Create a Research Space (CARS) Model to evaluate their writing skills. The findings reveal that most of the essays lean toward neutrality or a combination of sentiments rather than exhibiting extreme positivity or negativity. Discourse analysis categorises their views into five standpoints—positive, negative, neutral, neutral-positive, and neutral-negative—while textual frequency analysis indicates that “Book” has a generally stronger association with academic and intellectual contexts compared to “Video,” which has a lower but still notable correlation with learning-related terms. The study highlights the potential of extensive viewing as more than just a complementary pedagogical strategy for extensive reading. CARS analysis reveals challenges in argumentative writing, particularly in topic development and niche establishment, with 15 students struggling to perform well in that area. These insights inform strategies for improving academic writing instruction, emphasising structured composition approaches to support students' proficiency in foreign language writing.

Keywords: Video consumption, novice writers, sentiment analysis, eudaimonic and hedonic motives, discourse analysis, extensive viewing

Published: 30 September 2025

To cite this article: Rifai, I., & Prawati, M.T. (2025). Eudaimonic and hedonic tensions: Indonesian youths' ambivalent stances on video consumption and reading habits. *Asia Pacific Journal of Educators and Education*, 40(2), 101–125. <https://doi.org/10.21315/apjee2025.40.2.5>

INTRODUCTION

The landscape of media consumption has undergone a profound transformation, particularly among younger generations, driven by the rapid proliferation of digital technologies and internet accessibility. TikTok, YouTube Shorts, and Instagram Reels are the top three leading short video platforms responsible for the trend. Unlike YouTube Shorts and Instagram Reels, that each have their own larger platforms, TikTok is a standalone platform dedicated exclusively to short-form video content. Collectively, the three platforms attract billions of active users worldwide, whose average users are 18–49 years old (Table 1).

Despite the official target demographics ranging from 18 to 49 years old, younger audiences, including children as young as five years old, are often active consumers of short-form video content. Data from 2022 revealed that global TikTok users spent an average of 95 minutes per day on the app, outpacing engagement levels on other social media platforms (Ahmed, 2022).

Table 1. Comparison of active users of Shorts, Reels, and TikTok

Platform	YouTube Shorts	Instagram Reels	TikTok
Active users	2 billion	2 billion	1.2 billion
Target demographics	18–49 years	18–34 years	18–24 years

(Source:<https://techbirb.com/youtube-shorts-vs-instagram-reels-vs-tiktok/>)

In Indonesia, digital media consumption is deeply embedded in daily life. A study by Dewi et al. (2023) reported that residents of West Java, the most populated province in Indonesia, spent over four hours per day on the internet, with WhatsApp, Instagram, YouTube, and TikTok being the most frequently used platforms. At the national level, Indonesians reportedly spend an average of 8 hours and 36 minutes per day online, with a substantial portion of this time dedicated to watching online videos (We Are Social, 2024). As of February 2025, Indonesia ranked second in the world for the number of TikTok users, with approximately 107.7 million active users, following the United States that ranked as first users (Ceci, 2025). Another video-based platform, YouTube, is the second most visited website in Indonesia, with 94.5% of internet users watching online videos monthly (Kemp, 2023). In contrast, Indonesian National Library reported that only 10% of Indonesian above the age of 10 years old are interested in reading (Kurniasih, 2017).

The consumption of online short videos, unfortunately, has a bad impact on the consumption of text-based resources or the habits of reading and critical thinking. Research has established a correlation between excessive social media use and declining reading habits (Owusu-Acheaw, 2016). The study revealed that the use of social media had affected academic performance of the respondents negatively to a large number of students in Ghana, Africa. The study recommends that students with mobile phones and internet facilities be encouraged to use it for research and reading rather than for social purposes only.

Unlike video watching, studies on reading reported that reading provides cognitive benefits, including enhanced concentration, critical thinking, vocabulary acquisition, and overall psychological well-being (Wolf et al., 2014; Clark & Teravainen-Goff, 2018; McQuillan, 2019; Torppa et al., 2020). Renandya (2007) emphasises that extensive reading, or reading for pleasure, plays a monumental role in supporting students' fluency and mastery of a foreign language learning as students read what they like, read what they can, and in ample amount. Video watching, as a matter of fact, can implement the same mantra. A recent study has explored video watching or viewing as an alternative means of language learning (Ivone & Renandya, 2019; Aldukhayel, 2021). The immediacy, multimodality, and immersive nature of short-form video content make it an appealing tool for entertainment-driven learners (Rideout et al., 2016). Studies have found that TikTok's popularity among Indonesian Generation Z stems from its ability to deliver not only easily digestible entertainment but also information (Daryus et al., 2022). The young generations, being regularly exposed to digital platforms, are primarily accustomed to being entertained (hedonic motives) as well as, perhaps, to learning (eudaimonic motives) from such platforms.

Hedonia and eudaimonia represent two dominant orientations to happiness (Chen & Zeng, 2024). Hedonic motivations prioritise pleasure and immediate gratification, whereas eudaimonic motivations emphasise personal growth and meaningful engagement. These differing motivations influence media consumption behaviours and can shape how young individuals navigate their entertainment and educational choices. Oliver and Raney (2011) believe that the consumption of short-form videos is driven by both hedonic (pleasure-seeking) and eudaimonic (meaning-seeking) motivations. In schooling or educational context, this dual motivation can be exploited to create engaging and meaningful language learning experiences.

Given these shifting dynamics and the youths' new habits in using digital platforms, this study seeks to explore Indonesian youths' perspectives on the rising trend of digital video consumption and the concurrent decline in reading. By analysing essays written by first-year English major students, this research aims to uncover the underlying themes and sentiments that characterise their perspectives on this topic. The study examines how Indonesian youths articulate their experiences and preferences regarding media consumption for both educational and entertainment purposes.

