English Teaching Challenges at IAIN Kudus in Millennial Era

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ABSTRACT

This study is a qualitative descriptive research which aimed at exploring the challenges and strategies in teaching English at IAIN Kudus in millennial era. The informants of this research were the English lecturers in IAIN Kudus and the third semester students of English Study Program Tarbiyah Faculty of IAIN Kudus. The result of this study showed that the English lecturers faced some challenges in teaching English at IAIN Kudus in Millennial era. The challenges were related to technology, personal behaviors, mentoring, and communication. In facing those challenges, the English lecturers applied some strategies such as determining the specific time in accessing technology during the class, determining the allowed and unallowed attitudes that can be done in the process of English teaching-learning, giving mentoring to the students, and creating good communication with the students.

KEYWORDS:
Challenges, English teaching, millennial era

Introduction

English teaching and learning has been conducted in every level of education in Indonesia for a long period of time. One of the purposes of the English teaching and learning processes in Indonesia is preparing the new generation in facing the globalization. In conducting the English teaching and learning processes every English teacher or lecturer meets their own challenges day by day.

Likewise, teaching English in millennial era brings some new challenges for English lecturers recently. They must adapt the new habit and modern technology. Moreover, the English lecturers are faced millennial students today. Millennial generations were born in between 1980 to 2000 (Bauman, Marchal, McLain, O'Connel, & Patterson, 2014). The millennial students have their own characteristics. They are very aware of technology, progressive, confident, and

team oriented. Those characteristics make the students as producer, eager to learn new technology, and having global knowledge.

Pinder & Grover (2009) explained that some researchers indicated the millennial students use technology to interact with each other and seek information. It also seems in IAIN Kudus campus surrounding, the millennial students are very familiar with smart phone. They bring and access it almost everywhere and every time. It makes them being more up to date and it also eases them in getting the needed information. In their academic life, it affects the way they do the assignments from their lecturer. They prefer to use technology in studying everywhere and every time.

As experienced by an English lecturer in IAIN Kudus, she found some obstacles in conducting the English teaching learning processes. Some of the students are rarely busy with their smart phones during the class. They do not pay attention when their friends are presenting or discussing the materials. In another case, the lecturer found some assignments that were done only by translating the text using translation machine without any self-correction.

Those above problems are some challenges for some English lecturers in conducting the English teaching and learning processes. Facing the millennial students with their special characteristics brings some certain effects to the process of English teaching and learning. Therefore, in this research the researcher will conduct a deeper study to know more about the challenges which are faced by the English lecturer today and to know the strategies which are used by lecturers in facing them entitled: *English Teaching Challenges at IAIN Kudus in Millennial Era"*.

English has an important role in education, including Islamic education. English can be said as a key to conquer science. By mastering English, students are able to access knowledge widely. As we know that there are various sources that can be accessed both in the form of printed or electronic books. Eventhough, some books that have been written in Arabic were also translated into English. Therefore, students of an Islamic university should master English so they are able to get knowledge from various scholars in this world by reading English sources.

Besides, by mastering English, students of Islamic university are also able to exchange the information of Islamic science. They are able to spread the value of Islam *rahmatan lil 'alamin* by writing some journal articles or books contained Islamic studies. It also can be a means of communication in introducing the real Islam. Additionally, English is also important for Islamic university students to compete in the global world. They are also able to get more opportunities in gaining scholarship to study abroad by mastering English well.

Santoso (2014) said that the implementation of foreign language learning in Indonesia is an effort for the Indonesian nation to absorb and follow the development of science and technology in the world, as well as the way to get into the global community.

English is one of compulsory subjects that must be learned by all students at IAIN Kudus. Therefore, the English teaching learning has been conducted in every study program. According to Brown (2007) teaching is defined as "guiding or helping someone in learning how to do something, giving instruction, guiding in studying a certain material, preparing knowledge, help someone to know something or understand." Teaching cannot be defined separately from learning. Teaching is guiding and facilitating the learning process.

