

CHAPTER I

INTRODUCTION

1.1. Background of the Research

Nowadays, there have been so many changes in educational system and societies around the world. It implicates the essential of education, especially in English Foreign Language teaching. Kaur (2016) stated that teacher is a builder of the character and a manager of teaching and learning (p. 433). So, it is important to identify the teacher's needs today because one of the teacher's roles is to build the student's character and managing them.

It is not easy to build students character and managing them. Teacher have to acquire some skills and knowledge to deal with it. To deal with the massive development of science and technology which challenged them. The teachers today should have special skills, styles and approximation to make a development in world education (Kizi & Ugli, 2020, p. 554). With the good skills and approximation in their teaching, the teacher always adapts and adopt the best impact from development of the technology.

One of the skills that required by teacher today is teacher as *learning facilitator*. Kizi & Ugli (2020) explained that the students feel frustrating while they face new stuffs in their learning process, that role's teacher as a learning facilitator should show the easier way to understand (p. 556). In this case, teacher should understand what are the needs of the students, what are difficulties in their learning. Furthermore, teacher can give the appropriate material which enhance student's motivation in learning process.

In the 21st century, technological advances also have reached the language classroom in different fields of life. Suwartono & Aniuranti (2018) believed that EFL teachers should warmly accept the advent of

technology and make optimal use of it as a way to facilitate their teaching and learning (p. 57). Teacher cannot avoid the effect of technology. Nevertheless, teacher can use all of the advantages of technology for improve quality and effectiveness in their teaching-learning process.

One of teaching-learning process in English course is teaching speaking. Speaking is considered to be the most important skill in learning a foreign or second language among the four main language skills. It is because speaking plays a major skill beside four skills and speaking is one of the direct skills.

Talk about skills, there are skills that should be acquired in the 21st century. Bialik and Fadel (2015) also stated that there are four skills in that should be mastered in terms of twenty-first century, which are *creativity, critical thinking, communication and collaboration* (p. 45).

From the explanation above, the researcher saw that speaking as communicative skill is crucial to be acquired by every student nowadays and teacher has the important role there, so that is why researcher conduct this research.

Research in the teacher profile area include some clusters. For instance the perception of effective English teachers (Alimorad, Tajgojari 2016), EFL teacher's in implementing approaches (Chen 2020, Anwar, Ubaidilah, Sulisty 2020, Triastuti, Riazi 2020), Role of teachers in 21st century (Santhy, 2017, Kaur 2016, Kizi, Ugli 2020, Handayani 2018), The Motivation of EFL Teachers (Boset, Asmawi, Abedalaziz 2017, Arslan, Mirici, Huseyn, 2018), 21st Century Skills In The Teaching Of Foreign Languages (Cruz, Orange, 2016 Suwartono, Ainuranti 2018, Boholano 2017, Limbong 2017, Rian 2020, Ding, Ottenbreit-Leftwich, Lu, Glazewski 2019, Dixson 2018, Esteves 2017).

Another cluster example such Teachers Perspectives in English Language Teaching (Hafifah, 2020), Challenges of Learning English in 21st Century (Krishnan, 2020), New Challenge for English Language Teachers (Holguin, Morales 2016, Mbau, Sugeng 2019), Reflective

Teaching Toward EFL Teachers' Professional (Lubis, 2018), EFL Teachers' Technological Pedagogical and Content Knowledge (Mukminin, Habibi, Fridiyanto, 2020, Marashi, Rashidian, 2018), The Development Of Future EFL Teachers (Bondaruk, 2017) Profile of English Language Teachers (Mavroudi, Tsagari 2018, Sakwe 2015) also founded in these previous research

The fact that whole previous research did not list the teacher needs in teaching speaking within 21st century although the 21st century theme was also mentioned in the previous research. The emphasis, was not precisely what are the EFL teachers need. Previous research also discussed the requirements of a good EFL teacher based on factor such as gender, culture, subject area, level of school, curriculum used and pedagogical/content knowledge, but did not specify what the requirements of ideal 21st century EFL teachers are. Analysis of needs (also known as needs assessment) plays a critical role in the design and execution of any language course, be it ESP or a general English course (Adam, 2020, p. 1278).

