

CHAPTER 1

INTRODUCTION

In this chapter is intended to explain some information in the beginning as the preview of this research. The explanation consists of several points such as background of the research problem, identification of the problem, main problem, limitation of the problem, questions of the research, aims of the research, significances of the research, previous research, frame of thought, theoretical foundation, and methodology of the research. From that, all aspects related to research before coming to discussion about research finding and analysis.

1.1 Background of the Research Problem

Knowledge, specialized skills, expertise, and literacies are all examples of knowledge, specific skills, expertise, and literacies are all required to be successful in business and life in the 21st century. According to Ledward and Hirata, these qualities include critical thinking, problem solving, communication, and teamwork in addition to technological literacy. Adaptability, sophisticated communication or social skills, non-routine problem solving, self-management, self-development, and systems thinking are all needed, according to Ledward and Hirata (2011) and the National Research Council (2010). Other conceptual frameworks have been proposed attempted to give a picture of what skills in the 21st century should look like, but Partnership for 21st Century Skills' framework is likely the most complete and commonly referred to. This idea encompasses a variety of literacies in areas such as information and technology, as well as life and career, as well as specialized learning competencies like creativity and innovation.

As stated in the Learners' profile, making connections is an important part of successful teaching. Knowing your student improves not just trust and loyalty, but

also differentiates and personalizes your teaching. The more a teacher understands a student's background, talents, interests, and learning style, the more effectively he or she may personalize instruction to the child's unique needs. In fact, studies show that a student's awareness has a clear positive effect on their academic achievement. According to Chang, et al. (2007) based on the findings of their research, compensatory techniques were the most widely used strategy by students, Memory tactics are followed by metacognitive strategies, social strategies, cognitive strategies, and emotional strategies in that order. Despite the fact that these methods are widely available, some students admitted that they do not use them in their English classes. Several pupils, on the other hand, said that they were ignorant of the existence of language learning approaches. As a result, instructors should engage with students to help them improve and expand their language acquisition skills. Students will be willing to employ tactics to improve their English learning if they are aware of the benefits of doing so.

One of the most basic abilities for engaging with others is the capacity to speak. Speaking has several facets that can be divided into two categories from a communicative standpoint: consistency and fluency. Consistency includes the proper use of words, grammar, and pronunciation as exercised by regulated and directed practices. Fluency includes the proper use of words, grammar, and pronunciation as exercised by regulated and directed practices. As a result of thinking normally, Fluency felt the need to keep going. (Harmer, 2001) and (Gower, 1995, p.99-100). Fluency is defined as the ability to read, speak, or write fluently, smoothly, and expressively, as well as the ability to compose correct sentences using proper grammar and vocabulary. To put it another way, if meaning and context are linked, the speaker can read, interpret, and respond to the language in a clear and straightforward manner. Students' academic effort is linked to the behavioral changes they make to improve their skills. A student's degree of voluntary behaviour or private investment in their education is characterized as the standard of student effort (Pace, 1998). Therefore for 21st century students should study English, particularly

speaking skills, because it is extremely beneficial. for students in this increasingly modern era.

In this modern era, Despite the fact that English is still considered a difficult language to learn, people's linguistic abilities have improved. The world's uniting language, which incorporates the English language, in particular. Everyone should study English as much as possible to have access to the world's sciences. As a result, anyone who wishes to learn English as a foreign language is capable of accomplishing this. It is taught beginning in elementary school and continues throughout the educational system. They do, after all, have a range of learning processes that allow them to speak in English. Their approach to learning a language is distinctive. It's about how non-native speakers, such as those in Indonesia, learn languages. In the field of English learner profiles, there are various research organizations. The research are about *the profile of critical thinking skill* (Riyadi, Sarwanto, Rinanto, 2018, Elisanti, Sajidan, Prayitno, 2017), successful English learners (Khoiriyah, Latief, Astuti, 2018, Muslimin, 2018, Lalu Isnaeni Rahman, Fachrurrazy, Arwijati Wahyudi, 2015, Stella Ang, Mohamed Amin Embi, Melor Md. Yunus, 2017, Maureen Snow Andrade, 2016, Deborah Healey, 2002), Learners in 21st century (Motallebzadeh, K. & Ahmadi, F. & Hosseinnia M, 2018, Halvorsen A, 2018, Hirschman, K. & Wood, B. E, 2018,), speaking skills (Junaidi Mistar, Alfian Zuhairi, Atik Umamah, 2014, Ragil Safitri, 2014, Endang Kusri, 2012, Riones Valentino, 2017) The results of the study conducted a variety of results. There is no research that specifies what English students do to be critical thinkers while studying student profiles of critical thinking in this study. Furthermore, critical thinking research student profiles only give information based on a student's critical thinking profile. Furthermore, research on effective English learners does not provide a detailed method for becoming a good English student. It also represents learners in general, not only English learners, in 21st century student study. Also, in terms of speaking skills research, this study does not reveal what students require in this area.

As a result, research should be focused on analyzing EFL learners' needs in speaking skills for the 21st century of Senior High School.

The 21st century is, and it can expand to include organizational skills rather than individual ones. Although human abilities while technical skills such as reading, writing, programming, and data processing may be required at higher levels (e.g., Carnegie Council on Advancing Adolescent Literacy, 2010), social skills such as collaboration, adaptability, and oral communication will become increasingly important in the contexts in which those skills are used (Wagner, 2008). Because the rapid expansion of ICT involves the development of a whole new set of ICT-related competences, all of the frameworks agree that ICT (Information Communication and Technology) and technical literacy are at the heart of 21st-century skills (Information Communication and Technology). Overall, the frameworks use ICT demands to argue for the need for 21st-century skills, but they also see ICT as a tool that can help with the learning and assessment of these abilities.

The six components of critical thinking indicators are analysis, research, assessment, inference, explanation, and self-regulation (Facione, 2011). The profiles of language learners are important, especially for individuals who want to master a foreign language (Muslimin, 2018). Language class grades, results on proficiency tests such as the TOEFL, TOEIC, and IELTS, the learners' capacity to use the language, and a more experiential view of language competency are some elements that may be used to prove that a language learner is effective (Gass and Selinker, 1994). Furthermore, the phrase "successful learners" refers to students who have strong language performance as seen by their language attainment.

Speaking, in terms of communication, is giving ideas, thoughts, and emotions an oral voice. To do so, language learners must have a thorough comprehension of the English language's tone, organization, vocabulary, and cultural structure. Students must consider the thoughts they wish to express, as well as the appropriate practical words and grammatical, lexical, and cultural features required to explain the notion (Finnochiaro and Brumfit, 1983 p. 40). Accuracy and fluency are the two most

important aspects of speaking. The first is precision. This necessitates use of good grammar, vocabulary, and pronunciation by the speakers. Then there's fluency, which necessitates speakers' ability to maintain a conversation while speaking freely. It does not, however, imply that speakers must always speak swiftly; halting is sometimes required to explain meaning (Nunan, 1999). Students must recognize that speaking involves three sorts of knowledge when they first begin to speak: Pronunciation, grammar, and vocabulary are mechanical components of language that Students must develop in order to communicate effectively in English. The speaker's speaking functions (transaction and interaction) enable them to determine when the message's clarity is needed. The sociocultural standards that enable an individual to recognize the conversational context, to whom he is speaking, and what the goal of speaking is (such as Switch, rate of speaking, length of pauses between speakers, and participants' relative roles) Kusrini (2012).

From all of these discussions, Speaking English is a crucial ability for students in the twenty-first century, but there is no particular description of what students require in terms of speaking skills. Researcher who wants to talk about the requirements Speaking abilities in the 21st century. As a result, the researcher plans to do research as a thesis with the title “ An Analysis EFL Learners’ Need in Speaking Skill 21st Century of Senior High School “ .