Various methods of English teaching have been applied by the English lecturers in IAIN Kudus. It is of course be based on the principals for the development of teaching method. Henry Sweet (1987 as quoted by (Richards & Rodgers, 1999)) set four principles, they are: (1) careful selection of what is to be taught; (2) imposing limits on what is to be taught; (3) arranging what is to be taught in terms of the four skills of listening, speaking, reading, and writing; (4) grading materials from simple to complex.

However, some problems and obstacles in the process of English teaching and learning were faced by both English lecturers and students. English lecturers always tried to make some innovations in conducted the teaching and learning processes. However, the problems are changed day by day. It becomes a certain challenge for the English lecturers to reach the learning target.

Evenmore in this millennial era, lecturers are facing the millennial students who are convenience with technology which influenced their habits. Their habits

are also influenced the English teaching processes. The English lecturers should adapt their ways in delivering materials and managing the class.

Therefore, the English lecturers should prepare the teaching planning well. Darminah et.al. (2011) explained that learning plan is performance steps arrangement of an activity which is directed to gaining a certain purpose. Dealing with millennial era, English lecturers are demanded to prepare themselves by learn more in applying the critical thinking in facing various problems or challenges. It can be done by using and evaluating various information in surrounding.

In millennial era, most of people in this world are more familiar with technology. They are enganged in activities which are connected with technology. Likewise in education, especially in teaching learning process, the teachers or lecturers also adapted the method and media by applying technology. Moreover, in the millennial era, the teachers or lecturers are faced the millennial students.

Lalo (2018) explained that this generation has their own characteristics which are different with the previous generation. Millennial generation is often called by generation Z. they likes freedom, doing personalization, rely on the instant information speed, likes reading and working with innovative environment, collaborate actively, and hyper technology.

Pinder & Grover (2009) explained that the preferences of millennial students are fond of *collaborating, connecting,* and *creating social change.* They likes to be engaged in a group work.

Table 1: Characteristics of Millenials (adapted from Brown, 2000; Frand, 2000; Oblinger, 2003; Raines, 2002)

Values Forming Messages	General Characteristics	Learning Preferences	Communication Preferences
Be smart –you are special	Confident "Computers aren't technology"	Technology	Electronic
Leave no-one behind (equitable and diverse)	Hopeful-optimistic "Reality No Longer Real"	Entertainment and excitement	Positive
Connect 24/7 interdependent on family, friends and teachers.	Inclusive (team oriented) "Staying Connected," "Zero Tolerance for Delays"	Teamwork	Respectable
Achieve now!	Goal – and achievement – oriented (achievers) "Doing Rather Than Knowing"	Structure	Motivational and goal focused
Serve your community (volunteer)	Civic-Minded	Experiential activities	Respectful

Source: Dwyer & Pospisil (2004) & Smith

Based on the table which explained the characteristics of millennial students, it can be found that they prefer to use technology in learning and communication activities.

As it was mentioned by Dagget (2014) that the today's (millennial) learners are digital natives. Therefore, the educator should adapt the teaching learning processes by applying technology so it will be relevant for all students. In addition, he also pointed out that the application of technology in everyday learning effectively will help the students in strengthening their learning experiences.

Based on the previous explanation, it can be assumed that millennial era is the era when the millennial students grow up and they hold the role as students. In this era, they face various different things in line with the rapid development of technology. This kind of different things make them become more special than the previous generation. In consequence, they also need different treatment, especially in English teaching process.

The Challenges of Teaching English in Millennial Era

Nowadays, English has an important role in the process of information spreading. As explained previously, English is one of means of knowledge spreading. Science are written in English books both printed and electronic. English is also used in technology and international communication. Therefore, English has been taught and in every level of education in Indonesia. Day by day, the process of English teaching are developed. It is adapted with the students' needs and also the technology development. It demanded the English lecturer or teacher to be more innovated. It can be said that the challenges of English teaching processes is varied.

