

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Teacher is an educational component that is very important in determining the success of education in achieving its goals. Teachers are the main actors who are directly related to teaching and learning activities. Teachers have a strategic role in the field of education. Therefore, it is very important for teacher candidates to have a good ability to become a teacher, especially for English teacher in this 21st century. To make it happen, many efforts have been made by the government to enhance the quality of education, one of which is by improving the qualities of English teachers in 21st century. A good teaching profession requires to be constructed around a wide range of mutually reinforcing policies, one of them is that engaging teachers as active agents in educational reform and innovation (Schleicher, 2012, p.58). In other words, teachers are at the forefront of efforts to improve service quality and educational outcomes. In short, teachers are the main key in efforts to improve the quality of education. As previously mentioned, teacher is the key figure in any changes that are needed (Darling and Brandsford, 2005 as cited in Lieberman, 2010, p. 1).

In addition, teachers in Indonesia have difficulty to lead students to real learning success, experience their teaching quality is low, and they are reluctant to improve their teaching (Suherdi, 2012). This proves the lack of awareness of teachers in meeting the needs and demands of schools in order to improve teacher quality for the better. Whereas, their awareness to face the challenges in 21st century education is crucial, more specifically for English teachers who teach English as one of core academic knowledge in the 21st century. The problems postulated above are at the root of the importance of redefining the quality of English teacher candidates in the 21st century in order to increase their awareness of the important needs a teacher must have. Therefore, to enhance the teacher ability, teacher candidates

must know some of the competencies that must be possessed to become a teacher in 21st century.

The teacher competence is a set of skill to be owned by teachers in order to achieve the work clearly and effectively (Kunandar, 2007, as cited in Azhar & Mardiana, 2016, p. 224). Based on the law, there are 4 competencies that a teacher candidate must know and the teacher must have. Ramayulis outlines competence in education comprises pedagogic, personal, professional and social competence (Azhar & Mardiana, 2016, p. 224). First, pedagogical competence, teachers are required to master pedagogical skills in class management and everything related to the teaching and learning process. Second, personality competence, teachers are expected to provide good personality examples to students in daily life interactions. Third, professional competence, teachers must be professionally sensitive to issues of global education across subjects and be able to link teaching with other subjects and with real-life situations. Fourth, the competence of social relations, teachers are also expected to be good role models for society, adaptable and communicative in dealing with students, parents, colleagues, and their social community outside of school (Penn-Edwards, 2010, p.50).

There is an adaptation process for a teacher, especially an English teacher, in some competencies that a language teacher must have. In the 21st century, the goal is to become a professional and qualified teacher in education and to attain a skill that must be possessed. Many English teachers have difficulty adapting to themselves in the world of education. In particular, teachers are not responsive to what students need and how to adapt them to education in the 21st century. In updating themselves with 21st-century education, it is also important to know the profile of teacher needs.

As the importance of research in teacher profile of 21st century, the research shows area of interests to explore. These areas 21st century teacher

skill (Norahmi, 2017, Tsourapa, 2018, Handayani, 2017), perspective of English teacher (Othman et al, 2016, Hafifah, 2020), ICT in education (Hafifah, 2020, Agustrianita, 2017), professional teacher (Agustrianita, 2017, Afrianto, 2018, Othman et al, 2016), teacher roles in education of 21st century (Handayani, 2017, Othman et al, 2016), teacher competities (Tsourapa, 2018, Afrianto, 2018), teacher characteristic in 21st century (Handayani, 2017, Othman et al, 2016). From that, there are only a few studies have mentioned 21st century and 21st century skills. Some research introduced the importance of skills that must be developed in this age but without any specifically directed to teacher needs. English teacher in Junior High School was not mentioned and an English teacher candidate need was not observable.

The 21st century is shaped by the advent of the second wave of globalization. 21st century craftsmanship. In this 21st century, every teacher is required to have or achieve the skills criteria of the 21st century. It is very important for every teacher candidate to know what abilities he should have to support his teaching in this 21st century. Now, ICT has made it possible to communicate face-to-face from a distance. As a result, for our current company, very heavy traffic may not occur. But the growth of ICTs (which triggered the emergence of a second wave of globalization) has made teachers in their teaching take a new perspective. They are now in a more demanding environment that requires them to be ICT literate and able to use ICT-based tools and facilities in their teaching (Suherdi, 2012, p. 2).

