

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Research

To be an exemplary English teacher at Junior High School in 21<sup>st</sup> century takes an important thing to discuss, because the teacher is an important facility in a learning process, without a teacher in the learning process, students will not learn seriously and effectively. Afrianto states that a teacher is the key and the main player in carrying out the education process in the field (2018, p.1). Besides being an exemplary English teacher, a teacher must be able to master the material and techniques in the learning process, and also be able to socialize well with students. One of the effective places to do the learning process is school is one of important units of the society should be provided various technological tools to access social media, because the students of this century, which are “digital native” as Prensky (2001) called learn better via technology (as cited in Agustrianita, 2017, p.17).

In the 21<sup>st</sup> century of education, teaching and learning process in Indonesia have started to be sophisticated in the use of technology, such as being able to use social media in the learning process. Therefore, a teacher is required to be able to master the world of technology, because in the teaching and learning process the process is increasingly following the era. 21<sup>st</sup> century learning focuses on the formation of an ICT-based digital lifestyle, learning ability and innovation, and the development of life skills Trilling and Fadel (2009). In addition, teachers are also required to set themselves as good examples for other teachers and their students, or can be called exemplary teachers. Roberts (2006) describes effective secondary teachers as those who support student interests and who provide challenging opportunities that help students make decisions about their career interests (as cited in Gentry, M., Steenbergen, S., & Choi, B, 2011, p.111).

In addition, teachers have a very heavy duty, not only responsible to their students, but also to the state. Teachers even have a central role in realizing the goals of national education, therefore a teacher must also have standards. Kunandar (2007, p. 55) states that teacher competence is a set of skills that teachers must possess to achieve work clearly and effectively, while Ramayulis describes competencies in education including personal, professional, pedagogical and social competences (as cited in Azhar, N & Mardiana, 2016, p.224). Based on the UU, there are 4 competencies that a teacher must have, namely: Pedagogic competence, teacher pedagogic competence is the ability or skills of teachers who can manage a learning process or teaching and learning interactions with students. Personality competencies, personality competencies are related to personal character. There are indicators that reflect a teacher's positive personality, namely: sociable, patient, disciplined, honest, humble, dignified, polite, empathetic, sincere, noble, acting according to social & legal norms, etc. Professional competence, teacher professional competence is an ability or skill that must be possessed so that teacher assignments can be completed properly. Social competence, social competence is related to communication skills, attitude and interaction in general, be it with students, fellow teachers, education staff, parents of students, to the community at large.

To be an exemplary English teacher is one part of the personality competence that a teacher must have. Hativa, Barak, and Simhi (2001) argue that exemplary teachers differ from their peers, and especially from novice teachers, in the complexity and sophistication of their thinking about teaching, in cognitive schemas and pedagogical reasoning skills, in decision making, and in teaching-related knowledge (as cited in Gentry, M., Steenbergen, S., & Choi, B, 2011, p.112). Besides, that the exemplary teacher must also have a strong understanding of the learning material. Effective teachers have a strong and high understanding of the subject matter expectations of students and themselves (Demmon-Berger,1986); skills to balance student intellectual achievement and interpersonal needs in the classroom (Leithwood,1990); and the ability to set high, realistic goals and present them information in a way

that facilitates student learning (Good & Brophy, 1994 as cited in Gentry, M., Steenbergen, S., & Choi, B, 2011, p.111).

As the importance of research in profile teacher of 21<sup>st</sup> century, research show area of interests explores. These include ICT in education (Hafifah 2020, Agustrianita 2017), 21<sup>st</sup> century teacher skill (Norahmi 2017, Tsourapa 2018, Handayani 2017, Latham & Faulkner 2016), teacher competencies (Tsourapa 2018, Afrianto 2018), Professional teacher (Agustrianita 2017, Afrianto 2017), teacher characteristics in 21<sup>st</sup> century (Handayani 2017, Othman et al, 2016), perspective of English teacher (Othman et al, 2016, Hafifah 2020, Limbong 2017). There are some missing from previous research, namely related to 21<sup>st</sup> century and 21<sup>st</sup> century skill, the profile of English teachers in the 21<sup>st</sup> century and the needs of English teachers in junior high schools. In the Indonesian context, the need for exemplary English teachers is not visible. Based on the analysis of previous research, it is very important to know the role of teachers according to the needs of teachers in the 21<sup>st</sup> century.

The 21<sup>st</sup> century is the current century of the Anno Domini era or Common Era, in accordance with the Gregorian calendar. It began on January 1, 2001, and will end on December 31, 2100. The first century of the 3<sup>rd</sup> millennium is the 21<sup>st</sup> century. The start of the 21<sup>st</sup> century was characterized by the growth of the global economy and consumerism in the Third World, the deepening of global concern about terrorism and the rise of private enterprise. Including in the world of education, in this 21<sup>st</sup> century, every teacher is required to have or achieve the skills criteria of the 21<sup>st</sup> century. With the mark of technology that is growing rapidly is an example of the current 21<sup>st</sup> century.

Basically, everyone's abilities are different. However, to achieve success, there are several abilities that everyone must hone and have. One of these abilities is the 21<sup>st</sup> century skills. Today, to be 'educated' mastery of core subjects, themes of 21<sup>st</sup> century and skills of 21<sup>st</sup> century is needed. Teachers and administrators need education support programs that improve their teaching, leadership and management skills to help students gain proficiency in 21<sup>st</sup> century skills (Sural, 2017, p.531). 21<sup>st</sup> century teachers have to take the

needs of their students into account and train them to meet the challenges. About the future, the work of teacher is regarded as dynamic and challenging. It is necessary to have a high-quality professional teacher development program to build a high-quality professional teaching force. In teaching development curriculum must make the use of technology integration (Jan, 2017, p.51).

