

# CHAPTER I

## INTRODUCTION

This chapter informs the reader about some related topics in order to introduce the systematic or process of conducting research, which is important and useful to know the background, identification, delimitation, research questions aim, significances, theoretical foundation, previous study, frame of thought, research method and research timeline related to this research.

### **Background of the research**

Student learning in the 21st century is significant. For success in globalization, economic need, and inadequate public involvement, they need to build skills and knowledge. Through the interconnectedness of our global economy, ecosystem, and political networks, students need to learn to communicate, engage and solve problems with people around the world. Employers want fewer people with simple skill sets and more people with nuanced abilities to think and communicate (Levy & Murmane, 2005 as cited in Jan, 2017, p. 2). The 21st century skills consortium (AT21CS) evaluation and teaching organizes skills, expertise and behaviors into four categories: ways of thinking, ways of working, working instruments and living in the world. 21st century teachers have to take the needs of their students into account and train them to meet the challenges for the future. The work of teachers is regarded as complex and demanding. It is necessary to provide a high quality development program for skilled teachers for the development of a specialist of high quality. (About Jan, 2017, p. 2). The teacher should equip students with the skills they need to prepare them in the 21st century for the work of the future and more complex living. In addition, a new combination of complex skills, experience and innovation to job requirements is needed for the world of knowledge age work (Trilling & Fadel, 2009, p. 44).

Teachers in the 21st century must adapt to the development of the 21st century which consist of learning methods and strategies that are varied and

not monotonous and used many learning media for teaching. The purpose is to keep up with century students with the skills they needed. Teacher should considering that education in the 21st century is very different in terms of facilities, facilities and infrastructure, media and learning methods used.

There are three styles of learning that are becoming important from day to day for students to succeed in work and life, defining a 21st century education: conventional academic knowledge and skills, real world implementation or 'applied literacies', broader competencies (Jerald, 2009 as cited in Hysa, 2013, p. 41).

Learners of the 21st century must have both self-direction and the ability to communicate with people groups and machines (McCoog, 2008 as cited Boholano, 2017, p. 22). Social networking is based on the premise of how people understand that they can know and communicate with each other (Zaidieh, 2012 as cited Boholano, 2017, p. 22). Social networking enable preservice teachers integrate technology into teaching and learning. In addition, it will capacitate them to be socially aware of the problems of the students.

Based on the development of teaching in the 21st century and what teachers should do in the 21st century as well, of course the teacher must also master the 4 skills especially speaking in English because it is to train students' skills in the future and for the world of work too.

For several second language or foreign language learners, the mastering of speaking abilities in English is priority. As result, learners also judge their progress in language learning and the effectiveness of their English course on the basis of how much they believe that their spoken language skills have improved (Richards, 2008, p. 19 as cited in Nirmawati, 2015, p. 8).

Speaking is the deliberate use of words to communicate ideas so that they can make sense of other people. In addition, it is regarded as an interactive, social and contextualized communicative occurrence (Cameron, 2001, p. 40 as cited Nirmawati, 2015, p .8). Speaking requires learners to be possession of knowledge about how to produce not only linguistically

connect but also pragmatically appropriate utterances (Martinez Flor, 2006, p. 139 as cited Nirmawati, 2015, p .8). In brief, learners need to know how to use the language in context.

There are three clusters : principles of teaching speaking skills by Hussain & Harahap (2017), Antoni & Rasyidah (2015), Functions of speaking by Anizar, Saragih & Sinaga (2019) and basic teaching speaking skills by Sugihartini & Sindu (2020) and Kurniati, Eliwarti & Novitri (2016). There are : The teacher's lack of effort and patience in applying the principles of speaking so that the goal of achieving good pronunciation and fluency in speaking skills is not optimal, The teacher is too quick to take the conclusion that the speaking ability in the classroom is good even though it is still not 100 percent and the teacher feels that it is enough for that, there is no desire in the teacher, The teacher's lack of exposure to speaking activities, with the frequent occurrence of these activities, is certainly able to develop the speaking aspects of students inside and outside the classroom, To apply the speaking components, of course, the teacher must provide many opportunities for students to practice and students must also be aware of the practice to improve their speaking skills, approaches to the teaching speaking have also been able to draw on a better understanding of the nature of spoken language.

There are some principles of teaching speaking skills such as : encourage students from the first day to speak correctly. If not, tolerate the students as early as possible and not to wait until she teaches them a stock of terms, phrases or phrases, if any of them clearly repeat what they say, if a student answers some question in one term, bear it for the time being, let the learners speak actively with whatever English knowledge they have, propose structures/phrases/words and let the learners use it in different situation and drill as much as possible. (Al, 2014, as cited in Hussain, 2017, p. 13).

The definition of the five principles of speaking teaching is: 1. Be mindful of the differences between the backgrounds of second and foreign language learning, 2. Offer practice to students with both fluency and



precision, 3. Provide students with opportunities to speak by the use of group work or pair work and restrict teacher talk, 4. Plan speaking tasks that involve negotiation for meaning, 5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking. (Bailey in Nunan, 2003, p. 54-56 as cited in Harahap, Antoni & Rasyidah, 2015, p. 4).

There have been several attempts to identify the roles of speaking in human interaction (Brown & Yule, 1983 as cited in Richards, 2007, p. 19) made a valuable distinction between the interactional talking functions (in which social relationships are formed and maintained) and the transactional functions (which focus on the exchange of information). In workshops with teachers and in designing my own materials I use an expanded three part version of Brown and Yule's framework (Jones, 1996 and Burns, 1998 as cited in Richards, 2007, p. 19) talk as interaction : talk as transaction : talk as performance. Each of these speech activities are quite distinct in terms of form and function and require different teaching approaches. Speaking is an important part of the basic English learning process. Although it is important to consider what is done over and over again there is no point if the method given for teaching is wrong. More teachers in Indonesia when teaching speaking only use rote dialogue without making an English discussion. Learning systems like this that make our English less effective. English speaking learning system must prioritize students' communication skills, because by making students will be able to communicate themselves to learn to use the rules of English when communicating. Among others, the strategies of teaching speaking are discussion, role-play, creative tasks, and drilling (Anizar, Saragih & Sinaga, 2019, p. 2). Speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates, It means the mastering of speaking skill needs to be practiced continuously (Harris, 1969, p. 81 as cited in Anggryadi, 2014). Manurung (2015) as cited in Kriswinardi, Dambayana & Nitiasih (2017) also states that

one of the significant topics that exist in the language teaching that needs to be studied is speaking, teachers struggle to help their learners master the knowledge particularly in the speaking class, because it is necessary to research the speaking skills (p. 3). The production of speech through interesting and meaningful practices, in a contextualized manner and linked to the communicative needs of the community, is important for teachers (Harmer, 2001 as cited in Kriswinardi, G. T. Dambayana, P. E & Nitiasih, P. K, 2017, p.3).

