

## **Chapter One**

### **Introductory Paragraph**

There are some important points that was mentioned in this chapter. The first chapter is about background of the study which describes a brief overview of the research background. The second chapter is identification of the problem which presents the reason of the researcher in conducting this research related to the topic. The third chapter is delimitation of the problem which describes main focus of the problem in this study. The fourth chapter is research question that used as a guideline of the study. The next chapter describes about objectives of the study. And the last chapter is significance of the research which presents the benefits of this study toward particular parties.

### **Background of the Study**

This era becomes the era of industrial revolution around the world. According to Xu et al. (2018), the era of industrial revolution is a transformation from the old era to the modern era which technological developments are very important to help all of people in order to get something easily and quickly. Technological development in 21st century has affected to many aspects including employment, economics, commerce, business, transportation and especially education (Wrahatnolo, 2018). Therefore, all of the students now were able to take advantage of technological developments in some aspects of their lives including work, education, communication, business, and others (Pikhart & Klímová, 2020)

In 21<sup>st</sup> century, technology was used to teach the students' generation of this era. Lancaster and Stillman (2004) stated that there are four types of generations including Traditionalists, Baby Boomer, Generation X, Generation Y or Millennial. Millennial were born between 1982s to the 2000s. According to Setiyani (2020) Millennial are the generation that was born between 1980s to the 2000s. In addition, Simonson (2010) thought that a person born between the 1982s and 2005s was called as millennial. Khaifi et al. (2012), Generation Y is the millennial generation which they were born in the era of digital technology. Pyöriä et al (2017) also argued that the Generation Y is called as a millennial generation which have highly competent about the technology information and communication developments. Therefore, millennial are the people who already understand deeper about technological development as a tool in a job, education, communication, and business (Nicholas, 2008).

Teaching strategies have been developed continuously in the educational institutions until the current era. Basically, the education in the previous era was difference between the educations of current era. In the Baby Boomer era teachers only used two types of learning strategies including team-based learning and individual learning (Koeller, 2012). Generally, the teachers often use the lecturing method to deliver the teaching materials in the classroom. Then, students are asked to listen and take notes if it is important and ask to the teachers if the material is unclear. This teaching strategy is not very effective to be implemented in the teaching and learning process. There are some disadvantages in implementing the lecturing method such as, (1) students felt bored during the learning process so that

they are not focused on the material being taught, (2) students' knowledge more limited because what they got only based on what the teacher explained, (3) students found more difficult to understand learning material and tended to be shy asking questions (Director of Education Personnel, 2008).

In the millennial era, the teaching strategies to teach students in the language class was become more effective, active, and creative. Diana Oblinger and Claire Raines (2002) explained that “the students of millennial generation more attracted to the teaching that emphasize group working, experiential activities, structure, and the use of technology” (as cited in McGlynn, 2005). In addition, Kotz (2016) argued that millennial students more interested in interactive teaching, collaborative learning, implementing technology, group discussion, debates, team project, simulation, problem solving, providing frequently feedback. Therefore, millennial students more attracted to the teaching process that is more communicative, using various teaching methods, problem-based learning, and teaching that used technology.

With that character, the teachers who teach in this era was faced a new challenge to teach students' millennial. For example, they should be able to adapt to the technological developments so that it made the teacher easier to conduct the teaching process that is related to the students' characteristic. Cilliers (2017) explained that the teachers should be able to design a teaching strategy to teach millennial students like a teaching using technology. The other challenges, the teacher should create the teaching process that is related to the characteristics of millennial students and understand what students needs in the classroom.

Millennial are generation that has been influenced by the development of digital technology. Millennial have a closer relationship with their families than before because they are facilitated with communication technology. Millennial tend to prefer working in teams compared to themselves (Khaifi et al., 2012). In general, the millennial generations have some differences aspect with the previous generation consist of characteristics, needs, cultures, social, experiences, knowledge, technologies, education, and the ways of thinking to solve the problem (Smith & Nichols, 2015). To teach millennial generations, the teachers should be able to know and understand the millennial students' characteristic. Millennial students were interested to the teaching that emphasizing the use of technology, implementing kinds of teaching method, and team-oriented teaching (Monaco & Martin, 2017). Teaching strategy that used to teach millennial students was different with the teaching strategies in the Baby Boomer era. The use of inappropriate teaching strategies affected to the student learning outcomes in the classroom. Therefore, in teaching millennial students, teachers should be understand their characteristics and interests, because it determines student learning outcomes in classroom.

### **Identification of the Problem**

English Language Education Department (ELED) at one of the Islamic private universities in Yogyakarta is one of study programs which has implementing the teaching strategies to teach students millennial generation. Each teacher has their own learning strategies in teaching English for millennial students.

However, teaching strategy became one of the important learning components in the process of teaching and learning activities. Teachers as facilitators should be able to provide the best teaching and learning process for their students. To build an effective teaching process, the teacher should be able to understand the characteristic of students and know their interest. In fact, the millennial generation have different characteristics with the previous generation, so that the teaching strategies that used to teach them were also different.