The teaching process, especially teaching speaking may not be productive and successful without understanding what the characteristics of ideal and the needs of teachers. Examination of the requirements of EFL teachers to teach speaking in the 21st century is very crucial. Nevertheless, these studies did not concentrate on defining teaching profile requirements in the 21st century. As a consequence, research needed to be guided to the identify of EFL teachers profile needs in 21st century, especially in terms of teaching speaking skills.

1.2. Identification of the Phenomenon

Previous research does not apply the criteria of EFL teachers in 21st century English teaching and frequently explain about the role of teachers, skills, teacher's perception, teacher's approach application, the teacher's motivation and challenges that face by teachers in 21st century. The

previous research mentioned the skills and profile of teachers, but not exactly studied the EFL teacher's need.

Therefore, speaking skills are useful for learners when they have to settle down well in their professions. In the modern world, it has become quite common to prove the candidates' talents at the time of their job interviews and many of the selections are based on the performance of the interview. That way, it is very important for a teacher today, especially an English teacher, to prepare to be the ideal English teacher and prepare the things needed by them in order to mold students who are competent in speaking English.

1.3. Delimitation of the Research

This research emphasizes to analyze the EFL teacher needs for teaching speaking on the basis of their essential need as a teacher in 21st century needs in EFL, especially on the speaking course. The reason why the researcher chosen speaking as the major of research is because in the modern era, of course in the 21st century, communication skills or speaking is one of the most skills that students needed.

1.4. Research Question

- 1) What are the criteria of ideal EFL teachers to teach speaking in 21st century?
- 2) What are the EFL teachers' needs to teach speaking in 21st century?

1.5. Aim of the Research

- 1) To know the criteria of ideal EFL teachers to teach speaking in 21st century.
- 2) To know EFL teacher's needs to teach speaking in 21st century.

1.6. Significance of the Research

The outcomes of this analysis are proposed to be valuable knowledge and to provide educational guidance. The significances of this research are:

1.6.1. Theoretical Significance

Theoretically, the teacher has a vital role in education. As the researcher stated above, the importance of this research is to identify the EFL teacher's needs today because one of the teacher's roles is to build the student's character and managing them. The teacher also determines the successful of a student's learning process. Furthermore, the researcher examined the ideal profile of EFL teacher and their needs in teaching speaking in order to make students more interest and easy to learn speaking English and definitely help them to acquire mastering speaking skills.

1.6.2. Practical Significance

This research is expected to describe the image of ideal EFL teacher and help them for mastering the teaching in 21st century skills that required in teaching speaking English. This research can be significantly important that English teachers will know how they can be an ideal EFL teacher and know what are the needs that they should possess to teach speaking in 21st century. Moreover, this research can enrich the teachers' knowledge how to develop their professionalism in teaching speaking skills in the 21st century.

This research also very beneficial for the students. Guided by the competent, skillful and ideal EFL teacher, hopefully the students will get more interest during the learning speaking process and increase their motivation in English learning speaking. Furthermore, with the high interest and motivation from the student, they will acquire mastery speaking English easily.

For universal education, the research can be useful for universal education because this research gives new knowledge for the people to distinguish the ideal EFL teacher in teaching speaking and their needs in teaching speaking in the 21st century.

1.7. Theoretical Framework

For theoretical framework in this research has four major theories, they are 21st century and 21st century skills, teaching English as a foreign language, teaching speaking English and Teacher's needs in teaching speaking in the 21st century. Each theories described as follows:

1.7.1. 21st Century and 21st Century Skills

In the 21st century, the development in all aspects of human life is growing rapidly, including the world of education. Along with the development of technology, information, communication and the internet are unstoppable. The world of education is increasingly showing better development as well. Innovations and creations in the world of education, in teaching techniques, methods, and assessment are also varied and needed by teacher.

With the development of the science and technology, it is demand for a teacher to always adapt with the development and improve their quality. The three main things that should teacher enhance are character, knowledge and skills. This is related with Nurmala & Margana (2019) which said that there are three dimensions to be addressed in 21st century education, namely *knowledge, skills and character* (p. 268). So, in this research we are going to concentrate on skills where skills are believed to undermine teaching knowledge and character.

