

ORIGINAL ARTICLE

Strategies in Teaching and Engaging the Millennial Generation

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ABSTRACT – Higher education has witnessed the birth of Millennial generation who forms the majority-group students in universities. Given the generation unique characteristics, teachers need to apply strategies that can develop the Millennial students' potentials. The inability to properly address the matter may cause impediments in cultivating the generation's full potentials. Hence, this paper aims to explain teachers' strategies in developing productive engagement with this generation through the teaching learning process in the classroom. Qualitative methodology was employed in this study in which ten teachers were interviewed concerning their strategies in teaching their Millennial students. Using focus group interviews, the data revealed that six strategies were employed by the teachers in teaching and engaging with the students which include promoting collaboration, promoting students' engagement inside and outside the classroom, encouraging knowledge creation, developing critical thinking, applying research-based teaching and incorporating technology. These findings have brought significant changes to the teachers in adjusting their teaching paradigm and engaging students to learning i.e. from teacher-centred to student-centred learning. Therefore, teachers at higher education particularly, should consider appropriate teaching strategies that are compatible with the Millennial generation's characteristics in engaging them into learning.

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INTRODUCTION

Educators at higher institutions must be able to understand their students' characteristics to effectively teach and engage with them in learning. Born between 1982 and 2002, the generation of Millennial, has currently become the dominant groups of university students. This Millennial generation possess various unique characters and differ from the previous generations, and responses of universities to the uniqueness of this generation have been widely discussed over the past few years (Smith & Nichols, 2015). Hoover (2009) signifies that accuracy of students' characterisations seen from generation groups is often questioned and criticised by many writers (Sword & Leggott, 2007; Price, 2011; Benfer & Shanahan, 2013; and Bryant & Peters, 2014). Arguably, each student has individual interests, social identity and other unique characters. However, their critiques and thoughts are very useful to help teachers in teaching and treating this generation (Toothaker & Taliaferro, 2017). In fact, the recommendations for teaching Millennials can be grounded in the literature and students' learning experiences in the classroom (Roseberry-McKibbin et al., 2016). Therefore, it needs to be understood that the characteristics espoused by writers are not a form of generalisation, but alternative guidelines, which can be used by teachers.

In the context of English language teaching in higher education institutions in Indonesia, the local universities utilise the Curriculum of Higher Education (CHE) endorsed by the Indonesian government. In the CHE guideline, student-centred learning (SCL) models are recommended to be incorporated by teachers in the teaching and learning process. Nevertheless, Hatmanto's (2017) study revealed that five English education departments in Yogyakarta, Indonesia where majority of the interviewed teachers had not implemented SCL. This might lead to an issue on cultivating their Millennial students' full potentials when the generation was not been taught in accordance to the guideline.

Foremost, studies on the strategies to teach the Millennials were conducted outside Indonesia. Some examples are the ones by Price (2011), Benfer and Shanahan (2013), D'Souza and Rodrigues (2015), Therrell and Dunneback (2015), Roseberry-McKibbin et al., (2016), and Toothaker and Taliaferro (2017). Consequently, the emergence of the Millennial generation calls for the need to teachers in universities to reorient and renew their curriculum and teaching strategies to cater to the characteristics and needs of the generation.

Therefore, this paper aims to explore several strategies in teaching Millennial generation, carried out by English language teachers at higher education. Having the appropriate strategies to deliver teaching materials in classroom, teachers can better deliver an individualised education. This current research hence, serves as a bird's-eye view of thorough teaching strategies in supporting the Millennials' learning development. Accordingly, for these various strategies to be clearly described, ten teachers of the English Education Department of an Islamic Private University in Yogyakarta were interviewed.