The standardization of the basic teaching skills used is the basic teaching skills developed by the Educational Teaching Institution Development Team in 1984, covering 8 (eight basic teaching skills, based on the phases of research carried out. It is only that content is sorted on the basis of the most basic skills, starting with questioning skills, followed by reinforcement skills and ability to varyiate, an then explaining skills, opening and closing skill, followed by small group discussion skill, classroom management skills, and the last is the skill of organizing small group work and individual work (Sugihartini & Sindu, 2020, p. 308).

In terms of understanding, grammar, vocabulary, pronunciation, fluency, there are five components of speaking skills (Harris, 1974 as cited in Kurniati, A. Eliwarti & Novitri, 2016, p. 5).

The researcher explain the component of speaking in each theory on the basis of the description of some experts on speaking skills as follows: There are four aspects below that have a significant influence on speaking skills: vocabulary, grammar, fluency, pronunciation. (Hormaililis, 2003, p. 6 as quoted in Antoni, Rasyidah & Harahap, 2015, p. 2).

According to the researcher, the strategy for teaching speaking is not only memorizing dialogue, it must also use discussion, the role of roleplay so that students are more communicative in class, once or twice it is still permissible to be patient but more than that there must be other actions and more actions so that students are motivated and able to improve his english skills.

By looking at the state of the world and education in the 21st century, teachers must be qualified and able to adapt learning methods and learning media according to the times, especially English teachers who must be able to master 4 basic skills in English, especially speaking because it is to train student communication to improve students' communicative and speaking skills, the teacher must carry out activities such as discussions and role playing, not just memorizing dialogue.

### **1.1. Identification of the phenomenon**

Teachers preserve their skills and struggle to distinguish themselves from their professions (Craft, 1998, p. 245 as cited in Tapinos, E, 2016, p. 1406). This in itself poses a huge impediment to their experience of creative thought. Of what and how they teach, teachers carry on great ownership, which sometimes creates a narrowing view in what they want students to create (Aljughaiman & Mowrer-Reynolds, 2005, p. 29 as cited in Tapinos, E, 2016, p.1406). If teachers go in with an idea of what they want their students to achieve and use that vision to assess what the student has created, then they are limiting the creativity that is happening within the classroom. In addition, if teachers do not have a self-confidence in the process of creativity, then it is the self-confidence of a teacher about the value of encouraging student creativity that hinders the creative process (Baysal, Arkan & Yıldırım, 2010, p. 4251 & Beghetto, 2006, p. 151 as cited in Tapinos, E, 2016, p. 1406). In addition, when it comes to teaching creative thinking skills, educators have very little self-confidence (Fryer & Collings, 1991, p. 218 as cited in Tapinos, E, 2016, p. 1406).

The interest of this research is to describe teaching speaking in the 21st century and to know teachers needs in teaching speaking in the 21st century at senior high school. Therefore, researchers are interested in making this research with the title "Analyzing teachers needs in teaching speaking in the 21st century at senior high school". this research be delivered for teachers at senior high school.



## 1.2. Limitation and focus of the research

Speaking skills is one of important skill in learning english because it is about communicate and speak spontaneously of someone's idea. speaking is operationally defined as the secondary phase the capacity of students to express themselves verbally, coherently, fluently and adequately. Use the correct pronunciation, grammar and vocabulary and pragmatic implementation of spoken language and debate laws to serve both a transactional and interactional purpose in a given meaningful context. Materials must include the 21st-century skills needed, such as learners with the right kind of work attitude and integrity through engagement and cooperation, logical and innovative thinking, encouraging independent learning and constructive teamwork, being able to make decisions and decisions, and recognizing the successful use of applicable technology in the workplace.

Furthermore, this research solely looks into the teacher requirements for teaching speaking based on their own needs as teachers, particularly for teaching speaking in the twenty-first century, particularly in the soft skills. Many second or foreign language learners prioritize speaking abilities, and communication is always necessary for contact with native speakers. It is also important to know how to acquire speaking skills as an English instructor. As a result, this research opts for a speaking subject above others in order to rule out other abilities. As a result, this research focuses solely on speaking as a concern in order to analyze the teachers' need to teach speaking in the twenty-first century by presenting the findings of this research, which show the teacher's need in teaching English based on journal or other research that was used as a source.

A good teaching and learning process does not only put the qualified teachers as a single main source but also involves the students in that process. The involvement of the students is a paramount thing in every teaching and learning process as there will be an excellent interaction among the teachers and the students. In teaching speaking, the teacher must help students in the

learning process. She or he must be able to choose an appropriate speaking ability because (Valentino, R, 2017, p.2).

### **1.3. Research Question**

Based on the context and delimitation of the above issue, to achieve this goal, this research tries to answer the following questions:

- 1) How is the teaching speaking in 21st century?
- 2) What are teachers needs in teaching speaking in the 21st century at senior high school?

### **1.4. Aim of the research**

- 1) To describe teaching speaking in the 21st century
- 2) To know teachers needs in teaching speaking in the 21st century at senior high school

### **1.5. Significant of the research**

It is assumed that this research is to facilitate learning and teaching speaking for teachers. So, it is hoped that teachers can use the most appropriate strategies to improve students' abilities, student motivation to learn and student awareness to learn.

Furthermore, this research solely looks into the teacher requirements for teaching speaking based on their own needs as teachers, particularly for teaching speaking in the twenty-first century, particularly in the soft skills. Many second language or foreign language learners prioritize mastery of speaking skills in English and it is critical for teachers to educate their students mastery of speaking skills by meeting the criteria or standards of the teachers.

