

Chapter One

Introduction

This chapter presents the introduction of the study. There are some important points mentioned in this chapter. The first section gives a brief overview of background of the study which describes the reason of the researcher in conducting the research related to students' perception on the characteristics of an effective English language teacher in millennial era. The second section presents the research questions used as a guideline of the study. The third section describes the specific objectives of the study. The next section explains the significance of the research which presents the benefits of this research toward particular parties. Finally, the last point is outline of the study which shows the explanation of presented each chapter.

Background of the Research

Millennial generation is a term for people who grow in millennial era. Millennial era is an era of digital technology in which people in this era are close to technology, and they were born in an era of instant access. Based on Olzewski (2016), millennial generation are those people who were born between the early 1980s to the early 2000s. Millennial generation is also known as generation Y (Mercadante, 2008). The term of millennial generation emerged to differentiate from the previous generations such as from "Veteran" (1925-1945), "Baby Boomers" (1946-1964), and "Generation X" (1965-1979) (Ismail & Lu, 2014). From those explanations mentioned, it can be identified that currently, millennial

generations are either in high school, college, graduate school or in the workforce, and they are around 14 - 35 years old.

Millennial generation has some personal characteristics which are unique and different from their previous generations. Broadbridge, Maxwell, and Ogden (2007) mentioned that there are some key characteristics of millennial generation to differentiate them from the previous generations. Those key characteristics of generation Y are independent, well-educated, confident, upbeat, open-minded, sociable, technically literate, adverse to slowness, and highly informed.

On the other hand, Kelan and Lenhert (2009) stated that there are some characteristics based on the individual level. They said that people from generation Y becomes entrepreneurial thinkers, self reliant, ethnically-diverse, polite, curious and energetic, respectful to parents and grandparents, financially empowered, and conservative investors. However, millennial generation also has negative characteristic such as 'living with strong social stressors' (Kelan & Lenhert, 2009). Besides, Monaco and Martin (2007) stated that millennial generation has lack of critical thinking skill and unrealistic expectations.

In language teaching context, millennial era brings some effects on how the process of teaching and learning is conducted. Olzewski (2016) stated that the old ways of teaching are no longer suitable to teach today students. From the statement mentioned, the language teachers who teach millennial generation should find appropriate teaching media which is suitable with millennial students' characteristics and their learning preferences such as utilizing computer and internet in teaching and learning process. Therefore, in language teaching activity

the teachers are required to implement media literacy or Information Communication Technology (ICT) so that they can utilize technologies very well in the language teaching activity. Considine, Horton, and Moorman (2009) pointed out that for today; computer and the internet have generally been part of the millennial people in daily and school activities. Besides, ICT makes millennial generation have the access to get in-depth information, than their previous generation (Foehr, 2006; Lenhart, Arafeh, Smith, & Macgill, 2008; Lenhart & Madden, 2005; Lenhart, Madden, & Hitlin, 2005; Rideout, Roberts, & Foehr, 2005 in Considine, Horton & Moorman, 2009). Besides, teachers also should use internet as one of language teaching media when they teach millennial students.

Furthermore, an effective language teacher in millennial era is a teacher who can develop content, pedagogy, and technology strategies at the same time (Pierson & McNeil, 2000). In addition, Takhre and Takhre (2015) stated that learning media for today students is the technology such as using Smartphone, and other multi-media devices. Also, Payne and Berry (2011) stated that to increase millennial students' motivation in learning, it is believed to utilize internet and multimedia into all aspects of education. Regarding the statement mentioned, an effective English language teacher is a teacher who can utilize technology, internet, and apply it in teaching and learning process in the classroom for millennial generation. On the other hand, an effective English language teacher also should understand millennial students and the ways which they learn. Furthermore, an effective teacher for millennial generation is also a teacher who has various learning activities in teaching and learning process.

Besides, millennial students prefer the activity in the classroom to collaborating, connecting, and creating social change (Pinder-Grover & Groscurth, 2009).

Therefore, regarding the phenomena mentioned, the researcher is interested in conducting the research on identifying students' perception on the characteristics of an Effective English language teacher in millennial era.

Identification of the Problem

To be an effective English language teacher, every teacher should have good qualification in some aspects to gain effective and efficient in teaching and learning process. Shishavan and Sadeghi (2009) said that good and qualified teachers are essential to enhance learning quality and create educational system run efficiently. In fact, in a private university in Yogyakarta, all of the students belong to millennial generation. For the reason, the students of this college were born around 1995 into 2000 which are similar with the views of some previous researchers about millennial generation. Besides, millennial generation has different personal characteristics from the previous generation.

However, the millennial generation requires the different ways of teaching than their previous generation such as from generation X. That way, the teachers in this college should have appropriate ways in teaching millennial students which are suitable with their characteristics, needs, and learning expectation. Hence, it aims to achieve effective teaching and learning process to get a good result.

Moreover, the researcher gets the information through the department website profile in which some of the teachers at the department referred to generation X because they were born around 1965 into 1980. On the other hand,

the other teachers of the department are referred to generation Y. Hence, because the students are from generation Y, and the teachers are from generation X. It possibly that they have different characteristics because of the specific category of the generation.