LITERATURE REVIEW

Defining Generation

Social and historical development are often characterised by a generation shift. A new generation is born to replace the previous generation. This generation shift has a major role in the historical development (Howe & Strauss, 2000). Generation usually refers to a group of people who has a similar age range and share experiences of important events in life related to culture and society (Berenson, 2008). The examples are the Great Generation and the Baby Boomers. The former experienced the World Wars and the latter were bonded through the post war surge (Benfer & Shanahan, 2013). Because of the shared experiences, a generation has unifying traits and similar culture. As a result, different generations tend to hold different ideologies and views on various social events (Benfer & Shanahan, 2013). In the context of education, this means that students have very different characteristics from their teachers and parents (Benfer & Shanahan, 2013).

The generation called Traditionalists were born between 1900 and 1945. They are considered loyalist, less selfish and have the spirit of cooperation to achieve big goals together, and their beliefs in government institutions, the military and the church are strong. They also prefer a top down management style (Benfer & Shanahan, 2013).

Born between 1946 and 1964, Baby Boomers, have several characteristics. This generation is optimistic and competitive (Smith & Nichols, 2015). They have great opportunities; they are able to identify their potential and benefited from their potential to achieve work goals. In addition, they develop interpersonal communication and information sharing skills. Meanwhile, Generation X who was born between 1965 and 1980 is a generation that enjoys technological revolution; however, they are considered skeptical and very confident in themselves, and lack trust in the institution. In addition to being independent, they are capable of cooperating with others in completing work.

The Millennial Generation

Born between 1981 and 1999, Millennials is a generation that is often considered realists. According to Benfer and Shanahan (2013), the Millennials like working collaboratively and respect diversity, and because they are the generation that is used to technology, they are very comfortable in both physical and virtual space. Millennials' ability to collaborate, connect and create social change has given a special characteristic to this generation and these characteristics will certainly influence the way teachers teach in class (Howe & Strauss, 2000). Various studies have found that Millennial students tend to use technology to interact with each other and seek information (Oblinger, 2008), apply a new approach when dealing with others (Sweeney, 2008) and have the ability to work together (DeBard, 2004).

In order to understand the social context of this generation, teachers need to be aware of the Millennial perspectives on themselves. Millennials are very confident that by using their abilities, they will succeed to achieve their future (Kaplan & Darvil, 2011). This confidence is supported by their optimistic, earnest and pragmatic character (Stein & Sanburn, 2013). Despite their being conventional, this generation is ambitious and has the ability to work together as a team (Kaplan & Darvil, 2011). Amid the turbulence of economic challenges, Millennial generation remains optimistic and this is driven by their ability to see opportunities and to develop a forward-looking attitude (Deloitte-Generation, 2009). In addition, driven by the willingness to contribute to the greater good, Millennials are service oriented (Stone, 2009).

Surveys show that Millennials is a changing generation. These include changes in their perspectives on issues of gay marriage, gun ownership and legalisation of marijuana (Blow, 2013). As well, this generation has managed to foster a better awareness of social diversity issues (Society for Human Resource Management, 2015). While the other generations struggles with problems around differences, Millennials is a generation that is comfortable with problems around differences because this generation has a more inclusive character than the previous generations.

Kaplan and Darvil (2011) recognise Millennials as a privileged and special generation. The Millennials believe that today's era and world are theirs. Unfortunately, they are often described as an impatient generation. Hence, short-term success is considered by this generation as a long one as their focus is on the output, and by ignoring the process. As well, Kaplan and Darvil (2011) believe Millennials tend to achieve goals with guidelines "according to the rules", not by thinking outside the box, to be praised as winners (Kaplan & Darvil, 2011). As a result, they may be surprised if they fail to achieve their life goals.

Millennials cannot be separated from the internet and through this technology they are connected to the world (Howe & Strauss, 2000). Hence, they are often called the generation who is smart in technology while being efficient in doing multi-tasking work (George, 2013). However, due to the massive amount of information and free access of instant answers from the internet, they lack of capability to examine information in depth. The implication is that they are less able to think critically. Barnes et al. (2007) argue that Millennials' inability to understand information in depth is not caused by the lack of ability, but by the lack of time to reflect on various information they access.