Bialik and Fadel (2015) also stated that there are four characters in the field of skills, which are *creativity, critical thinking, communication and collaboration*. First, *creativity* has proved to be an important part of a number of skills, including science thinking, entrepreneurship, design

thinking and others (p. 45). Creative skills must be implemented in the area of education especially in teaching-learning process. Teachers need to have creative in their teaching process in order to get the best output from their competitive students. Created competitive students are equal to created better educational system.

Second is critical thinking. According to The Nasional Council for Excellence in Critical Thinking as cited in Bialik & Fadel (2015) defined that critical thinking is a method of intellectual discipline that skillfully and actively constructs, analyzes, synthesizes and evaluates knowledge generated or collected from study, experience, contemplation, thought or interaction as a mentor to belief and action (p. 23). The teacher and student need to be able to figure out the details about everything in their learning and teaching process. In the other hand, critical thinking is also about how students overcome their problems. The learning process is a matter of fact, and students should be able to find out about any problem they face in their learning process. Teacher has to find out any problems and difficulties that face by student in their teaching as well. So, this is the teacher's duties to make themselves and their students to have critical thinking and improve it in order to get better in teaching-learning process.

Third, effective communication is how to communicate messages to others simply and clearly with as few errors as possible. Reddy & Gopi (2013) as cited in Nurmala & Margana (2019) stated that communicative skill is a skill that needs to be developed, since not all people have the ability to speak effectively (p. 269). This is why the researcher choose teaching speaking as the subject of the research. It is because speaking is the effective way to communicate and interact each other. Every single person has ability to speak, but not all be able to speak English effectively.

Ahmad (2016) said that communication skills require a structured and conveyed of speaking, listening and understanding (p.478). Most people are born with the talent to talk, but we still have to learn to speak well to communicate effectively. In this skill, teaching speaking skill is

required because they are many indicators to be able to speak English fluently and effectively. So, the ideal EFL teachers are needed to prepare the students to get mastered in their effective communication, in other words in speaking skills.

Fourth, collaboration can be described as the participation of students in concerted efforts to solve common problems, complete tasks or produce products together. According to Lao (2011) as cited in Nurmala & Margana (2019) collaboration can be defined as the mutual participation of entrants in a concerted attempt to solve the problems together (p. 77). Interaction that offers a thorough description would be very helpful in enhancing the student's ability to teach and learn method. Collaboration in speaking class can play as a major approach because student interacts and collaborate each other with English. Collaboration can also be viewed as model learning in the teaching and learning process of the 21st century, where students are encouraged to think critically in reacting to emerging issues. In this case teacher must be creative and elaborate their skills in teaching, especially in teaching speaking in order to make a great student's collaboration in their learning process and in their real life.

As the researcher describe above, that speaking, of course communicative skill is one of the important skills should be acquired by the students in 21st century. So, the researcher tries to analyze how the ideal EFL teachers and teachers needs that required in teaching speaking within the 21st century in order to help student for mastering their speaking or communicative skills.

1.7.2. Teaching English as a Foreign Language

Language as a tool for communication play as major role in every single life. English be the language most used in the world. Unlike Singapore and Malaysia who use English as a daily language in their daily conversation, Indonesia used English as second language or foreign

language. Unfortunately, most Indonesian speak English just when they are learning English in the class. They not implement or use English in their daily communication

Not all people agree with the difference between *second language* and *foreign language*. While they do not seem to agree on the difference between a second language and a foreign language, Krashen (1985) as cited Setiyadi (2020) distinguished between two different ways of acquiring a target language, pointed out that there are two ways to build potential in the target language: "acquisition" and "learning" (p. 17). Acquisition is characterized as a process of subconsciousness that is similar to the process used in the acquisition of the first language in all important ways, whereas learning is defined as conscious awareness of the target language. While acquisition takes place, language learners are not always aware of the results; they are not very concerned with grammatical rules and error correction. They acquire a target language by living in a community where language is used in their everyday lives. When language learners talk about the laws of the target language, correct mistakes, and people in community do not speak the target language, they learn the target language.