### **1.6. Theoretical foundation**

This theoretical foundation is related to the objective of this research, which is to investigate 21st century and 21st century abilities, teaching



English as a foreign language, teaching speaking, and the demands in teaching speaking 21st century and 21st skills.

### **1.7.1. 21st century and 21st skills**

The 21st century is marked by a rapid advance in technology. When new technology become omnipresent in our lives, our habits and ways of communicating with people have dramatically signed up. Castells (2010) defines the 21st century as a time of intense information, an unparalleled era as business operations have become so globalized that core business competencies placed greater focus on awareness, mobility and collaboration (Dunning, 2000 as cited in Chu, S. K. W. Reynolds, R. B. Tavares, N. J. Notari. M & Lee, C. W. Y, 2017, p. 1). Such business now call for a human workforce for expert thinking and complex communication skills (Levy & Murname, 2004 as cited in Chu, S. K. W. Reynolds, R. B. Tavares, N. J. Notari. M & Lee, C. W. Y, 2017, p. 1). As machines replace human beings in routine and manual work. Today more than ever, education plays an integral part in preparing learners to become global and conscious citizens and also to be ready for challenges associated with the highly mobilized and technology dominated society.

### **1.7.2. Teaching speaking at senior high school**

Senior high school students should be able to speak English correctly while learning to speak. Students must be able to create interactive contact with each other in order to convey meaning even in the context of everyday life, formal or informal conversation. In learning Speaking the students need to recognize that speaking involves three areas of knowledge adopted from Kusri (2012) those are : 1) the mechanical elements of language there are pronunciation, grammar, and vocabulary which is should be developed by the students in order to speak English fluently, 2) speaking functions (transaction and interaction), which enables the speaker to know when the clarity of the message is needed, 3) Socio-cultural norms (such as turn-taking, speech rate,

duration of pauses between speakers, relative participant roles) that allow a person to understand the conversational situation, to whom he is speaking, and what the object of speaking is (p.2).

### **1.7.3. Teachers needs**

One of the most critical demands to provide for successful teaching is a positive mindset. Students from diverse socio-economic backgrounds can have a range of challenges and cause classroom problems. Individual differences emerge from a preconception of what they are going to be. Certainly and strong knowledge about the subject will help teacher to inculcate values to be deployed from the topic learnt, if the teacher does not have enough information on the subject, classroom teaching maybe become boring (Tochhawng, 2018, p. 71).

### **1.7.4. Teachers needs in teaching speaking**

It is important to stress that the teacher prompted the students to engage in classroom activities. An activity involving a competitive aspect in which students work together will boost the competitiveness of languages (Thornbury, 2005 as cited in Anjaniputra, 2013, p. 5). However, their success is influenced by (Brown, 2001 as cited in Anjaniputra, 2013, p. 5). Fortunately, by making students work as a group to alleviate their pressure on an assignment, the instructor may predict this circumstance (Brown, 2001, Flemming & Stevens, 2004, Hammack & Grayson, 2009 as cited in Anjaniputra, 2013, p. 5). It can identify the gestures of the student, create dialogues and rearrange steps on how to create something as teams.

In reality, developing activities for teaching speaking requires certain concepts to be taken into account. Second, speaking practices need to increase language output in order to create the best conditions for autonomous use of language (Brown, 2001 & Thornbury, 2005 as cited in Anjaniputra, 2013, p. 5). Secondly, the activities should be performed in situations where students can show interest, understanding, and ask questions or make comments,

called interactivity, and include competitive element where students work together to achieve certain purpose (Thornbury, 2005 as cited in Anjaniputra, 2013, p. 5). Thirdly, teachers bear in mind what student needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency to encourage the use of authentic language in meaningful contexts.

### **1.7. Previous research**

The previous research in the teacher profile area includes some research that is related with this research. The researcher takes some example such Teaching speaking skills in communication classroom (Hussain, 2018), An analysis on students speaking skills at second grade junior high school 8 penetrating downstream (Harahap, Antoni & Rasyidah, 2015), Teaching listening and speaking : from theory to practice (Anizar, Saragih & Sinaga, 2019), A study on the speaking ability of the second year students of SMK Telkom Pekanbaru (Sugihartini & Sindu, 2020) and An analysis on students speaking skills at second grade SMP 8 downstream (Harahap, Antoni & Rasyidah 2015).

First research conducted by Hussain (2018), the title is teaching speaking skills in communication classroom, this review articles highlight how speaking skills are taught in communication classes; what are salient beliefs about speaking skills, what are the principles of learning and teaching speaking skills. Regarding fluent pronunciation and good speaking skills, there are keywords journalism and communication, classroom, speaking skills, pronunciation and oral skills, the conclusion is that to achieve good pronunciation and good speaking skills, the teacher must be given good pronunciation training, The syllabus should focus on speaking and pronunciation skills, the examination should also lead to the students' speaking ability.



Second research conducted by Harahap, Antoni & Rasyidah (2015), the title is an analysis on students speaking skills at second grade junior high school 8 penetrating downstream, the purpose of this study is to find out the students' speaking skills and to analyze the students' speaking skill errors, the keywords are speaking skills and descriptive qualitative, the students' speaking skills of junior high school 8 penetrating downstream were moderate and the factors that are affecting students' speaking skills are the exposure to English, the practice of speaking inside and outside the classroom, and the demonstration from the teacher and student's confidence.

Third research conducted by Anizar, Saragih & Sinaga (2019), the title is teaching listening and speaking; from theory to practice. To find more effective ways to teach English and explore what some of those changes are and what their implications are for classroom teaching and materials design, approaches to teaching speaking have also been able to draw on a better understanding of the nature of spoken language and of the characteristics of different types of spoken discourse. Interactional, transactional, and performance based.

Fourth research conducted by Sugihartini & Sindu (2020), the title is a study on the speaking ability of the second year students of SMK Telkom Pekanbaru, to find out the students' speaking ability in the language function, particularly the expressions of opinion, agreement, and disagreement. There are keywords: ability, speaking, expression of opinion, agreement, and disagreement. The students' score for expression of opinion was the lowest score. From the two types of questions in the language functions, asking and responding, the students' score for responding was higher than the score for asking, because responding was easier for the students to answer than initiating / asking the questions.