Teachers should be aware of the Millennials' view on education. Millennials like research-based learning models and do not enjoy role learning that focuses on memorising information. For these reasons, they are often referred as learners who have consumerist attitude towards education (Berenson, 2008). This means, as Berenson (2008) points out, Millennials see themselves as consumers of a product and carry the mindset of customer service to the classroom; they pay a lot of money for education and expect products to be delivered; they see education as a means to an end rather than an objectively worth experience. The learning approaches they like are independent study, inquiry-based learning, various forms of feedback, interactive environments and variations in tasks that provide them with meaningful experiences (Barnes et al., 2007). To add, Yuva (2007) asserts exciting and entertaining ways of learning using various multimedia

tools that involve simulation and real-life experiences are generally suitable for Millennials hence, have become their favourite.

Student-centred learning appears to be more suitable for Millennials (Kaplan & Darvil, 2011) and this has become mandatory, not an option. In fact, because of the massive access of information from the internet, Millennials have difficulty in distinguishing between opinions and authoritative information (Berenson, 2008). The position of teacher as a person who determines what learning materials a student must learn is not in accordance with this generation's demand. Therefore, Berenson (2008) recommends teachers to act more as learning facilitators than the givers of knowledge. In other words, teacher-centred learning has shifted to student-centred learning.

As the position of a teacher is not the giver of knowledge in class, the teacher is seen by the Millennial generation as a partner in learning (Barnes et al., 2007). The learning approach they like is, therefore, a collaborative learning. For that, teachers are required to involve students in making important decision related to teaching and learning process (Woempner, 2007).

Millennial students like teamwork, including in the learning process (Deloitte-Generation, 2009). Developments in the current learning strategies have enabled Millennials to work as a team. Team orientation has groomed Millennials to have a strong character and can stand out as leaders (Society for Human Resource Management, 2005). As a result, they may be skilled in teamwork, but they may be weak to work independently, and their risk of failure is higher.

Teaching Millennial Generation at Higher Institutions

Researches on teaching strategies for the Millennial generation presents various findings with regards to learning engagement. deWinstanley and Bjork's (2002), Sword and Leggott's (2007), Price's (2011), Benfer and Shanahan's (2013), as well as Bryant and Peters (2014) are some of the studies that identified effective strategies of teaching. These include facilitating collaboration between students, developing an academic environment to understand multicultural differences and fostering cross-cultural interaction and communication, nurturing a passion for creating knowledge, and encouraging active participation in class.

Benfer and Shanahan (2013) maintain that some effective strategies to teach Millennials comprise facilitation, modified rubrics and learning contracts, transparency, cross cultural lawyering skills to develop critical thinking, group work, regular and structured feedback, performance pre-review sessions, critical reflection, gateways and coaching, setting expectations, style-flexing and style-typing, isomorphic attribution, public performance, detailed, and written feedback. Similarly, Bryant and Peters (2014) assert that Millennials have characteristics called as methodological doubt. Through methodological doubt, students question every assumption, statement, inference and implication. This prevents students from developing automatic acceptance to a piece of information as being valid and reliable.

Others like deWinstanley and Bjork (2002), Sword and Leggott (2007), Kuh (2008), Price (2011), as well as Bryant and Peters (2014) incorporate the internet in their proposed strategies. Price (2011) proposes four strategies to engage with the Millennials known as 4Rs strategies i.e. research-based method, relevance, rationale, relaxed and rapport. The focus is more on the way teachers should engage with their students. D'Souza and Rodrigues's (2015) study list several characteristics of Millennials which include focused or goal oriented, student-centred, team oriented, highly social, easily bored with traditional teaching methods, technology savvy, multitasking, orientation for instant gratification and visual. The teaching strategies are suitable for the Millennials' characteristics because it comprises preparing clear objectives, including students in the course design and delivery, seeking student feedback, using working in groups, encouraging interaction with faculty and peers, avoiding long teaching and in-class activities, conducting short and frequent assessments, encouraging students' participation, implementing ICT throughout the course, giving prompt, using visual aids such as videos and respecting student differences.