If people learn English as a second language or as a foreign language, they learn the target language. The learning of the target language can take on a variety of patterns. Dozens of factors are involved and it is unlikely whether we can make it possible to suggest a thorough study of all factors. However, there are kinds of views and convictions regarding the power of language learning. Mackey (1975) as cited in Setiyadi (2020) indicated that there are three major factors that decide learning, namely linguistic, social and psychologic influences (p. 18). These three factors can make the teaching of English as a second language or as a foreign language different.

1.7.3. Teaching Speaking English

Speaking are the most important skills to learn in a foreign or second language beside writing, listening and reading. As Rao (2019) said that speaking is considered to be the most important skill in learning a foreign or second language among the four main language skills (p. 66). It is because speaking plays a major skill beside four skills and speaking is one of the direct skills.

According to Bueno, Madrid & McLaren (2006) as cited in Rao (2019) stated that speaking is one of the most challenging skills that language learners have to face (p. 8). Speaking is considered to be the most critical of the four English language skills. Even the learners have been learning the language for so many years; they find it difficult to talk in real-time situations when it is needed. The reason why speaking is more difficult than other skills because there a lot of things that should be learn such as intonation, grammar, pronunciation, until someone called mastery in their speaking.

In addition, these speaking skills are often useful for learners as they have to settle well in their careers. In the modern world, it has become very popular to prove the skills of the applicants at the time of their work interviews, and many of the choices are focused on interview results. Job applicants must engage and prove themselves in debates and group discussions where the competence or oral communication skills of the candidates are mainly evaluated. In addition, professionals must give oral presentations in order to advertise the products or their companies or to offer training to other colleagues. So, speaking skills play a crucial role in daily life and everything depends on how people convey their messages to others.

In this global community, we need to share our ideas and opinions with people who live around the world in order to satisfy our wishes and deeds. This is a competitive environment, and every learner of English

needs to develop his or her speaking skills in order to maintain this global market. In addition, the majority of work choices rely on the communication skills of individuals, in particular their speaking skills. Interviewers often consider the ability of individuals in the form of speaking skills within a brief period of time. Job seekers who can prove their skills at the particular moment would be in the best spot in their careers. These speaking skills are often useful for professionals to improve their careers. In addition, these speaking skills are more useful for workers working in corporate organizations to support their companies.

1.7.4. Teacher's Need in Teaching Speaking in the 21st Century

As one of the language teaching, Language teaching has been shown to be such a difficult environment that it requires an instructor to play a variety of roles and to engage, connect and deal with students so that they can develop their skills (ThiTuyetAnh, 2015, p. 49). In particular, teaching speaking skills is very difficult because EFL teachers should comply with a variety of principles. In this case, as a competence and skillful teacher, they should prepare any strategies in their teaching speaking in order to make better output in speaking skill.

ThiTuyetAnh (2015) also described four principles in order to make students feel happy and want to get involved in the lesson, particularly in speaking classes (p. 78). *First*, teachers use the instinct or experience depending on the teacher's qualifications, to choose interesting subjects in order to appeal students' attention and encourage them (ThiTuyetAnh, 2015, p. 78). It is important for teacher to bring the unique material for attract student's attention so the learning process more joyful.

Second, teachers can build interest in the subject by learning about the subject and expressing their excitement (ThiTuyetAnh, 2015, p. 78). Teachers should ask if anyone knows about the subject, so they can warn everyone about it before the activities begin. *Third*, enthusiasm is often aroused in the lesson by the fact that teachers help to create a calm, non-

anxiety environment that benefits even vulnerable and reluctant students (ThiTuyetAnh, 2015, p. 78). This is the teacher's duty to bring the good class environment so student can feel fascinating and comfortable.

Fourth, teachers should offer the right amount of difficulty, not too challenging or too easy for students to feel bored (ThiTuyetAnh, 2015, p. 78). This should be more attention for teacher. They should teach appropriate material with the student's which has different background and capability.

1.8. Previous Research

The first previous research that is used by the researcher is Limbong (2017) titled *Globalization and Pedagogy: How Should English Teachers Teach English in the 21st Century?* He concluded that globalization and technology have influenced all facets of the planet. Pedagogy as the expertise of teachers who are responsible for educating and transmitting knowledge to learners should train their knowledge and skills to cope with the dissemination of advanced information and technology. In view of the circumstances, the principal as a school leader needs to be able to address some of the hurdles in terms of lack of resources to develop teacher awareness and skills by employing effective methods, designs and procedures or pedagogy in the teaching and learning process through technology.