The 21st century skills are a set of abilities that students need to develop in order to succeed in the information age (Sural, 2017, p. 530). The 21st Century is a very important point to discuss, because from year-to-year education will always develop. The 21st century education is required to be able to equip students with the compulsory skills needed to face the ever-increasing developments. To be able to conquer the times that have continued to develop skillfully until the 21st century. The purpose of

education is a constitutional consideration for teachers to be willing to accommodate themselves with information and skills adapted to the current situation (Siregar, Fauziyati, & Marmanto, 2020, p. 4). Therefore, to meet the increasing demands of education, it is very important for an English teacher to have the abilities and skills that have and can position themselves as best as possible in teaching in the 21st century. This ability applies to all levels of teachers, especially for Junior high school English teacher who must be able to introduce English to students in an interesting manner.

English teacher of junior high school has very heavy demands, because in this level English teachers must have good abilities which must be able to teach junior high school students who are generally beginners in learning English. Therefore, it is important to discuss this in order to become a new knowledge for teacher candidates. Language learning in schools is expected not only to focus on theory, but students are also required to be able to use language as its function, namely as a means of communication. Teaching is not just conveying subject matter, but teaching is the process of changing student behavior according to the expected goals (Yamin 2017, p.28). Therefore, a teacher needs to have the ability to design and implement various learning strategies that are deemed appropriate to their interests and talents and according to the level of development of their students. So that the ability of teachers in teaching needs more attention in order to create effective learning. Therefore, a teacher candidate, especially English teacher candidates must know their needs in teaching as a provision to become a teacher in the 21st century.

English teacher candidates are individuals in English teacher preparation program before obtaining their initial teaching permit (Clemmons, et, al, 2014, p. 17). Teacher candidates are an important component that must be considered in education, because teachers have the most important role in teaching. Therefore, English teachers' candidates are very important to discuss, besides because teachers are an important

component in education, English teacher candidates also have an important role in improving the skill of students in the 21st century.

Based on the discussion above, it is important to discuss the needs of teacher candidates for English in the 21st century. Becoming an English teacher is not a simple matter, especially in the 21st century, there are many things that are often neglected in meeting the needs of English teachers in the 21st century, even though some of these things can be very important for the teacher nor the student.

1.2 Identification of the Issue/Phenomenon

Based on some of the deficiencies that exist in previous research, this research will link the English language with the analysis of English teacher candidates needs in 21st century in junior high schools. In this 21st century, the skills that must be possessed by teacher candidates must refer to the needs and demands of the times. Meanwhile, the success or achievement of the 21st century that is obtained by a person is influenced by the important role of analyzing the needs of teacher candidates and also seeing the needs of students. This study found several problems such as: teachers find it difficult to direct students to learning success, low ability of teaching, lack of teacher interest in enhance the abitily of teaching, lack of teacher awareness of the importance of knowing what is needed in teaching, especially English teachers, and lack of teacher awareness in utilizing ICT which is a strong factor in the world of education in this 21st century.

1.3 Delimitations and Focus of the Research

In line with the identification of the problems, the focus of the research is on the teacher candidates of Junior High School needs in the 21st century. The decision was taken by considering the important role of teacher candidates in producing creative and innovative teachers in the 21st century, because in some cases, educational institutions have difficulties in finding suitable English teacher candidates for the 21st century. This assumes that a teacher candidates should know of the needs the teacher must have in order

to fulfil the standards or criteria of teachers in the 21st century. To realize this research, the researcher chose a junior high school as the source of data. The selection of respondents was selected based on information and direction from the principal, and respondents had more than seven years of experience, were active in speaking, and respondents were involved in participating in training programs by the government in improving the quality of teachers.

1.4 Research Questions

- 1) What are the characteristics English teacher of junior high school in 21st century?
- 2) How are English teachers' candidate's needs of Junior high school in the 21st century?

1.5 Aims of the Research

- 1) To find out the characteristics English teacher of junior high school in 21st century.
- 2) To find out the teacher candidate needs of Junior high school in 21st century.