Fareh (2010 in Rahman & Alhaisoni (2013)) explained some of challenges of teaching English in Arab world, they are: (1) improperly trained teachers or inadequate teaching methodology; (2) teacher-centered rather than learner centered activities; (3) students' aptitude, initial preparedness and motivation; (4) compartmentalization vs. whole language approach; (5) lack of emphasis on developing skills– emphasis is rather on rote learning; (6) textbooks and teaching materials; (7) assessment methods; (8) exposure to English.

Related to the English teaching and learning processes, especially in university, lecturers are demanded to be more innovated and must be familiar to the technology development. As mentioned above that today the lecturers are faced the millennial learners. Therefore, they faced some challenges in conducting the english learning processes. The International Education Advisory Board described some challenges in teaching the millennials, they are: (1) learning must be relevant to students; (2) technology can be distracting; (3) technology can be expensive; (4) millennials risk being over-schooled and overworked.

According to Eckleberry-Hunt & Tucciarone (2011: 459) there are four challenges in educating the millennial students. They are related to technology, professional behaviors, mentoring, and communication. Besides, they also explained some strategies in solving those challenges. The challenges faced by educator in educationg the millennial students and the strategies in solving them are described in the table as follow.

Challenges	Strategies

Technology	Avoid traditional lecture formats
	Teach contextually (multimedia formats, case presentations, audience participation, hands-on teaching, group discussions)
	Role model and provide opportunities to be present without multitasking
	Involve residents in developing and using new technologies
	Identify technology-free times and encourage being mindfully present
Professional behaviors	Comprehensively review rules and consequences in a structured environment
	Define appropriate and inappropriate behavior
	Develop a professionalism contract
	Schedule monthly mentoring with detailed guidance
	Faculty role modeling
	External rewards/consequences
	Involve residents in projects and committees
Mentoring	Feedback provided within a stable, monthly mentoring relationship
	Have residents reflect on struggles and successes before giving feedback. Give concrete behaviors on which to improve.
	Provide immediate and summative feedback
	Discuss defensiveness openly
	Involve residents in remediation plans

	Self-reflection exercises
	Basic education on scheduling time
Communication	Discuss appropriate boundaries of communication
	Use 360-degree evaluations
	Give written feedback
	Use praise and positive comments in public
	Give consistent message
	Accept honest and open feedback without becoming defensive
	Give concrete, immediate feedback

Table 2.2 Challenges and Strategies in Educating Millennial Students

Based on the above table, it can be known that in handling the millennial students the lecturers should pay more attention to some related things in the teaching and learning processes. The challenges that must be faced by the lecturers are related to technology, professional behaviors, mentoring, and communication.

The first challenge is related to technology. As has been mentioned previously that technology (sometimes) can be distracting. Therefore, as English lecturers in millennial era that should face the millennial students that always dealing with technology almost every time, they should prepare some strategies in solving the problems that may be occurred during the English teaching and learning processes.

Some strategies that can be prepared are: (1) avoid traditional lecture formats; (2) teach contextually (multimedia formats, case presentations, audience participation, hands-on teaching, group discussions); (3) role model and provide opportunities to be present without multitasking; (4) involve residents in developing and using new technologies; and (5) identify technology-free times and encourage being mindfully present.

Then, related to professional behaviors, the English lecturers should now some strategies that can be applied to the millennial students. They are: (1) comprehensively review rules and consequences in a structured environment; (2) define appropriate and inappropriate behavior; (3) develop a professionalism contract; (4) schedule monthly mentoring with detailed guidance; (5) faculty role modeling; (6) external rewards/consequences; and (7) involve residents in projects and committees.

Mentoring is another challenges in teaching English in millennial era. According to Wuetherick (2017), "mentoring relationships are embedded in the educational process in higher education." In addition, Zachary (2002) stated that educators who prepare themselves as mentors will gain some benefits. One of the benefits are improving their potential in enhancing student growth and development. Besides, it also can help the students in maximizing their education experiences. Moreover, it is also bring benefits for the educators itself, they are able to enrich their own teaching experience and professional development. There are five factors that can be utilized by mentor or English lecturers to support the students in learn English, they are personal attributes, system requirements, pedagogical knowledge, modeling, and feedback. The English lecturers in millennial era are challenged to apply the mentoring program to the students effectively.

