Chapter Two

Literature Review

This chapter reviews the theory and some studies related to this research. In this chapter, the researcher writes some essential studies from the previous research, books, and also journal articles related to this research. There are several significant points in this chapter. In this literature review, the topic composes the definition of millennial generation, the characteristics of millennial generation, the definition and characteristics of an effective English language teacher, the teaching millennial generation, the effective language teacher for millennial generation. Furthermore, this chapter also gives brief overviews on review of related studies and conceptual framework.

Millennial Generation

Millennial generation is generation in millennial era. Millennial generation refers to the people who were born in the early 1980s to the early 2000s (Olzewski, 2016). Besides, they are called as millennial generation because they grow up in digital era and familiar with technology (Kaifi, Nafei, Khanfar, & Kaifi, 2012). In addition, Prensky (2001) called millennials as 'digital natives'. For the reason, they grow up in digital era. Millennial generation is also known as 'Generation Y'. Twenge (2010) said that millennial generation has been variously labeled as 'Generation Y', 'Net Generation', 'Nexters' and 'Generation Me'. The term of millennial generation emerges to differentiate them from the earlier generations of 'Veteran' (1925-1945), 'Baby Boomers' (1946-1964), and 'Generation X' (1965-1979) (Ismail & Lu, 2014).

Moreover, Howe and Strauss (2000) as cited in Considine, Horton, and Moorman (2009) pointed out that millennial generation refers to the children who have grown up since the beginning of the assortment related the digital technologies such as cell phones, texting messaging, video games, and instant messaging. Similarly, Nicholas (2008) said that millennial generation or net generations have been raised in an instant access. In addition, Taylor (2012) stated that millennial generation is only familiar with the computer and information which are easily accessed and have the distinct expectations concerning the technology, communication, and access to information. Therefore, millennial generation is a generation who has closeness to the technology. Besides, they are familiar with technologies, and their daily activities are almost done by using technologies because in this generation, the technology is easy to access.

Characteristics of Millennial Generation

Every millennial generation has their own personal characteristics. According to Ng, Lyons, and Schweitzer (2012) and Sheahan (2005) as cited in Ismail and Lu (2014), every individual generation must have different personalities, intentions, and worldviews such as reactions to work and careers. Besides, Smith and Nichol (2015) said that millennial generation has many positive and negative qualities. Besides, millennial generations are confident. The other characteristics of millennial generation such as millennial people are known to be achievement focused guiding them to find out the new learning chances, millennial people enjoy working in teams and are more tolerant than previous

generation, millennial people are family-focused and need to have a better work/life balance, millennial generations enjoy utilizing technology, the millennial people feel difficulty to interact with, entitled, and overly service-focused, and millennial generations expect to have a balanced life.

Furthermore, Howe and Strauss (2000) as cited in DeBard (2004) identified that seven core characteristics of millennial generation are special, sheltered, confident, team oriented, conventional, pressure, and achieving. Also, Devaney (2015) identified that the characteristics of millennial generation can be seen by their mindset and attitudes including entitled, optimistic, civic minded, close parental, involvement, values work-life balance, impatient, multitasking, and team oriented. Besides, Mercadante (2008) asserted that the characteristics of millennial generation are classified into two types, general characteristics and *c*ore characteristics. In general characteristics, the millennial people seem averse to the ageless decree on youth, happy, positive, and confident. They are prone to follow the rules, take part in volunteer service, team-oriented, close and trust to their parents. In core characteristics, the millennial people are special because they were born in digital era. Also, they are ministry implications which show that when millennial people join the social community, a group of social community needs to accept and trait them well as their friends. Hence, they are also close to their parents, stressed-out, experiential, and postmodernism.

Similarly, Broadbridge, Maxwell, and Ogden (2007) mentioned that some key characteristics of millennial generation are to differentiate them from previous generations. Those key characteristics of millennial generation include

about being independent, well-educated, confident, upbeat, open-minded,
sociable, technically literate, adverse to slowness, and highly informed. On the
other hand, Kelan and Lenhert (2009) mentioned that based on some
characteristics of the individual level, they said that people from generation Y
become more 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 character. According to Kelan and Lenhart (2009), generation Y has
strong social stressor in their live because of the changes in the social live.