1.6 Significances of the Research

This study shows the need for an English teachers' candidates in realizing teachers in the 21st century. These findings will be very useful as an exploratory study on the analysis of the needs of a teacher to enhance program success. Furthermore, these findings will become a database for the English Language Teaching Department in terms of determining the needs of teachers' candidates who will become junior high school teachers. Finally, this research is expected to encourage further study of the needs that English teachers' candidate of junior high school must have for academic purposes and to assist other researchers in determining alternative research designs.

1.7 Theoretical Foundation

This research consisted of some theories. The subtopic elaborated the literature review related to the topic of the research. It provided information about teacher, teaching English at junior high school, English teachers' candidate in 21st century, EFL teachers' candidate needs, English teacher's role and 21st century and 21st century skill.

1.7.1 Teacher

Teacher is a profession, which means a position that requires special skills as a teacher and cannot be done by just anyone outside the field of education (Uno, 2011, p. 15). Kunandar (2007, p.46) teacher as a profession means teacher as a job that requires competence (expertise and authority) in education and learning in order to carry out the work effectively and efficiently and successfully. Teacher is a professional position that requires various special skills (Hamalik, 2007, p.36). Professional teachers are not only required to master the fields of science, teaching materials, learning methods, motivate students, have high skills, and broad insight into the world of education, but also must have a deep understanding of human nature and society (Mulyasa, 2007, p.11).

From the definitions above, it can be said that the teacher is a position that requires the bearer to have expertise in his field. Teachers also have a very important position and role in the world of education and become a benchmark for the progress of a country.

1.7.2 Teaching English at Junior High School

The Indonesian education system consists of four levels of education, namely elementary school, junior high school, senior high school and higher education. In the context of Indonesian education, the first two levels are 'basic education'. Junior High School is an important learning phase in schools because it is this level that helps ensure the bridge between primary and secondary schools is safe, strong and consistent for all students.

In Indonesia, English is taught in junior high schools, high schools, and elementary schools and even in kindergarten. Although English is not a new thing for junior high school students, in fact students still experience many difficulties in learning English, because as it is known that English is not the mother tongue in Indonesia. Formal education is carried out in schools in Indonesia and has several subjects taught to students and one of the foreign languages that students learn is English. Based on Yuwono (2005) that teacher education programs in Indonesia are currently preparing pre-service English teachers to teach in junior and senior high schools and not elementary schools, because the latest curriculum for English language education in Indonesia focuses on English language education for junior and senior high school students (as cited in Hawanti 2012, p.12).

English learning presented in junior high schools basically emphasizes knowledge of four competency standards or four language skills, such as listening, speaking, reading, and writing, without considering the ethical values contained in the four language skills (Effendi 2014, p. 1211). This means that in teaching and learning English in Indonesia, students experience many difficulties because is not the mother tongue of Indonesia and more emphasis should be placed on knowledge of the four competency standards or four language skills, such as listening, speaking, reading and writing. Therefore, it is very important for teachers' candidates to know the needs and abilities of English teachers in junior high schools.

1.7.3 English Teacher Candidates in 21st Century

Teacher candidate is an individual in a teacher preparation program prior to obtaining his / her initial teaching license (Clemmons, et, al, 2014, p. 17). In other, teacher candidate is pre-service teacher enrolled in a teacher preparation program (Zenkov. Et, al, 2019, p. 28). And then, teacher candidates are student or college student seeking specific teaching and training in education leading to teacher certification

(Hurlbut & Dunlap, 2019, p. 28). English teacher candidates are people who are educated and prepared to become English teachers. Teacher candidate means someone who only gets a certificate after graduating from college and has not attended training to become a teacher or has not been certified as a teacher.