The findings of the study conducted by Therrell and Dunneback (2015) identified specific Millennials' preferences and goals for instructor behaviors such as care, passion and enthusiasm, communication of clear expectations, consistency of the course content taught and assessments, a desire for examples and implementations of the real world, and active learning opportunities. The students generally linked the behaviors of the teachers to their enhanced attention, focus intensity, and ability to engage in both classroom and homework.

More recent research studies on this issue were done by Roseberry-McKibbin et al. (2016), as well as Toothaker and Taliaferro (2017). A study by Toothaker and Taliaferro (2017) found that disengaging professors was the most important obstacle in a classroom causing the faculties to engage students through a shared responsibility process. On the other hand, studying the Millennials' preference of the teaching strategies used in the classroom, Roseberry-McKibbin et al. (2016) reveal that the most preferred teaching strategies by the students comprise the use of power point slides, in-class hands-on activities, the use of videos, guest speakers on relevant topics and collaborative small group in-class discussions of lecture materials. Hence, this study looks into how teachers, particularly English teachers, engaged with the Millennials and how they have capitalised on the emergence of information technology in their teaching process.

RESEARCH METHODOLOGY

This study employed qualitative methods which have naturalist and interpretive characteristics. Since the data were derived from natural contexts, the research is called naturalist (Bogdan & Biklen, 2007). Furthermore, the data in naturalistic research are derived from the perspective and experiences of the participants. Naturalist can also mean that the researchers cannot use intervention in exploring the social reality in the research. Many scholars coin the qualitative

research as constructive research in which the process of constructing the meaning and understanding the data gathered from participants' experiences and stories are constructed by researchers.

This study was conducted in an English Education Department of a private Islamic university in Yogyakarta. Using purposive sampling, ten teachers from this English Education Department were selected as the participants. The participants were chosen based on the following criteria: 1) are teachers of the English education department, 2) have been teaching for approximately ten years, 3) have been doing blended learning for more than two years, and 4) are willing to join the interview sessions. In order to collect the data, focus group interviews were conducted as this type of interview provides the researchers with large amount of data on the teaching strategies for the Millennial generation in a short period of time (Duerlund et al., 2019). In addition, Duerlund et al. (2019) stated that this type of interview allows participants to share common experiences and various opinions.

The first focus group interview was conducted with five teachers, while the other interview with another five teachers was done separately. Questions related to teaching strategies such as *What are your opinions about Millennial generation?*, *What are the characteristics of Millennial generations?*, and *How can their characteristics affect your way of teaching?* were asked to the participants. All of the interviews conducted in August 2019 were recorded, stored, and sorted for data analysis purposes. In an attempt to maintain its trustworthiness, data credibility was applied by conducting member checking. Member checking was used in this study for "soliciting participant insight on research findings" (Kornbluh, 2015). This way, the participants were given the transcriptions of the interviews and checked if the data collected were correct or not. The member checking showed that the participants had no objections with the transcriptions and the researchers' interpretations of the data. Finally, to keep the participants' confidentiality, pseudo names were used, which were Fani, Eddy, Jenny, Edo, Eva, Afi, Sonny, Eki, John and Icha.

The subsequent process following the data collection was analysing the results of the interviews. The data collected from the interviews were transcribed and coded to find relations between these emerging data. The data were then grouped based on the similar themes. For data analysis, thematic analysis was applied. Through the thematic analysis, various themes that arouse from the collected data were identified, analysed and reported (Braun & Clarke, 2006). Inductive method was used to analyse the data, meaning the themes that emerged from the gathered data, not from theories nor from the researcher's pre-conceptions. There are several steps in analysing the data including familiarising with data, coding, determining themes, reviewing themes as well as naming themes and reporting (Braun & Clarke, 2006).

FINDINGS AND DISCUSSION

The identified ten participants who were divided into two groups of teachers were interviewed in two separate sessions. The nature of focus group interviews enabled these participants to express sensitive topics which might never be revealed in individual interviews (Gibbs, 2012). Based on the focus group interviews with the two groups of teachers, six themes emerged, which comprise promoting collaboration, promoting students' engagement inside and outside the classroom, encouraging knowledge creation, developing critical thinking, applying research-based teaching and incorporating technology (Figure 1). The discussion of each theme with relevant excerpts from the interviews are as follows.