The study was guided by the following questions:

1. How do Indonesian youths construct their understanding of digital media consumption and reading habits, and what sentiments emerge from their essays?
2. Considering students' stances, influenced by their hedonic and eudaimonic motives in media consumption, how should foreign language educators support and nurture their novice writers?

By analysing essays written by 49 first-year English major students, the primary objective of this research was to understand how Indonesian youths construct the relationship between online video consumption and reading in their discourse, as well as to understand how eudaimonic or hedonic motives have affected their media consumption behaviour. Drawing

on the understanding made of the objectives, suggestions are made for implementation in educational contexts, particularly in English as Foreign Language (EFL) composition or writing classes. Recommendations for implementation in education, especially in the field of foreign language reading, viewing, and writing, are made toward the end of the analysis. The outcome of this study is crucial for educators, policymakers, and or perhaps, media producers who seek to balance the educational and developmental needs of youths with their evolving media consumption habits and their “rights to have access to read prints and digital platforms” (International Literacy Association, 2018).

LITERATURE REVIEW

Children born in the past two decades have been immersed in multimedia platforms from birth. It is now common to see young children watching videos during meals in restaurants while their parents engage in conversation with other adults, at waiting lounges, or in public/ personal vehicles. It is not only during those times that these young children have access to digital video platforms. In fact, ample times and digital platforms are available for them before they even start formal schools due to the combination of easy access to the internet, affordable gadgets, as well as busy parents’ schedules. This phenomenon emphasises the validity of the term “Digital Natives” (Prensky, 2001), a term used to address the generation who have been exposed to digital tools since birth.

The impact of early and prolonged exposure to digital media on young children is multifaceted, influencing their psychological well-being (Muppalla et al., 2023), foreign language acquisition (Abdelhamid et al., 2022), and emergent literacy skills (Hisrich & Blanchard, 2009). Research from various disciplines has explored the effects of video and short-form video consumption in early childhood. Lu et al. (2022) found that young children are particularly susceptible to developing an addiction to user-generated content (UGC), such as online streaming and short videos. Furthermore, prolonged exposure to short video platforms by family members can intensify this addiction among adolescents. Some studies suggest that excessive short-video consumption may lead to what is colloquially termed “brain rot,” referring to potential long-term cognitive impairments caused by overexposure to rapid, fragmented digital content (Ozpence, 2024). Concerns have also been raised about the potential drawbacks of excessive short-video consumption. Gao et al. (2023) found that frequent engagement with short video applications (SVA) negatively impacted younger adolescents’ academic performance, working memory, and verbal abilities, leading to academic delays.

Despite the reported negative psychological impacts of video content to young children, studies on the field of foreign language learning have reported improvement in the foreign language mastery of young children, especially those living in the urban areas and having certain number of exposures to predominant language used by the media, i.e., English (Cleopatra & Rifai, 2023). This is in line with Krashen’s input hypothesis (Krashen, 1992) stating that language acquisition occurs when learners are exposed to comprehensible input slightly beyond their current proficiency level, which will facilitate natural language development and acquisition.

Language acquisition is supported by a lot of factors, which include students' environment and motivation. The availability of tools like games and the platform, along with people who could provide a supporting environment, is important infrastructure for language acquisition and learning. Komala and Rifai (2021) found that students become more motivated in working (reading and answering questions about) a literary work when it is turned into a video game. The study showed that that students become more engaged with literary text once it was turned into multimodal video game mode and as a result, better comprehension toward the story by the end of the reading / playing time. While this suggests that external factor a video game can improve students' motivation and support students' comprehension, the questions remain about the nature and sustainability of such motivation. Are learners really developing interpretive and analytical skills, or are they primarily responding to surface-level questions asked in the posttest after a short experiment and rewards? Moreover, the lecturer's presence in the experiment that involves a tool to support language proficiency in such a short time may have also affected the results.

The increasing accessibility toward technology has produced a shift toward video-based learning (Perez & Rodgers, 2019). The approach integrates the multimodal approaches to learning and involves not only print-based sources but also video-based, multimodal sources. The extensive listening and viewing (Ivone & Renandya, 2019) and extensive viewing (Webb & Nation, 2017) also developed as teaching principles that are aligned with the main principle of extensive reading, i.e., reading for pleasure (Day & Bamford, 2002). Extensive viewing, which involves learning through exposure to video content, does not appear to diminish the benefits of extensive reading. Instead, it has emerged from the traditions and principles of extensive reading (Ivone & Renandya, 2019). Mayora (2017), as cited by Ivone and Renandya (2019) stated that extensive listening or extensive viewing adapts five general principles of extensive reading – quantity, comprehensibility, learner-centeredness, meaning-orientation, and accountability. Based on these principles, learners are encouraged to listen to large amounts of easy target language texts, which are slightly above their current comprehension and linguistic level, and choose any listening/viewing materials to consume based on their own personal interests.

With the pros and cons of digital content consumption, its abundant accessibility has reshaped youths' media consumption and reading habits. One significant shift is the rise of digital books and the use of tablets to access digital books. While digital platforms may offer convenience and accessibility, they may outweigh the emotional connection readers have, not viewers, that are normally associated with reading printed books, like note taking or turning the pages (Srirahayu et al., 2022). It has also raised concerns about the erosion of the tactile and emotional dimension usually associated with the experience of reading print, like annotating which, according to research, could also enhance cognitive and affective engagement (Srirahayu et al., 2022). This digital turn in reading calls for a more critical examination of what may be lost in transition: the paper-based reading experiences that foster engagement, memory retention, and personal connections or motivations of the readers or viewers.