English teachers are faced the great demands to deliver students achieving high competences in English. It is because the important of English in accordance to the 21st century which requires skills to get high standard use of English language (Suhherdi, 2012 as cited in Handayani, 2017, p. 156). Teacher quality concerns the input teachers bring to school, including demographics, talents, professional preparation, and previous professional work experience. Teaching quality refers to what teachers do to promote student learning in the classroom. The quality of teaching includes creating a positive learning climate, selecting appropriate instructional goals and assessments, using the curriculum effectively, and implementing a variety of instructional behaviors that help all students learn at higher levels (Tok, 2010, p. 4142). In addition, Suhherdi (2013) highlights that the quality of the language used by English teachers in teaching will bring wisdom to critical thinking, good behavior, class organization, and students' enthusiasm for life (as cited in Handayani, 2017, p. 160). Therefore, quality communicative competence must be achieved by English teachers. In addition, the pedagogical language used by English teachers must be very good.

To support the creation of quality teachers in the 21st century, here are some of the skills a teacher candidate must possess according to Daryanto & Karim (2017, p.1) dividing the skills of 21st century teachers into five categories, namely:

- 1) Able to facilitate and inspire students' learning and creativity, with indicators: (a) encouraging, supporting and modeling inventions and creative and innovative thinking; (b) involve students in exploring real world issues and solving authentic problems using digital tools

and sources; (c) encourage students' reflection using collaborative tools to demonstrate and clarify the understanding, thinking, conceptual planning and creative processes of students; (d) modeling collaborative knowledge construction by engaging in learning with students, colleagues, and other people either through face-to-face activities or through a virtual environment.

- 2) Designing and developing learning experiences with assessment in the digital age, with indicators: (a) designing or adapting appropriate learning experiences that integrate digital tools and resources for encourage learning and creativity of students; (b) develop a technology-rich learning environment that allows all students to feel curious and become active participants in setting their learning goals, managing their own learning and measuring progress learn it yourself; (c) customize and personalize learning activities that can meet the work strategy of learning styles and the ability to use various digital tools and resources; (d) providing formative and summative evaluation tools that vary according to technology and content standards that can provide useful information for the learning process of students and learning in general.
- 3) Becoming a model, a way of learning and working in the digital era, with indicators: (a) showing proficiency in technological systems, and transferring knowledge to new technologies and situations; (b) collaborate with students, peers, and the community in using digital resource tools to encourage student success and innovation; (c) communicate ideas / ideas effectively to students, parents, and peers using a variety of digital media formats; (d) exemplify and facilitate effective use of the latest digital tools to analyze, evaluate and utilize these sources of information to support research and learning.
- 4) Encourage and become a model of responsibility in society in the digital era, with indicators: (a) encouraging, modeling, and teaching in a healthy, legal and ethical manner in using digital information

technology, including respecting copyright, intellectual property rights and documentation of learning resources; (b) meet diverse learning needs by using learner-centered learning strategies by providing adequate access to digital tools and other digital learning resources; (c) encourage and exemplify the digital ethics of social interaction responsibility related to the use of information technology; (d) develop and model cultural understanding and global awareness through engagement / participation with colleagues and students from other cultures using digital communication and collaboration tools.

- 5) Participating in development and leadership, with indicators: (a) participating in local and global communities to explore the application of creative technology to enhance learning; (b) demonstrates leadership by demonstrating a technology-infused vision, participating in joint decision-making and community engagement, and developing leadership and technology skills in others; (c) evaluate and reflect on the latest research and professional practice regarding the effective use of digital resource tools to promote successful learning; (d) contribute to the effectiveness, vitality and self-renewal associated with the teaching profession both in schools and in the community.

Based on the description above, it can be concluded that in order to support the learning process in accordance with the 21st century, it is hoped that teachers have met the various competency requirements to carry out their duties and authority professionally, namely by having the following skills: (1) able to facilitate and inspire learning and creativity students innovatively using digital tools and sources; (2) able to design and develop students' learning experiences with the process of providing formative and summative evaluation tools that vary according to technology and content standards and integrating digital tools and sources; (3) able to collaborate with students, peers, and the community

in using digital source tools to encourage the success and innovation of students; (4) able to meet diverse learning needs by using learner-centered learning strategies by providing adequate access to digital tools and other digital learning resources while respecting copyright, intellectual property rights and documentation of learning resources; and (5) able to participate in local and global communities to explore the application of creative technology to enhance learning and self-renewal related to the teaching profession.