1.2 Identification of the Phenomenon

Learners' and some other stakeholders' needs are becoming more stringent in the 21st century, and language is evolving. These advancements have increased awareness of the need to adapt and improve educational preparation in order to operate well in a high-demanding and continuously changing environment. It's critical to recognize how difficult it is for the language education system to deal with this problem on its own. The profile of English learners is crucial to a successful education since everyone of them has their unique characteristics and strategies for

learning English. (Khoiriyah, Latief, & Astuti, 2018). The following are some of the issues that might arise when it comes to speaking ability:

- 1) Low ability of students Critical thinking
- 2) Ineffective learning method to be Successful learner
- 3) Low awareness 21st Century skill
- 4) Doesn't show what student need in Speaking skill.

1.3 Delimitation and Focus

The findings from this study may lead to the above mentioned solution based on the problem's identification learners' profile needed by 21st Century Speaking Skills of Senior High School students' but to be more specific and conducive this research only focused on analyzing students' needs not on making the material needed by students. This research only focuses on the identification of study to discussing classroom activities such as strategy, media, material, only focuss on analyzing EFL Learners' Need in Speaking Skill 21st Century of Senior High School. Therefore, this study focuses on learner's profile especially on speaking skills of Senior High School students.

1.4 Criteria for Respondents

This research needed two steps that required responses for respondents. The first one was to answer interview questions and the second one was to fill out questionnaire. The respondent criteria for the interview were three students with the highest score, one student with the average score, and one student with the lowest score. The respondents criteria were students were actively followed teaching and learning process. Those students as respondents also recommended by the English teacher because the students in this class are active students.

1.5 Research Questions

This study, based on the above background, the questions are:

- 1) What is strategy, media, material used of teaching speaking at Senior High School?
- 2) What are EFL learners' needs in 21st Century speaking skill?

1.6 Aims of the Research

The objectives of this study are based on the above-mentioned definition of the problem :

- 1) To find out what speaking strategy, media, material of EFL in senior high school.
- 2) To find out EFL learners 'speaking skill need for 21st century.

1.7 Significances of the Research

The purpose of this study is to provide information to the researcher and those working in the educational area who are dealing with teaching and learning skills for Senior High School students in the 21st century. The researcher obtains some results as a result of this investigation. The result give some theoretical and practical advantages for the following parties :

1.7.1 Theoretically

- 1) The following are some of the ways in which this study is likely to help the English teaching and learning process.
- 2) The findings of this study are likely to be used as a starting point for additional research into these issues.

1.7.2 Practically

- 1) The findings of this study are expected to be used by teachers to determine what pupils need to learn when it comes to speaking.
- 2) The both teacher and the students are aware of the activity that the teachers use to teach speaking and how the teachers assess their students.

1.8 Theoretical Foundation

In this chapter, the researcher attempts to explain the theoretical foundation that includes the 21st century skills, EFL (English as a Foreign Language), and speaking skills.

1.8.1 21st Century Skills

At the turn of the millennium, the term "21st learner" was coined to describe a certain type of student who possessed a set of "new" 21st century skills that are tightly tied to modern media, digital networking, and notions of agile methods to information Dede (2007). Aside from traditional reading, writing, and mathematics, Dede (2007) has formulated lists of literacy skills for technology as key talents for the twenty-first century. While a comprehensive overview and examination of all of these major frameworks is beyond the scope of this chapter, in his careful analysis.

Dede (2010) conducted a thorough assessment of these frameworks, indicating that there is significant overlap and continuity across them. However, he discovered that there are certain differences, particularly between frameworks for education at all levels (from nursery to college) and those focused on business and industry. Business and industrial structures, for example, involve subjects that are rarely addressed in typical school curriculum, such as student autonomy and risk-taking. Employer-required skills and public participation are, and will continue to be, broadened in the 21st century include skills that are more organizational in nature, as

compared to human ones. Individual skills such as reading, writing, computation, and information processing will be required at higher levels (e.g., Carnegie Council on Advancing Adolescent Literacy, 2010), but social competencies such as collaboration, adaptability, and oral communication will be increasingly demanded in the contexts in which those skills are applied Wagner (2008). The frameworks all agree that ICT and technological literacy are at the heart of 21st-century skills, as the rapid development of ICT necessitates a whole new set of ICT-related competencies. The frameworks, taken together, use ICT demands to argue for the need for 21st-century skills, but they also see ICT as a tool that may aid in the learning and assessment of these abilities.

Creativity, critical thinking, communication, and collaboration (the "4 C's") are essential skills for a 21st-century education. Bialik is a character in the television series Bialik (2015).

1.8.1.1 Critical Thinking

The National Council for Excellence in Critical Thinking defines critical thinking as "intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action." Bialik (2015). Although "critical thinking" The "critical" component of the word alludes to questioning rather than taking things at face value, and it involves a wide range of mental processes. Critical thinking, according to historian William Graham Sumner, is "the study and evaluation of any type of statement that is offered for acceptance, in order to determine whether it conforms to reality or not." It is a skill that may be cultivated via education and training. It's a mental habit as well as a source of power. Men and women should be trained in it because it is a critical condition for human welfare. It's

our only defense against deception, superstition, and misinterpretations of ourselves and our surroundings in this world Bialik (2015).

Critical thinking is still valued highly in education. Those who teach entry-level college courses have "consistently and emphatically identified" critical thinking "habits of mind" as "as important as or more crucial than any specific topic information given in high school." Bloom's Taxonomy is the most well known depiction of critical thinking, but many others have articulated the same ideas in other ways. The following is a comparison of taxonomies that all exhibit the educational goal of progressing from lower levels of knowledge access to greater levels of understanding, and then on to more critical thinking goals (analysis, synthesis, evaluation, etc.) Bialik (2015).

1.8.1.2 Creativity

Traditionally, artistic undertakings such as art and music have been seen to be the most closely associated with creativity. While this relationship is true, the mistaken identification of creativity solely it's been dubbed "art bias" since its misleading when it comes to art. Scientific thinking, entrepreneurship, design thinking, and mathematics are just a few of the talents that have lately been shown to require creativity.

In general, teaching for creativity goes hand in hand with teaching for content understanding. Open-ended, problem based learning is more likely than a paper-and-pencil activity to encourage kids to think creatively.

Bialik (2015).

1.8.1.3 Collaborative

The greatest approaches to managing multidimensional challenges in a world of rising complexity entail According to Bialik (2015), teamwork among people and agencies with diverse abilities and backgrounds is essential. When done effectively,

collaboration allows a group to make better decisions than any single person could on their own since it allows for the consideration of multiple viewpoints. On the other hand, collaborative efforts can succumb to "groupthink" and become less productive than working alone, according to Bialik (2015). While there is specialization in scientific domains, studies have found that interdisciplinary effort is often essential to substantial advances in knowledge and technology Bialik (2015). Students are also more positive about school, subject areas, and teachers, as well as each other when they learn collaboratively Bialik (2015). It is also synergistic with the other 21st century skills discussed here, serving as an authentic goal of communication (discussed above), and enhancing critical thinking and creativity Bialik (2015).

1.8.1.4 Communication

Although only a few occupations (such as counseling and public speaking) are focused on communication at its heart, all jobs require it in various degrees (negotiating, giving instructions, advising, building relationships, resolving conflicts, etc). Communication skills have become increasingly crucial and diverse in today's digital world Bialik (2015). Scholars have noticed that focusing on media literacy in addition to traditional literacy goals has the potential to improve outcomes. “increase learning by making the practices of literacy relevant to students' home cultures and ways of knowing, accommodate diverse learning styles and meet the needs of multicultural learners and develop creativity, self-expression, teamwork, and workplace skills” Bialik (2015).

1.8.2 21st Century Speaking Skills

Because it is held in a variety of ways, with different experiences and facilities, and because it reflects the current status of students in the classroom, where they are more passive in the learning process, each student makes different efforts in learning English and thus makes different progress. As a result, students must put in a lot of effort to support and improve their English skills. The children's effort refers to

the process of inspiring children to engage in events and establish goals that are tailored to their requirements. Effort is a type of behavioural action that occurs during the learning process. Effort is generated as a result of the motivating process. According to Schunk, Pintrich, and Meece (2008, p. 4), "motivation is a process rather than a result," as quoted by Utami, Regina, and Wardah (2014). We don't see motivation directly as a process; rather, we infer it from actions (e.g., task selection, effort, and perseverance)." Motivation provides a sense of direction and urgency in achieving the objectives.