Fifth research conducted by Harahap, Antoni & Rasyidah (2015), the title is an analysis on students' speaking skills at second grade SMP 8 downstream.

This research used descriptive qualitative research design, where the writer described and analyzed the student's errors in speaking skill and try to fix it by including aspects of speaking on it. There are keywords; speaking skill, descriptive qualitative. The teacher is expected to give more exposures of speaking activity, The students are expected to practice their speaking skills inside and outside the classroom.

### 1.8. Frame of thought

The elements of this research include teaching in the 21st century, language teaching in the 21st century and teaching speaking in the 21st century as the main object of the research. The frame of thought in this research presents the concept below to clarify how they relate to one another.

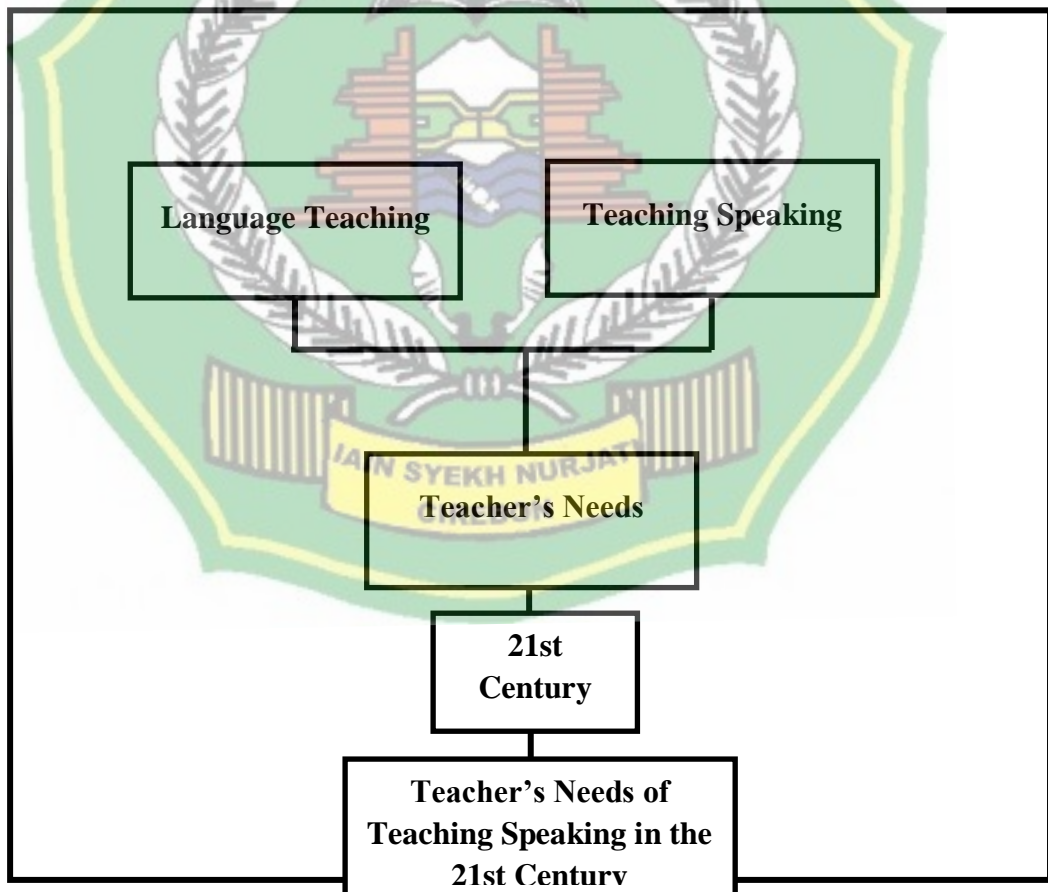


Figure 1.1

Frame of Thought

The teaching of speaking in 21st century skills, it must be in accordance with the rules and principles of speaking analysis principles, because the teacher has met these criteria, there is still a barrier that makes teaching or what will be conveyed not conveyed, that's why there must be a bridge One of the only ways is the use of efficient learning methods and learning media that are able to make students easily understand what the teacher says and make the barrier between teacher and student disappear.

## **1.9. Research Method**

This research's procedure included research concept and steps, sources and types of data, data collection strategy, and data analysis technique, all of which are discussed below.

### **1.10.1. Research design and steps of the research.**

This research combined qualitative research with a critical literature evaluation to investigate and comprehend the data by discussing points in detail. The act of expressing data descriptively and attempting to let the reader truly comprehend the context of data and each aspect of this research is accomplished through qualitative research. The research's final written report has a flexible format and exhibits the outcomes through descriptive analysis to make everything in the study evident.

Qualitative research is described as a form of systematic empirical investigation into significance" (Shank, 2002, p. 5 as cited in Ospina, S, 2002, p. 2). Qualitative analysis on the other hand, requires an interpretive and naturalistic approach: "This means that qualitative researchers are studying things in their natural environments, trying to make sense of or interpret, phenomena in terms of the meanings that individuals bring to them." In addition, qualitative research is very important in educational research as it addresses the "how" and "why" research questions and enables deeper understanding of experiences, phenomena and context. Qualitative



research allows you to ask questions that cannot be easily put into numbers to understand human experience (Cleland, J, 2017, p. 13).

To make research appropriate, the most recent literature review must be followed. In this scenario, a good literature review should present and discuss the most recent research as thoroughly as possible by locating sources of literature such as conference proceedings that contain the most recent research (Oliver, 2012, p. 16). This is similar to the purpose of a literature review, which is to discover broad advances or trends in the way a subject's literature develops. However, the manner in which this is accomplished, as well as the specific trends that are found, are heavily influenced by the review's focus (Oliver, 2012, p. 18). Even though the research needs to be updated, it is still vital to determine the object level of the research.

