INTRODUCTION

This chapter includes the background of research, research questions, research purposes, research significances, research scope, theoretical framework, and previous studies.

A. Background

This research discusses the use of instructional strategies by teachers of two different generations in English as a Foreign Language (EFL) classrooms. Recently, there are more than 1.2 billion students in 168 countries, including Indonesia who are affected by the global pandemic of Coronavirus Disease 2019 (COVID-19) (Li & Farah, 2020). In particular, as per January 2021, over 800 million students are still affected by the school closures and there are approximately 31-40 weeks of school closures in Indonesia since the rising cases of COVID-19 (UNESCO, 2021). This situation makes face-to-face schools portrayed as a specific threat to communities that must be protected, including students and educators, and emergency eLearning is proposed as a solution (Murphy, 2020). Therefore, there is a change of learning mode from the conventional to the online or distance with online learning is being predominant in this situation.

However, school closures with distance learning rasises many negative effects on students. The Ministry of Education and Culture also known as Kemendikbud (2021) states that Indonesian students get difficulty in distance learning in which causes learning loss, students dropouts, and domestic violence against children. For this reason, the combination of limited face-to-face learning and distance learning is used since the new academic year 2021-2022 along with the decreasing cases of COVID-19 after the second peak in July until August in Indonesia. Moreover, limited face-to-face learniung can be done with several requirements, for instance, teachers and school staffs must be vaccinated, school must implement health protocols, and the duration of the face-to-face learning are shorten. Educational institutions must also be in regions with implementation of public activity restriction (PPKM) level 1 to 3 (Kemendikbud, 2021b).

These changes on learning modes during COVID-19 pandemic also give challenges to teachers in delivering structured and systematic materials through instructional strategies. Instructional strategies are several teaching techniques and approaches to help students become independent and strategic learners in the classroom (Akdeniz, 2016). Instructional strategies can be used in many subjects, including English both in face-to-face and distance learning. Moreover, successful online English teachers are recommended to have several skills such as managing collaboration, designing classroom activities, and selecting the right environment as well as appropriate tools (Lee & Bailey, 2020). Writing in a similar vein, Chen (2016) describes five effective online instructional strategies such as identifying, choosing, creating, engaging, and evaluating the most appropriate strategies.

Selecting proper instructional strategies can be diverse for teachers, particularly teachers of different ages and generations. This research focuses on two generations specifically Generation X and Generation Y (Millennial) EFL teachers. According to Pew Research Center (2018) and the Central Bureau of Statistics (2021), Generation X is a group of people who were born in 1965-1980 while Millennial is a group of people who were born in 1981-1997. Thus, teachers from different generations could also have different preferences in terms of online teaching and online instructional strategies.

There are other generations following Millennials called Generation Z and Generation Alpha. Generation Z is approximately 8-23 years old and Generation Alpha is 0-7 years old in 2021. Both generations are digital natives who have little or no memory of the world as it existed without smartphones (Parker & Igielink, 2020). These generations spend many hours on their smartphones and the internet. At the moment, they are school students. On the contrary, Generation X and Millennials are in their productive period as working employees including school teachers. School teachers nowadays are from different generations compared to their students. This generational gap makes instructional strategies challenging to apply to the digital native students, particularly because elder generation teachers (Generation X and Millennial) and younger generation students (Generation Z and

Generation Alpha) live in different eras, have different characteristics, and use technology differently. Therefore, the generation gap between the teachers and students makes instructional strategies challenging to apply.

There are several researches related to this current study. A study focuses on the use of instructional strategies by kindergarten teachers in China (Hu et al., 2018). This research focuses on instructional strategies used by kindergarten teachers. Martin and Bolliger (2018) conduct a study related to engagement strategies in an online learning environment. This study focuses on the perception of students, not the teacher. Likewise, Alibakhshi et al. (2018) investigate a study about language learning strategies in the EFL context. This study finds that learners' cultural inquiry and personality traits can affect their preference of language learning strategies. Moreover, several researches investigate generational differences of teachers. Geeraerts, et al. (2018) explain the inter-generational learning of teachers and how teachers from different generations learn from their colleagues. This study focuses on teachers' relationships in the workplace with other teachers. Similarly, Jones (2020) conducts a study that is related to generational differences of teachers in the use of technology in the classroom. This research focuses on the teachers' perceptions of technology based on their ages and generations.