Based on my experience as an English Language Education student for more than three years at this collage. The researcher knew that the teachers of this college already have teaching experiences more than 5 years in teaching English for millennial students. This information was obtained from the website of PDDikti (*Pangkalan Data Pendidikan Tinggi*). It was possibly that they have some effective teaching strategies in teaching English for millennial student and challenges that faced during teaching millennial students. Besides, based on the previous study that conducted by Wahyudianawati (2019) mentioned that all of the English Language Education students of this Islamic private university belong to millennial generation. The students of this college were born around 1990 - 2000's which they already have millennial characteristics like understood about the technological developments. For the reason, the researcher was interested to explore the teaching strategies that they used to teach English to their students and the challenges that faced. Therefore, conducting this research aimed to know some effective teaching strategies in teaching English for millennial students. Also, the challenges that should be considered in teaching English for millennial students.

### **Delimitation of the Problem**

The English Language Education Department (ELED) teachers of Islamic private university at Yogyakarta was needed to research their teaching strategies and challenges faced to enhance the effectiveness of teaching for millennial students. The used of teaching strategies to teach millennial students was different with teaching strategy in the Baby Boomer era. This research focused on two kinds of problem. Firstly, the researcher found out the certain teaching strategies of ELED teachers for students' millennial generation at Islamic private university of Yogyakarta. Secondly, the researcher investigated the challenges faced by the teachers in teaching millennial students in the ELED at Islamic private university of Yogyakarta. The researcher used interview method to find out the data of research about the teaching strategies and challenges in teaching English to millennial students.

### **Research Questions**

Based on the research background, the researcher has formulated the problems of the research as follow:

1. What are the certain strategies of the English Language Education Department teachers to teach English for the students of millennial generation?
2. What are barriers hindering the English Language Education Department teachers in teaching English for millennial students?

## **Objectives of the Research**

Based on the formulation of the problem, the purposes of this research can be formulated as indicated below:

1. To find out the certain strategies of the English Language Education Department teachers to teach English for the students of millennial generation.
2. To investigate barriers hindering the English Language Education Department teachers in teaching English for millennial students.

## **Significance of the Research**

The outcomes of the research are expected to be useful for the English language teachers, students and also researcher.

**For the teachers.** Based on the research, the results of the study could provide some teaching strategies that are appropriate to teach millennial students. Basically, the teachers could get some ideas about the teaching strategies that can be used to teach millennial students. Moreover, the teachers could be able to adjust and implement the teaching strategies that are relevant to the students' need in the classroom. Then, the teachers could be more understood about the challenges when they were conducting the teaching activities for millennial students. Therefore, the teachers could consider every challenge and tried to find out some solutions to overcome the problems.

**For the millennial students.** The outcomes of this study could help the millennial students to get the teaching and learning process that is related to what

they need for their future. Moreover, the students could get new knowledge and information about the technology and media that used in the teaching and learning process. By knowing the teaching strategies, the students could know what strategies that is interesting for them.

**For the researchers.** The results of this study could be used as a reference for the other researchers who is conducting this research about the strategies of English teaching for the students of millennial generation. From the results of this study, the readers expected to get a lot of new information about the importance of teaching strategies which can facilitate them in conducting similar research.

**For the institution.** Based on my researcher about the strategies of teaching English for students of millennial generation, the researcher recommended that the institutions can give more attention to the activities of millennial student learning, so that students can get more relevant and effective learning in the classroom. This research was also expected the institution to provide some teaching and learning facilities, implementing teachers training program, organizing workshop so that the teachers can improve their skills in creating effective teaching strategies.

### **Organization of the Chapter**

This study consists of five chapters which explained an overview of each research chapter. Chapter one presented the introduction of the study. There were some important points that was mentioned in this chapter. The first chapter was about background of the study. The second chapter was identification of the problem which presents the reason of the researcher in conducting this research



related to the topic. The third chapter was delimitation of the problem which described main focus of the problem in this study. The fourth chapter was research question that used as a guideline of the study. The next chapter described about objectives of the study. And the last chapter was significance of the research which presented the benefits of this study toward particular parties.

The second chapter of the research presented a literature review. In this chapter, it discussed some theories related to the topic of the study. There were several contents discussed in this chapter including the definition of millennial generation and their characteristics. Then, this chapter explained about the 21<sup>st</sup> century skills and language teaching and learning strategies. This chapter also mentioned about the language teaching and learning strategies for millennial student and common challenges in teaching millennial. The last, it included preview of related studies and the conceptual framework.

The third chapter presented about the research methodology used in this study. There were several sections in the part of methodology. The first section described the research design in which the researcher explored about the type of research design used in this chapter. The second section of the methodology was research setting of the study which described a place of the research. The third section was research participants which discussed who became participants of the study. In the next section of methodology was data collection technique which described the way how to collect the data which is explained in the following section and instrument. The fifth section was data collection procedure which described how the researcher gathers the data. And the last section was data analysis

which presented the procedure of analyzing. In addition, interpreting issues and trustworthiness as a part of the research methodology was discussed in this chapter as well.

In the next chapter presented about research findings and discussion. This chapter provided the detailed information about the data gathering and the data analysis based on the study that conducted. Besides, the findings included the English teaching strategies to teach millennial students and the barriers hindering the English teacher in teaching millennial students. The researcher obtained the finding through the individual interview with the teachers of Islamic private university of Yogyakarta as a participant of this research. Besides, the researcher also connected the finding to the relevant literature reviews or theories that provided in this research to be the discussion of the research.

The last chapter presented the conclusion and recommendation. In this section, the researcher presented a conclusion of the research finding related to the research question. Besides, recommendation of the research also mentioned in this section which contained the suggestion for some parties related to this study.