Then in this day, it is vital to conduct a critical evaluation procedure. A literature review can address research topics with a power that no one study has achieved by combining results and perceptions from many empirical studies (Snyder, 2019, p. 333). As a research approach, a thorough and well-conducted review provides a solid platform for increasing knowledge and aiding theory building. In addition, the implicit context has an impact on the other benefits of literature reviews in research methodologies. A literature review is an excellent technique to synthesize study findings on a meta-level to present evidence and identify areas where more research is needed, which is an important part in developing theoretical frameworks and conceptual prototypes (Snyder, 2019, p. 333).

Ridley (2012) as cited in Shah, Ahmed & Khan (2018) urges students not to be intimidated by the large amount of published research because the amount of reading will naturally decrease once the topic has been refined and concentrated. As a result, you'll be better equipped to select appropriate publications and read relevant books and papers (p. 140). Ridley (2012) as cited in Shah, Ahmed & Khan (2018) suggests using the SQ3R technique,

which stands for Survey, Question, Read, Recall, and Review, to successfully read, interpret, and analyze published work. This abbreviation refers to a five-step process for reading literature:

- 1) Look over the manuscript to figure out what the main theme is.
- 2) Consider questions as you read through the material to help you chose the text for your chapter.
- 3) Carefully read the paper or article to determine whether it may be included in your literature review chapter.
- 4) After you've completed reading the material, review the essential points.
- 5) Look for main concepts in the text to determine the most important parts for your research assignment (p. 140).

Researchers should offer their arguments in a logical order that leads to their findings. More importantly, critical reading should provide substantial and logical evidence to back up their claims. It should also be utilized to evaluate, select, organize, and classify hypotheses and research findings in order to create a consistent framework for their empirical study (Ridley, 2012 as cited in Shah, S, R. Ahmed, F & Khan, R, 2018, P. 148). Researchers should use several tactics proposed by Hart (1998) as cited in Shah, Ahmed & Khan (2018) when referring to others' work, supporting your own argument, comparing various studies, and evaluating different aspects of published articles.

- 1) Using related material to compare and contrast alternative theories, views, concepts, and terminology, and indicate the stance you are taking for your own research;
- 2) Synthesizing arguments from two or more sources to build a new or more developed point of view;

- 3) Strategic and selective referencing to support the underpinning ideas that constitute the basis of your study;
- 4) Accepting, confirming, or defending a finding or point of view based on an examination of its merits and limitations;
- 5) Recognizing that an existing point of view has some merits but qualifying your support by pointing out some flaws;
- 6) Rejecting a point of view and providing reasons for rejection, such as fallacies in the argument or research (p. 148 - 149).

A case study is a form of research requiring a recorded history and a detailed examination of a situation relating to issues such as sectors, organizations and markets. The distinctive element in the approach of the case study is that it seeks to bring out specific features and fascinating variations in the situation under observation (Bonicci & Mcgee, 2015, p. 1).

Researcher believes that case studies enable a researcher to gain a more detailed, un-biased understanding of a complex situation, through the use of a range of research tools. This real-life view, places the research organisation in a stronger position to confidently recommend practical solutions to challenges. While there are some difficulties associated with the delivery of case studies, these can be overcome through forward planning, background research and informed participant selection (Salmon, 2017, p. 1).

A case study protocol should be used to guide data collecting. The following sections must be included in this protocol:

- 1) A brief description of the case study project.
- 2) Field procedures, such as the use of various information sources and access to these sources.
- 3) Case study questions, or the questions that the case study researcher should consider while gathering data (Rowley, J, 2000, p. 22).



In general, there are no set techniques for analyzing case study results that have been agreed upon, but good case study analysis adheres to the following principles:

- 1) All relevant evidence is used in the analysis.
- 2) The analysis analyzes all of the major competing interpretations and investigates each one separately.
- 3) The analysis should focus on the case study's most important feature.
- 4) The analysis should rely on the researcher's past expert knowledge in the case study's field, but in a fair and objective manner (Rowley, J, 2000, p. 24).

The interview is a common data collection method that entails verbal dialogue between the researcher and the subject. In survey designs, as well as exploratory and descriptive research, interviews are frequently used. Interviewing can take a variety of forms, ranging from fully unstructured, in which the subject is free to talk about whatever they like, to highly structured, in which the subject's responses are limited to direct questions. The quality of data gathered in an interview is determined by both the interview design and the interviewer's ability. A badly structured interview, for example may include leading questions or inquiries that the interviewee does not understand. A lousy interviewer may intentionally or unwittingly impact the subject's responses. In either case, the research findings will be skewed in a negative way. It is commonly considered that clinical training and experience interacting with patients is sufficient training for conducting interviews with patients and others for research purposes. Although there are areas of overlap in terms of the basic communication skills required, it should be noted that research necessitates the acquisition of some unique talents. Because there is a specific interaction between a patient and a physician in a therapeutic setting, the context is equally significant. It's probable that in this typical environment, the patient won't be fully prepared to answer all of the questions truthfully. As result, be worthwhile to evaluate the interview from the

respondent's perspective as well as who would be the most appropriate person to do it and in what context. There a conflict of roles, such as therapeutic versus research, or even an unintentional adoption of roles that affects the quality of the data obtained (Nigel, M. Fox, N, J & Hunn, A, 2000, P. 1).

The depth and freedom with which a subject can react will be influenced by interview design and question phrasing. Some interviews are designed to generate long, responses, while others are geared to elicit brief, focused responses. The amount of structure put on an interview will vary along a spectrum, but there are three basic forms to consider: structured, semi-structured, and unstructured (Nigel, M. Fox, N, J & Hunn, A, 2000, P. 2).

#### 1.10.1.1. Structured Interviews

Structured interviews allow the interviewer to ask the same questions to each respondent in the same way. A well-structured set of questions is employed, much like a questionnaire, and the goal is frequently to use a quantitative data analysis tool. In many organized interviews, not only will the questions be pre-determined, but so will the probable responses. Pre-coded responses are essential for comparing responses across all respondents. It is customary to record or write down all responses on the questionnaire. The amount of time necessary for coding and content analysis is substantially reduced when the number of open-ended responses is kept to a minimum, and the data is frequently entered straight into a computer for analysis. When conducting a structured interview, it is critical that the interviewer follows the interview guidelines to the letter, namely:

- 1) Interview only those respondents who meet the sample requirements
- 2) Follow the correct order and filtering throughout the questionnaire
- 3) Keep personal opinions to oneself
- 4) Read out pre-codes and prompts where required

- 5) Do not read out pre-codes for questions requiring spontaneous answers (Nigel, M. Fox, N, J & Hunn, A, 2000, P. 2).