1.7.4 EFL Teacher Candidates Needs

The ways English is taught plays a crucial role in its position, status and success as a foreign language in Indonesia (Lie, 2007, p. 103). Students generally only encounter small amounts of English inside and outside classrooms due to English not being used for language instruction in classrooms, nor as a tool of communication during social interaction. This absence places a large responsibility on English teachers to ensure students learn English in a supportive atmosphere, and bring successful language learning into the classroom. Thus, teachers' language knowledge and teaching skills, together with a suite of other complex skills, are important in the teaching of EFL (Burns & Richards, 2009, p. 72).

Studies about teaching English in Indonesia (Hamied, 2001; Lengkenawati, 2005; Luciana, 2006) reveal that it is considered to be failing to develop learners' competence due to factors such as teachers' insufficient command of English, poor teaching and learning facilities, and inadequate learning resources (Hamied, 2001; Lengkenawati, 2005). Another important factor that contributes to unsuccessful English language teaching is teacher education programs that are not well designed to produce the desired outcomes among EFL teacher graduates (Luciana, 2006, p. 72). Yuwono (2005, p.46) emphasized that English teaching in Indonesian schools cannot operate successfully when there is an absence of suitably qualified teachers. Due to teacher shortages, some

schools in rural areas employ English teachers who do not have English language teacher credentials. These teachers do not have adequate knowledge and skills to teach English to students, which results in less than optimum performance from teachers in helping students learn English. Therefore, it is very important for a teacher to know what the teacher needs analysis to be in accordance with the standards and criteria of the teacher at that era.

Needs analysis is how to develop something, analyze needs and adapt those (Destianingsih et al, 2017, p.49). The program and explanation of needs analysis should be an input for curriculum designers and syllabus development, because some teachers do not know about needs analysis. The importance of needs analysis is able to understand the needs of teacher candidates and implement them in education policy.

McKillip (1987) identified five steps in needs analysis:

- 1) Step 1 is identify users and uses of the need analysis. The users of the analysis are those who will act on the basis of the report and knowing the uses of the need analysis can help focus on the problems and solutions that can be entertained.
- 2) Step 2 is describe the target population and the service environment. For example, geographic dispersion may include transportation, demographic characteristics of the target population, eligibility restrictions, and service capacity. Client analysis refers to the comparison of those who use services with those who are eligible to use services. Resource inventories detail services available.
- 3) Step 3 is identify needs, its means describe problems and describe solutions.
- 4) Step 4 is assessing the importance of the needs. Once problems and their solutions have been identified, needs are evaluated.
- 5) Step 5 is communicate results. The results of the need identification must be communicated to decisions makers, users, and other relevant audiences.

1.7.5 English Teacher's Role

The teacher's role is important in various areas of educational processes and goals, especially in the present era which is influenced by developments in the 21st century (Donaldson et al. 2013, as cited in Handayani, 2017, p. 159). Furthermore, Ricarads & Rodgers (2014) states that teacher role refers to the part that learners and teachers are expected to play and carrying out learning tasks as well as the social and interpersonal relationship (as cited in Annisa et al, 2021, p.135). To achieve a learning goal, one of which is a teacher who delivered subject matter to students, and vice versa, there are students who are able to receive subject matter delivered by the teacher. A teacher also plays a role in helping students develop student skills and knowledge. Therefore, a teacher must be able to make his students interested in acquiring learning. There are eight teacher's roles based on Harmer theory, namely teacher as controller, teacher as organizer, teacher as an assessor, teacher as prompter, teacher as participant, teacher as resource, teacher as tutor, and teacher as observer.

- 1) Teacher as controller means that the teacher is the controller, and when a teacher works as a controller, they are responsible for the entire class as well as any activities that take place in the classroom.
- 2) Teacher as organizer means that one of the most significant responsibilities in language learning in the classroom is that of an organizer, in which case the teacher must organize the students as well as the many different language learning activities. Typical actions in this profession include providing information to students, instructing them on how to perform things, varying their study groups, and finally finishing something.
- 3) Teacher as an assessor means that as a result, while a teacher, we must provide feedback to students as they speak, correct their grammatical errors, and assess them in a number of ways, students must also understand how and why they are evaluated.