English teachers in Junior High School have a very important role for their students, because the students who step into Junior High School are the same as beginner students who learn English. Therefore, Junior High School teachers are required to better master the material and methods of learning English. Virgiyanti, Widiati & Suharmanto (2016, p.342) stated that teachers have different opinions about the characteristics that English teachers in Junior High School should have, such as: being able to manage the class, being friendly, caring, patient, having a sense of humor, having a good relationship with students, and understand students.

## **1.2 Identification of the Phenomenon**

In this research, the main problem of this research is lack of awareness of teachers in applying exemplary attitudes in the school environment. Therefore, along with the times, the world of education is faced with such complex problems, including the negative image of teachers as educators due to the problem of professionalism and moral commitment of teachers as exemplary English teachers because a teacher must have the ability as an exemplary English teacher, namely a teacher who sets a good example in all respects. So that the other teachers and students can imitate it, because basically the behavior that can be shown by students is influenced by the educational background and experience of a teacher. In addition, to be an exemplary English teacher must know what are the characteristics of exemplary English teachers and how the needs that must be possessed to realize teacher competence and the success of the learning process.

### 1.3 Delimitation and Focus of the Research

In this research, the researcher limits the research on the exemplary English teachers, the researcher conducted interviews with 2 English teachers and 5 students at Junior High School. The researcher chose 2 English teachers as respondents who had the criteria for having experience in teaching English for 3 years. Then the researcher chose 5 students for respondents to provide additional information about the teachers are teaching English in the classroom. In chapter II, researcher focus on the characteristics of exemplary English teachers, and chapter III researcher focus on the needs to be an exemplary English teacher in 21<sup>st</sup> century. In this research, the researcher chooses Junior High School because at this level of Junior High School included in the basic level of teaching English.

### 1.4 Research Question

This research has research questions as follows:

- 1) What are the characteristics of exemplary English teachers?
- 2) What are the needs to be an exemplary English teacher in 21<sup>st</sup> century?

### 1.5 Aims of the Research

As formulated in the research question, the aims of this research are:

- 1) To find out the characteristics of exemplary English teachers
- 2) To find out the needs to be an exemplary English teacher in 21<sup>st</sup> century

### 1.6 Significances of the Research

This research is expected to give significant advantages both theoretically and practically.

#### 1.6.1 Theoretically

In this research, there are two theoretically significant, namely:

- 1) This research can be used as input in understanding of exemplary English teacher.
- 2) This research is expected to be used as a reference to the next research.



### 1.6.2 Practically

In this research, there are three practically significant, namely:

1) For the school

This research can increase the quality of exemplary English teachers at Junior High School in 21<sup>st</sup> century.

2) For the English Teacher

This study shows the needs to be an exemplary English teacher at Junior High School in 21<sup>st</sup> century. Finally, this research is expected to encourage further study of needs that exemplary English teacher at Junior High School should have for academic purposes.

3) For the Other Researcher

The finding of this study can be used as the references for the further research.

## 1.7 Theoretical Foundation

The theory given is the explanation about 21<sup>st</sup> century, exemplary English teacher in 21<sup>st</sup> century and the need analysis.

### 1.7.1 21<sup>st</sup> Century

The 21<sup>st</sup> century is marked as the century of openness or the century of globalization, which means that human life in the 21<sup>st</sup> century undergoes fundamental changes that are different from the way of life in the previous century. The 21<sup>st</sup> century is marked by the rapid development of information technology and the development of automation where many jobs that are routine and repetitive are being replaced by machines, both production machines and computer machines, including in education. Abao, Dayagbil, & Boholano (2015) stated that education in the 21<sup>st</sup> century highlights globalization and internationalization. Each technological advance presents theoretical constructs and realistic insights into the development and enhancement of knowledge, skills and attitudes among students and teachers (as cited in Baholano, 2017, p.22).

### **1.7.1.1 21<sup>st</sup> Century Skills**

21<sup>st</sup> century skills are a series of soft skills that are present to answer the challenges that exist in that century. The reason is, the collection of abilities that exist in the 21<sup>st</sup> century will adapt to the challenges of the existing times. For example, advances in technology, digitization and the creative economy.

In addition, Rotherham & Willingham (2009, p.16) stated that What would it take to ensure that the definition of “21<sup>st</sup> century skills” or more specifically, the drive to ensure that all students have access to a rich curriculum that actively helps them develop these skills is effective in improving schools rather than just a fortunate few? There are three primaries’ components needed for that effort. First, for an ephemeral pursuit of skills, educators and policymakers need to ensure that the learning curriculum is complete and the content is not shortchanged. Second, in education, states, school districts, and schools need to revamp how they think about human capital, especially how educators are educated. Finally, we need fresh tests that can evaluate richer learning and more complex tasks reliably. These three elements must be incorporated in concert for the 21<sup>st</sup> century skills effort to be successful. Otherwise, it would be shallow and counter-productive to change.

### **1.7.1.2 The Kinds of 21<sup>st</sup> Century Skills**

There are kinds of 21<sup>st</sup> century skill, namely creativity, critical thinking, communication, and collaboration. Bialik & Fadel (2015, p.1) stated that will justify and explore the skills necessary for 21<sup>st</sup> century education, namely creativity, critical thinking, communication, and collaboration.