The interrelationship among five sub-constructs of 21st Century Skills "certain core competencies such as collaboration, digital literacy, critical thinking, and problemsolving that advocates believe schools need to teach to help students thrive in today's world" Rich (2010) as cited in (Motallebzadeh, 2018). 21st-century skills are the vital SS Skills from the 21st century that should be incorporated into instructional design, such as:

- 1) "learning and innovation skills"

- 2) "information, media and technology skills"

- 3) "life and career skills" (Farisi, 2016). The interrelationship among five sub-constructs of 21st Century Skills

Quieng et al. (2015) claimed that the essence of 21st century skills is training future generations to deal with real-world problems in order to keep the world moving forward and make it a better place to live.

1.8.3 EFL (English as a Foreign Language)

EFL students have stated that studying English is "quite important" or "somewhat important" in their life, according to Zarabi (2018). English is a second language for most people. That is, it is frequently taught in schools, but it does not play an important role in national or social life Zarabi (2018). Modern language

instruction in schools serves an educational purpose, and the older student who sets out to study English has a specific goal in mind: he wants to visit England, talk with English-speaking tourists or friends, and read English in books and newspapers Zarabi (2018). English as a foreign language students have a greater array of language options than second language students. The availability of teachers, as well as geographical location and political influence, determine the choice of variety Broughton, Brumfit, Flavel, Hill, and Pincas (2003). In the Indonesian context, scanty research has been done to explore how Indonesian EFL learners construct their identity in the existing socio-political and cultural situations. Generally, previous studies have shown that ELT in Indonesia face numerous and serious challenges concerning low teachers qualifications, students' motivation, quality of textbooks, bureaucrats' attitudes, and government policies Alwasilah; World Bank as cited in Wirza (2018) and prescriptive curricula that "do not recognize crucial elements of what the curriculum means to English teachers, school administrators, teacher educators, and interested stakeholders" Widodo (2016). Based on the above description the researcher concluded that students in Indonesia perceive English as important however in Indonesia face numerous and serious challenges concerning low teacher's qualifications, students' motivation, and quality of textbooks, bureaucrats' attitudes, and government policies.

In comparison to the other skills, speaking English appears to be the most crucial (Ur, 1996). The use of English as a medium for international communication has certainly been continuing for several decades, as observed by Graddol (2006) in the EFL learning setting. For example, Luoma (2004) stated that the relevance of spoken language performance is increasing since the capacity to speak a language indicates a person's personality, self-image, global knowledge, reasoning ability, and ability to communicate thoughts in real time. According to Al-Abri (2008), Oman's Ministry of Education promotes the development of young learners' English communication abilities in order to foster critical thinking and science technology Al-

Abri (2008) Oman's Ministry of Education called for the development of young learners' English communication skills for critical thinking and science technology, according to the study (Al-Abri, 2008). The capacity to communicate in English was highlighted as a vital talent to learn for both the industry and academic disciplines.

1.8.4 Speaking skill

One of the most essential abilities for establishing communication is speaking. It is a method of forming verbal words in order to convey meaning to the listener. Chaney offered the "process of building and communicating meaning via the use of verbal and nonverbal symbols, in a variety of circumstances" as the standard speaking definition (Chaney cited in Kayi 2006 then cited in Solcova, 2011:17). While Torky The ability of a learner to express himself or herself verbally, coherently, fluently, and appropriately in a given relevant environment is characterized as speaking. (Torky, 2006, 34). He differentiated three components of speaking as a skill in the English language teaching learning process based on this perception. In order to prepare students to communicate communicatively in a real-life context, the following factors should be considered when creating a language course. These are the aspects:

- 1) Speaking is done face to face, hence facial expressions, gestures, and body movement are important.
- 2) Speaking is interactive: the dialogue flows easily between the speaker and the listener, with suitable context and situation.
- 3) Speaking occurs in real time: real-time language interaction between speaker and listener allows for self-correction and repetition. As a result, they will be able to become more fluent and responsive to demand in real time.

The act of expressing information, ideas, thoughts, sentiments, and emotions by voice, body language, or writing is known as communication. One of the stakeholders in the educational business who aids the learning process is English communication. Attempts to classify the purposes of speaking in human communication have been made countless times. Brown and Yule defined two goals of speaking, according to Richards (2008): interaction functions, which aid in the establishment and maintenance of social relationships, and Transactional functions are concerned with the transmission of data. The three part structure of speaking functions was developed from the functions of speaking. The functions of speaking were expanded into a three-part framework of speaking functions, according to Richards (2008). Conversation as engagement, transaction, and performance are the three types of conversations. In terms of form and function, each of these speech acts is fairly diverse.

Because it is held in varied ways, experiences, and facilities, and it reflects the current state of pupils in the classroom, each student makes different efforts in learning English, resulting in varying progress, in which they are largely passive in the learning process. As a result, students must make a concerted effort to support and improve their English skills (Utami, Regina, and Wardah) (2014). Based on the foregoing, the researcher came to the conclusion that in the sphere of education, English communication is one of the stakeholders that helps with the learning process. Attempts to classify the purposes of speaking in human contact have been tried several times. Every student makes different efforts in learning English, which results in different progress, because it is held in different ways, experiences, and facilities, and it reflects the current state of pupils in the classroom, where they are more passive in the learning process.

1.8.5 Element of Speaking

According to Rahayu (2020) The following components can help to maintain oral communication:

1.8.5.1 Pronunciation

In English, pronunciation refers to the creation and recognition of sounds, stress patterns, and intonation. Hearing identification with multiple options is introduced. Some aspects of English pronunciation are considered. It has to do with how sound is generated by the speech organs. If we have good pronunciation, listeners will be unable to understand what the other person is saying, making communication more difficult. As a result, students' ability to connect and integrate into their communities in both academic and social settings is dependent on their ability to pronounce words correctly.

1.8.5.2 Grammatical

Grammatical competence encompasses everything from inflections to syntax. We won't be able to communicate unless we understand the language's pattern. Because grammar is so important for language learners, it's obvious that students will need to master some of these principles in order to speak correctly. Grammar characteristics such as modals, modifiers, prepositions, clauses, and other grammatical aspects should be taught to students.

1.8.5.3 Vocabulary

One of the most crucial aspects of teaching and learning speaking is vocabulary. In order to make their speaking meaningful, language learners must use proper words in specific situations.

1.8.5.4 Fluency

Fluency is defined as the ability to communicate naturally and eloquently without pausing or displaying distracting hesitation indicators. It includes things like answering coherently within conversational turns, employing linking words and

phrases, remembering an intelligible pronunciation, and using proper intonation without hesitation. Accuracy and fluency are inextricably linked. The mastery of phonological elements, grammar, and discourse is referred to as accuracy.

1.8.5.5 Comprehension

The last component of speech is comprehension. Understanding and interpreting what is stated is referred to as comprehension. It is about students' ability to talk fluently and naturally on all professional and general themes as well as native speakers.

To summarize, pronunciation, grammar, vocabulary, fluency, and comprehension are all necessary and complementary components in the development of students' speaking skills. These elements work together to assist you in achieving your goal of speaking.

1.8.6 Type of speaking

According to Brown (2001, p.275), there are six types of speaking performance, as follows:

1.8.6.1 Imitative

These categories included the ability to practice intonation and focus on a specific part of language, phonetic level of oral production, and performance of the criterion, which might include a variety of prosodic, lexical, and grammatical aspects of the language form. 18 A word, phrase, or sentence is imitated in this type. Drilling is commonly used in the teaching-learning process by teachers who teach imitative kinds of speaking.