An Effective English Language Teacher

Teacher is one of crucial professions in educational process because a
teacher can be a factor of students to be successful in learning. Good and
qualified teachers are essential to enhance learning quality and create educational
system efficiently (Shishavan & Sadeghi, 2009). Teachers also have a vital role in
students' academic achievement through their teaching techniques. Besides, the
appropriate teaching techniques will bring the students to gain their positives
achievement (Markley, 2004).

Furthermore, Stronge (2002) as in Arikan et al. (2008) said that effective
teacher is a teacher who always produces the students with high achievement or a
teacher who regularly gains positive evaluations from supervisors and
administrators. An effective English language teacher also can be defined as a
teacher who can highly influence their teaching as a result of the learners'
learning (Dembo & Gibson, 1985; Goddard, Hoy, & Hoy, 2000; as cited in

Shishavan 2010). To be an effective English language teacher, the teacher should have some aspects on the characteristics of effective English language teachers.

There are some characteristics of an effective English language teacher. Dincer, Goksu, Takkac, and Yazici (2013) maintained that some aspects of effective English language teacher are four main characteristics of an effective English language teacher such as socio-effective skill, pedagogical knowledge, subject-matter knowledge, and personality characteristics. For more detailed information, each main characteristics of an effective English teacher will be explained in the following paragraphs.

Socio-affective skill. Socio-affective skill is ability of teachers to interact with their students in order to gain the effectiveness in educational process (Dincer et al., 2013). The socio-affective skill includes a wide range of items such as the way teacher behaves to the students, teacher's ability to decrease students' anxiety, and to increase students' motivation (Sishavan, 2010). Besides, to be an effective English language teacher, the teacher should understand the students' feeling and be aware of students' differences in the students' background (Korkmaz & Yavuz, 2011). The other main characteristic of an effective English language teacher is pedagogical knowledge.

Pedagogical knowledge. Pedagogical knowledge is teachers' ability to teach the students or their knowledge on how to manage the class. According to Dincer et al (2013), pedagogical knowledge defines as teachers' knowledge on how to apply the teaching procedures and strategies in the classroom. Furthermore, Haryadi (2018) defined that pedagogical knowledge comes up as

teachers' ability to manage their comprehension towards English foreign language field in order to maintain the effectiveness of teaching through their various teaching techniques, apply the materials written in the lesson plan, and use proper teaching principles. The pedagogical knowledge includes some items such as preparing the lesson well, using lesson plans, assessing what students have learned reasonably, and incorporating group activities in the classroom or applying some various teaching strategies (Rotgans & Schimdt, 2011). The way teachers offer the information to the students should be clear, comprehensible, and motivating (Betson et al., 2001, as cited in Arikan et al., 2008). For example, when the teacher offers the information, they should be able to explain it as detailed as possible. The teacher should make sure that the information which they have explained is easy to understand by the students. Besides, the teacher can also increase students' motivation by giving a reward. Thus, to be an effective English language teacher, the teacher should be good on subject-matter knowledge.

Subject-matter knowledge. Subject-matter knowledge is teachers' comprehension about the subject or the target language. As mentioned by Dincer et al (2013), in subject-matter knowledge, the teachers should master on their specific subject. Regarding the statement mentioned, an effective English language teacher should master English well. The subject-matter knowledge can be identified through teachers' pronunciation. Also, an effective English language teacher should have correct pronunciation (Arikan et al., 2008). Likewise, the teachers should be able to write in English well (Sishavan, 2010). Besides, an

effective English language teacher must be adequate in cultural knowledge (Arikan, 2010). Hence, an effective English language teacher should also have good personality characteristics to teach the students effectively.

        Personality character. Personality character is one of the four main characteristics of an effective English language teacher. An effective English language teacher is supposed to have some crucial characteristics in order to gain the effectiveness in teaching and be successful as the teacher. The characteristics mentioned include about being enthusiastic in teaching process, humorous, kind, and fair to the students (Korkmaz & Yavuz, 2011). In addition, Arikan (2010) mentioned that an effective English language teacher should be open-minded to bring outside world into the classroom, value, and respect students' judgments.