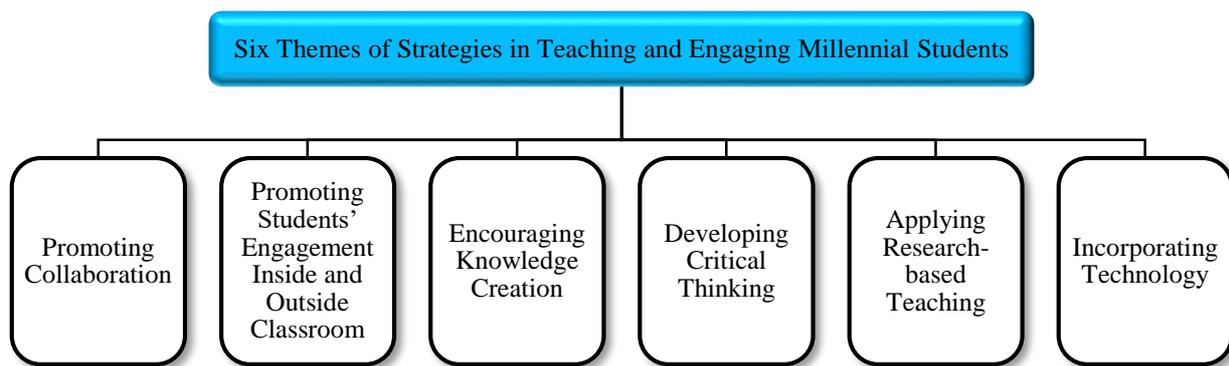


Figure 1. Thematic findings of teaching and engaging strategies to Millennial Generation.

Promoting Collaboration

Based on the interview, it was revealed that one of the participants, Edo, put a unique spin on the teaching process of his course, Basic Reading and Writing. Rather than asking the students to read and write individually, Edo grouped the students during the teaching and learning process. He remarked

When teaching argumentative text writing, I asked my students to form small groups consisting of five people in each group. In their groups, they were assigned to analyse the structure of the argumentative text

and guess what genre it was. During the discussion, they provided their opinions and used their shared perspectives for developing an argumentative writing.

This way, Edo said that the process of sharing information enabled the students to learn from each other. Through group work, it has improved their their collective and individual understanding. Similarly, Fanny, who taught Curriculum Design class argued that learning was not a result of receiving handouts and hearing lectures. Instead, learning should involve students to translate knowledge into skills. To engage the students in learning, “*I asked my students to conduct a mini research on the implementation of 2013 English Curriculum in a Senior High School, and they had to work collaboratively with other students in groups.*” Aiming at finding out the principles of the 2013 English Curriculum implemented by teachers, the students were asked to work together in interviewing several English teachers and wrote the report writing in groups. Through this collaborative activity, students were exposed to different learning process.

Millennials enjoy gathering and communicating with their families, friends and teachers. Teaching techniques developed by teachers such as group discussions, peer reviews, problem-based learning in groups and projects undertaken by student groups can encourage students to collaborate. As pointed out by DeBard (2004), several studies confirmed that when teachers successfully explain expectations, cooperation and collaboration can improve learning outcomes.

Edo and Fanny managed to promote the cooperation among their students. In Edo’s explanation, when the students discussed the argumentative text, they could learn from each other and they analysed the text inductively. Similarly, Fanny encouraged cooperation among the students by conducting mini research on the deployment of the 2013 English Curriculum implemented in senior high schools. As Fanny stated, throughout the project, her students collaborated in writing the questions guidelines, analysed the data and reported the findings. Both teachers shared DeBard’s (2004) belief that collaborative work was superior to individual one.