#### **1.7.1.2.1 Creativity**

Creativity is traditionally considered to be most directly that involved with artistic endeavors such as art and music. Finally, creativity is ultimately, an incredibly rewarding practice. Most of the things that are interesting, meaningful and human are the outcomes of creativity.

#### **1.7.1.2.2 Critical Thinking**

The National council for excellence in Critical Thinking defines critical thinking as a process of intellectual discipline that actively and skillfully conceptualizes, applies, analyzes, synthesizes, or evaluating information gathered from observation, experience, reflection, reasoning or communication, as a guide for beliefs and actions. Critical thinking in education can be traced back to Socrates' work, who used questions to inspire his interlocutors to explain their conclusions and justify their arguments, moving beyond thoughts that seemed self-evident and revealing the underlying prejudices and differences in reasoning.

#### **1.7.1.2.3 Communication**

In today's digital age, communication skills have become more critical as well as more diverse. The scholars it noted that incorporating an emphasis on media literacy has the potential to: a.) improve learning by making literacy activities important to the home cultures of students and ways of understanding them, b.) adapt to different learning styles and meet the needs of multicultural learners, and c.) develop imagination, self-expression, teamwork and skills in the workplace.

#### **1.7.1.2.4 Collaboration**

Simply stated, collaboration is the association of many people in the service of working towards a common goal. In teaching the tenets of teamwork in the classroom, several strategies have been proven successful. Setting up community agreements and



accountability for delegated activities sets the stage for labor division and synergy of efforts. Teaching listening skills enables a room to be developed where ideas can be shared, obtained, and implemented. It has been shown that collaborative learning improves learning outcomes, subject matter satisfaction, self-esteem, and diversity inclusiveness. There are several different pedagogical instruments that use collaborative learning, and they have been shown to be more successful in achieving academic achievement than individualistic or competitive learning across a meta-analysis. Improving critical thought and innovation.

## **1.7.2 Exemplary English Teachers in 21<sup>st</sup> Century**

### **1.7.2.1 Exemplary**

The words exemplary comes from the basic word “exemplary” which means actions that can be imitated. While exemplary also has a meaning such as things or actions that someone does and then can be imitated by the others. Exemplary is the behavior and attitude of teachers and other education personnel in setting an example of good actions. These good actions are expected to be an example for students to imitate. Vianita Zulyan et al stated that exemplary is something that can be imitated or imitated by others by seeing and observing the behavior, words, deeds, life, and way of thinking of a person (as cited in Mulyana, Y et al, 2019, p.54). Thus, exemplary is something that can be imitated by someone from someone else. But an example that can be used as a means for teachers to provide good example for the students.

### **1.7.2.2 English Teacher**

English teachers are they teach the principles of the English language, using different methods to deliver successful learning. The responsibilities of an English teacher can very base on the academic level and native language of the students. It is because the important of

English in accordance to the 21<sup>st</sup> century which requires skills to get high standard use of English language (Suherdi, 2012 as cited in Handayani, 2017, p. 156).

#### **1.7.2.3 Exemplary English Teachers**

A teacher is required to be an exemplary English teacher, because a teacher can be an example for his students, and seen from all sides, especially in his personality and professionalism. Anugerahwati & Saukah (2010, p.48) stated that exemplary teacher, then, are those who are professional's competence. While, Husein (2014, p.314) stated that an exemplary teacher must continue to improve his professional competence through self-development, for example, by attending related professional seminars, reading references in books and journals or browsing the internet.

In addition, Yariv & Maskit (2013, p.92) stated that many of the exemplary teacher seemed to excel in being both authoritarian and considerate at the same time. According to the participants, the synthesis of these two attributes served as a successful recipe for performance in the class management domain. "The teacher knew how to listen, to help, to smile, and to be angry when he had to be". "He gave an example of managing a class by integrating clear demands of the learners with assertiveness in teaching through establishing personal relationships with the learners", and "authoritarian, but showing a sense of humor".

#### **1.7.2.4 The Characteristics of Exemplary English Teacher**

There are several characteristics of exemplary English teacher according to the experts. Previous studies in this area have produced various characteristics of exemplary teachers. They define several key characteristics of exemplary teachers, including: complete mastery of subject matter (Gilat et al, 2006; Hativa & Raviv, 1993; Holt-Reynolds, 1999; Shulman, 1997), varied teaching methods (Good & Brophy, 1990; Tobin & Fraser, 1987), clarity of teaching (Hativa &

Marincovich, 1995; Lowman, 1995), ability to trigger intellectual enthusiasm among students (Lowman, 1995, 1996), articulateness (Darling-Hammond, 2000), respect for students (McBer, 2000), concern and sensitivity towards students (Collinson, Killeavy & Stephenson, 1999; Lowman, 1995, 1996; Milner, Bin-Zvi & Hofstein, 1987), the use of humor (Lowman, 1996), and the ability to cope with unexpected classroom situations such as behavior and attention problems (Good & Brophy, 1990; Manross & Templeton, 1997 as cited in Iliyan & Safadi, 2016, p.116).

#### **1.7.2.4.1 Complete Mastery of Subject Matter**

Lydia, N et al (2014, p.646) that the teacher must master the subject matter before delivering it to the students as it allows the teacher to adequately prepare for the delivery of the content. In their preparation, teachers are required to simplify information in certain subjects for students' understanding, and this is possible if teachers undergo training in colleges. Mastery of subject matter empowers student teachers with the knowledge to think critically and the capacity to help their students to understand the appropriate knowledge, skills, attitudes and values.