Dealing with mentoring for the millennial students, the English lecturers can applied some strategies as follows: (1) feedback provided within a stable, monthly mentoring relationship; (2) have residents reflect on struggles and successes before giving feedback, give concrete behaviors on which to improve; (3) provide immediate and summative feedback; (4) discuss defensiveness openly; (5) involve residents in remediation plans; (6) self-reflection exercises, and (7) basic education on scheduling time.

Then, the most crucial factor in an interaction, especially in the process of English teaching process in millennial era is communication. As mentioned by Duta, Panisoara, and Panisoara (2015) that without communication, the teaching and learning process will not take place. It is demanded the english lecturers in creating a good communication with the students.

In addition, good communication is an important thing that every English lecturers should apply during the English teaching and learning process. The strategies that can be applied are as follows: (1) discuss appropriate boundaries of communication; (2) use 360-degree evaluations; (3) give written feedback; (4) use praise and positive comments in public; (5) give consistent message; (6) accept honest and open feedback without becoming defensive; and (7) give concrete, immediate feedback.

When the English lecturers are able to apply those strategies in the teaching English to the millennial students well, the target of English teaching will be achieved easily and vice versa. Strategies in teaching English is one of crucial part.

Method

This research is a descriptive qualitative study, an approach which is also known as investigation approach. In this kind of research, usually the researcher conducts the data directly by doing face to face meeting and conducting an intraction eith people who are involved in the research.

It was conducted in IAIN Kudus. In this research, the researcher determined the location as the campus which has been conducted the English teaching learning for many years and it is known by the wide society. This university is representative to be researched. The subject of this research is the lecturers who teach English in IAIN Kudus. The object of the research is their responses in facing the English teaching challenges in millennial era. Besides, the strategies in facing the challenges is also discussed in this study.

Getting and collecting the needed data is one of the most important part in conducting a research. There were several ways in collecting the data of this research, they are observation, interview, and documentation. The data analysis technique which were applied in this reserach are: data reduction, data display, and conclusion drawing/verification.

FINDING

The English teaching program in IAIN Kudus have been conducted in every class in every study program. It is one of compulsory subjects that must be enrolled by every student. As mentioned in the previous chapter that the implementation of foreign language learning in Indonesia is an effort for the Indonesian nation to absorb and follow the development of science and technology in the world, as well as the way to get into the global community (Santoso, 2014).

The English teaching and learning processes in English education study program, Tarbiya Faculty of IAIN Kudus has been conducted based on the arranged curriculum and it was provided some qualified English lecturers to support the program. There are 14 English lecturers who have been involved in the process of English teaching-learning processes in this study program. Some of them have been taught the third semester students who were born in 1998-2001, and it is included as the millennial students.

As explained previously that there are some perspectives on the range of years when the millennial students were born. According to Bauman, Marshal, McLain, O'Connell, & Patterson (2014), millennial generations were born in between 1980 to 2000. Lancaster and Stillman (2002, in Reilly (2012)) divided the years range of four generations as follows: the baby boomer generation (1946-1964), generation X (1965-1980), generation Y (1981-1999), and generation Z (2000-present). Then, according to The Ministry of Empowering Women and Child Protection with Central Agency on Statistics (2018: 3), the millennial generation (generation Z) are who were born on 1983 to 2001. Based on those various perspectives, the researcher determined that the third semester students of English Study Program Tarbiya Faculty of IAIN Kudus are the millennial students.

Challenges were also found by the English lecturers in every teaching process. Moreover, in this millennial era, the English lecturers are facing the generation Z, which is also known as millennials. They have special characteristics. It is in line with Lalo's statement (2018) that this generation has their own characteristics which are different with the previous generation. they likes freedom, doing personalization, rely on the instant information speed, likes reading and working with innovative environment, collaborate actively, and hyper technology. The data shows that the millennial students of the third semester in English education Study Program of IAIN Kudus were actively collaborate in the process of English teaching and learning.