Research in reading motivation has found that, unlike extrinsic reading motivation, triggered by prizes or praises, intrinsic reading motivation facilitates reading comprehension and improves reading efficiency (Rettig & Schiefele, 2023). Two types of intrinsic motivations in reading or viewing can come in the form of hedonic or eudaimonic motives. LeFebvre and Huta (2021) divide hedonic and eudaimonic motivations into four types: eudaimonic motivation (seeking meaning, authenticity, excellence, and growth), hedonic pleasure motivation (seeking pleasure, enjoyment, and fun), hedonic comfort motivation (seeking comfort, relaxation, ease, and painlessness) and extrinsic motivation (seeking money, power, status, popularity, and image). For the purpose of this study, the four types will only be identified as hedonic and eudaimonic types. Through Krashen's Input Hypothesis, extensive viewing theory, and theories of hedonic and eudaimonic motives, this article seeks to understand how Indonesian youths view their digital media consumption and reading habits and the sentiments they have over the issue presented. It is expected that such understanding will provide support for foreign language instructors, especially those teaching English composition at university level.

METHODOLOGY

Research Design

Through the Krashen's Input Hypothesis, extensive viewing theory, and theories of hedonic and eudaimonic motives, this article seeks to understand how Indonesian youths view their digital media consumption and reading habits and the sentiments they have over the issue presented. It is expected that such understanding will provide support for foreign language instructors, especially those teaching English composition at university level. This study is a textual analysis of 49 essays written by 49 first-year English major students, consisting of 19 male students and 31 female students who were given 100 minutes to write a minimum of one hundred words to respond to the given prompt as follows:

“Rather than read a book, many young people prefer to watch videos on the internet for entertainment. Do you think this is a positive trend?”

The question required students to make an argument and take a stance between watching videos and reading books for entertainment. They were expected to state their position (agree, disagree, or take a balanced view), provide reasons and evidence to support their stance, acknowledge counterarguments (optional but strengthens the response), and make conclusion with a clear summary or call to action. The 50 students had just graduated from high schools and enrolled in the English major of a private university in Jakarta, in 2024. Students only revealed their names and gender when they wrote their essays, as Table 2 informs. No additional personal information was requested prior to writing.

Table 2. Demography of participants

Gender (<i>n</i>)		Age group	Length of essay
Male	Female		
19	31	17–19 years old	57–474 words

Analytical Steps

The data were 49 essays written by 50 first-year students. Varied in length, the shortest essay was written in 57 words, and the longest one was written in 474 words. For analytical and ethical purposes, the students' names were not revealed. First, to identify the sentiments or the emotions of essays, some standpoints were drafted. These standpoints include the inclusions of positive, negative, neutral, neutral-positive, and neutral-negative. The analysis of the standpoints was used to answer research question number one: How do Indonesian youths construct their understanding of digital media consumption and reading habits, and what sentiments emerge from their essays?

Each essay is categorised into one of five standpoints based on the sentiment it conveys about digital media consumption and reading habits, as displayed in Table 3.

Table 3. Standpoint and criteria for classification

Standpoint	Criteria for classification
Positive	The essay strongly supports digital media, emphasising its educational, cognitive, or entertainment benefits without mentioning drawbacks.
Negative	The essay argues against digital media, focusing on its distractions, harm to literacy, and negative societal effects without highlighting benefits.
Neutral	The essay presents a balanced view, giving equal attention to both benefits and drawbacks without favouring either side.
Neutral-positive	The conclusion does not explicitly favour digital media, but the body of the essay leans toward positive aspects.
Neutral-negative	The conclusion does not explicitly reject digital media, but the body of the essay leans toward negative aspects.

Once all essays were classified, a frequency analysis was done to identify the distribution of standpoints manually and with the support of Voyant tools.

The frequency analysis indicated students' attitudes toward digital media consumption and reading on two levels: general sentiments and nuanced perspectives. At the general sentiment level, three categories of sentiments were made:

- 1. If positive is the dominant category → Most students favour digital media.
- 2. If negative is high → Concerns about digital media’s impact on reading are prominent.
- 3. If neutral is dominant → Students, see both benefits and drawbacks without a clear stance.

Meanwhile, if neutral-positive is common, then students acknowledge problems but mostly appreciate digital media. On the other hand, if neutral-negative is significant, then students recognise benefits but focus more on its downsides.

Next, the student’s essays are coded and analysed against Gee’s seven building tasks of language (Handford & Gee, 2023), which are significance, activities, identities, relationships, politics, connections, and sign system and knowledge. With these seven building tasks, the overarching question was asked, “What are students trying to convey through these essays?”, to explore how students connect their media consumption (texts and videos) with broader societal and cultural trends.