It has been established that there is a high correlation between what teachers know and what they teach. Thus, the ability to teach effectively depends on the teacher's knowledge of the subject matter. Teachers become handicapped if they are not familiar with the body of knowledge being taught and the characteristics of the teacher are certain subjects. Adediwura and Bada (2007) stated in their research that no one can teach him what he does not understand or know. They further stated that they (teachers) must really understand the content of what they teach. A teacher with a thorough understanding of a topic uses clearer language, their discourse is more connected, and they give better explanations than those with weaker backgrounds. The way the students perceive the teaching in terms of their (teachers) knowledge

of content of subject matter may significantly affect the students' academic performance (as cited in Fakeye, D, O., 2012, p.2).

#### **1.7.2.4.2 Varied Teaching Methods**

Dorgu, T (2016, p.86) that method is a must for teachers if they want to learn effectively and efficiently. A good teacher must be multitalented in addition to being fluent in using various teaching methods in the teaching and learning process. Teachers are a vital factor in the success of a nation's education system; therefore, teachers should be familiar with the principles underlying the choice of teaching methods.

Pido, N, W & Dewi, E (2019, p.63) stated that there are 4 methods in teaching English, there are discovery learning, total physical response (TPR), communicative language teaching (role play), and direct method. Discovery learning means that the teacher stimulated the students at the start of class to get them to express their ideas or solve the problem by asking some questions related to the topic, total physical response (TPR) means that the teacher gave the students certain vocabularies, topics, or sentences, to study by modeling and commanding the students to re-mention and re-act after her at the start of the lesson, communicative language teaching (role play) means that the teacher tried to utilize English as much as possible in class, even though she had to translate it into her mother tongue at times, and direct method means that in order to indirectly transmit a new lesson topic to students, the teacher used modeling to encourage them to be more engaged in their thoughts.

#### **1.7.2.4.3 Clarity of Teaching**

Clear teaching refers to the teacher's ability to provide instructions, exposition or otherwise, that help students arrive at a clear understanding of the material, something that is achieved by the students, not by the teacher. Hativa and Raviv (1996) identified teachers' ratings on clarity to be consistent across time and courses,

indicating that students had good perceptions of the nature of clear teaching, because, clarity is essential for effective teaching (as cited in Hativa, 2001, p.132).

#### **1.7.2.4.4 Ability to Trigger Intellectual Enthusiasm Among Students**

Borong, M, M & Allo, M, D, K (2016, p.58) Enthusiasm is important in the language learning process because it decides whether or not the learner will take action on the foreign language question and to what extent he is willing to maintain this intellectual challenge. This is why so many scientists and researchers have devoted so much time and effort to excitement. It has been proposed that teacher excitement aids achievement by increasing incentive to learn both within and beyond the classroom.

#### **1.7.2.4.5 Articulateness**

Articulation is the pronunciation of words correctly and clearly, so that the ears of the audience can understand the words we say, with good articulation, the message that we want to convey to the audience will be conveyed well too. In addition, in cooperative learning, articulation learning is a learning style that promotes engaged students participating in speaking activities. In cooperative learning approaches, the advantages of articulation learning include that student grow more independent. To finish the instructional content, students work in groups. The incentives are more geared toward the collective than the individual. Furthermore, students interact in small groups, and each student gets the opportunity to speak or stand in front of the class to communicate the outcomes their group discussions (Rohana & Syamsuddin, 2019, p.3858).

#### **1.7.2.4.6 Respect for Students**

Respecting students means treating them with special care, respecting them, showing concern for them, caring for them, valuing them, relating to them, admiring their strengths, and caring for them. Darwall, (1977, 2006) stated that respect is a fundamental aspect of



how humans relate to one another. Respect among people can be thought of as an appreciation paid by one human being to another; However, the object of this award is the focus of much academic debate (as cited in O'grady, E, 2017, p.4).

#### **1.7.2.4.7 Concern and Sensitivity Towards Students**

Hall (1979, as cited in Liu & Huang, 2005, p.37) defines concern as the motivations, perceptions, attitudes and feelings experienced by teacher related to the implementation of an innovation. Concern can also be defining as (Jongmans et al, 1998) stated that concern is a natural phenomenon in situations where the teacher is expected to tackle new problems, use new materials and new method (Van Den Berg & Vandenberghe, 1995, p.20 as cited in Cakmak, M, 2008, p.58). Meanwhile, sensitivity is the ability to understand individuals who are implemented into knowledge, attitude, and behavior. Lohman, Zenger & Weschler (2015) stated that social sensitivity is the ability to feel how the other people think and feel, and the flexibility of behavior, such as the ability to act appropriately on the basis of this understanding (as cited in Setiawan, Salim & Sunardi, 2018, p.100).

#### **1.7.2.4.8 The Use of Humor**

Currently, some of them find an effective way of teaching, namely by using humor in the teaching and learning process. Hornby (2010) humor is the quality of something that makes it funny. Therefore, when teacher produces humor, classroom atmosphere will be more fun and enjoyable. Humor creates a relaxed atmosphere where learning can be enhanced and rewarded. When students relax, thinking excels (as cited in Algafar, R, 2017, p.2). If humor is used in a positive way, it can make students feel accepted and less serious about their imperfections.