- 4) Teacher as prompter means that the teacher performs the function of a whisperer. For instance, in a game or a presentation. Students remain silent because they have run out of words. This is where the teacher's prompting function comes in handy.
- 5) Teacher as participant means that a teacher who acting as a participant can create a lively atmosphere in the discussion, not only as a resource information. Thus, when successful students can enjoy their company with the teacher, and for the teacher, teacher participant is s momentary pleasure rather than a role as a resource. However, there remains a danger when a teacher acts as a participant, where that the teacher may be a master in the discussion.
- 6) Teacher as a resource means that when we act as resource persons, we must have a sense of help and readiness in carrying out this role. Because at the same time we also have to be able to sigh the desire to meet student needs so that in the end they can trust us.
- 7) Teacher as a tutor means that when students work on a longer project, such as writing or preparing a discussion or debate, this is where a teacher acts as a tutor, works with a person or small group, designates them one by one. In such situations, we combine the role of the teacher as a whisper and resource, and act as tutors.
- 8) Teacher as an observer means that in the process of observation, be careful, don't be a bullion by hanging all their questions by being close to them. That is in practice, we should not interfere with what he does means we are only observers, and may not give input to them.

1.7.6 21st Century and 21st Century Skill

The world of the 21st century is shaped by the advent of the second wave of globalization. Now, ICT has made it possible to communicate remotely face-to-face. Consequently, for our company today, incredibly overcrowded traffic might not be the case. However, the growth of ICT (which triggers the rise of the second wave of

globalization) has led teachers in their teaching to take new perspectives. They are now in a more demanding environment that needs them to be ICT literate and able to use ICT-based tools and facilities in their teaching (Suherdi, 2012, p. 2).

In this 21st century, a teacher is challenged to be able to create an educational system that can produce thinker resources capable of building a knowledge-conscious social and economic order like the world's citizens in the 21st century. Of course, in looking ahead and designing our steps, we must not completely turn away from the reality that binds us to the realities of life (BSNP, 2010, p. 22). One of the prominent characteristics of the 21st century is the increasingly interconnected world of science and technology, so that the synergy between them becomes even faster. Related to the use of ICT in the world of education, it has resulted in the fusion of the dimensions of "space and time" which have been a determining factor for the speed and success of human mastery of science and technology (Mukminan, 2014, p. 2).

Various efforts in the context of improving the quality of education are always carried out and adjusted to the development of the situation and conditions as an educational challenge in the 21st century. One of the challenges of education in the 21st century is a shift in the educational paradigm. Efforts to meet the educational paradigm shift in the 21st century need to consider various things, both the competence of graduates, educational content/content, and the learning process, so that education in the 21st century must pay attention to the following:

- 1) Utilization of educational technology,
- 2) The strategic role of teachers / lecturers and students,
- 3) Creative teaching and learning methods,
- 4) Contextual teaching materials, and
- 5) Individual-based independent curriculum structures (BSNP, 2010, pp. 46-47).

Related to the shift in the educational paradigm in the 21st century, the role of the government to prepare the education sector to face the needs of the 21st century has begun. The government's real step in facing the challenges in the 21st century is to make a new policy on the curriculum, namely by developing the 2013 curriculum. The government has launched a Graduate Competency Standard (SKL) which is listed in the Regulation of the Minister of Education and Culture (Permendikbud No. 54), namely in the attitude dimension, knowledge and skills. The difference between the 2013 curriculum and the previous curriculum (KBK and KTSP) is due to changes in concepts including changes in Graduate Competency Standards (SKL), changes in curriculum structure, achievement of student competencies based on 21st Century Skills concepts, changes in learning approaches based on scientific approaches, and assessment based learning and authentic assessment (Trilling and Fadel, 2009, pp. 15-16). Furthermore, Trilling & Fadel (2009) stated that current learning must contribute to: (1) The world of work and society (2) Training and building talents (3) Personal and social responsibility (4) Bringing noble values. Therefore, in the world of education today there needs to be a learning adjustment that equips students with 21st century skills.