Table 4. Gee’s (2014) seven building task coding

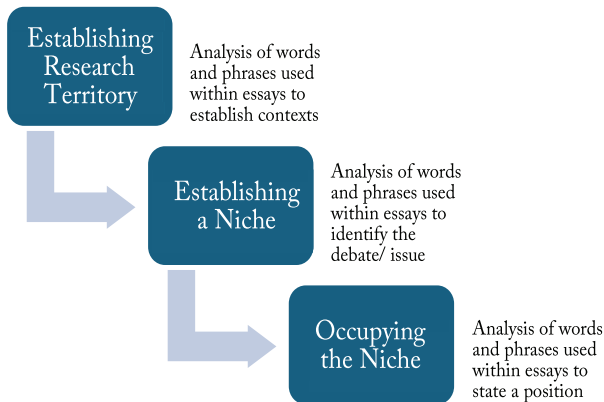
Building task	Description	Questions asked when analysing
Significance	Language can render some aspects more significant and less significant.	How do the students signify or downplay the significance of media consumption against reading? What terms are used to signal preferences or importance?
Practices	Identify what social practices the text is reinforcing.	Do the students frame digital media consumption as an educational practice, a leisure activity, or a distraction? How do they describe reading habits in relation to school or personal growth?
Identities	Examine how the text constructs identities: “Language can be used to signal a certain identity of oneself or others”	How do students position themselves as media consumers or readers? Do they see themselves as critical thinkers or passive consumers?
Relationship	Analyse how relationships between different groups (teachers, policymakers, students, parents) are represented.	How do students depict the role of educators and parents in shaping their media consumption and reading habits? Are they enforcers, guides, or observers?

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Table 4. *(Continued)*

Building task	Description	Questions asked when analysing
Politics	Distribution of social goods. “Language in the form of power and control can signal what is correct and good behaviour.”	Do students discuss access to books or digital media as privilege, a right, or a challenge? Who do they believe should be responsible for providing access and guidance?
Connections	Check how the text links ideas. “Language can draw connections or disconnect.”	How do students connect their digital media consumption with their academic success or personal development? Do they compare their reading habits with generational trends or global practices?
Sign system and knowledge	Examine what forms of knowledge are valued.	What sources of knowledge do students consider authoritative – Scientific studies, personal experience, teacher input, or social media trends? How do they justify their perspectives?

Considering students’ stances and their hedonic and eudaimonic motives in media consumption, we wanted to know how foreign language educators should support and nurture their novice writers. To do that, we analysed the ways that the freshmen students constructed their essays to express their opinions and preferences by using Swales and Feak’s (2004) Create a Research Space (CARS) model that consists of three moves: establishing a research territory, or context setting (Move 1), establishing a niche or identifying the debate (Move 2), and occupying the niche or stating the position (Move 3) whose stages are visualised in Figure 1.

**Figure 1.** Swales and Feak’s (2004) CARS model analysis

The analysis of the 49 student opinions using the CARS model followed a qualitative content analysis approach. The data sources in the essays written by students. Each argumentative essay was manually analysed to determine the presence of Move 1 (establishing a territory),

Move 2 (establishing a niche), and Move 3 (occupying the niche) based on key rhetorical features. A coding scheme was developed to classify each response accordingly, and the number of students using each move was recorded to track frequency patterns.

Following this, quantitative and qualitative analysis was performed by quantifying the occurrences of each move and describing key rhetorical features found in students' writing. Some examples were selected to illustrate how students applied each move in their essays. Lastly, in the interpretation stage, the results of the analysis were examined to assess students' ability to structure their arguments effectively. The findings provided insights into how well students establish context, identify gaps, and construct arguments or stating their stances, revealing patterns in their academic writing strengths and areas for improvement.

RESULTS

Indonesian Youths' Sentiments in Digital Media Consumption and Reading Habits

When answering the prompt, "Rather than read a book, many young people prefer to watch videos on the internet for entertainment. Do you think this is a positive trend?", 50 students submitted 49 essays that vary in length, from 57 words to 474-word essays, despite the request of producing a minimum of 100 words as a limit (see Table 5). The essays below the word limit were still analysed if they expressed ideas or sentiments toward the issue presented. One essay was not recognisable due to the intelligible codes or letters produced by the students. Thus, only 49 essays were analysed. The size or the length of the essays affects the strength of their argument and their explanation or elaboration of their points.

Table 5. The table of sentiment towards the consumption of media

Essay	Word length	Sentiment	Essay	Word length	Sentiment
1	170	Neutral	26	242	Positive
2	189	Neutral-Negative	27	264	Neutral-Positive
3	117	Neutral-Positive	28	160	Positive
4	196	Neutral	29	137	Neutral
5	576	Neutral-Positive	30	200	Neutral
6	171	Neutral-Negative	31	57	Neutral-Positive
7	110	Negative	32	196	Neutral-Positive
8	192	Neutral	33	275	Neutral-Positive
9	192	Positive	34	147	Negative
10	124	Neutral-Negative	35	51	Neutral
11	216	Negative	36	164	Neutral
12	129	Neutral	37	105	Neutral-Positive
13	111	Neutral-Negative	38	N/A	Unintelligible

(Continued on next page)

Table 5. *(Continued)*

Essay	Word length	Sentiment	Essay	Word length	Sentiment
14	343	Neutral	39	474	Neutral
15	168	Neutral	40	239	Positive
16	95	Negative	41	151	Neutral-Positive
17	264	Neutral-Positive	42	84	Neutral
18	222	Neutral-Negative	43	231	Neutral-Positive
19	132	Neutral	44	223	Neutral-Positive
20	149	Neutral-Positive	45	243	Positive
21	319	Neutral	46	214	Neutral-Negative
22	172	Neutral	47	131	Neutral
23	172	Neutral	48	241	Negative
24	223	Neutral-Negative	49	252	Neutral
25	148	Neutral	50	140	Neutral-Negative

Seventeen students view digital media consumption positively or mostly positively (positive + neutral-positive). Toward the issue between media consumption and reading book, the essays written by five students strongly supports digital media, emphasising its educational, cognitive, or entertainment benefits without mentioning drawbacks and twelve students express neutral-positive sentiment, which means that 12 students do not explicitly favor digital media, but the body of the essay leans toward positive aspects.