However, this current study is different from the previous researches. This study explores instructional strategies applied by EFL teachers in both offline and online environment. This study is different particularly because it focuses on the recent environment and the changes from conventional to online schools as a result of COVID-19 pandemic. Additionally, the participants of this study are teachers from two different generations in which Generation X and Millennial have different perceptions and experiences in using technology and organizing online classes. Also, there is a generational gap between elder generation teachers and younger generation students that makes instructional strategies in the mixture of online or distance and limited face-to-face classrooms challenging, yet interesting to explore further in this study.

B. Research Questions

Based on the background above, this research is specifically intended to answer the following research questions:

1. How does the Generation-X EFL teacher apply instructional strategies during COVID-19 pandemic?
2. How does the Millennial EFL teacher apply instructional strategies during COVID-19 pandemic?

C. Research Purposes

Based on the questions above, this research is aiming to obtain the following research purposes:

1. To explore the instructional strategies applied by the Generation-X EFL teacher during COVID-19 pandemic.
2. To explore the instructional strategies applied by the Millennial EFL teacher during COVID-19 pandemic.

D. Research Significances

Theoretically, this research can be valuable to improve strategies of online teaching. This research is expected to provide current information regarding the implementation of instructional strategies applied by Generation X and Millennial EFL teachers during COVID-19 pandemic. Furthermore, this study is expected to provide a new understanding of how instructional strategies can be applied by teachers of two different generations in both distance and limited face-to-face classrooms.

Practically, this research can motivate teachers, pre-service teachers, and educators to implement various instructional strategies in online or distance and limited face-to-face classrooms. It also gives new insight on integrating technologies while teaching online classrooms to maximize their teaching strategies and boost their students' achievement.

E. Research Scope

This research explores the implementation of instructional strategies, particularly strategies that teachers use in online classrooms during COVID-19 pandemic. In particular, this research focuses on how teachers of different generations use instructional strategies in online platforms to teach EFL classrooms. The limitation of this study is this research only focuses on two generations of EFL teachers such as Generation X and Millennial and how they applied instructional strategies based on their preference of teaching methods, approaches, and styles. Additionally, this rsearch focuses on teachers who teach in a junior high school in Indonesian context. Junior high school teachers are selected because most of the previous studies focus on young learners' teachers and higher education teachers. Results might be different in different educational levels, sites, and contexts.

F. Conceptual Framework

Instructional strategies are plans for teaching a particular lesson that consists of the methodology used and steps followed by teachers to implement the lesson activities (Moore, 2014). Further, Instructional strategies should help students to achieve the learning objectives and teachers should apply various instructional strategies based on students' diversity of ideas, viewpoints, experiences and socio-cultural backgrounds (Akdeniz, 2016; Larson & Keiper, 2012). It allows teachers to engage their students in various activities that require the students to learn independently and help them achieve effective learning experiences (Akdeniz, 2016; Moore, 2014). In addition, varying strategies can positively affect student motivation to learn. The chosen strategies for engaging students require a complicated set of decisions involving the students' learning preferences, the topic being taught, the classroom setting, the assessment system, and the teachers' comfort level with a particular approach (Larson & Keiper, 2012). Therefore, instructional strategies are various learning approaches, methods, or steps in teaching and its purpose is to achieve the target of learning and help them to learn independently and effectively.

Kolnhofer-Derecskei et al. (2017) define a generation as a group of people who were born in the same era and socialize in a similar environment. There are several generations known such as Silent Generation, Baby Boomer, Generation X, Generation Y (Millennials), Generation Z, and Generation Alpha. Due to the limitation of this study, this research focuses only on Generation X and Millennials. According to Pew Research Center (2018) and the Central Bureau of Statistics (2021), Generation X is a group of people who were born in 1965-1980. Generation X lives during an era of soaring divorce, accept cultural diversity, value quality of personal life, and individualist. On the other hand, Millennials or Generation Y is a group of people who were born in 1981-1997. The Millennial generation is known as technology-savvy because the internet plays an important role in their everyday lives. As teachers, Millennial teachers use technology and the internet in the classroom more often or in a more innovative manner than teachers from the previous generations (Jones, 2020).

The result of the pandemic has profoundly affected educational institutions to implement a mixture of face-to-face and distance or online classrooms in which essential to discuss. Online education refers to an educational context in which the teacher and students are separated by space and time (Blaine, 2019). Consequently, technology is widely used, including for teaching EFL (English as a Foreign Language) in online classrooms. Thus, teaching EFL online refers to teaching English with online tools and technology to non-native English speakers in regions where English is not commonly used. Moreover, there are several popular online teachings related to computer-assisted language learning (CALL) such as CMC tools (e-mail, blog, text and voice chat, and video conference), Web-based language learning (WBBL) learning by using web sources and materials, and Mobile Assisted Language Learning (MALL) tools such as smartphones and tablets (Son, 2018).