#### **1.7.2.4.9 The Ability to Cope with Unexpected Classroom Situations such as Behavior and Attention Problems**

A cluster of behaviors that includes impulsivity, hyperactivity, and poor concentration (that referred to the here as attention problems) that has been linked to the academic failure (Hinshaw, 1992, Kellam et al., 1991; Rabiner, Coie, & Conduct Problems Prevention Research Group, 2000) and has also been shown to predict multiple forms of later the problem behavior (for reviews, see Farrington, 1998; Hawkins et al., 1992; Hawkins et al., 1998 as cited in Fleming et al, 2016, p.130).

#### **1.7.2.5 The Principles for Exemplary Teaching of English Learners**

Marcotte (2020, p.36) stated that there are six principles for exemplary teaching of English learners:

##### **1.7.2.5.1 Know your Learners**

English teachers should consider the personal and educational context of the learners so that they can more effectively tailor classes according to the needs of their students. It is helpful to learn about the community, first language, and past experiences of students while planning lesson plans, supplies, and projects.

##### **1.7.2.5.2 Creating Conditions for Learning**

Teachers build a culture for the classroom so that students feel relaxed. To facilitate language learning, they make choices about the physical environment, the materials, and the social integration of students.

##### **1.7.2.5.3 Design High-Quality Lessons for Language Development**

Teachers prepare meaningful lessons that facilitate language learning and help students develop strategies for learning and skills for critical thinking. Such lessons grow from learning goals.

#### **1.7.2.5.4 Adapt Lesson Delivery as Needed**

Teachers constantly analyze as they teach, evaluating and commenting on the responses of learners meet the learning goals. Teachers consider the potential explanations and change their lessons if students fail or are not challenged enough.

#### **1.7.2.5.5 Monitor and Assess Student Language Development**

Language learners learn at various rates, so teachers track and evaluate their language progress periodically in order to successfully advance their learning. In order to monitor student language development, teachers often collect data.

#### **1.7.2.5.6 Engage and Collaborate Within a Community of Practice**

Exemplary teachers work with those in the field to provide their learners with the best possible service. They consult with colleagues to co-plan and share their second language learning experience as well as instructional method suitable for students at various levels of competence.

### **1.7.3 Need Analysis**

Need analysis is preliminary stage of the creation of classes, syllabuses, materials and the form of educational activities taking place (Jordan, 1997). The analysis of needs is an important element in language teaching systems that can be discovered and negotiated. Richards (2001, p.53) stated that need analysis thus includes: the study of perceived and current needs as and potential and unrecognized needs (as cited in Surbakti, 2015, p.67). While, Hidayat (2018, p.594) stated that need analysis shows up in English language learning and educating to deal with specifics issue in English picking up concentrating on certain particular needs. In addition, Destianingsih & Satria (2017, p.49) stated that need analysis is very effective in evaluating students' needs. In this case, before teachers teaching material to the students, the teacher must know the needs of students to achieve their goal in learning.

### **1.7.3.1 Steps in Needs Analysis**

McKillip (1987) identified five steps in need analysis:

#### **1.7.3.1.1 Identify users and uses of the need analysis**

The report's users are people who will take action based on the findings and understanding the applications of need analysis can assist in focusing on the challenges and solutions that can be considered.

#### **1.7.3.1.2 Describe the target population and the service environment**

Transportation, demographic features of the target population, eligibility limits, and service capacity are all examples of geographic dispersion. Client analysis is the process of comparing individuals who use services to those who are entitled to access services. The inventories of resources provide information on the services that are available.

#### **1.7.3.1.3 Identify needs**

There are describe problems and describe solutions. In describe problems there are three types of problems are identified by need analysis: discrepancies, poor outcome and maintenance need.

In describe solutions there are three criteria for evaluating solutions: cost analysis, impact and feasibility.

#### **1.7.3.1.4 Assess the importance of the needs**

Needs are assessed after issues and solutions have been identified.

#### **1.7.3.1.5 Communicate results**

Finally, the conclusions of the need assessment must be communicated to decision-makers, users, and other interested parties.

## 1.8 Previous Studies

In this research, there are some previous of the research, as follows:

Anugerahwati, M & Saukah, A. (2010). *Professional competence of English teacher in Indonesia: A profile of exemplary teacher*. The findings reveal that the subjects in three of the four towns have all the four competences (subject matter, pedagogical, social and personal competences), with the personal competence being the most influential in shaping them as professional and exemplary teachers. From the findings a profile of the professional competences of the exemplary English teachers at secondary schools is developed. Exemplary teachers' competences, which cover personal, pedagogical, subject matter, and social competences, are indeed outstanding.

C. van Kraayenoord et al. (2009). *Teaching writing to students with learning difficulties in inclusive English classroom: lesson from an exemplary teacher*. This case study of Tim has illustrated that he was an important variable in Ken's development as a writer. His knowledge of Ken as a learner – as a student with learning difficulties and as an adolescent, middle-school student, did influence Tim's pedagogical practices. While we recognize the limitation of this “snap shot” of a one teacher, we believe that case study from exemplary teachers, such as this one of Tim, may be valuable as pedagogical devices in teacher preparation of professional learning programs.

Gentry, M., Steenbergen, S., & Choi, B. (2011). *Student-Identified Exemplary Teachers: Insights from Talented Teachers*. These exemplary teachers each demonstrate a heightened awareness of the importance of knowing and relating to their students. They really like and care about their students. These teachers view their students as individuals first and students second and thus do not give up on their students, but try new approaches. A total of 67% of these teachers indicated that they had good relationships with their administrators, with seven of the nine administrators agreeing that the teachers the students identified were exemplary. Two administrators expressed concern or surprise about three of the student-identified teachers being selected for this study. One teacher admitted that it had been challenging or difficult to



work with administration. Two others were ambivalent and the remainder expressed that their lack of organization or their nonconventional ways might be a source of frustration to their administrators.