1.8.6.2 Intensive

When a learner speaks intensively, he or she is practicing phonological and grammatical parts of the language. Intensive versions can be self-funded or even part

of a pair job assignment in which students "review" specific types of language. Reading a text aloud, reading a dialogue with a partner in turn, and so on are examples.

1.8.6.3 Responsive

The speech of many students in the classroom is responsive. These types entail a low-level interaction and understanding assessment. It refers to a brief encounter, such as a student's imitating a teacher's question or a teacher's response.

1.8.6.4 Transactional Carryout

Transactional Carryout is a type of responsive language that is used to convey or share pertinent information. For example, with pair work, there is a conversation.

1.8.6.5 Interpersonal

This type is more about sustaining social relationships than it is about delivering facts or knowledge. Interviews, role plays, and discussions are examples of interpersonal speaking performances. Learners may find these dialogues more challenging since they may incorporate any of the following factors: slang, ellipsis, Sarcasm, a covert "agenda" slang, ellipsis, a covert "agenda" a casual register, colloquial language, emotionally charged language, slang, ellipsis.

1.8.6.6 Extensive

Intermediate and advanced students are required to deliver lengthy monologues in the form of oral reports, summaries, or maybe brief speeches. The register is more formal and purposeful in this instance. These monologues might be unscripted or scripted.

Based on the preceding ideas, it may be concluded that imitative, intensive, responsive, transactional, interpersonal, and extended speaking have six purposes.

1.8.7 Speaking Instruction

The purpose of education and training The goal of English is to improve communication skills abilities that are proportionately comprised Listening, speaking, reading, and writing are all skills that may be learned. As a result, The instructor should The instructor should assign pupils speaking tasks and give them communication opportunities with others in the language of interest.

According to Jeremy Harmer (1998), as stated in Sukardi (2019), there are three primary reasons why giving students speaking tasks that encourage them to use any and all language at their disposal is a good idea..

1.8.7.1 Rehearsal

Allowing students to participate in free conversations allows them to practice conducting discussions outside of the classroom. The teacher instructs students to practice speaking skills outside of the classroom in order to determine how they might improve. Students can improve their speaking ability outside of class by using these.

1.8.7.2 Feedback

Students are given speaking activities in which they must use all of their knowledge of language to provide feedback to both the teacher and the students. The The teacher can see how well their students are doing students are doing and what linguistic issues they are experiencing. Students can also observe how easy a certain type of speaking is for them as well as what they must do work on in order to improve. Students' activities can provide them with a great deal of contentment and self-assurance with careful instructor guidance, they can be encouraged to pursue further education.

1.8.7.3 Engagement

Speaking exercises that are well designed can be quite stimulating. They will be extremely satisfied if every student participate completely, and if the instructor has properly Set up the activity and you're ready to go provide sympathetic and meaningful feedback. Many speaking activities (Discussion, roleplaying, and problem-solving, and so on) are entertaining in and of themselves.

1.8.8 Principles for Teaching Speaking Skills

According to Brown (2007, 331-332) there are several principle of teaching speaking skills:

1.8.8.1 Focus on both fluency and accuracy, depending on the objective

We are currently enamored with interactive language learning. We can easily fall into the habit of giving energizing content-based interactive exercises that don't make use of grammar hints or pronunciation aids. We must consider a range of learner requirements, from a language-based emphasis on accuracy to a message-based emphasis on fluency, meaning, and interaction. Make sure¹⁸ that your tasks have a linguistic component to them (language-based) aim, and take advantage of the chance to assist students' perceptions and understanding utilize the foundations of language when you use the jigsaw group technique, play a game, or discuss solutions to the environmental. Simultaneously, avoid boring your kids to death with mindless, repetitive drills. Make whatever drilling you conduct as relevant as possible, as stated above.

1.8.8.2 Provide intrinsically motivating techniques

Always make an effort to appeal to the kids' ultimate goals and interests, such as their desire to learn, prestige, competence, and autonomy, and their want to "be all that they can be." Even if the technique does not induce ecstasy in the students, assist them in seeing how they will gain from the activity Students frequently don't

understand why we ask them to perform certain tasks, so it's usually a good idea to explain..

1.8.8.3 Encourage the use of authentic language in meaningful contexts

This idea is addressed several times throughout the story, but it bears reiterating. It's difficult to think of meaningful contexts on a regular basis. We've all been tempted to do haphazard tiny grammar drills in which we walk around the room asking students one by one to select the correct answer. Creating authentic circumstances and meaningful engagement requires time and effort, but it is possible with the support of a library of teacher resources. Drills, too, can be arranged to provide the impression of authenticity.

1.8.8.4 Provide appropriate feedback and correction

Students in most EFL circumstances rely entirely on the teacher for appropriate language input. In the case of EFL, they may receive comments "out there" outside of the classroom, but even then, you can be of great assistance. It's critical that you use your English skills to provide the kinds of corrective comments that are most relevant at the time.

1.8.8.5 Capitalize on the natural link between speaking and listening

In addition, many interactive tactics that include speaking also include listening. Don't miss out on possibilities to combine these two abilities. Listening goals may naturally correspond with your speaking goals, and the two abilities can support each other. Comprehension is generally the starting point for language production skills.

1.8.8.6 Give students opportunities to initiate oral communication

This idea is addressed several times throughout the story, but it bears reiterating. It's difficult to think of meaningful contacts on a regular basis. We've all been tempted to do haphazard tiny grammar drills in which we walk around the room asking students one by one to select the correct answer.

1.8.8.7 Encourage the development of speaking strategies

Few first year language students are familiar with the concept of strategic competency. They simply haven't considered establishing their own unique tactics for achieving spoken communicating goals..

1.8.9 Evaluation of Speaking

The Evaluation Concept In general, according to Djiwandono (2012), as stated in (Valentino, 2017), evaluation is the methodical gathering of information for the aim of reaching a judgment. "Evaluation is a process by which a value judgment or conclusion is made from a diversity of observation and from the background and training the evaluation," according to Phopam (1974). Finally, evaluation is a method or process for determining a student's capacity to talk.

1.8.9.1 Function of Evaluation

Most people link evaluation with students improving their ability to achieve their learning objectives. "It is widely held that the better the evaluation outcome, the higher the pupils' achievement" (Isnawati, 2011).

1.8.9.2 Testing of Speaking

This procedure has a number of flaws. There are numerous levels on which performance must be evaluated. There are several approaches for testing speech, according to (Johnson, 2001):

1) Conduct an oral interview. The examiner will ask the learner questions about himself as well as a passage or picture sequence that has been provided in advance. This is a classic approach.

2) Simulation and role-playing. Just before the test, the student could be handed a role card and asked to act it out.

3) Imitation. The tester speaks to the learner in a sequence of sentences, each one lengthier than the one before it. Each statement is repeated by the student. The notion is that the greater a learner's level is, the longer a sentence he can repeat without making an error.

There are several types that can be used to test speaking ability Heaton (1988) :

- 1) Practice reading aloud. The pupils must repeat a story that they have read together.
- 2) Translation. The category of intensive speaking included the translation of a single word, phrase, or short sentence.
- 3) Interview. It is the obvious format the testing speaking.
- 4) Picture. Use to elicit description. Series of pictures form a natural basis for narration.

1.8.10 21st Century teaching speaking skills strategies

The concept of learning strategies is very important. More teachers need to be aware of it and should improve their students' learning strategies as well as to help them learning strategies in the first place. According to Rabecca (2006, 6) as cited (Fairurrozi, 2020), "Learning strategies are specially important for language learning because they are tools for active, self-directed environment, which is essential for developing communicative competence. Appropriate language leaning strategies result in improved proficiency and 2 greater self-confidence".

The Classroom in English as a Foreign Language and 21st-Century Skills

Armstrong and Warlick (2004) suggest that in an increasingly digital and networked world, students must be able to demonstrate knowledge, apply information, and explain ideas convincingly when examining what kids genuinely need to know today. Students must not only become literate, but also capable of using that literacy within their specific information environment in order to succeed now and in the future. According to Armstrong and Warlick, using that literacy entails being able to read deeply for meaning in multimedia content, using appropriate software tools to process information, communicating knowledge with multimedia using practical and technical skills, and understanding the ethical use of the information highway, among other things.