G. Previous Studies

Several researches have been conducted regarding instructional strategies and teachers' generational differences. A research by Hiemstra, Ypren, and

Timmerman (2019) explains the effect of test-directed and self-directed strategy and their allocation of effort to their strengths and weaknesses. This quantitative research consists of five studies with undergraduate and secondary students in the Netherlands as the participants. The result shows that test-directed participants allocate more effort to their weaknesses, and self-directed participants put more effort into their strengths. These studies can give an understanding for teachers to help students to discover and explore their strenghts and weaknesses in order to achieve the learning goals.

Hu et al. (2018) investigate Chinese kindergarten teachers' use of instructional strategies in a whole-group language classroom. Thirty kindergarten teachers affiliated with public and private kindergarten are involved in this qualitative research. By using surveys, the result shows that the most used strategies are repetition & extension, and analysis & reasoning. Moreover, the teachers' occasionally used strategies are creating particular circumstances to brainstorm students and giving them encouragement & affirmation. Last, the less frequently used strategies are integration, engagement to real life, scaffolding strategy, feedback loops, promoting thought process, self-talk and parallel talk, providing information, and advanced language. The implication of this research is to give new insight into teachers' professional development particularly in language lessons with younger students.

Martin and Bolliger (2018) examine engagement strategies in online learning environments from students' perceptions. The participants are 155 students of eight universities in the United States with age, gender, and level of experience differences. A quantitative method is used and the data is collected by using an online survey. The finding shows that according to students' perception, the most valuable strategies are video lectures, online discussion, video conference, teacher feedback, and peer interaction. Moreover, the least valuable strategies are an integration of discussion forums, synchronous meetings, group projects, and peer reviews. The implication of this research is to give new insight into instructional strategies and online classroom engagement.

Alibakhshi et al. (2018) conduct a study about the effect of cultural inquiry and personality traits in language learning instructional strategies in Iran. The participants are undergraduate and graduate students of Isfahan University and Islamic Azad University of Isfahan, Iran who study translation, applied linguistics, and English literature. By using a questionnaire, the findings show that Iranian EFL learners' experience and cultural norms can be considered as factors that can affect the use of particular language learning strategies more than the others. It shows that some aspects of personality (biological, cultural, and cognitive) can predict the use of some language learning strategies preference. This study can help teachers apply the most appropriate language teaching strategies according to students' experience, cultural norms, and personality in the EFL context.

A study by Geeraerts, Tynjälä & Heikkinen (2018) investigates how teachers from different generations learn from their colleagues. By using a descriptive study, there are 16 Belgian and 11 Finnish teachers involved in this study. The result of this study shows that younger generation teachers learn practical information, classroom management, content knowledge self-regulation, attitudes and dispositions, ways of being a teacher, and community building from older colleagues. On the other hand, older generation teachers learn ICT skills, innovative teaching methods, producing innovative course materials, attitudes and dispositions, and ways of being a teacher from younger teachers. This study serves as new information related to generational differences teachers.

Jones (2020) conducts a study that is related to generational differences of teachers in the use of technology in the classroom. By interviewing teachers from different generations in midwestern United States, this study demonstrates several differences of generations in integrating and implementing technology in the classrooms. Both Generation X and Baby Boomer teachers see technology, particularly computers as a tool to provide resources for teaching, while Millennial teachers tend to use technology more efficiently and productive with planning, grading, and delivering content in the classroom. This study gives new

insight into how different generations of teachers view the use of technology in the classroom.

Furthermore, the previous researches are different from the current study. While most of the previous researches examines instructional strategies by using quantitative research, this study uses qualitative design to explore more about the use of instructional strategies. A case study approach is used spesifically to offer a broad perspective of the participants. Further, this study focuses on the perspective of English teachers during the learning activities both in online and face-to-face along with technology assisted learning as a result of COVID-19 pandemic in education sector. Moreover, based on the previous studies above, teachers from different generations tend to view and use technology in classrooms differently. Therefore, the goal of this study is to investigate the implementation of instructional strategies particularly used by Genesration X and Millennial EFL teachers during COVID-19 pandemic.