Goe, L, et al. (2017). *State of the states' teacher evaluation and support system: A perspective from exemplary teachers*. From the responses gleaned from the survey and focus groups, we conclude that our sample of STOYs have plenty to say about what they need and want in an evaluation system. as states wrestle with changes in their systems, the idea expressed by these exemplary teachers present a valuable opportunity to take teachers' voice into consideration.

Husein, R. (2014). *A profile of exemplary teachers of English for young learners at the elementary school*. This study portrayed a profile of exemplary EYL teachers' competence indicators of pedagogical and professional implementation and personal and social manifestation. The findings consist of observations of TLP teachers and other activities at school, and the results of the analysis of interviews with exemplary English teachers, principals, co-workers, students and parents, and document studies. In general, the results of the current study illustrate that the systematic design of teaching preparation, the appropriateness of the application of teaching skills and the application of TEYL principles, the performance of a natural personality, flexible interaction and communication, and the continuous improvement of professional development led to being an exemplary teacher.

Ilaiyan, S., & Safadi, R. (2016). *Characteristics of "Exemplary Teachers" and Possible Factors Affecting Their Realization According to the Perception of Principals from the Arab Sector in Israel*. Massive participation in school life, particularly in leading projects and creative educational initiatives, the ability to manage a class to effectively deal with discipline problems, the superior mastery of curricular content, and the use of a variety of methods to teach the discipline were graded into the highest level of significance. At a moderate level of importance are principals' perceptions of characteristics related to work ethic, relationships with co-workers and

students, performing key functions in school (or alternatively, the hidden potential of exemplary teachers that qualifies them to perform such functions), and previous excellent academic achievement. Characteristics related to professional development, and relationships with parents, as well as the professional evaluations of supervisors, colleagues, and students, were relegated to the lowest level of importance.

Mulyana, Y, et al. (2019). *Exemplary teacher in Habituation of a Good Character*. This research is qualitative by using descriptive analytical approach. This approach is used because the ultimate goal of this research is to show reasonable obedience and teachers in familiarizing the noble character of students at MA As-Sawiyah Bandung. Given the limited time for researchers and also this research is an early stage of development, the steps taken are only up to the fifth step. In its implementation, the five steps are likely to be modified according to research needs. Teacher exemplary is an act of inculcating morals carried out by someone who works by respecting speech, attitude, and behaviour so that others can imitate the teacher to students. Exemplary has a big role in educating character. The teacher's example in all his activities will be a mirror for his students so that the teacher prioritizes the action aspect in the form of real action rather than just talking without action.

Muslida, D, Firman & Riska, A. (2020). *Disciplinary behaviour and exemplary teacher as influencing factors*. This research is quantitative with descriptive correlational research. Based on the results of the field survey, information was obtained that students committed many disciplinary violations. Violations committed such as arriving late to school, being late for exams, ditching, pulling out, not wearing appropriate uniforms, not wearing school symbols, wearing coloured shoes, littering, wearing lipstick for female students, wearing tight shirts and skirts on students' women and wearing pencil pants for male students. In addition, students play gadgets during the learning process, often out during the learning process, interrupting friends who are studying, smoking at school, speaking harshly, and fighting the teacher's words. Based on the description of the results of the study above, it can be

concluded that the teacher's example has a positive and significant relationship with student disciplinary behaviour. A positive relationship means that the more positive the teacher's example is, the higher the discipline behaviour of students and vice versa. From the analysis of the data above, it is known that the teacher's example has a significant effect on the discipline behaviour possessed by students with an influence of 10.3%. This means, the greater the influence of the teacher's example, the student's discipline will also increase.