According to Royce (2007), given recent changes in communication modes and practices, EFL classes must increasingly focus on improving students' multimodal communicative competence. Teachers, he believes, should begin focusing on and developing students' visual literacy abilities, as well as developing a pedagogical meet language to aid these abilities when visuals coexist with spoken and written media. In this vein, Heberle (2010) defines multimodal communicative competence as the understanding and application of language to the visual, gesture, acoustic, and spatial dimensions of communication, including computer-mediated communication. According to her, familiarizing EFL students with various types of multimodal texts and semiotic meanings can be beneficial. They are better prepared for different literacy practices in their professional and sociocultural experiences with native and non-native speakers of English. Concretely, she suggests using task-based or content-based instruction with interpretive analysis and discussions of images in order to make EFL learners approach images as sociocultural constructions and, ultimately, to expand their skills in learning English.

1.8.10.1 Types of strategy teaching speaking skills

Teaching strategies are the structure, system, methods, tactics, procedures, and processes that a teacher use during instruction to aid student learning. According to Brown (2000) “ strategies are about specific method of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information”.

Speaking activities in the classroom may be used to practice communicative competence. Some qualities of a successful speaking activity, according to Ur, are as follows (Ur, 1996, 120):

- 1) Learners talk a lot: as much of the time allowed to the activity as possible is taken up by learner discourse. This may seem self-evident, yet instructor chat or pauses typically consume the majority of time.
- 2) Even participation: classroom conversation is not dominated by a small number of talkative participants: everyone has an opportunity to speak, and contributions are dispersed reasonably evenly.
- 3) High motivation: learners are eager to speak because they are engaged in the issue and have something fresh to say about it, or they want to help achieve a task goal.
- 4) Linguistic is of an adequate level: learners express themselves in relevant, easily understandable utterances with an acceptable level of language accuracy.

Discussing of strategies in English language teaching, it initially cannot be separated with understanding strategy and approach. According to Richards (2010:30), The theory, philosophy, and ideas that underpin a particular set of instructional practices in language teaching. Approach, strategy, and strategy are three connected characteristics of language instruction that are commonly discussed. Different theories about the nature of language and how languages are learnt (the

approach) entail different approaches to language instruction (the strategy), and different strategies employ various types of classroom activities (the strategy). Meanwhile, according to Brown (2010,14), an approach is a principled foundation that allows a teacher to pick specific designs and tactics for teaching a foreign language in a specific situation.

Thus, the researcher concludes that teaching is the series of classroom activities that is chosen by the teacher to be applied in giving the language inputs to the students. In teaching speaking, various speaking strategies are designed to help teacher in teaching English speaking regarding the approach, strategy, or some practical teaching strategies.

She and her students must engage in speaking activities in the classroom in order to increase their ability to speak and prevent hesitation. Speaking competence, according to Chastain in Sokowati (2012), cannot be accomplished in a year or even two, but with the right classroom activities, many students can learn to communicate about the issues covered in their texts. In addition, he asserts that the target language. Furthermore, activities that engage students' feelings and attitudes may provide them with a sense of accomplishment by allowing them to express themselves.

When choosing speaking activities, keep in mind that the goal is for students to be able to freely communicate with others, to understand what others are saying in the fullest sense, and to be able to transmit to others what they want to share. The students require a setting in which they are on their own (without the assistance of a teacher or planned activity) and attempting to speak the foreign language to communicate with persons who are of genuine interest to them. The teacher cannot assign pupils to groups or pairs and then tell them to talk. The desire to communicate must be sparked in some way.

Brown and Yule (2010) states that learners learn spoken language through any forms and mostly in written forms, thus they offer some task based strategies:

- 1) Description task, the learners are asked to be able to describe things by identify and distinguish objects in pictures, which could be helped by providing list of noun or adjective and nouns to stimulate the learners' speaking production.
- 2) Instruction/description task, the learners are asked to describe and give instruction by using diagram or series of cards to their partner. The task can be dne by two students or more in group.
- 3) Story telling, the learners are asked to tell a story by using series of pictures where the learners are stimulated to tell a story and have an interaction with their audience.
- 4) The eye-witness account, the learners need to do this activity with a partner. The learners have to be able to describe things in a picture while the other students guessing the same picture on another place just by listening and have an interaction with their classmate.
- 5) Opinion-expressing, the learners are stimulate to use spoken language by giving them different topic with the help of watching movie, reading news, or even looking at a photograph therefore the learners can describe their opinion.

The model from Ellis and Sinclair (Tarigan, 2009:192) on learning speaking.

They said that:

- 1) The paradigm for current techniques is to discover an opportunity for exercise practice and to guide or steer the mental imaginative discussion.
- 2) Taking risks is the use of tactics doubts to make time to ponder in a conversation exercise and survive on his own vocabulary.
- 3) Getting organized in the workplace entails organizing a material and time source.

- 4) Group Discussion, is a method in a learning series discussion is one of the alternative methods/ways that a teacher can employ in the classroom to solve a problem based on student viewpoints.

Usman (2005), on the other hand, claims that this discussion group is an orderly process that involves a group of people in a formal face-to-face interaction with a variety of experiences or information, conclusions, or problem-solving solutions. A face-to-face process in which a group of people shares information, experiences, conclusions, and solutions to a problem.

A discussion group, as defined by Dewa Ketut sukardi (2008), is a gathering of two or more people with the purpose of exchanging ideas and opinions, which usually leads to a collaborative discussion. A face-to-face process in which a group of people shares knowledge, experiences, findings, and solutions to an issue.

More over Mulyasa (2005:89) devines a group discussions as a regular process and involves a group of people in face to face instructions to draw conclusion and solve problems. After knowing the definition of group discussion method, it can be an overall sense that the small group discussion method is a method that is carried out in teaching and learning activities to solve problems involving a group of people in order to exchange idea. A process that involves a group of people face to face to solve a problem.

1.8.10.2 Stages of Language Learning speaking

There are several stages in the process of learning a language. From the initial days of exposure to the new language, individuals learning a second language, regardless of age, use the same inherent processes that they used to acquire their native language. They go through stages that are similar to those seen in first language acquisition, making some of the same grammatical mistakes as children, picking up chunks of language without knowing exactly what each word means, and

relying on human sources of input to provide modified speech that they can at least partially understand. (Collier, 1998).

Stage I: Pre-production. This is the period of silence. Beginners tend to listen more than they say. Although they may have some words in their receptive vocabulary, English language learners do not speak. Some students will be able to repeat only what is said to them. They are copying rather than developing language. Students in grades 14 and higher may imitate gestures and movements to demonstrate understanding. Because English language learners at this stage will need a lot of repetition of English, teachers should focus on listening comprehension activities and creating a receptive vocabulary. Learning a language is a process. Individuals learning a second language, regardless of age, use the same fundamental processes that they used to learn their native language from the first days of exposure. They go through stages similar to those seen in first language acquisition, making some of the same grammatical errors as children, learning chunks of language without knowing exactly what each word means, and relying on human sources of input to provide modified speech that they can at least partially understand.

Stage II: Early production. Students are now attempting to say certain words. Students can use memorized short linguistic chunks, albeit these chunks may not always be used correctly. Learners pay closer attention to their active classmate's conversation and expand their vocabulary. If the learner already knows the nonlinguistic content of what he or she is hearing or if the communication situation is very predictable, stage two inputs are understandable. Although it takes a highly patient native speaker to persevere in trying to communicate with a student at this point, there are more genuine two way discussions with speakers of the language.

Stage III : Certain words are increasingly being attempted by students. Students can employ brief language pieces that they have memorized, however they may not always be used correctly. Learners pay more attention to the talk of their

active classmate and enhance their vocabulary as a result. Stage two inputs are understandable if the learner already understands the nonlinguistic substance of what he or she is hearing or if the communication scenario is fairly predictable. Although it requires a patient native speaker to keep trying to interact with a student at this point, there are more genuine two-way conversations with language speakers.