The second previous research is come from Leong & Ahmadi (2016) that carried the research titled *An Analysis of Factors Influencing Learners' English-Speaking Skill*. This paper analyzed the factors that influence the success of English-speaking students. The factors listed in this paper play an important role in the development of learners' speaking skills. Factors make learners less confident and less relaxed in their speaking lessons.

Another research is from *YouTube as a Learning Media to Improve the Student's Speaking Ability in 21st Century* by Nurmala & Margana

(2019). They concluded that YouTube is considered to be a fascinating learning media because it is tailored to the demands of 21st century skills. YouTube is used as a vital learning media to help students develop their speaking skills. In addition, YouTube can also be used in language learning to improve students' autonomy in learning, as well as to provide students with a stronger, more interesting and easily accessible learning experience that can still be supervised by the teacher. Using YouTube as a learning media is that it will improve students' speaking skills, where time problems would not be a cause for these students to practice English in order to achieve learning goals.

From those previous researches the researcher aims to develop and detail the characteristics of the ideal EFL teacher in teaching speaking and their needs in the teaching speaking English in the 21st century. The researcher uses a number of object analyses, as the three previous studies are opinions on teaching English in the 21st century in general, variables that affect learners' ability to speak English, and media-based teaching speaking strategies. Those previous studies provided a lot of input to the research because they have the same subject. So, the researcher can develop and detail the research on the teacher's need to talk in the 21st century.

1.9. Frame of Thought

The basic elements of this research include the identification of the phenomenon, teaching skills in the 21st century, the need for EFL teachers in the 21st century, and the need for teachers to teach speaking in the 21st century as the main object of the research. The frame of thought in this research is explained to explain how each variable relates to each other.