Prior to implementing the collaborative teaching strategies, Edo and Fanny equipped the assignment with specific goals and informed their students. Edo and Fanny also communicated roles expected to students in conducting the cooperative process. Edo and Fanny’s efforts corroborated with a study conducted by D’Souza and Rodrigues (2015), which revealed that to foster cooperation, teachers can apply several strategies that include designing a group task with specific objectives, explaining these objectives to the students, and communicating what each group member could participate in the groups so that the learning process can be more productive. Both teachers asserted that the incorporation of the collaboration in their teaching and learning process supported students’ participations and enhanced learning. This is agreeable with Toothaker and Taliaferro (2017) who recommend collaboration and group discussion in enhancing students’ learning.

Promoting Students’ Engagement Inside and Outside Classroom

In teaching English for Daily Conversation class, Afi asked her students to create drama performance by adopting the traditional stories from Indonesian archipelago. She instructed “*the students worked in groups, both inside and outside the classroom, and wrote the drama scripts in English as well as did rehearsal. It was different from the common conversation class because they [students] created conversational scripts, and they produced English sentences for speaking.*” Using this teaching strategy, Afi believed the students experienced more engagement in English both inside and outside the classroom.

Similar experience in which students were engaged both inside and outside classroom with English language was admitted by Eddy. In his class of Reading and Writing for Career Development, Eddy confessed to “*asked my students to have group work and interview the manager of a real company. These students asked the manager about the interview questions for the prospective employees and why the manager ask certain questions.*” By involving students in this programme, Eddy hoped the students were able to connect between the job interview theories and the competences sought by employers in the working world.

These teachers asserted that Millennials have the competence and resources to build a sustainable and civilised world. According to Therrell and Dunneback (2015), teachers can develop students’ potential by directing, supporting, training and motivating students to have better engagement with course contents both in class and outside the classroom. Teachers could involve student groups to learn from social reality and learn from each other (Roseberry-McKibbin et al. (2016). Therrell and Dunneback (2015) also argue that discussion in groups can allow students to provide solutions to real-world problems.

Afi and Eddy’s perspectives in using their teaching strategies to develop students’ engagement reflect D’Souza and Rodrigues’ (2015) idea concerning the benefits of learning groups. In agreement with to D’Souza and Rodrigues (2015), Eddy aimed to put students in real social situations when he asked the students to interview the manager about the interview questions for prospective employees during job interviews. Similarly, Afi described her teaching strategy in guiding the students to perform drama was an effort to engage the students with the learning contents, as well as learning from each other.

Encouraging Knowledge Creation

Eva, a teacher of Basic Reading and Writing course, encouraged her students to write compilations of story books. She said, “*Students wrote a story in a group. They had to write dialogues of the characters in the story, just like novels or story books. They could adopt and adapt traditional stories from Indonesian islands. The written stories were then printed and compiled as books. Each group created one story book.*” Having a similar activity, Jenny, who taught Academic Reading and Writing course assigned her students to create webpages exploring the current issues in English

teaching in Indonesia. *“Upon completing their written assignments, students investigated topics and connected their research with subject readings, and created an analysis and interpretation of the chosen issue. The websites encouraged students to convey the findings of their research creatively”*.

From the interviews, all participants had the a shared perception that Millennials were exposed to more access to information than the earlier generations. Nevertheless, they concurred that abundant information did not automatically lead Millennials to thrive in an information-intensive environment. Sword and Leggott (2007) assert that students need to be trained to be critical in using information. For that, teaching and learning process should help students to be creators of knowledge. Eva and Jenny mirrored Sword and Leggott’s proposition in which both teachers incorporated teaching strategies that promoted the students to create knowledge like when the students’ in Eva’s Basic Reading and Writing class were engaged in writing story books in groups. Similarly, the students in Jenny’s Academic Reading and Writing class did assignments collaboratively, creating a website of the current issues on teaching English language in Indonesia. Howe and Strauss (2000) deem that activities such as webpages, games, social networking tools and wikis assist Millennials to use their skills, talents and experience to disseminate and create new information.