Stage IV: intermediate level of fluency Intermediate fluency allows English language learners to express themselves and communicate their thoughts using more complicated sentences in speaking and writing. They can ask questions to get clarification on what they're learning in class. Learners can work with some teacher assistance. The content of all subjects is being better understood. At this point, 16 students are able to employ a variety of ways to acquire English subject. Teachers must concentrate on teaching methods. Students at this level are capable of comprehending more complex concepts. In Stage 4, the student benefits the most from normal native-to-native speech, which occurs in a wide range of situations. If the Learner pays attention, he will be able to comprehend more information.

Stage V: Advanced Fluency is a term used to describe someone who has a high level of fluency. Students will be near-native in terms of their ability to perform in content area learning at this point. Students have required constant classroom assistance in reading, writing, and speaking. In Stage 5, the student has increased his ability to participate in discussions without any prior preparation by using his vocabulary. In the oral style, speaking is a useful ability. It, like the other talents, is more difficult than it appears at first and entails more than simply pronouncing words.

1.8.11 Media of teaching speaking skills

Media is something that may massage and arouse the students' feelings and desires, allowing them to learn how to use media creatively, which will lead to

Usman (2002, 11). The definition of media, according to Azhar (2004), is a component of learning sources that can motivate pupils to learn.

For the reasons stated above, we may conclude that media is something that disseminates and impacts sightseeing, listening, reading, and talking till students get interested in the subject that they will study.

1.8.11.1 Types of Media

As we all know, teaching media refers to any and all tools/aids that can be used by both the instructor and the students to achieve certain educational goals. After that, the teaching media can be classified in some way. According to Az Akhtar (2008, 27), media can be divided into seven types :

- 1) Print Media: The printing process is used to create these types of media. English textbooks, periodicals, newspapers, journals, and other forms of media are among them.
- 2) Graphic Media: Graphic Media is a visual medium that uses words, sentences, numbers, symbols, or drawings to express information, ideas, or facts. Overhead transparencies, for example. Models, dioramas, maps, and globes are examples of charts and graphs.
- 3) Photographic Media: Photographic media includes Still Pictures, Slides, Filmstrips, Motion Pictures, Multi-images, and other media that use images to describe anything.
- 4) Audio Media: Audio media is a type of educational media that uses recorded voice to assist students in learning. Audio media are those that have content that has been captured and can be heard. 10 By means of the generated voice,, students can identify the intonation and pronunciation without live presence of native speakers. These media include radio, tape recorder, audio compact disc, MP3, MP4 etc.

- 5) Television/Video: Using these media, a teacher might write, depict, or explain something to his or her students. These media can be used to show video and photos in English classes. Broadcast television, cable television, videotapes, video cassettes, videodiscs, Teletext, Videotext, and so on.
- 6) Computers: A computer is a device that uses technology, such as a minicomputer or a microcomputer.
- 7) Simulations and Games: Before beginning to use the media, the teacher and students conducted simulations and games to learn how the media works. Boards, written, human interaction, machine, and so on.

1.8.11.2 Function of Media

According to Azhar (2004) the presence and availability of teaching media are expected to help teacher and students to solve learning obstacles. The media has four functions. They are as follows:

- 1) Media has the ability to draw students' attention and hence enhance learning motivation.
- 2) Media can help students understand subject matter by making it clearer and more meaningful, allowing them to better master the expected competency.
- 3) It can make learning methods more varied, rather than relying solely on verbal communication through the teacher's words, so that pupils are not bored and the teacher is not exhausted.
- 4) Media can encourage students to engage in more learning activities by allowing them to do something other than listen to the teacher's explanations, such as observe, demonstrate, and so on.

1.8.12 Material of Speaking

There are four abilities that are necessary to learn in an English lesson: listening, speaking, reading, and writing. Some components, like as vocabulary,

grammar, and pronunciation, are used to promote those skills. "A huge percentage of the world's language learners study English in order to gain competency in speaking," says Richards (2002), as referenced in Rahayu (2020). Eleventh-grade material includes:

1.8.12.1 Asking and Giving for Opinion

Opinion is a text or dialogue that contains opinion about a thing. Usually, each other's opinions are different or contradictory, depending on which point of view we take sides. When we give or express our opinion, it is very important to give reasons to support the opinion itself.

Asking opinion	Giving Opinion
What do you think about? ...	In my opinion.....
What's your opinion about?...	I think.....
	What I mean is.....
	Personally I think.....
	In my experience.....
	According to me.....
	I strongly believe that.....
	As far as I am concerned.....
	From my point of view.....
	As I understand.....
	As I see it.....
	I reckon.....
	I am compelled to say.....
	By this I mean.....

Table 1.1 Asking and giving opinion

Agreeing with an Opinion	Disagreeing with an opinion
<p>Of course.</p> <p>This is absolutely right.</p> <p>I agree with this opinion.</p> <p>I agree with what you are saying.</p> <p>I agree, I never thought of that.</p> <p>Neither do I.</p>	<p>I am sorry, I don't agree with you.</p> <p>I am not sure I agree with you.</p> <p>I don't agree with you.</p> <p>I am afraid I have to disagree with you.</p> <p>I do not believe that.</p> <p>By this I mean.....</p>

Table 1.2 Agreeing and disagreeing with opinion

1.8.12.2 Asking about satisfaction/ dissatisfaction

This expression satisfaction/ dissatisfaction about something.

Asking satisfaction	Expression of satisfaction.	Expressing dissatisfaction:
<p>How do you like your room?</p> <p>Is everything O.K.?</p> <p>Is everything satisfactory?</p> <p>Are you satisfied?</p>	<p>I really like my new haircut.</p> <p>I'm completely satisfied with everything you've done for me.</p>	<p>I am a little dissatisfied with the service here.</p> <p>I am a bit disappointed with the program.</p>

Did you find our service satisfactory?	It was satisfactory. Everything is fine, thank you.	The food was lousy. I'm tired of working here.
--	--	---

Table 1.3 Expression satisfaction/ dissatisfaction about something

1.8.12.3 Report Text

Report text is a text which presents information about something generally, as it is. It is as a result of systematic observation and analysis. For example:

<p style="text-align: center;">Bicycle</p> <p>A bicycle, is called a bike or cycle, is a human-powered, pedal-driven, single-track vehicle, having two wheels att toached to a frame, one behind the other. A bicycle rider is called a cyclist, or bicyclist.</p> <p>Bicycles were introduced in the 19th century in Europe and as of 2003, more than 1 billion have been produced worldwide, twice as many as the number of automobiles that have been produced. They are the principal means of transportation in many regions. They also provide a popular form of recreation, and have been adapted for use as children's toys, general fitness, military and police applications, courier services, and bicycle racing.</p> <p>The basic shape and configuration of a typical upright or "safety bicycle", has changed little since the first chain-driven model was developed around 1885. But many details have been improved, especially since the advent of modern materials and computer-aided design. These have allowed for a proliferation of specialized designs</p>
--

for many types of cycling.

Figure 1.4 Example of report text

1.8.12.4 Giving Advices

Giving advice is giving advice or recommendations to others about what should be done.

Expression of Giving Advices

You had better be here before we start dinner.
--

You had better not forget Tom's birthday gift.
--

You had better not be late.

You had better unplug the toaster before you try to clean it.

You had better not drink so much beer or you will get fat.
--

Table 1.5 Expression of giving advices

1.8.12.5 Giving Warning

Giving warning or giving a warning is an expression in English that is used when we want to warn someone against something. To express a warning, there are two ways to say it, namely the first is a prohibition warning and a warning.

Expression Giving Warning

No smoking

No littering

No swimming

Don't step in the grass!

Don't read books loudly in the library!

Don't swim too far!