#### 1.10.1.2. Semi-structured interviews

Semi-structured interviews are similar to structured interviews in that the themes or questions to be asked are pre-planned, but instead of closed questions, semi-structured interviews use open-ended ones. When gathering attitudinal data on a broad scale, or when there isn't enough knowledge about the topic area to generate a list of suitable pre-codes, semi-structured interviews are beneficial. Semi-structured interviews, on the other hand, take substantially longer than structured interviews due to the need to create coding frames and conduct content analysis on a large number of interviews. The interviewer can either tape record or write down the responses.

The open-ended character of the question specifies the topic under examination with semi-structured interviewing, but it also allows the interviewer and interviewee to discuss some issues in greater depth. If the interviewee has trouble answering a question or gives a short answer, the interviewer can utilize cues or prompts to encourage the interviewee to think about the issue more. In a semi-structured interview, the interviewer has the option of probing the interviewee to learn more about the original response or to pursue a line of inquiry suggested by the interviewee. Here's an example:

Interviewer: I'd like to hear your perspectives on whether changes in government policy have affected general practitioners' work. Has your job altered in any way?

Interviewee: Without a doubt! For starters, the workload has increased.

Interviewer: Has it increased in any way? (Nigel, M. Fox, N, J & Hunn, A, 2000, P. 3).



The steps in the current study are adapted from Lodico, Spaulding, Voegtle (2006), Nashruddin & Mustaqimah (2020). There are two stages in the study.

#### Stage 1

- 1) Identifying a research topic or focus (Analyzing teacher's needs focussing on teaching speaking and focussing on teaching speaking skills).
- 2) Conducting review of literature (Critical literature review).

#### Stage 2

- 3) Selecting participants ( Teachers in senior high school).
- 4) Writing foreshadowed questions (What are teachers needs in teaching speaking in the 21st century and How is the teaching of efl speaking in 21st century).
- 5) Collecting data (Interview).
- 6) Analyzing the data (Interviews transcriptions).
- 7) Interpreting and disseminating results (The result summarized and explains in narrative form).

#### **1.10.2. Sources and types of data**

This research investigates, and by combining numerous sources of data, it generates good research. This research uses multiple sources, which means it not only analyzes data from one source but also considers data from another source that is relevant to the topic.

The main thing in doing the analysis is the origins of the data. The data sources are the data that researchers can collect in order to obtain the necessary research information. The researcher took two data sources because the researcher can shape parameters through the larger data sets observed by the researcher. (Cresswell, 2012, p. 214).

The stage's data comes from a literature search. The literature review was carried out in order to gather the data sources in specific. A literature search also allows you to conduct a systematic and well-organized search of previously published material to determine the depth of relevant references to a certain subject (Nashrudin and Mustaqimah 2020 as cited in Grewal, Kataria & Ira, 2016, p. 635). According to Lodico, Spaulding & Voegtle (2006), the strongest sources for a study idea are:

- 1) Peer reviewed means that the articles have been examined and rated on the quality of the methods employed in them by a panel of researchers (considered your peers).
- 2) The sources are largely first-hand accounts of empirical study.
- 3) A secondary source is any piece authored by someone who describes the results of other people's research.
- 4) A review of literature is a form of secondary source in which the author provides a complete overview and critique of previous research projects on a certain issue.
- 5) Theoretical articles also provide summaries of empirical research, though the studies examined are chosen for their relevance to the theory under consideration.
- 6) Opinion pieces or comments in which experts express their thoughts or findings based on past research, as well as "how-to" or experiential reports in which practitioners explore how to put an educational method into practice based on their own experiences.

There are many various types of sources that were used in this study of literature, whether they were online or printed (Lodico, Spaulding & Voegtle, 2006, p. 31). The following items are included:

- 1) Professional journal articles
- 2) Technical and government reports
- 3) Conference papers and proceedings
- 4) Textbooks for research
- 5) Monologues
- 6) Literature (general circulation)
- 7) Theses for master's and doctorate degrees
- 8) Internet sites

These types of sources are useful as references to assist researchers in locating acceptable references in order to complete and achieve the research's objectives.

Gerring (2004) as cited in Rebolj (2013) notes that the efforts of many authors to clarify the concept of a case study have often lead to a definitional jumble because every time someone tries to clarify the confusion using definitions, it only makes it more confusing (p. 31). Flyvbjerg (2011) as cited in Rebolj (2013) therefore believes that if a definition of a case study is needed, it is better that it is more general and does not contain a plethora of meticulous descriptions (p. 31). However, we cannot say that the definition of a case study is unnecessary because it is the definition that places the case study within its own space and gives it its own characteristics in comparison to other types of qualitative research. Several researchers have provided general definitions of case studies.

For more detailed definitions of a case study, Sagadin (1991) as cited in Rebolj (2013) states that a "case study is used when we analyse and describe. For example each person individually (his or her activity, special needs, life situation, life history, etc), a group of people (a school department, a group of



students with special needs, teaching staff, etc.), individual institutions or a problem (or several problems), process, phenomenon or event in a particular institution, etc (p. 31).

Classification according to the theory formation George & Bennett (2005) as cited in Rebolj (2013) present six types of case studies classified according to whether they contribute to theory building (p. 34). There are :

- 1) Atheoretical/configurative idiographic case studies: Illustrative case studies that do not accumulate or contribute directly to theory.
- 2) Disciplined configurative case studies: Use established theories to explain the case.
- 3) Heuristic case studies: Identify new, unexpected paths; for such studies, marginal, deviant or outlier cases may be particularly useful.
- 4) Theory-testing case studies: Studies that assess the validity and scope conditions of single or competing theories.
- 5) Plausibility probes: Preliminary studies used to determine whether further examination is warranted.
- 6) “Building Block” studies: Studies of particular types or subtypes of a phenomenon that when put together, contribute to a more comprehensive theory.