Developing Critical Thinking

In teaching Interpretive Reading and Argumentative Writing class, Sonny utilised various activities to improve students’ participation in the teaching and learning process. He admitted that *“Once I carried out a discussion using the topic of ‘Combating Hoax’. In groups, the students are required to analyse and question the news to prove whether it was true or not, and develop arguments to support their analyses.”* In an attempt to find out information related to the news, Sonny allowed the students to browse the internet. At the end of the discussion, each group made a short presentation in the class.

On the other hand, John who taught Material Development course employed debates as one of his teaching techniques. For instance, the students debated the issue of multiple-choice test for assessment. He explained that

Prior to the debate, the students were divided into several groups. Half of them should discuss why they had to agree with the deployment of multiple-choice tests and the other half should seek the arguments why they disagreed with the issue. Having finished discussing the issue, the students were divided into pros and cons groups. Each group was given the opportunity to explain their stance and put forward their supporting arguments.

Given the available internet-based sources, the thinking process of Millennials is premised on various assumptions. However, one of the weaknesses of Millennials is their inability to pause and reflect their own assumptions or information they access (Benfer & Shanahan, 2013). D’Souza and Rodrigues (2015) argue that the teaching process should be oriented to encourage students to understand the information they access and their own response to it. Students also need to be trained to focus and contemplate information and material deeply.

The elements of critical thinking development was included by Sonny in his class on Interpretive Reading and Argumentative Writing. Sonny believed that Millennials often read hoaxes in the social media. Hence, his teaching strategy required the students to revisit and reflect on validity of news. This would train the students to be selective readers and information seekers. He asserted that *“I think students’ critical thinking can be enhanced by continuing to question the information they read online.”* The teaching session “Combating hoax” served the purpose of improving students’ critical thinking. He reasoned that *“This is because in that session, students had to question and develop arguments why the information can be incorrect.”*

In the terminology used by Bryant and Peters (2014), students’ effort to question assumption which was facilitated by Sonny is called methodological doubt. Through methodological doubt, students question every assumption, statement, inference and implication. This prevents students from developing automatic acceptance to a piece of information as being valid and reliable.

Contrary to methodological doubt is methodological belief (Bryant & Peters, 2014) in which one receives information as true without challenging the source of information. To prevent methodological belief to happen, John used debate as a strategy in his course Material Development, which he believed is capable to improve students’ critical thinking, *“By debating an issue, students are encouraged to find arguments although they might probably oppose their stance and should act as devil advocates.”*

Applying Research-based Teaching

For Principles of Teaching and Learning course, Eki incorporated research-based teaching. In one of her teaching sessions, the students had to discuss an issue about the teaching and learning in the Industry Revolution 4.0. Eki stated that *“I asked my students to conduct mini research with the topic of how students of English Education Department think of the characteristics of English teachers in the Industry Revolution 4.0”*. To obtain the data, his students needed to create an interview guideline and used it to interview their friends, as well as administered online survey to gather the quantitative data. Eki added that *“The students recorded the interviews, and then transcribed and coded the data they had gathered. Finally, they wrote a research report based on the obtained data from the interview and online survey.”*

Similarly, in teaching Issues on Language Teaching and Learning course, Icha asked her students to gain the parents of senior high school students perspectives on the issue of ‘Zoning System’. Zoning System is the current policy of the local Ministry of Education which suggests that parents should send their children to nearby schools. This issue has

become a controversy and sparked both public's agreement and disagreement. *"This issue about Zoning System is interesting as well as controversial, and my students should be aware of the issue as well as find out the evidence from the students' parents. Therefore, the results of the interview were analysed and written as research reports."*

What Eki and Icha did have been indeed discussed in the literature. Researches have discovered that active learning methods are Millennials' preference (Price, 2011). Active learning methods include the use of multimedia, less lecture and collaborating with peers. Additionally, Oblinger (2008) pinpoints that Millennials prefer to seek information and interact with each other using technology. Hence, researching information becomes the trends of this generation. This means that teaching strategies which nurture the research activities is in line with their trends. Eki and Icha seemed to be aware of this. They incorporated the research-based method in their teaching strategies. In his class of Principles of Teaching and Learning, Eki asked his students to carry out a mini research in finding out the characteristics of English teachers for the fourth industrial revolution era by interviewing their peers and administering online survey. Eki had a strong belief that by adopting the strategy, students could engage in deep learning and participate more actively in the learning process.