Table 1.6 Expression of giving warning

1.8.12.6 Narrative Text

Narrative text is a lesson that we often encounter in junior high and high school. In this lesson, students are required to tell a fictional story or a fairy tale. In addition, they must also understand the intrinsic elements, generic structure, and also analyze the moral value of the story. Without further ado, let's get straight to the point. For example:

The Legend of Malin Kundang

(Orientation)

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother

(Events)

Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin

Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates.

The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; “Malin Kundang has become rich and now he is here”. An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang’s mother.

Table 1.7 Example of narrative text

1.8.12.7 Fulfilling Someone's Request

Imperative Sentence is a sentence that has the meaning of ordering, asking, ordering, and giving instructions to the other person to do something. Imperative Sentence itself can be categorized into 3 types, namely commands, request (request), and instructions (direction). For example:

Fulfilling Someone's Request
Go away!
Close the door!
Listen to the teacher!
Be careful!

Be nice!

Table 1.8 Fulfilling Someone's Request

1.8.12.8 Expressing Relief

Expressing pleasure or in Indonesian is an expression of being happy for something. However, there is also the opposite of pleasure, namely, displeasure, which means an expression of displeasure with something. For example:

Expressing Relief

Oh, that's relief.

Thank goodness for that.

Thank heavens!

Oh, good!

Oh, marvelous!

Table 1.9 Expressing Relief

1.8.12.9 Expression Pain

Pain in English means physical suffering or discomfort caused by illness or injury.

Expression Pain

Ouch..

Ouch! That hurts

Ouch..... it's very hurt.

Ugh, It's very painful

Oh! I've got a headache.

Oh, it's killing me!

I can't move my body. My shoulder and my hand are very hurt to move.

Table 1.10 Expression of pain

1.8.12.10 Expressing Pleasure and Displeasure

Expressing pleasure or in Indonesian is an expression of being happy for something. However, there is also the opposite of pleasure, namely, displeasure, which means an expression of displeasure with something.

Expression Pleasure	Expression Displeasure
Great!	Oh no!
That's amazing!	That's awful.
I'm happy to see it.	It's too bad.
I'm delightful to hear that.	I really hate this.
How marvelous.	I'm fed up with...

Table 1.11 Expression pleasure and displeasure

1.9 Previous Research

The researcher present some previous research related to this research in terms of developing the original analysis, those are:

Utami, Regina, & Wardah, (2014)'s research is about The purpose of An Analysis of Students' Effort to Improve Speaking Skill was to determine the types of students' effort in increasing speaking skill as well as the parts of speaking skill that the students developed the most. The survey method was employed in this study. The results revealed that fourth-semester students made a variety of efforts to improve their speaking skills in various college activities, with comprehensibility being the most improved part of speaking skill.

Furthermore, Aisyah, Paputungan, Otoluwa, and Machmud's (2018) paper is titled The Portrait of Students' Needs for English Speaking Materials in Nursing Vocational School. The goal of this study is to look into the demands of students in Senior High School when it comes to creating English Speaking resources. The study is based on the Lamb (responded background), Hutchinson, and Water need analysis framework, which includes target need (goals, necessities, lacks, and wants) and learning need (input, setting, procedures, teachers' role, and learners' role), with Nunan focusing on learning need (input, setting, procedures, teachers' role, and learners' role), with Nunan focusing on learning need (input, setting, procedures, teachers' role, and learners' role). Observation, interview, and a questionnaire were used to acquire data. The need analysis of the students' responses suggests that their English proficiency levels range from mediocre to bad. Eventually, the researcher analyzes the demands of the pupils and creates English speaking materials to meet those needs. The focus and technique of the research varies between Utami, Regina, & Wardah, (2014) and Aisyah, Paputungan, Otoluwa, & Machmud, (2018) and the current study. The prior study concentrated on speaking learning, whereas the current study is concerned with speaking learner abilities.

The 21st century is the focus of the second study project. Hirschmana and Wood (2018) are curious on how 21st century students are redefining knowledge, learning, and the kid. This article explores the origins and substance of the phrase in the context of globalisation and knowledge economy discourses, as well as expanding ideas of digital natives. The purpose of this research is to look at the term "21st century learner," which necessitates a lot of scrutiny and investigation.

Furthermore, Rueda's research focuses on 21st century talents' cultural, linguistic, and motivational components. The chapter begins with an overview of the current situation before focusing on how current events are projected to alter and modify educational practice, with a particular focus on literacy. The focus of this volume is on literacy, despite the fact that, as discussed later in the chapter, the distinctions between cognitive, emotional, and social dimensions of language, literacy, and learning are less pronounced and crucial than previously imagined. The focus of the research is what distinguishes Hirschmana & Wood (2018) and Rueda (2003) from the current study. The prior study concentrated on English subjects in the twenty-first century, but the current study focuses on 21st century skills in EFL learning..

1.10 Frame of Thinking

The elements that frame this research include identification of the problem, EFL learning in the 21st century, speaking skill as the main object of the research. To describe how each element relates each other, the frame of thought in this research is illustrat

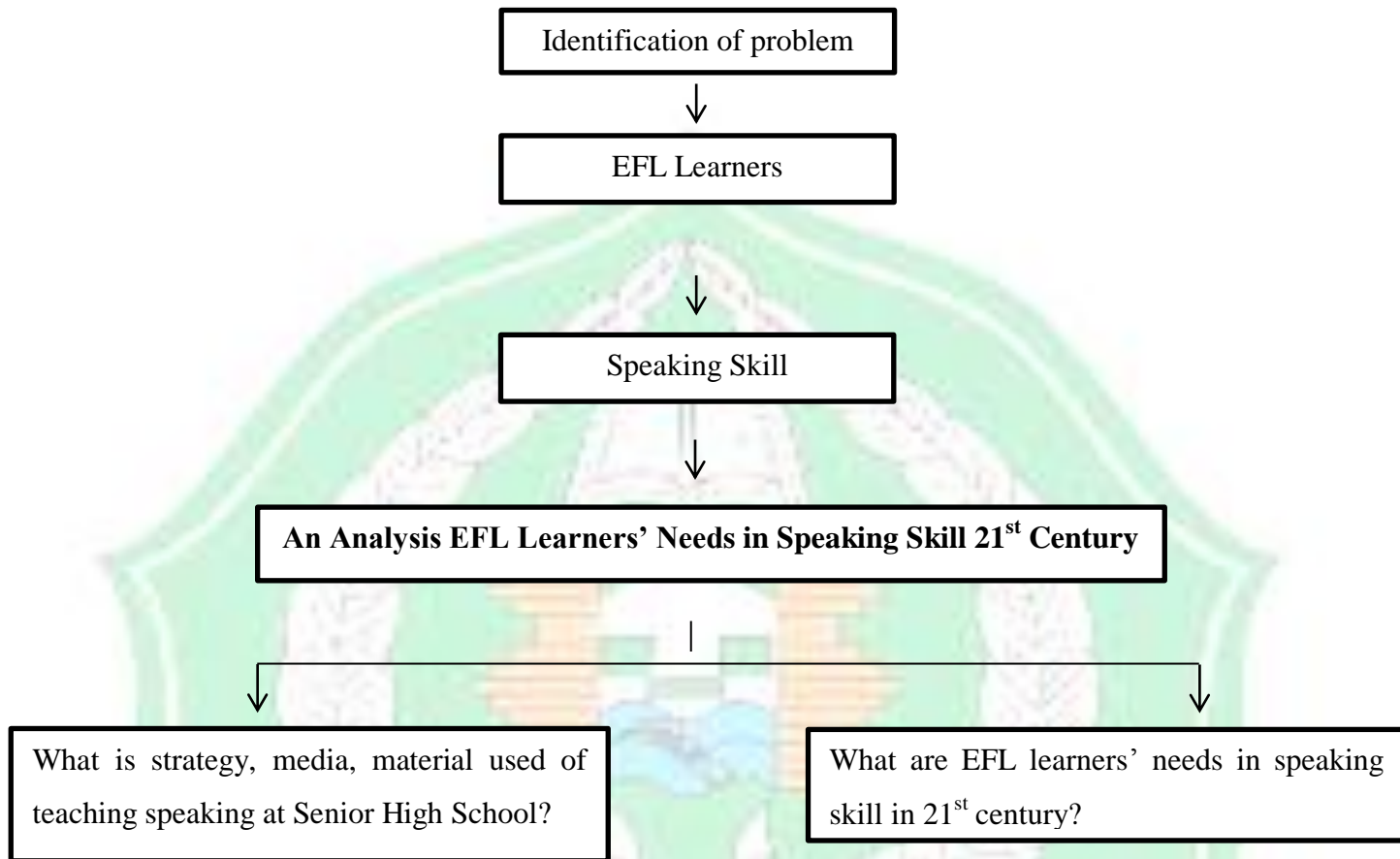


Figure 1.1: Frame of thought

The transformation of the learning process in the 21st century requires learners to gain skills from the 21st century to enter the lives of people in the 21st century. This transformation also make student skill that student should have, as people who dedicate English is a foreign language. Student has to know what they need, especially in speaking skill because it is important to student to communicate with other, as we know that English is universe language.