Interestingly, five students express negative views toward the issue, warning against the decline of reading and digital addiction. The essays argue against digital media, focusing on its distractions, harm to literacy, and negative societal effects without highlighting benefits. Furthermore, eight students through their essays express neutral-negative, which do not explicitly reject digital media, but the body of the essays leans toward negative aspects. A portion of nineteen students take a completely neutral stance, the highest of the group, seeing both the advantages and disadvantages which they present a balanced view, giving equal attention to both benefits and drawbacks without favoring either side, representing students' ambivalent stances toward video/media consumption against traditional reading habits. Figure 2 shows the sentiment distribution of student opinions on watching videos/media consumption.

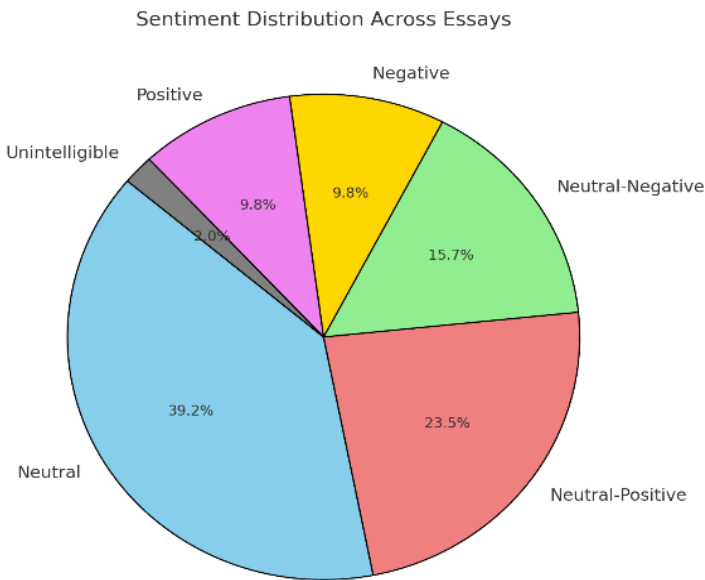


Figure 2. The sentiments on media/video consumption

Figure 2 illustrates the distribution of sentiments across 50 essays. The most prevalent sentiment category is neutral, appearing in 19 essays (39.2%), indicating that a significant portion of the writings maintain a balanced stance. This is followed by neutral-positive, which is observed in 12 essays (23.5%), suggesting a slight inclination toward positivity. Meanwhile, neutral-negative appears in eight essays (15.7%), reflecting a more cautious or mixed tone. The negative (5%) and positive (5%) sentiments are equally present, with each category appearing in five essays, showing that fewer essays express strong opinions in either direction. Additionally, there is one essay categorised as unintelligible (2%), meaning its sentiment could not be determined. Overall, the chart suggests that the majority of the essays lean toward neutrality or a combination of sentiments rather than exhibiting extreme positivity or negativity.

We further analysed students' essays by using Voyant tool to extract their opinions on the reading habits versus video consumption. There are prominent keywords that appear as word clouds. Figure 3 shows the prominent words appearing in students' essays.



Figure 3. Word cloud on video watching and book reading

Each prominent word contains a collocation with other words that represent their idea. This word cloud visually represents the most frequently used words in the students' opinions about watching videos versus reading books. The presence of "books," "read," and "reading" shows that students actively compare video consumption with traditional reading habits. The dominant themes from the appearance the words "internet," "videos," and "watch" suggest that students frequently discuss the role of online videos as a form of media consumption. Meanwhile, the words "young," "people," and "trend" indicate that students recognise this as a generational shift in entertainment and learning habits. The word "positive" suggests that a significant number of students view the trend of watching videos favorably. The appearance of words like "entertainment" and "watching" indicate that students associate videos with enjoyment and leisure rather than just learning.

To figure out the construction of digital media and reading habits, the collocation of the words connected to digital media and reading habits is extracted. Since video is the most prominent word connected to digital media, the collocation is extracted as shown in Table 6.

Table 6. The ambivalence between video and books

THE AMBIVALENCE					
VIDEO			BOOKS		
Term	Collocate	Count	Term	Collocate	Count
Videos	Internet	46	Books	Videos	7
Videos	People	36	Books	People	6
Videos	Entertainment	32	Books	Books	6

(Continued on next page)

Table 6. *(Continued)*

THE AMBIVALENCE					
VIDEO			BOOKS		
Term	Collocate	Count	Term	Collocate	Count
Videos	Prefer	28	Books	Reading	5
Videos	Reading	27	Books	Read	5
Videos	Books	6	Books	Entertainment	4
Videos	Read	5	Books	Watching	3
Videos	Watching	4	Books	Requires	3

Table 6 presents collocations (word pairings) and their frequency counts, highlighting how “videos” and “books” are discussed in relation to different terms. The data suggests an ambivalent stance toward video consumption versus reading, with key associations reflecting both their distinct and overlapping roles. First, videos are strongly associated with the Internet and entertainment. The highest collocate for “videos” is “internet” (46 times), showing that students primarily associate videos with online platforms rather than physical media. “Entertainment” (32 times) is another dominant collocate, reinforcing the idea that videos are perceived mainly as a source of amusement rather than a tool for education. The association of “people” (36 times) with “videos” indicates that video consumption is seen as widespread, social behaviour.

Second, books are still relevant but less prominent in discussion. “Books” collocates with “videos” (7 times) and “people” (6 times), suggesting that students recognise books within the same context as videos, but with significantly lower frequency. “Reading” and “read” appear only five times each, meaning that while students acknowledge the importance of reading, it is not as dominant a topic as video consumption. The term “entertainment” (4 times) also appears alongside “books,” though at a much lower frequency than for videos, suggesting that while some students see books as entertaining, they are not the primary medium for leisure. Third, there is overlap and contrast between videos and books. “Videos” and “reading” (27 times) indicate a mixed sentiment: while many students see video content as competing with books, there is also recognition that videos can complement reading. “Books” and “watching” (3 times) is a rare pairing, which may indicate that books are not generally seen as something to be “watched,” reinforcing a distinction between the two media. “Books” and “requires” (3 times) suggest that reading is perceived as a demanding activity, possibly requiring more effort than watching videos.