The quality of data gathered in an interview is determined by both the interview design and the interviewer's ability. A badly structured interview, for example, may include leading questions or inquiries that the interviewee does not understand. An inept interviewer could jeopardize your job. Influence the subject's responses, whether knowingly or unconsciously. In any case, the research findings will be skewed in a negative way (Nigel, M. Fox, N, J & Hunn, A, 2000, P. 1).

In qualitative interviewing, on the other hand, neither the number nor the type of respondents can be completely determined ahead of time because the data must be obtained with the willingness to alter course. When working with something as complicated as life experiences and their significance for

participants, research must provide for the ability to react to what is discovered. Details on who will be interviewed, how respondents will be recruited, and what questions will be asked during the interviews may emerge during the research (Seidman, 1998, p. 29 as cited in Nigel, M. Fox, N, J & Hunn, A, 2000, P. 7).

There are several approaches to the subject of how many persons to interview and how many to interview.

1) Conduct as many interviews as feasible.

It's tempting to do as many interviews as possible in a given situation, sometimes even interviewing everyone involved (for example, all the staff of a care unit or all the surgeons in a hospital).

There is logic to this, based on the need to be thorough, but it may be time consuming. It's possible that after questioning three persons in a group, all of the remaining data is repetition: the same things come up again and again. This strategy appears to be more quantitative in nature: the goal is to ensure that everyone has been polled in order to get a complete picture. When adopting an organized interview schedule that can be statistically analyzed, it will be suitable (Nigel, M. Fox, N, J & Hunn, A, 2000, P. 7).

2) Select a sample that is modest but representative.

The goal here, as with the prior technique, is to ensure that the data analysis reflects the broad perspective of participants in a situation. Selecting volunteers to represent various categories, such as doctors, nurses, and technical workers, is one sample approach. The issue is that such a selection approach is extremely primitive. It is not possible to be 'representative' in sampling, unlike quantitative data collecting, where randomised samples can be employed and statistics applied to test 'significance.' With a smaller sample and a non-statistical analysis, it is not really possible to be 'representative' (Nigel, M. Fox, N, J & Hunn, A, 2000, P. 7).

3) Select responders carefully to ensure maximum diversity.

The goal is to obtain as many different viewpoints as possible, even if they are extreme and do not represent the 'average' viewpoint. It does, however, allow the data to be counted far more than if the analysis is based on a broadly representative sample. This method is known as theoretical sampling, and it differs greatly from a quantitative sampling strategy. The quantity of people questioned is relatively inconsequential; what matters is that each interviewee may contribute something to the researcher's understanding of the situation. The goal is to discover as many different meanings as possible among the individuals in the environment. When you interview enough people and don't unearth any new meanings, you've interviewed enough people (Taylor & Bogdan, 1984, p. 83 as cited in Nigel, M. Fox, N, J & Hunn, A, 2000, P. 7). Theoretical saturation is the term for this. It does necessitate that data analysis occurs in tandem with data gathering, so that it is obvious when no new interpretations emerge from the in-depth interviews.

Stage 1

- 1) The sources of data in this stage are data from journals, articles, books, etc.

Stage 2

- 1) Primary sources. In this study the sources of data from interview.
- 2) Secondary sources. In this study the sources of data from interview transcriptions.

Qualitative data is knowledge from descriptions of verbal terms which can not be analyzed in the form of numbers or numerals. In analysis, a summary of the object of research is qualitative data. The quality of the object of the research being carried out offers and illustrates qualitative data (Siswandari, 2009, p. 3).



### Stage 1

- 1) 21 century and 21st century skills
- 2) Teaching speaking at senior high school
- 3) Teachers requirement
- 4) Teachers requirement in teaching speaking

### Stage 2

- 5) Transcription for open ended interviews
- 6) Research recording

The reason the researchers chose this data source and data type was because it was easy to deduce answers from a set of questions when using the interview transcripts and recordings, and the data that were used were also detailed and in more depth.

#### **1.10.3. Data collection techniques and instruments.**

Some of the greatest developments in science come by putting together two or more distinct fields of study. There are subjects that need to be more experimental in the material collection of literature review, and it can be helpful to look at the work of various academic disciplines as some of the biggest advances in science come from bringing together two or more different fields of study to establish a new perspective (Jesson, Matheson & Lacey, 2011, p. 20 as cited in Nashruddin & Mustaqimah, p. 5). The research question will guide literature search leading into the relevant literature (Jesson, Matheson & Lacey, 2011, p. 18 as cited in Nashruddin & Mustaqimah, p. 5). The process of critical literature review can be as follow (Jesson, Matheson & Lacey, 2011, p. 20):

- 1) Formulate draft research question.
- 2) Search, scan, for information, using key words.
- 3) Skim, scan, read, reflect and search some more, defining key concepts.

- 4) Obtain articles and read some more.
- 5) Reassess your question.
- 6) Formulate the final research question for analysis.

An significant technique of data collection involving verbal contact between the researcher and the subject is the interview. In survey designs, and in exploratory and descriptive research, interviews are widely used. There are a number of interview methods, from fully unstructured, in which the person is able to speak openly about whatever they want, to highly structured in which the subject responses are limited to answering direct questions (Mathers, N. Fox, N. J & Hunt, A, 2000, p. 1).

The reason the researcher chose interview is because interview technique is practical to use, because this technique has benefits for both the researcher and the subject, among others; get the right information, the subject prefers to be interviewed rather than writing answers, can know directly the subject's reaction to the questions raised, the researcher can also observe whether the subject understands or not from the questions raised, the researcher can get further and more in-depth information (Rosaliza, M, 2015, p. 78).

In a survey or public opinion poll, an open-ended question (sometimes called an open question) is a question in which alternative responses are not proposed, and the respondent responds in his or her own terms. Such questions allow for a spontaneous reaction (Popping, R, 2015, p. 2).

Open-ended questions provide an incentive for respondents to provide a wide variety of responses. Since some of these responses are unexpected, follow-up questions are recommended in person-to-person interviews (Hyman, M. R & Sierra, J. J, 2016, p. 3).