On the other hand, Icha who taught Issues on Language Teaching and Learning course assigned her students to do research on how parents perceived the government policy concerning Zoning System in which children are mandated to be sent to schools located within their homes vicinity. Hence, they are not allowed to choose their favoured schools. As Icha explained, as a part of the research, the students should also propose suggestions for the problems raised due to the Zoning System policy in the research report. Icha opined that Millennial generation is creative because they were able to use novels to connect to the current problems. This echoes Howe and Strauss' (2000) ideas that Millennials have the ability to apply novel approaches to today's problems.

Incorporating Technology

Almost all of the interviewed teachers admitted that Millennial students were able to operate information technologies. These skills emerged as a result of IT-related curriculum learned in the class. By nature, Millennials are more exposed to technologies, and known as 'techno literate' generation (Benfer & Shanahan, 2013) and digital natives (Prensky, 2001). Technologies allow Millennials to connect with teachers, family, friends and fellow students in their lives (Oblinger, 2008). These participants found that connecting with others through digital devices and social media tools has mostly become Millennials' routines. Therefore, all of the interviewed teachers incorporated computer and internet technologies as teaching strategies. Moreover, due to the learning policy from the university, the teaching and learning process is conducted in the form of face-to-face, and also via online. Thus, it is inevitable that both students and teachers are good at using technologies; failing to do so will result in ineffective teaching and learning process.

Eki instructed his students to administer online surveys among their friend when they conducted their mini research,. Eki found conducting survey with online technology was not difficult for his students. In Eki's opinion, his Millennial students were considered as the most technologically connected generation ever. He indicated that *"They are used to use online technology, so utilising online technologies such as online survey was no longer a problem. Of course, they sometimes ask questions related to their task, but after receiving explanations, they usually manage to accomplish the task."* Eki's argument corroborates with the study by Prensky (2001) who suggest Millennials possess familiarity with the digital technologies including laptops and cell phones, as well as social networking facilities such as Twitter and Facebook.

Likewise, Jenny recalled that one of the ways to incorporate technologies in the teaching process was by combining what she called 'traditional teaching method' with the use of technology. She gave an example of how she asked the students to create articles and then had them created the websites to upload their articles. She underlined the benefits of her teaching strategy worked *"By combining the traditional teaching and online strategies, I can use student-centred learning and at the same time capitalise on the use of technology."*

CONCLUSION AND RECOMMENDATIONS

This study explores the strategies to teach Millennial generation. Six effective strategies to engage Millennial students have been identified from the interviews with ten teachers at an English Education Department of an Islamic private university in Yogyakarta, Indonesia. According to the participants, the six teaching strategies for Millennial students include promoting collaboration; promoting students' engagement inside and outside the classroom; encouraging knowledge creation; developing critical thinking; applying research-based teaching and incorporating technologies. The findings confirmed the previous research and brought new perspectives for teaching Millennial students by using strategies, which are suitable with their characteristics.

It can be concluded that teaching Millennials needs sound pedagogical skills from the teachers. This means teachers should excel both in the content and delivery of knowledge to their students. Hence, teachers at higher institutions are recommended to apply appropriate teaching strategies that centre on student-centred learning, inside and outside the classroom. This way, the teachers would be able to facilitate their Millennial students' learning and engagement in accordance to the generation's characteristics. Subsequently, this teaching paradigm shift, from teacher-centred learning to student-centred learning requires teachers to position themselves as facilitators. The shift promotes incorporation of information technology and collaboration of multiple learning tools and activities in teaching and engaging the Millennial generation students at higher education institutions for the cultivation of the generation's full potentials.

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