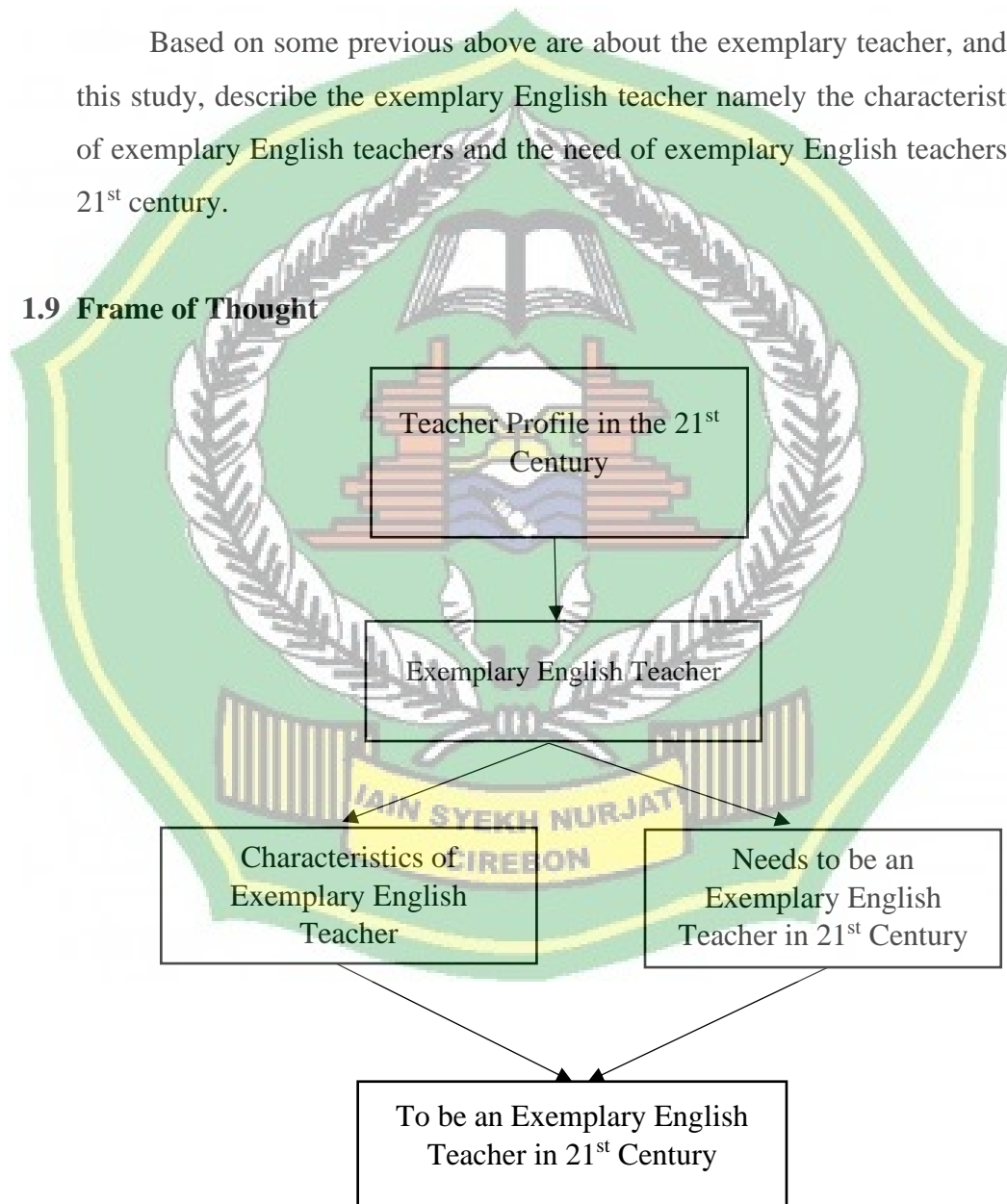
Yuana, O, M. (2016). *The implementation of ICT in English instruction by exemplary teachers*. Research design of this study was descriptive design by using qualitative approach. The results showed that exemplary teachers used ICT in learning English at MTsN Aryojeding, SMPN 1 Ngantru and SMPN 2 Sumbergempol, researchers came to the conclusion that the ICTs used by exemplary teachers here are laptops, LCD digital projectors, flash disks, CDs, audio sound systems, software such as Microsoft Office Power Point and Microsoft Word, the Internet, as well as digital dictionaries on laptops, are conditional. In listening class, the teacher uses an LCD projector, laptop, audio sound system, CD-Rom, and audio tape. In speaking class, the teacher uses a laptop, LCD projector, video or film, internet, songs, digital dictionary and audio sound system. In reading class, the teacher uses a digital dictionary, internet, laptop or computer, LCD projector, and Microsoft Power Point. In writing class, the teacher uses Microsoft Word, laptop, LCD projector, video or film, digital dictionary and Microsoft Power Point.

Yariv, E & Maskit, D. (2013). *Exemplary teachers' influence on their adolescent pupils who later became teachers*. This paper examines the influence of exemplary teachers on their classroom management practices on their young students who later become teachers themselves. The results showed that in short, these findings describe extraordinary professionals who have a personal and are unique and out of the ordinary professional quality in the interpersonal, professional, and moral-social dimensions. In summary, these findings describe outstanding professionals who possess unique and unusual personal and professional qualities in interpersonal, professional and moral-

social dimensions. Most of the respondents could only remember one or two teachers out of the many teachers who had taught them, the majority in elementary school and junior high school. Contrary to our initial assumptions, the training period in teacher colleges leaves little memory of outstanding teachers.

Based on some previous above are about the exemplary teacher, and in this study, describe the exemplary English teacher namely the characteristics of exemplary English teachers and the need of exemplary English teachers in 21<sup>st</sup> century.

### 1.9 Frame of Thought



**Figure 1.1 Frame of Thought**

The frame of thought above is a description of the research with the research area, namely a teacher's profile in the 21<sup>st</sup> century. Then, in this

research, discuss about the characteristics of exemplary English teachers and the needs of exemplary English teacher in 21<sup>st</sup> century, so that the English teachers become an exemplary English teacher in 21<sup>st</sup> century.

## **1.10 Research Method**

This research the researcher used qualitative method as the research methodology, because the researcher analyzed the data descriptively and the observation is supported by data from interview. That will be done to get accurate information about how to be an exemplary English teacher at Junior High School in 21<sup>st</sup> century.

The qualitative research method is a research method based on the philosophy of post positivism, used to examine the condition of a natural object, (as opposed to an experiment) where the researcher is the key instrument, the sampling of data sources is carried out purposively, the collection technique uses triangulation, data analysis is inductive / qualitative, and the results of qualitative research emphasize meaning rather than generalization (Sugiyono, 2018, p.15). In addition, Creswell (2012, p.16) states that qualitative research is perfect for solving the research problems where you don't know the variables and which need to be explored. The literature may yield little information about the phenomenon of the study, and you need to learn more from participants through exploration.