Interview process :

- 1) The interviewer should be active and responsive, not just silent and passive.
- 2) Each actor in the interview is a subject for work interaction, an activity aimed at producing interview data.
- 3) More open-ended questions, minimal interruptions, and encourages elaboration of the respondent's experience.
- 4) Encouraging elaboration, the interviewer usually uses narrative tools such as "Continue," "Then what happened?" The interviewer encourages the emergence of a story not just a short answer.
- 5) Reconceptualize the research interview to further encourage respondents to tell their own stories (Bastian, I. Winardi, R. D & Fatmawati, D, 2018, p. 6).

#### **1.10.4. Data analysis techniques**

This is a qualitative analysis employing literature review. The steps of doing the review is as follow (Efron & Ravid, 2019, p. 6 as cited in Nashruddin & Mustaqimah, p. 5):

##### *1) Choosing a review topic and formulating a research question*

The method starts by defining the research subject, narrowing it down by sharpening its emphasis, followed by the issue of formulation research (Efron & Ravid, 2019, p. 38 as cited in Nashruddin & Mustaqimah, p. 5) to conduct a literature review. Three points of interest were categorized, *Personal interest* may emerge from everyday life, *Practical interests* may arise from issues of policy, programmatic changes, opportunities, or problems encountered in practice, *Intellectual interests* motivated by a desire to understand in depth the theoretical perspective (Efron & Ravid, 2019, p. 40 as cited in Nashruddin & Mustaqimah, p. 5). In this article, the topic of the research is understanding critical review, focusing on opening possibilities of integrating different fields into ELT research.



## 2) *Locating and organizing research sources*

There may be rich sources or literature (e.g. books, journals, documents, conferences, papers) either found in electronic databases or libraries with the accuracy and trustworthiness of the knowledge discovered online (Efron & Ravid, 2019, p. 59 as cited in Nashruddin & Mustaqimah, p. 5). The need for having keywords are considerable for choosing and finding literature related to topic interest and research question. Most importantly, a research question may help the researcher to decide a keyword. Deciding keywords for searching related sources is possibly use the systematic list of a synonym (e.g. thesaurus) (Efron & Ravid, 2019, p. 63 as cited in Nashruddin & Mustaqimah, p. 5). In this article, the main key words are critical literature review, *EFL learning research*, and *interdisciplinary study*.

## 3) *Selecting, analyzing, and keeping notes of sources*

The literature analysis method involves the reader and the researcher to organize a list of reviews for reading. This ensures that only relevant knowledge is extracted from the chosen sources to create your own original literature review (Blumberg, Cooper & Schindler, 2008 as cited in Efron & Ravid, 2019, p. 74). Creating criteria for literature selection may useful for the discussion issue targeted specific review. In this study, the inclusion and exclusion criteria are not explicitly demonstrated (Efron & Ravid, 2019, p. 63 as cited in Nashruddin & Mustaqimah, p. 5).

## 4) *Evaluating research articles*

When some initial steps of the literature review have been taken by the researchers, the literature that has been addressed to your research field is critically evaluated. It is important to write a literature review to take a critical position towards the sources examined and recognized their limitations, as well as their strengths (Efron & Ravid, 2019, p. 63 as cited in Nashruddin & Mustaqimah, p. 5). In addition, critical literature review may

involve critically evaluate the title, abstract, introduction, literature review and research question (Efron & Ravid, 2019, p. 63 as cited in Nashruddin & Mustaqimah, p. 5). In this current study, all possible resources are examined with the limit to find an example of critical literature review that can be replicated.

#### 5) *Structuring and organizing the literature review*

The researcher needs to use the strategy of the synthesis matrix in this process. This method requires an interactive process in which the researcher discusses their study of individual sources and groups them together in a grid to define literature themes and topics (Whittemore & knafl, 2005 as cited in Efron & Ravid, 2019, p. 123). In this article, the structures are as in the finding and discussion section (Nashruddin & Mustaqimah, p. 5).

#### 6) *Developing arguments and supporting claims*

"The argument should not just echo the thoughts of authors whose writings you have reviewed, but rather advance or expand what is known and present it from your own unique perspective" (Efron & Ravid, 2019, p. 156 as cited in Nashruddin & Mustaqimah, p. 5). However, the researcher's idea or argument is less credible if no supporting evidence or claims from theorists, scholars, policy, etc. The quality of evidence requires some critical points, accurate, precise, authoritative, representative, current and relevant (Booth, 2008, Machi & McEvoy, 2012 as cited in Efron & Ravid, 2019, p. 160). In this article, the arguments are built inherent in the finding and discussion section (Nashruddin & Mustaqimah, p. 5).

#### 7) *Synthesizing and interpreting the literature*

Synthesizing requires the process of unifying the separate elements of each analysis into logical points to create a consistent case, theory, and conclusion (Pope, 2017 as cited in Efron & Ravid, 2019, p. 177). This step can be started by grouping the sources, comparing, and contrasting sources (Efron & Ravid, 2019, p. 160 as cited in Nashruddin & Mustaqimah, p. 5)

based on related research area and purpose. In this study, the process is not shown for the limit of the research article (Nashruddin & Mustaqimah, p. 5).

#### 8) *Putting it all together*

The development of a successful and thorough literature review should be critically involved in these processes. The last but not least in this analysis is that all arguments are rolled up and rechecked through the text for accuracy (Nashruddin & Mustaqimah, p. 5).

The method of gathering qualitative data needs to be displayed. For both researchers and others the show will be very useful. Display is a publication that describes the item under analysis. Furthermore the process of data reduction is intended to filter, pick and sort the necessary data, organize it in a fair and logical order and relate it to relevant aspects. The result is a conclusion about the object under study. In complete, qualitative data processing activities include the stages (a) data reduction, (b) data display, (c) data analysis, (d) concluding and verification, (e) increasing the validity of the data, and (f) provide narrative analysis results. (Suradika, 2020, p. 27).





### 1.11. Research timeline

	Activities	Month																	
		August					September				October								
		1	2	3	4	5	1	2	3	4	1	2	3	4	5				
1	Preparing research proposal																		
2	Instrumental 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 doing survey																		
6	Survey in the school environment using questionnaires																		
7	Analyzing data from questionnaires																		
8	Sorting data from questionnaires																		
9	Conducting interview																		
10	Analyzing data from interview																		
11	Sorting data from interview																		
12	Making data conclusion																		
13	Finalisation of research																		

Table 1.1

Research Timeline