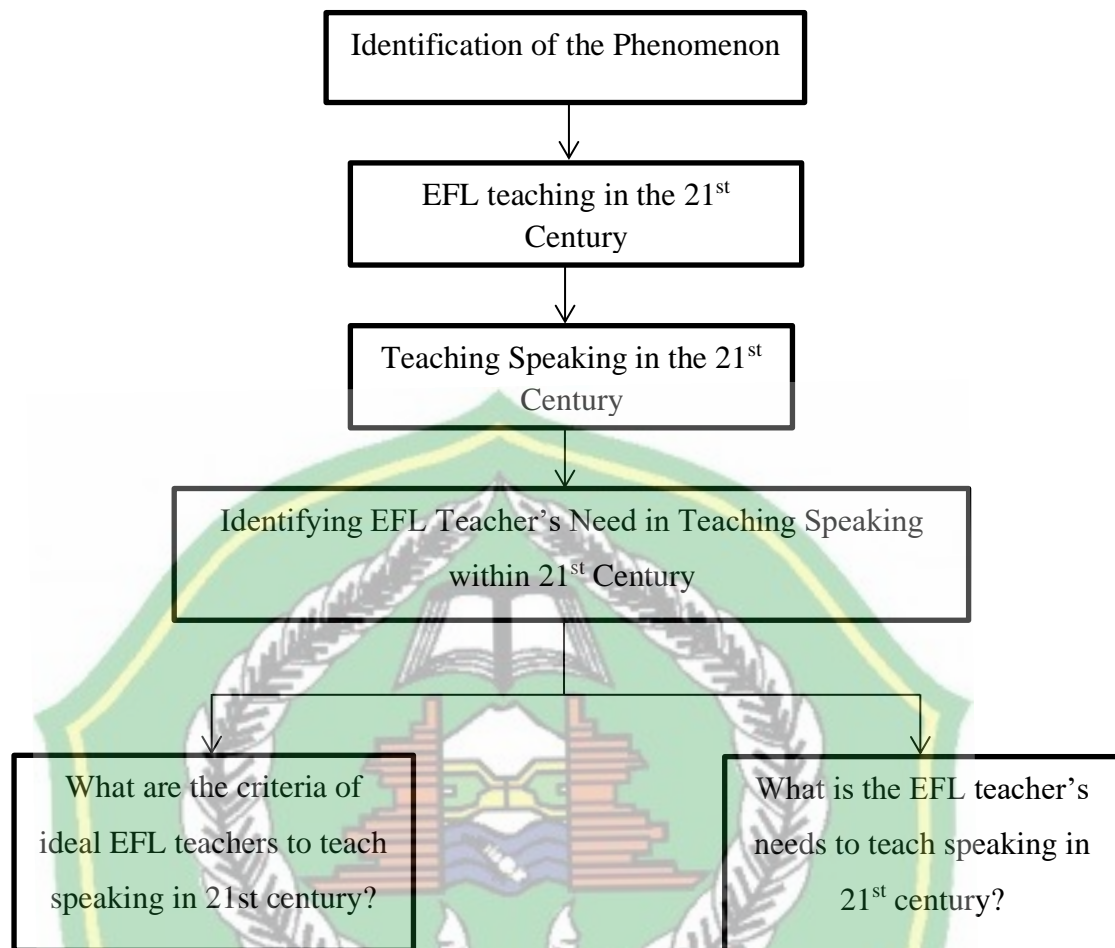


Figure 1 Frame of Thought

The teacher has important role in education. But the only teacher with the best competencies and characteristic are determine for the best result of teaching, especially teaching speaking English. With the development of the technology teacher must be creative for use any strategies and to know what they need in teaching English, exactly in teaching speaking. There is a lot of possibilities to develop the characteristics and strategies in teaching speaking, in order to get the best results.

1.10. Research Method

In execute research, there is some research method that should be applied by researcher, they are research design and steps of the research, sources and types of data, data collection techniques and instruments and data analysis techniques.

1.10.1. Research design and steps of the research

The research approach used in this research is a qualitative approach that is the effort of researchers to seek to understand the meaning of previous opinions or theories. Qualitative research seeks to understand and interpret the meaning of the opinions and behaviours that humans display in a situation according to the researcher's own perspective. The researcher used qualitative method because the data is about theory and not the number and makes this approach more easily applied by the researcher.

According to Sugiyono (2015) literature studies are concerned with theoretical studies and other references related to values, cultures and norms that develop in the social situations studied, this is because research will not be separated from scientific literatures. (p. 140). Data is obtained from data that is relevant to the problem to be studied by conducting other literature studies such as books, journals, articles, previous researchers.

For the approach used in literature studies, qualitative descriptive approaches are used, according to qualitative descriptive methods are research methods based on the philosophy of post positivism used to examine the natural conditions of objects. (Sugiyono, 2016).

1.10.2. Sources and types of data

The data used in this research used secondary data. Secondary data is data that supports the needs of primary data such as books, literature and readings that are related and support research. It can be concluded that

secondary data is data obtained from the results of research that has been done by previous researchers such as journal, books, article, thesis, etc. The journals, books, article, thesis that collected and analyzed from around year 2010-2021.

1.10.3. Data collection techniques and instruments

The technique of collecting data in this research using library research where researchers collect data by reading, studying, and analysing national and international journals, books, articles from previous researchers that have to do with the object of the research.

Furthermore, the data that has been obtained is collected and processed in a way:

1. Editing, which is a re-examination of the data obtained mainly in terms of completeness, clarity of meaning and alignment of meaning between one another.
2. Organizing, which is organizing data obtained with the necessary framework.
3. Discovery of research results, namely conducting a follow-up analysis of the results of data organizing using rules, theories and methods that have been determined so that certain conclusions are obtained that are the result of the answer to the problem formulation (Indriastuti, 2020, p. 9).

1.10.4. Data analysis techniques

Data analysis in library research is content analysis is research that is an in-depth discussion of the contents of a written or printed information and concluded based on the data that has been collected and analyzed (Afifuddin and Saebani, 2009).

1.11. Research Timeline

Activities	Month											
	September				October				November			
Preparing research proposal												
Instrumental development of research proposal												
Collecting data from Literature												
Make a note from the research												
Analyzing data												
Making data conclusion												
Revision												

Figure 2 Research Timeline