They also relied on the instant information speed. It was seem when they need an information, they would directly search it by accessing internet. It shows that they are hyper technology.

In addition, Dagget (2014) stated that the millennial learners are digital natives. It is one of challenges that must be faced by the educator. They should adapt the teaching learning processes by applying technology so it will be relevant for all students. He also pointed out that the application of technology in everyday learning effectively will help the students in strengthening their learning experiences. Based on the data, it seems that technology is also become one of challenges for the English lecturers. Some of them applied the technology in the process of English teaching and it was really help them in teaching.

Fareh (2010 in Rahman & Alhaisoni (2013)) found some of challenges of teaching English in Arab world. One of them is improperly trained teachers or inadequate teaching methodology. Then, the second is the application of teacher-centered rather than learner centered activities in the process of English teaching and learning. The third is related to students' aptitude, initial preparedness and motivation. More challenge is about the compartmentalization vs. whole language approach. Lack of emphasis on developing skills−emphasis is rather on rote learning was also become the challenges and then about textbooks and teaching materials, assessment methods, and the last is exposure to English.

In addition, the International Education Advisory Board described some challenges in teaching the millennials, they are: learning must be relevant to students. Then the second is also related to technology, it was mentioned that technology can be distracting, even it can be expensive, and the last is millennials risk being over-schooled and overworked.

Discussion

All of challenges in teaching English that have been researched by the previous researcher can be concluded by the finding of Eckleberry-Hunt & Tucciarone (2011). They found that there are four challenges in educating the millennial students. They are related to technology, professional behaviors, mentoring, and communication.

Therefore, in this data analysis, the researcher is going to be focused on the four challenges. The first challenges is related to technology. As mentioned previously that technology is very useful to be applied in some English teaching and learning processes. It supports the learning process. However, technology can also be a distraction in some English teaching and learning processes. It was also experienced by the English lecturers. In consequence, the English lecturers are challenged to be wiser in determining some kinds of things related to technology, such as determining certain rules. They are also challenged to know more about the development of technology that can be applied in English teaching process. The English lecturers should take into account what kind of technology that is appropriate to be applied in the English teaching and learning process.

The second challenge is related to the professional behaviors. It can be related to the professional things that should be owned and applied by the English lecturers. For instance, in arranging the lesson plans which is including determining the materials of teaching that is suitable for the students' needs, applying appropriate methods of teaching, and also supporting the process of teaching with some media, and so on.

Mentoring is another challenges in teaching English in millennial era. According to Wuetherick (2017), "mentoring relationships are embedded in the educational process in higher education." It is also required in English teaching processes, especially in millennial era. The English lecturers are demanded to conduct mentoring to the students in order to gain the teaching target easily. It also give some benefits that is influencing student outcomes such as: sense of belonging, capacity for socially responsible leadership, deep and strategic learning approaches, and self-confidence in professional skills and abilities.

In addition, Zachary (2002) stated that educators who prepare themselves as mentors will gain some benefits. One of the benefits are improving their potential in enhancing student growth and development. Besides, it also can help the students in maximizing their education experiences. Moreover, it is also bring benefits for the educators itself, they are able to enrich their own teaching experience and professional development.

There are five factors that can be utilized by mentor or English lecturers to support the students in learn English, they are personal attributes, system requirements, pedagogical knowledge, modeling, and feedback. The English lecturers in millennial era are challenged to apply the mentoring program to the students effectively.

Based on the data that was gained by the researcher, the English lecturers were challenged in managing the schedule and stable for mentoring. They had no time for conducting a stable and scheduled monitoring because of their business. They only did the mentoring mostly in the process of English teaching and learning.

Then, the most crucial factor in an interaction, especially in the process of English teaching process in millennial era is communication. As mentioned by Duta, Panisoaraa, and Panisoara (2015: 1007) that without communication, the teaching and learning process will not take place. It is demanded the english lecturers in creating a good communication with the students.