All in all, the data suggests that videos dominate students’ perspectives due to their accessibility, entertainment value, and connection to the internet. However, books are still present in discussions, often in comparison to videos rather than as an independent focus.

Table 7. Book and its correlated words

Term 1	Term 2	Correlation
Book	Class	0.8000947
Book	Opportunity	0.8154811
Book	Read	0.8078287
Term 1	Term 2	Correlation
Book	Computer	0.73521465
Book	Global	0.73521465
Book	Gadget	0.73508316
Book	Positive	0.6839411
Book	Negative	0.6839411

Table 7 presents correlation values between the term “Book” and several other terms, likely indicating how frequently these terms co-occur or are conceptually related in a dataset (e.g., a text corpus or survey responses). The correlation values range from 0 to 1, with higher values indicating stronger associations. With 0.8 correlation between “Book”, “Opportunity”, “read”, and “class”, the data suggests that “Book” is strongly associated with “Opportunity,” and “read” indicating that books, reading, and interaction in the class (education) are perceived as enablers of learning and personal growth.

The moderate correlations show “Book” and “Computer” (0.7352), “Book” and “Global” (0.7352), “Book” and “Gadget” (0.7351), which indicate that books are associated with technology and globalisation, possibly reflecting discussions about digital books, e-learning, or technological advancements in education. “Book”, however, also represents both positive and negative sentiments. With 0.6, the equal correlation suggests that books evoke both positive and negative sentiments, depending on the context. For example, books might be seen as beneficial for learning, but also potentially challenging or outdated in some discussions.

This is in line with an opinion expressed in essay number 25.

Reading books can provide several benefits that videos may not, such as improving literacy skills, expanding vocabulary, and increasing critical thinking skills. Reading a book provides a depth of knowledge and understanding that cannot be achieved through watching videos. Reading will require a certain level of attention and focus that helps to develop critical thinking skills and expand one’s vocabulary. Books also offer the opportunity to enter into the author’s world and imagination. (S25)

The dualism of books and video as entertainment and access to knowledge can be reflected in students’ essays. However, there are points when they represent books as study and videos as entertainment, such as “My opinion about it is not a positive trend, and people must be able to balance between watching videos for entertainment and studying.” The correlation values indicate the strength of association between the terms based on their co-occurrence in the 49 student opinions. A positive correlation of 0.6809 between video and thinking suggests that students associate studying with videos. This implies that, in addition to entertainment, many students perceive videos as a tool for studying. With identical correlation value, video and thinking, the data suggests that videos are also linked to cognitive engagement, in which students view videos as a medium that encourages thinking, analysis, or comprehension.

The next correlation between video and vocabulary suggests that students also recognise videos as a means of vocabulary acquisition. Lastly, while slightly lower, this correlation between literacy and video still indicates a notable connection between video content and literacy. Overall, these correlations suggest that students largely view videos as beneficial for learning, particularly in relation to studying, thinking, vocabulary building, and literacy development. Rather than seeing videos as a distraction, many of the essays recognise them as an educational resource that supports cognitive and linguistic growth.

Table 8 provided the correlation data between “Book” and various terms like “Class,” “Opportunity,” “Read,” and “Gadget,” with the highest correlation being 0.8154811 (Book-Opportunity). In contrast, Table 6 primarily examines the relationship between “Video” and other terms, such as “Studying,” “Thinking,” and “Literacy,” with a maximum correlation of 0.68088293. The data suggest that “Book” has a generally stronger association with academic and intellectual contexts compared to “Video,” which has a lower but still notable correlation with learning-related terms like “Studying” and “Literacy.” For further inquiry, the data analysed in this study is accessible online: Students’ Data.xlsx

Table 8. Video and its correlated words

Term 1	Term 2	Correlation
Studying	Video	0.68088293
Thinking	Video	0.68088293
Video	Vocabulary	0.68088293
Literacy	Video	0.6379767

Hedonic and Eudaimonic Motives and Foreign Language Composition

Students’ ambivalence when expressing their opinion in the academic context reveals not only their positions on the issues between video and texts’ consumptions, but also their academic identity and struggles as novice writers. Juliaty (2019), in a small scale study of eight novice writers, found that novice writers tend to struggle to adjust and engage themselves in L2 academic writing practice due to factors like the lack of exposure, familiarity and

understanding towards L2 academic environment, academic writing culture and academic community, which are then reflected in their writing position, use of academic phrases and jargons, and writing rhetoric.

By adopting Swales and Feak's (2004) CARS model, which consists of establishing a research territory, or context setting (Move 1), establishing a niche or identifying the debate (Move 2), and occupying the niche or stating the position (Move 3), students' use of the three moves was analysed. Establishing a territory (Move 1) is the stage of identifying the broad topic and why the topic matters to establish a context for the readers. The second stage, establishing a niche (Move 2), is the stage of highlighting a gap, problem, or debate in the topic. The last stage, occupying the niche (Move 3), is stating a clear position, argument, or proposed solution.