Teaching Millennial Generation

        Teaching millennial generation requires the teachers to apply technology. Puji and Umamah (2018) stated "the millennial era has significant impact on the demands of human resource competing quality with high adaptation to the development of Information Technology (IT)" (p. 48). One of the significant impacts in this era is in educational field. Besides, the teachers in this era should be able to utilize technology and apply it in teaching and learning process in the classroom. As the reason, today students are required to able to utilize technology. Puji and Umamah (2018) stated that as one of 21th-century skill, the students in this millennial era are required to apply the technology in order to support the learning process. From the statement mentioned, it was in line with Nicholas (2008) who stated that millennial students' characteristics are known as

millennial generation where mostly, the students use the computer literature as learning tools (Nicholas, 2008).

In addition, Olzewski (2016) said that the old ways of teaching are not suitable to serve today college students. Moreover, Considine, Horton, and Moorman (2009) stated that for today students, the computer and the internet have generally been part of their 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).

Furthermore, Puji and Umamah (2018) asserted that the use of technology information gives the positive impact on the learners' learning achievements. Moreover, Takhre and Takhre (2015) said that learning media for today students is the technology use such as using Smartphone and other multi-media devices. Besides, millennial students also prefer the activity in the classroom which has the purpose to collaborate, connect, and create social change (Pinder-Grover & Groscurth, 2009). Regarding the study conducted by Pinder-Grover and Groscrutch (2009), there are four principles for teaching the millennial generation namely facilitating cooperation among students, preparing students for diversity and cross-cultural interaction, cultivating knowledge creation, and promoting the engagement inside and outside the classroom. Also, Kraus and Sears (2008) identified that some preferences teaching techniques by millennial students' perception aim to teach the students in the classroom activity. In this study, it

shows that millennial students prefer kinds of activity such as discussion, projects, papers, and lab work as their teaching technique preferences. Therefore, the teachers in millennial era can apply some of students' teaching technique preferences mentioned above because those are suitable with today students' expectation.

Effective Language Teacher for Millennial Generation

Teachers in millennial era have new roles. In this era, the instructors believe that a new role of teachers is guiding, mediating, modeling, and coaching the active learners (Sharp, 2006 as cited in Keengwe & Georgina, 2013). However, Pierson and McNeil (2000) stated that an effective language teacher for millennial generation is a teacher who can develop content, pedagogy, and technology strategies at the same time. Another crucial aspect to be an effective language teacher for millennial generation is a teacher who can be responsible, meaningful, and efficient in integrating technology into the curriculum (Rahamat, Shah, Din, & Aziz, 2011).

On the other hand, the teachers should have the appropriate teaching strategy. Flores (2015) pointed out that a language teacher in millennial era should be aware and have appropriate strategies in teaching millennial students that can increase their motivation and persuade them to acquire second language. One of the strategies is applying technology in teaching and learning process (Flores, 2015). In addition, a language teacher should help the millennial students to comprehend on how linguistic and cultural norms operate (Chun, Smith, &

Kern, 2016). Besides, a teacher also needs to understand the millennial students to educate them effectively (Phillips & Trainor, 2014).

Review of Related Studies

There are three studies related to this current study. The first study was conducted by Shishavan and Sadeghi in 2009 entitled students' perception on the characteristics of an effective English language teacher by Iranian learners of English. The second study was undertaken by Park and Lee in 2006 about the students' perception on the characteristics of effective English teachers by high school students in Korea. Furthermore, the third study was done by Haryadi in 2018 entitled University teachers' beliefs about the characteristics of effective English as Foreign Language (EFL) teachers.

The first study was conducted in 2009 which aimed to characterize qualities of an effective English language teacher as perceived by Iranian teachers and learners of English. The researcher conducted this study at Urmia University, at two high schools in Aljabsir (Iran), three Iran Language Institute (ILI), Jahad Daneshgahi and Shokouh Language Institute in Urmia, and other universities in Iran. The participants of this study were 59 English teachers and 215 English students of universities, high school, and language institutions in Iran. To gather the data, the researcher distributed 800 questionnaires to English language teachers and learners, but only 274 of the questionnaires were returned. The results indicated that based on teachers' views, an effective teacher should assign homework and integrate group activities in class, master the target language (knowledgeable), have good knowledge of pedagogy, use of particular

techniques, and use methods as well as a good personality. On the other hand, the students argued that an effective teacher was a teacher who taught English in learners' first language, had good personality, and had the way she or he behaves toward the students.