Based on the data that was obtained in the reasearch process, the english lecturers was also challenged in conducting the communication, especially in english because of the students' lack of vocabulary mastery. It is challenged the english lecturers in managing the class in order to the english teaching and learning processes could run well. Besides, the lecturers also sometimes got challenge in relation with communication via social media that the boundaries is not clear.

Strategies in Teaching English at IAIN Kudus in Millennial Era

Based on the previous sub-section which describe an explanation related to the english teaching challenges in millenial era, it can be known that in handling the millennial students the lecturers should pay more attention to some related things in the teaching and learning processes by applying some strategies in facing the challenges.

As mentioned previously that the challenges that must be faced by the lecturers are related to technology, professional behaviors, mentoring, and communication. The first challenge is related to technology. In the english teaching and learning processes, technology (sometimes) can be distracting. In consequence, as English lecturers in millennial era that should face the millennial

students that always dealing with technology almost every time, they should prepare some strategies in solving the problems that may be occurred during the English teaching and learning processes.

Some strategies that can be prepared are: avoiding traditional lecture formats; teaching contextually (multimedia formats, case presentations, audience participation, hands-on teaching, group discussions); applying role model and provide opportunities to be present without multitasking; involve residents in developing and using new technologies; and identifying technology-free times and encourage being mindfully present.

Based on the data of this research, the English lecturers in English Education Study Program consider that technology is one of challenges in teaching process. Therefore, they applied some strategies in facing the challenge. For instance, the lecturers invited the students to be focused on the materials and gave a regulation that they can not access the mobile phone during the class. Moreover, the lecturer had a principle that the speech from the lecturer must be heard for their sake. So, every phone must be discreet. Also during performance, everyone has to pay attention. So, there is a time where they have to focus but still God knows where their minds are.

Related to the application of technology in teaching english, the lecturers deploy Whattsapp messenger app to broadcast the info, watch YouTube as reference, and of course PC and projector as common uses tech during nowadays learning process. Some of them also apply Google classroom and the students use electronic dictionary to support the teaching and learning process.

Then, related to professional behaviors, the English lecturers should know some strategies that can be applied to the millennial students. They strategies that can be applied are: comprehensively review rules and consequences in a structured environment; define appropriate and inappropriate behavior; develop a professionalism contract; schedule monthly mentoring with detailed guidance; faculty role modeling; external rewards/consequences; and involve residents in projects and committees.

Before the class begins, there is always the moment of "classroom contract" that most rules are decided by the faculty (or campus) and just to make sure, the lecturer remind couple of the rules in the classroom. It shows that the lecturer also

play the faculty role modeling in the process of english teaching. More about the learning contract is related to discipline behavior. There is a certain punishment for the students who come late, especially in reading class like sing a song in front of class.

Dealing with mentoring for the millennial students, the English lecturers can applied some strategies as follows: feedback provided within a stable, monthly mentoring relationship; have residents reflect on struggles and successes before giving feedback, give concrete behaviors on which to improve; provide immediate and summative feedback; discuss defensiveness openly; involve residents in remediation plans; self-reflection exercises, and basic education on scheduling time.

Additionally, according to Wuetherick (2017), there are five factors in mentoring process, they are personal attributes, system requirements, pedagogical knowledge, modeling, and feedback. Dealing with personal attributives, the mentoring practice can be in the form of supportive behavior, comfortable in talking, listening attentively, in stilling confidence, instilling positive attitudes, and assisting in doing reflection. Then, related to system requirements, the English lecturers are able to do aims and policies discussion and also outlining the curriculum.

Based on the data, the researcher found that the English lecturers involved the students in remediation plans. It is offered to the students who got unsufficient score after passing a test. So, it is not applied for all the students.

In relation with the basic education, it was done by the English lecturers because of their awareness of students' knowledge. The lecturer aware that the students do not have enough English background to support more advance education directly. So, the basic education is always given in the beginning of the lecture.