1.11 Methodology of the Research

The researcher described the research method, data source and type, research instrument, data collection technique, data analysis approach, and study timetable in this chapter.

1.11.1 Research Design and Steps of The Research

This study will determine the students' demands for speaking skills in senior high school, hence the researcher will need some need analysis theories. "Target needs" is an umbrella word, according to Hutchinson and Water (2004), that "in practice covers a number of fundamental distinctions." Examining the desired scenario in terms of necessities, deficiencies, and desires is really beneficial.

Creswell (2012) employed a qualitative approach in this study, in which the data is represented as words. This study uses a descriptive qualitative research method. This research is being carried out to determine the needs of pupils in senior high school in terms of their speaking abilities.

Descriptive qualitative approach aims to examine detail about person, places, or events in a setting in qualitative approach Creswell (2008 p. 254). In gathering culturally contextual knowledge on the subject cultures, values, opinions, perceptions and social environments, qualitative analysis is especially successful. In other words, observational analysis is used to collect evidence from unique demographic groups Mack et al (2005, p. 1). The information is gathered to define the social context and relevant individuals. Therefore, this research called descriptive because it describes what students need in speaking skill of senior high school. The researcher choose this study because it is crucial to be investigated, that is why in this research the researcher tend to be focus on the student's need in speaking skill the 21st century that will be taken from many points of view.

The researcher choose this study because it is crucial to be investigated, that is why in this research the researcher tend to be focus on the student's need in speaking skill the 21st century that will be taken from many points of view. The steps in the current study are adapted from Lodico, Spaulding, Voegtle (2006) and Nashruddin and Mustaqimah (2020). There are two stages in the study, as follows:

1.11.1.1 Identifying a research topic or focus

The researchers usually identify the topics on the basis of experience, observation in the study environments, and reading on the subject. Although topics are set at the outset of the study, the study's focus can be rewritten during the data collection process.

1.11.1.3 Selecting participants

The researcher must decide the degree to which she or he can interact with the participants. Selecting the participants is selected through purposeful sampling for qualitative analysis.

1.11.1.7 Sources and Types of Data

The material is facts or proof used to answer or test the study issue. The analysis data base is the topics from which the data can be obtained for research purposes Arikunto (2010, p. 129). The researcher would know the outcome of the study from the results. The processing of data must be important to the issue of study. The data in this thesis will be in the form of descriptive qualitative data and using a qualitative data technique, will be used for data analysis.

The data in this study will be obtained mostly from conducting a questionnaire-supported interview with the participants to gain validity in student need speaking skill. When gathering data the researcher requires sources to collect the available data. The research subject from which the data can be collected is the data source.

Data sources are the important thing in doing analysis. The data base is then the material where the researcher can receive the information needed.

1.11.2 Data Collection Techniques and Instruments

The research data was collected in accordance with a predetermined research design Walidin (2015 p. 45). The data is derived by record observations, experiments, or measurements. The data collection reflects information about the invited object. For data collection, the researcher used interview and questioner as instruments. The researcher interviewed the English teacher in eleventh-grade, and the researcher also gave the open-ended question using a Google Form for the students consist of 36 students.

In gathering the data, the researcher used the following procedures:

- 1) The English teacher was interviewed by the researcher.
- 2) The research sample was given a questionnaire by the researcher.
- 3) The questionnaire was collected by the researcher.
- 4) The research sample was given a questionnaire by the researcher.
- 5) The data was evaluated by the researcher.
- 6) The replies were categorized based on the questions.
- 7) The researcher analyzed the data and arrived at a conclusion.

The researcher followed some processes when it came to data analysis in her investigation. To begin, gather the data that will be analyzed. Second, sort the answers into categories based on the questions. The researcher also contrasted the interview with the lecturer. Second, the researcher used coding to make the data easier to understand for the teacher, S1 (Student 1), S2 (Student 2), and S3 (Student 3). (Student 3). The researcher calculated percentages from the questionnaire responses and evaluated them. The formula used by the researcher is as follows:

1.11.2.1 Interview

The researcher speaks with an English teacher about tenth-grade English materials and what the pupils struggle with in speaking activities. The interview took place during senior year of high school. In this study, the interviewees include an English teacher and several senior high school pupils in that class. It contains open-ended research questions, and the researcher keeps track of the interview procedure. This information is needed to answer the research question 1.

1.11.2.2 Questionnaire

The data from the students' needs in learning English, particularly in speaking, will be gathered via a questionnaire. Students will be asked to choose one or more answers from a variety of options to answer many questions about their issues and needs in speaking English resources. Furthermore, Lamb (1996, p 34-8) proposes need analysis in Wello and Dollah (2008, p.79), Hutchinson and Waters (1987), and Nunan (1987) in Wello and Dollah (2008, p.79) (2004). The Lamb model of questionnaire is used to investigate students' backgrounds, including their name, age, English learning experience, time spent using English on a daily basis, and English skill level. Hutchinson Water also looked at the target needs, which included goals, necessities, gaps, and desires. Nunan then looked into the learning requirements, which included input, procedures, setting, teachers' roles, and learners' roles. This information will be used to answer question 2..

1.11.3 Data Analysis Technique

According to Creswell (2014) argued that there are six steps in analyzing the data. These were organization and preparation of the data, applying the coding process, describing, representing, and interpreting the data (pg. 247-249). Therefore, the researcher would apply these six steps to analyze the data. The steps could be explained as follow:

1) Organize and Prepare the Data for Analysis

This stage entails transcribing the interviews and questionnaires, scanning the responses, and categorizing all of the responses into distinct types based on the data.

2) Read or Look at All the Data

The researcher reads the necessary data, gaining a general feeling of the information and writing the overall meaning, gaining a general sense of the information, and reflecting on its overall meaning.

3) The formulas

The study's data analysis technique was descriptive percentages. The following is the formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Students respond

N : The total number of sampled (Gay, 2006)

4) Start Coding All of the Data

The researcher begins to process the data by assigning a code to each piece of information. It entails gathering data or photographs, segmenting sentences (or paragraphs) or images into groups, and labeling those categories with a term, which is typically based on the participant's actual language.

5) Use the Coding

This information can be used to create extensive descriptions for case studies, ethnographies, and narrative research projects. To describe the setting

or persons for analysis, the researcher uses the coding method. Detail information on people, places, or events is included in the description. S1 (first student), S2 (second student), and S3 (third student) were used by the researcher (Third Student).

6) Advanced Description

It present a process model, advance a drawing of the specific research, or in a table, provide descriptive information.

7) Making Interpretation

In conducting this research, it is needed approach which is briefly integrated to the way the researcher examines the phenomena. The final step is making an interpretation of the finding result. These finding results can be based on the researcher interpretation.

1.12 Research Timeline

	Activities	Months											
		July				August				September			
		1	2	3	4	1	2	3	4	1	2	3	4
1	Preparing research proposal												
2	Instrument development of research proposal												
3	Instrumental try out of research proposal												
4	Revision of research proposal												
5	Asking agreement to the principal of the school for												