The second study was about the students' perception on the characteristics of effective English teachers by high school students in Korea. This study was conducted in 2006. Besides, this study aimed to investigate the characteristics of effective English teachers as perceived by high school teachers and students in Korea. The participants of this study were divided into two groups. First group consisted of 169 high school teachers teaching in the port city of Busan while the second group consisted of 339 high school freshmen in learning English in the same city of Busan. The researcher used quantitative research approach in this study. Also, to gather the data, the researcher distributed the questionnaires to the participants. The results of the study indicated that based on teachers' views, the sequence of characteristics of effective English language teachers depended on English proficiency, pedagogical knowledge, and socio-affective skills. However, the students perceived that the sequence of characteristics of effective English language teachers was the pedagogical knowledge, English proficiency, and socio-affective skill.

The third study was conducted in 2018. This study was about the university teachers' beliefs about the characteristics of effective English as Foreign Language (EFL) teachers. This study aimed to investigate English university teachers' perception on their pedagogical knowledge, personal

knowledge, interpersonal knowledge, and the contribution of the characteristics into their professional life as effective EFL teachers. The researcher conducted the study at an English Education Department of an Islamic university in Yogyakarta. The participants of this study were three English language teachers. The researcher used qualitative research approach and descriptive qualitative design as the research method of this study. To gather the data the researcher used interview as the research instrument. Therefore, the results of this study included about the pedagogical knowledge, personal knowledge, and interpersonal knowledge as crucial factors to be effective EFL teachers.

There are some similarities and differences between those related studies and this current study. The similarities include the research setting, method, and aims of the study. Those aims of three related studies are similar to this current study because the aim of the study is to investigate the characteristics of an effective English language teacher. Besides, the differences of this study include the participants and the focus of the study. In this current study, there were four millennial students as the participants of the study. Also, this study focuses on investigating the characteristics of an effective English language teacher in millennial era that focus on four main characteristics; socio-affective skills, pedagogical knowledge, subject-matter knowledge, and personality characteristics. Hence, from the differences, it possibly to conduct this current study because it enables to get different findings from the three previous studies.

Conceptual Framework

Millennial generation is called for people who were born in the early 1980s to the early 2000s. This generation was also called as 'generation Y' and 'net generation'. For the reason, they are close to the technology. Almost, their daily activities were done by using technologies because in this generation technology, it is easy to access. Thus, every millennial generation has their own various characteristics.

There are some unique characteristics which appear in millennial generation. For some unique characteristics of millennial generation, they always use the technology in their daily activities in learning activity. They are technically literate, confident, independent, and team oriented, and they focus in learning to get maximum result of achievement. Hence, to help them get maximum result of achievement millennial generation, they need an effective teacher to teach them.

In addition, the effective English language teachers are the people who are knowledgeable, teaches the material in English and in students' first language,. Also, they can deliver the lesson very well to the students, understand what the students want, and has appropriate teaching techniques. However, the effective language teachers for millennial generation are the people who can develop the content and integrate the technology effectively in teaching and learning activity in the classroom. The following chart is to simplify the concept of the research.

Figure 1. **Conceptual Framework**

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                    │  English Language Teaching   │
                    │      in Millennial Era       │
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            ┌──────────────┐          ┌──────────────┐
            │   Students   │          │   Teachers   │
            └──────────────┘          └──────────────┘
                   │                  │             │
        ┌────────────────────┐  ┌──────────────┐ ┌──────────┐
        │ Millennial Generation│ │ Generation X │ │  Gen Y   │
        │      (Gen Y)       │  └──────────────┘ └──────────┘
        └────────────────────┘         │
                              ┌──────────────────────────────┐
                              │ Characteristics of an effective│
                              │ English language teacher in    │
                              │ millennial era.                │
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