In addition, good communication is an important thing that every English lecturers should apply during the English teaching and learning process. The strategies that can be applied are as follows: discussing appropriate boundaries of communication; using 360-degree evaluations; giving written feedback; using praise and positive comments in public; giving consistent message; accepting

honest and open feedback without becoming defensive; and giving concrete, immediate feedback.

In creating a good communication, the lecturer discussed appropriate boundaries of communication with the students. Moreover when it deals about the communications via Whatsapp. The lecturers discussed the language that should be used, and the time when they can contact them. However, most of the students did not aware with this rules.Written feedback was commonly given in writing subject. While spoken feedback was mostly done by the lecturers. Praise and positive comments in public were also given by the English lecturers. The lecturer always praised the students and gave applause in unison with their friends. It was also confirmed by the students that when the students succeed in doing something, the lecturers always give praise and positive comments, like, "Good job dear, you are good." It is also considered by the students that it was done in order to not mute down the students' mentally.

In addition, the English lecturers also gave consistent message to the students. The lecturer always gave the students motivation and some wise words that was quoted from the motivational page in the internet. It was sometimes done before ending the class. Moreover, the lecturer also gave concrete and immediate feedback to the students. Feedback is always given in all performance and students work. The English lecturers gave concrete and immediate feedback like when the students do not understand well and wrong in doing the assignment.

Conclusion

The challenges of English teaching at IAIN Kudus in millennial era are related to technology, professional behaviors, mentoring, and communication. The English lecturers faced various kind of challenges in the teaching process that can be appropriate with the subject that they teach. Every lecturer met different form of challenges. The first challenges is related to technology. As mentioned previously that technology is very useful to be applied in some English teaching and learning processes. It supports the learning process. However, technology can also be a distraction in some English teaching and learning processes. It was also experienced by the English lecturers. In consequence, the English lecturers are challenged to be wiser in determining some kinds of things related to technology,

such as determining certain rules. They are also challenged to know more about the development of technology that can be applied in English teaching process. The English lecturers should take into account what kind of technology that is appropriate to be applied in the English teaching and learning process. Mentoring is another challenges in teaching English in millennial era. English lecturers were challenged in managing the schedule and stable for mentoring. They had no time for conducting a stable and scheduled monitoring because of their business. They only did the mentoring mostly in the process of English teaching and learning. The English lecturers was also challenged in conducting the communication, especially in english because of the students' lack of vocabulary mastery. It is challenged the english lecturers in managing the class in order to the english teaching and learning processes could run well. Besides, the lecturers also sometimes got challenge in relation with communication via social media that the boundaries is not clear.

In handling the millennial students the lecturers should pay more attention to some related things in the teaching and learning processes by applying some strategies in facing the challenges. English lecturers in English Education Study Program of IAIN Kudus considered that technology is one of challenges in English teaching processes. Therefore, they applied some strategies in facing the challenge. The English lecturers determined some regulations related to the use of technology in the classroom. Then, related to professional behaviors, the English lecturers applied the following strategies, they are: comprehensively review rules and consequences in a structured environment; define appropriate and inappropriate behavior; develop a professionalism contract; faculty role modeling; external rewards/consequences; and involve residents in projects and committees, except having a monthly schedule mentoring with detailed guidance. Dealing with mentoring for the millennial students, the English lecturers applied some strategies as follows: providing feedback within a stable, providing immediate and summative feedback; involving some certain students in remediation plans, and one of them also giving basic education on scheduling time. In creating a good

communication, the lecturer discussed appropriate boundaries of communication with the students. Moreover when it deals about the communications via Whatsapp. The lecturers discussed the language that should be used, and the time when they can contact them. The lecturers discussed the language that should be used, and the time when they can contact them. However, most of the students did not aware with this rules.Written feedback was commonly given in writing subject. While spoken feedback was mostly done by the lecturers. Praise and positive comments in public were also given by the English lecturers. In addition, the English lecturers also gave consistent message to the students. The lecturer always gave the students motivation and some wise words that was quoted from the motivational page in the internet. It was sometimes done before ending the class. Moreover, the lecturer also gave concrete and immediate feedback to the students. Feedback is always given in all performance and students work.

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