We found that in establishing a research territory, or context setting (Move 1), 39 students introduce the topic effectively, while 10 students jump straight into their stance without proper introduction. Most of these students were able to use the rise of video consumption, accessibility and technological advancements, and acknowledge books as traditional sources of knowledge when establishing the topic. In the analysis of gap/issue identification (Move 2), 34 students successfully identify the debate, while 15 students skip this step and move straight to their opinion. In establishing their position in the debate (Move 3), 42 students managed to get their messages across, i.e., 23 students favor videos, 14 students take a balanced stance, five students favour books over videos, and the rest simply lack a strong or a clear position. some essays contributed to multiple moves.

Some essays appear in different moves, showcasing the students' ability to establish a territory and establish a niche or other variations between the three.

Table 9. CARS move – summary of analysis

CARS move	Key features and students	Total
Move 1: Establishing a Territory	21 students' essays introduce the general trend of video consumption, 13 essays mention the role of technology in shaping media preferences, and 5 students refer to personal experiences or observations.	39
Move 2: Establishing a Niche	18 students' essays highlighted the decline of reading habits, 9 essays discuss the advantages of videos over books, and 7 essays point out the need for balance between reading and video consumption.	34
Move 3: Occupying the Niche	23 students argue in favour of videos as a better medium, 14 students advocate for maintaining reading habits, and 5 students propose a combination of both formats.	42

Based on the CARS model analysis, 49 students managed to submit their arguments toward

the issue of video consumption and reading. Forty-two students take a clear stance, with 23 supporting videos as a more effective medium, 14 advocating for the preservation of reading, and five promoting a balanced approach. This distribution reveals that while digital media is widely accepted, there remains a notable concern for the value of traditional reading. The results suggest that students are not only aware of the changing media landscape but also actively engage in critical discussions about its implications, with many leaning towards a preference for video-based learning and entertainment while still acknowledging the importance of reading. In terms of structuring the writing, however, most of the essays that belong to this group are short and lack elaborative efforts. This highlights the issue of students failing to establish a territory and the niche for discussion prior to taking a stance. Thirty-nine students started off their essays with establishing a proper broad context (Move 1), highlighting the increasing role of technology and media in daily life. This suggests that many students acknowledge the widespread shift towards digital content consumption as a significant cultural and technological development. This also demonstrates the ability of many students in setting the scene or proper introduction in their writing. The CARS analysis of the essays is summed up on Table 9.

Lastly, the least number of students, 34, establish a niche by emphasising the decline of reading habits or contrasting the benefits of videos with books, indicating an awareness of the ongoing debate about media preferences. This, however, also reveals that 15 students fail to identify the gap or the debate. Instead, they either went directly to state their stance or only managed to establish territory, failing to discuss the issue further. The distribution of responses suggests that while students are adept at introducing topics and occupying the niche, many students still face challenges in establishing the niche or the gap. The variation in the three moves points to the need for further refinement in critical thinking and identifying the main issue or the topic being debated. Strengthening their ability to transition smoothly from establishing a territory, a niche/gap, to occupying it with a well-supported argument could enhance their overall academic writing proficiency.

DISCUSSION

Krashen's (1992) Input Hypothesis proposes that language acquisition occurs when learners are exposed to comprehensible input slightly above their current proficiency level. The regular consumption of online short videos, particularly those featuring authentic language use, aligns with this theory by providing learners with rich, contextualised linguistic input. They also expose learners to natural speech patterns, colloquial expressions, and multimodal cues such as facial expressions and gestures, which could aid comprehension. Short-form videos on platforms like TikTok, YouTube Shorts, and Instagram Reels are often engaging, thus increasing students' internal motivation, be them the hedonic or eudaimonic type.

Students' Sentiments and Ambivalence Toward Video Consumption and Reading

Students' sentiments toward video consumption are largely neutral (39%). The result of the sentiment analysis reveals that the students' voice, as expressed by the majority of the essays,

lean toward neutrality or a combination of sentiments rather than exhibiting extreme positivity or negativity. As a digital native, the current young generation has parents, older family members, or teachers who have been exposed to prints in order to be entertained and get information. Books and magazines are still largely available and used by the people around them, and used at schools despite their regular exposure to digital platforms. The environmental factor plays a big part in shaping the youth's ambivalent state toward reading and watching videos.

Ambivalence, defined as "the absence of evaluative disposition" (Lakhiwal et al., 2022), is a complex state that can be both constructive and challenging, depending on how it is put into use by teachers and school/university administrators. In educational settings, ambivalence can be a valuable tool for encouraging critical thinking and open-mindedness. However, educators must also help students manage the emotional discomfort and indecision that can arise from holding conflicting views. By fostering a reflective environment, ambivalence can be channeled into productive outcomes, such as more thoughtful and balanced decision-making.

Voices like the one expressed in the following excerpt represent other voices that identify the pleasure that the writers are getting through watching and the superiority of video in comparison to books. Especially in the context of accessibility and the money values spent on accessing either book or internet. The author, however, did not clearly state their position, like the other 18 essays expressing the same ambivalence.

In my opinion regarding this trend, reading books and watching videos on the internet can have their benefits. On the one hand, watching videos on the internet can be a really fun and engaging form of entertainment that offers a wide range of content that may not be available in books very easily, because obviously, you will need to buy certain books to get certain information. (S2)

The motives for reading and watching videos, as revealed in this study, are not entirely polarised. In other words, not all essays suggest that video consumption is purely for entertainment, nor do they imply that reading is solely a meaning-making activity. Furthermore, the study finds that "Book" are correlated with various terms like "Class," "Opportunity," "Read," and "Gadget," with the highest correlation being 0.8154811. It shows that at the value and moral level, even this generation of "digital native" still consider book as meaningful commodity and reading habit as important activity. In contrast, "Video" and other terms, such as "Studying," "Thinking," and "Literacy," receive a maximum correlation of 0.68088293. Lower than how "Books" and "Reading Habits" are correlated. It is interesting, however, to learn that video is seen as a valuable resource for not only entertainment but also as a main resource for learning and personal growth by this group of students. With the Gen Z's desire for applied and independent learning, it is their tendency to have an affinity for seeking information through videos (Szymkowiak et al., 2021).