The 21st century skills are a set of abilities that students need to develop in order to succeed in the information age (Sural, 2017, p. 530). In simple terms, 21st Century Skills refers to the skills that are needed to allow a person to meet the demands of the 21st century world that is internationally engaged, digitally evolving, collaboratively moving forward, creatively moving forward, capable of finding human capital and rapid change.

The 21st century skills are formed from a solid understanding of content knowledge which is then supported by the various skills, expertise and literacy needed by an individual to support his success both personally and professionally. It is further explained that 21st century

skills arise from an assumption that currently individuals live and live in an environment full of technology, where there is abundant information, very high acceleration of technological advances and new patterns of communication and collaboration patterns. Success in this digital world is highly dependent on skills that are important to have in the digital era, including critical thinking skills, problem solving, communication and collaboration (Partnership for 21st Century Skills, 2007). These 21st century definitions of skills relate to a wide variety of disciplines and many aspects of life. These 21st century skills have no special place in the curriculum. This 21st century education involves aspects of skills and understanding, but also emphasizes aspects of creativity, collaboration and speaking skills. Some also involve technology, behavior and moral values, but they also emphasize critical thinking and communication skills which provide more challenges in the learning process than memorization and rote learning.

In addition, Bialik and Fadel (2015, p. 1) said that there are four kinds of skills in the 21st century, there are communication, collaborative, critical thinking and creativity.

- 1) Communication is a language exchange process that takes place in the human world. Therefore, communication always involves humans both in intrapersonal, group and mass contexts. Communication brings together the communicant with the communicator. Communicants who receive while the communicator who conveys the message. Interacting by means of communication does not have to be with words but can also use gestures such as smiling, winking, waving, and can also use the feelings that are in one's heart. But the communication message will be accepted by the communicant if the communicant understands what the communicator is conveying (Wilson, 2009, p. 10).
- 2) Collaborative learning is learning that involves students in a group to build knowledge and achieve shared learning goals through social

interaction under the guidance of educators both inside and outside the classroom, so that meaningful learning occurs and students will appreciate the contributions of all group members. Collaborative is an adjective that implies working in a group of two or more to achieve a common goal, while respecting each individual's contribution to the whole (Roberts, 2004, p. 205).

- 3) Critical thinking is a directed and clear process that is used in mental activities such as solving problems, making decisions, persuading, analyzing assumptions and conducting scientific research. Critical thinking is the ability to think in an organized way. Critical thinking is the ability to systematically evaluate the weight of personal opinions and the opinions of others (Elaine B. Johnson, 2009, p. 182). The purpose of critical thinking is simple, namely to guarantee, as far as possible, that our thinking is valid and correct (Faiz, 2012, p. 2).
- 4) Creativity is an idea or human thought that is innovative, efficient and understandable (Lawrence, as cited in Suratno, 2005, p. 24). Meanwhile, Chaplin stated that creativity is the ability to produce new forms in the field of art or in the arts, or in solving problems with new methods (as cited in Rachmawati and Euis K, 2010, p. 16).

1.8 Previous Studies

Fitts and Gross (2012), this study focuses on teacher preparation programs throughout the United States. This study discusses about teacher candidates who are considered as an effective method in providing opportunities for teacher candidates to observe and interact with children (National Council for the Accreditation of Teacher Education (NCATE), 2010). Practicum arrangements assist teacher candidates in developing pedagogical skills that provide teacher candidates to work with children from culturally diverse populations in the USA to help teacher candidates become professional and good teachers.

Wong (2012) which explains that teacher candidates are surveyed to assess their knowledge, skills and dispositions related to teaching diverse students and their readiness to teach English Language Learners in Schools. The study also reports the results of two open-ended questions regarding their perceived strengths and the challenges they hope to face. The study shows that many teacher candidates with a specialization in English as a Second Language (ESL) have concerns about teaching culturally diverse students at Texas Tech University.

Sural (2017), this study discusses about the extent to which teacher candidates have skills in meeting the demands of the 21st century. The 21st century skills are a set of abilities students need to develop to succeed in the information age. Becoming a teacher today requires mastery of core subjects, the 21st century themes and 21st century skills. To assist students in attaining 21st century proficiency and skills, teachers and administrators need educational support systems that strengthen their instructional, leadership, and management capacities.