### **1.10.1 Research Design and Steps of the Research**

#### **1.10.1.1 Research Design**

In this research, the researcher used case study for the design of the research. Lodico, et al (2006, p.269) stated that the case study is method of qualitative research aimed at seeking significance, investigating processes, gaining insight into a person, community, or situation, and gaining a thorough understanding.



### 1.10.1.2 Steps of the Research

The method follows the steps for conducting research (Lodico, et al, 2006, p.267) there are: Identifying a research topic or focus, conducting review of literature, selecting participants, writing foreshadowed questions, collecting the data, analyzing the data, interpreting and disseminating results.

The steps for conducting qualitative research are (Lodico, et. al, 2006, p. 265-267), in the first stage, namely to answer the question what are the characteristics of exemplary English teacher at Junior High School? First, identifying the focus of research with a focus on exemplary English teachers. Second, the results of the researcher conducted the data from observation and interview with two English teachers and five students at Junior High School. In the second stage, answer the second question, namely what are the needs to be an exemplary English teacher at Junior High School in 21<sup>st</sup> century? the results of the researcher conducted the data from observation and interview with two English teachers and five students at Junior High School. Second, writing questions, the questions are prepared according to the needs in answering questions about the need for exemplary English teacher in 21<sup>st</sup> century. Third, collecting data from observation and interview. Fourth, analyzing data from observation and interviews to be presented. Finally, interpret and disseminate the results that have been obtained.

### **1.10.2 Sources and Types of Data**

In this research will be use 2 sources of data. The source of the data there are 2 kinds, there are primary source data and secondary source data. Sugiyono (2008) stated that primary data is source that can provide valuable information directly. In the other words, the main source is to provide important data related to the research problem. Therefore, for primary sources, the researcher used the results of interviews and observation. So primary data in this research is English teacher at Junior High School. Secondary data is source that can supports strengthening of primary data. Secondary data sources are taken from written form, such as thesis, journal and books that related to the topic.

### **1.10.3 Data Collection Techniques and Instruments**

In collecting the data, the researcher used 2 kinds of data collection, there are observation and interview. Observation is a way to find out a place or reach before doing a research, observation is also a method of data collection which is done by collecting data which can be done by conducting careful research, as well as systematic recording. Marshall (1995) stated that through observation, the researcher learns about behavior and the meaning attached to those behavior (as cited in Sugiyono, 2016, p.310). In this study, the researcher will use the observation to collect data, then by using observation the researcher will also be able to visit when teacher is teaching English in the classroom.

In this research, the researcher used the interview to collect the data and the respondent is two English teachers and five students at Junior High school. Interview is asking some questions to the research object, such as to the students or to the teachers. Interviews were conducted to obtain valid data, in order to complete this research. Susan Stainback (1998) stated that interviewing provides the researcher a means to gain a deeper understanding of how the participant interpret a situation or phenomenon that can be gained through observation. (As cited in Sugiyono, 2016,

p.318). In this study, the researcher used semi-structured interviews to collect data, with this interview the researcher was also able to get real the data.

There are three types of interviews, namely the structured interview, unstructured interview and semi-structured interview. According to Sugiyono (2017, p.138) stated that structured interview is used as a data collection technique when the researcher knows for sure information to obtain. Therefore, in conducting interviews, the researcher has prepared research instruments in the form of alternative written questions and the answers have been prepared. Sugiyono (2017, p.140) stated that unstructured interviews are free interviews where the researcher do not use interview guidelines that have been arranged systematically and completely for data collection. The interview guide used is only an outline of the problems to be asked. Sugiyono (2015, p.233) stated that semi-structured interview is the combination of both structured and unstructured interview where the researcher firstly compiles several questions to be asked and it is continued to the next unpredictable developed question.

The instrument of this research is the researcher herself. Such as Sugiyono (2015, p.306) states that “the researcher is the key instrument”, in qualitative research, the instrument of the research is the researcher themselves. While according to Lodico et al (2006, p.106) state that it is self-developed instruments in which the researcher creates the instruments for a given location or group of participants in order to collect data.

#### **1.10.4 Data Analysis Technique**

According to Sugiyono (2017, p.243) In qualitative research, data is obtained from various sources, using various data collection techniques (triangulation), and is carried out continuously until the data is saturated. Sugiyono (2017, p.247) stated that there are three steps in analyzing the data; those are data reduction, data display and data verification.

#### **1.10.4.1 Data Reduction**

Data reduction as has been stated, the longer the researcher is in the field, the more the amount of data will be, complex and complicated. For this reason, it is necessary to immediately conduct data analysis through data reduction. Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns.

#### **1.10.4.2 Data Display**

Data display after the data is reduced, the next step is to display the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. The most frequently used to present data in qualitative research is narrative text.

#### **1.10.4.3 Conclusion (Data Verification)**

Conclusion (data verification), the next step in qualitative data analysis is drawing conclusions and verification. Initial conclusions are only temporary, and will change if no strong evidence is found to support the next stage of data collection. However, if the conclusions raised at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

#### 1.10.5 Research Timeline

Time allocated for the research is one meeting for instruments used by researcher for collecting data. Both observation and interview are surveyed in different time since interview needs a lot of time to be done personally.

No	Activities	Month			
		February	March- August	September- December	January
1	Applying Proposal				
2	Proposal Seminar				
3	Conducting the Research				
4	Collecting Data				
5	Analyzing Data				
6	Finishing Thesis Writing				

**Table 1.1 Research Timeline**