The 49 Indonesian youths expressed their hedonic and eudaimonic motivations on both books and online videos represent their "orientations toward happiness" (Chen & Zeng,

2024), where they prioritise pleasure and immediate gratification, as well as for personal growth and meaningful engagement on both books and videos. The finding of the study is in line with that of Oliver and Raney (2011) who found that the consumption of short-form videos is driven by both hedonic (pleasure-seeking) and eudaimonic (meaning-seeking) motivations. Both teachers and parents can exploit this state of ambivalence to create engaging and meaningful (language) learning experiences.

Supporting Novice Writers

Based on the CARS model analysis, 49 students managed to submit their arguments toward the issue of video consumption and reading; 42 essays state clear stance, 39 essays managed to establish territory, and 34 essays establish a niche/gap. Following the three moves in CARS, not all essays (students) performed the three moves, i.e., establishing a territory, establishing a niche, and occupying the niche, flawlessly. This uneven execution of the three rhetorical moves highlights the limited proficiencies these students have over the structural and conceptual demands of academic writing. This pattern reflects systemic shortcomings in students' rhetorical ability, particularly in integrating content knowledge, linguistic resources, and genre awareness that is rooted from the lack of training and exercises of not only in writing, but also the inadequate mount of content in the high school's curriculum to critical thinking, rhetorical structure, and logical reasoning for their foundations.

Furthermore, the essays' reliance on opinion rather than evidence-based reasoning in most essays further indicates a lack of familiarity with academic discursive practices. While some students attempted to identify a research niche, their essays lack depth, as they fail to further analyse the cognitive, cultural, or educational aspects of the media consumption habits. This superficial engagement leads to an underdeveloped ability to move beyond descriptive or narrative writing into critical or analytical modes. Additionally, the absence of solution-oriented arguments suggests that students are not yet equipped to synthesise complex information or propose informed responses, which are central to academic argumentation.

These limitations highlight a broader pedagogical issue: students are entering higher education with insufficient preparation in constructing arguments within established rhetorical frameworks. Their struggles are not only linguistic but epistemological, indicating a need for more explicit instruction in how knowledge is structured, contested, and communicated within academic discourse communities. The findings resonate with existing literature across similar educational contexts. For instance, Min et al. (2013) report that Malaysian novice writers often fail to achieve clarity, coherence, and justification in English academic writing, while Adika (2014) notes that African scholars frequently omit literature reviews (Move 1), weakening the logical basis for establishing a niche (Move 2) in their research articles. These parallels suggest that the difficulties observed in this study are not uniquely local but part of a broader challenge in academic writing instruction in EFL contexts. It is not enough to teach writing as a technical skill; there must also be a focus on helping students internalise the epistemic functions of argumentation, such as engaging with prior scholarship, identifying gaps, and positioning their claims within a broader intellectual conversation.

To address these gaps, writing pedagogy must move beyond structural formulas and engage students in reflective practices that emphasise rhetorical purpose and critical inquiry. Scaffolded instruction, genre-based approaches, and the use of models, which can be provided through multimodal texts and videos, can help students understand not just how to write but why academic texts are organised in specific ways. Without good understanding of students' motives and ways of consuming media and structured interventions, Indonesian students risk reproducing formulaic, underdeveloped writing that lacks both intellectual depth and rhetorical precision.

CONCLUSION

This study explored how Indonesian youths position themselves in relation to the increasing consumption of online videos and the decline of traditional reading for pleasure and personal growth. Through a critical analysis of student essays, it reveals Indonesian youths' ambivalence as they simultaneously acknowledged the value and drawbacks of both media in their responses to a writing prompt. Rather than taking evaluative, fixed disposition, their responses reflected conflicting perspectives, showcasing their hedonic and eudaimonic motivations in their media engagement.

By integrating discourse analysis, Voyant tool, and CARS model, the study contributes to a deeper understanding of how Indonesian youths navigate evolving media consumption and, simultaneously, showcase their competence in structuring and expressing their arguments. It highlights the complexities in students' media preferences and underlines the need for pedagogical approaches that foster critical awareness, rhetorical thinking, and logical reasoning, and balanced engagement with both text and video. The findings suggest that literacy education must embrace multimodal strategies that bridge extensive reading and viewing. Through CARS model analysis, the study identifies gaps in students' academic writing skills, particularly in their ability to frame arguments and establish critical perspectives on the debate on media consumption presented by the writing prompt.

Moving forward, Indonesian educators at both the middle, high or even university level should make the habits of expressing opinions and providing scaffolded instruction to prepare students for academic challenges in the higher education, focusing on developing students' ability to recognise and articulate gaps, debates, or problems in various topics. Future research could further examine how and what different types of videos can influence and expand students' critical thinking and reading behaviours. More expansive comparative studies across educational institutions or cultural contexts through student-produced texts or media could also enrich our understanding of how digital media shapes literacy practices at global level.

ACKNOWLEDGEMENTS

This research was supported by BINUS International (PIB), No. 069C/VRRTT/III/2024. In producing this study, Irfan Rifai served as the first and corresponding author, responsible

for the study's design, data collection and analysis, manuscript drafting, and revisions. Maria Tamarina Prawati provided input and suggestions in designing the study, assisted with data interpretation, and provided critical revisions on the manuscript. Both authors approved the final version.

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