In addition, to get maximum result of achievement, millennial students need an effective teacher to teach them in school. An effective teacher for millennial students is different from effective teacher for previous generations like generation X. Generation X is the people who were born in the early 1965 to 1980. That way, some problems possibly occur related to the different category of the generation where they have different ways and expectation in teaching and learning process. For example, formerly for previous generation, the library and book were the only source to search information to study and conduct the research. However, for millennial generation, the most useful source to get the information is the internet because it can be accessed easily wherever they are (Nimon, 2007). It can be identified that millennial generation is digital oriented. Therefore, the researcher is interested in conducting a research about students' perception regarding the teachers in this millennial era. That way, the researcher wanted to explore students' perception on the characteristics of an effective English language teacher in millennial era. Also, conducting this research purposes to know the perception of millennial generation or millennial students about the characteristics of an effective English language teacher.

Delimitation of the Problem

To avoid the research being too broad in discussing, the researcher limits the problem. That way, in this study the researcher focuses on investigating four core categories of the characteristics of an effective English language teacher. Those four core categories are socio-affective skills, pedagogical knowledge, subject-matter knowledge, and personality characteristics. The categories are based on categorization of effective English language teacher by Dincer, Goksu, Takkac, and Yazici (2013).

Research Question

The problem of this study is formulated into a question “What are students’ perceptions on the socio-affective skills, pedagogical knowledge, subject-matter knowledge, and personality characteristics of an effective English language teacher in millennial era?”

The Objective of the Research

Based on the research question, the objective of the study is intended to find out the socio-affective skills, pedagogical knowledge, subject-matter knowledge, and personality characteristics of an effective English language teacher in millennial era for millennial students. Besides, this view is based on millennial students’ perceptions who currently study at English Language Education Department of a private university in Yogyakarta.

The Significances of the Research

The study has several advantages and positive contributions for some parties such as students of the department, English teachers, and educational institution.

For the students of the department. Regarding the information of this research, the students can know characteristics of an effective English language teacher in millennial era. From this research, it is expected that this study may provide the information for the student-teacher about effective characteristics to be an effective English language teacher in order to prepare them to be an effective English language teacher. That way, they will have good teaching quality in the future which is suitable with millennial students' demand.

For English teachers. Based on this research, it is expected that the findings of this research are useful for English language teachers in millennial era in order to improve and develop their teaching performance. Then, the teachers will be effective for millennial students. Besides, the English teachers are able to know the benefits of becoming an English language teacher in millennial era. The researcher hopes that the findings of this study can help the teachers to improve and develop their teaching performance as well as their teaching quality. Besides, this research can be useful for the teachers as a reflection to their teaching.

For educational institution. From this research, the findings of this research can be useful as basic information to the educational institution about an effective English language teacher in millennial era. The researcher hopes that this study can help educational institution to improve the teachers' teaching quality in

order to achieve their teaching purposes. Besides, this research will be additional information for educational institution to renew the program, syllabus or curriculum. Therefore, this research also can be a recommendation to create module text in teaching and learning activity to enhance the quality of students' English understanding.

Organization of the Chapter

This research consists of five chapters which explain an overview of each research chapter. Chapter one presents the introduction of the study. There are some important points mentioned in this chapter. The first section gives a brief overview of background of the study which describes the reason why the researcher is interested in discussing students' perception on the characteristics of an effective English language teacher in millennial era. In the second section, it presents the research question used as a guideline of the study. Also, the third section describes the specific objective or purpose of the conducted study. Furthermore, the significances of the research present the benefits of this research toward particular people related to this research.

The second chapter of the research is a literature review. In this chapter two, it discusses the theories related to the characteristics of an effective English language teacher and students of millennial generation. There are several contents discussed in chapter two such as the definition an effective language teacher and characteristics of an effective English language teacher and definition of students of millennial generation and their characteristics. This chapter also presents the information on the students' perception on the characteristics of an effective

English language teacher in millennial era. In the following of the chapter two, it includes the review of related studies and the conceptual framework.

Chapter three presents the research methodology used in this study. There are four sections of the methodology. The first section is the research design in which the researcher explores about the type of research design used in this chapter. The second section of the methodology is the research setting where the research is conducted, and the participants are discussed subsequently. In the third section, the data collection method describes the way how to collect the data which is explained in the following section and instrument. The fourth section is data gathering procedure which describes how the researcher gathers the data. In the last section is data analysis which presents the procedure of analyzing the data as well as its procedure in analyzing the data. Finally, interpreting issues and trustworthiness as part of the research methodology are discussed in this chapter as well.

In chapter four, it discusses the research finding and discussion. This chapter provides the detailed information about the data gathering from the conducted research and analysis of the data. Besides, the findings include the students' perception on the characteristics of an effective English language teacher in millennial era. The researcher obtains the finding from the individual interview with the participants of university students. Besides, the researcher also relates the finding to the relevant literature reviews or theories provided in this research to be the discussion of the research.

Chapter five includes the conclusion and recommendation. In this chapter, researcher presents the conclusion of the research finding related to the research problems. The researcher summarizes the findings and the discussions from chapter four. In addition, this chapter contains the suggestion for some parties related to this research