Martin (2017) this study examines the views of high school teacher candidates for the Junior Achievement program, and it focuses on two areas: scaffolding and participants' views of Junior Achievement from a personal and professional perspective. By partnering with educational colleges/schools, it offers teacher candidates the opportunity to teach one unit (approximately six lessons) at a local school to students within the bandwidth of the aspiring teacher class certification.

Caughlan, et. al. (2013) this research discusses how a teachers' candidate plans language teaching when teaching and teacher preparation in the use of assessment program. In this study, formative assessment is important for designing language standards to suit the individual linguistic needs of students. Although protected instruction allows teacher candidates to consider how ELL will practice language fluency (reading, writing, speaking and listening), the use of data in determining ELL language proficiency is absent. For this reason, it is recommended that teacher

preparation programs provide explicit instruction and modeling of how to use language proficiency assessment data for ESOL lesson planning. The findings also show that all teacher candidates are using a "One Size Fit All" approach to their ESOL lesson planning and need more guidance on how to use data in designing language instruction according to student linguistic levels for differentiation of learning so that this data will help teacher candidates.

It could be pointed out that the relation between previous studies and this research, in general, the previous studies focused on research on how to prepare teacher candidates including the skills and professionalism of a teacher, while this study will discuss the needs of English teachers. Likewise, the taking of the 21st century is very important for teachers where in this century almost every school is equipped with sophisticated ICT-based technology. Therefore, this study will discuss English teachers in the 21st century in order to find out what English teacher candidates needs of Junior high school in 21st century.

1.9 Frame of Thought

The main object of this research is the needs of English teacher candidates in Junior high school in the 21st century. To explain how the relationship between each variable is, the structure of the study is illustrated below.

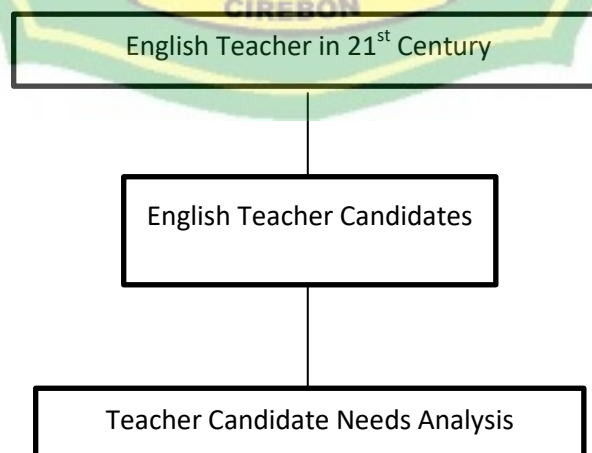


Figure 1.1 Frame of Thought

From the research framework above, the researcher made the research title as a reference for this study. Starting from the 21st century as an important foundation for all aspects of education. English teachers play an important role in cultivating and enhancing 21st century.

1.10 Research Method

The research methodology is divided into several steps, those are: research design and steps of the research, sources and types of data, data collection techniques and instruments, data analysis techniques and research timeline.

1.10.1 Research Design and Steps of the Research

The study used qualitative with design of the research is case study. It is because this study wants to gain an in-depth description and analysis of English teacher candidates in 21st Century. Case study is an intensive description and analysis of a phenomenon or social unit such as an individual, group, institution, or community (Merriam, 2002, p. 8). Can be concluded that case study is empirical research that examines a contemporary occurrence in its real-life context, particularly when the boundaries and contexts are not clearly visible. By concentrating on a single or few cases, this approach can describe a particular learning or teaching process or research setting in great detail.

The method follows the steps from Lodico, Spaulding & Voegtle (2006, pp. 265-267) to conduct the research, there are:

- 1) Identifying a research topic or focus.
- 2) Selecting participants (purposeful sampling).
- 3) Writing foreshadowed questions.
- 4) Collecting the data.
- 5) Analyzing the data. Data in qualitative research are analyzed through the English teachers' candidate and review of data (interview and documentation).
- 6) Interpreting and disseminating results.

1.10.2 Sources and Types of Data

Ary et.al (1985) suggest that in qualitative research there are two sources that can be used to obtain data (as cited in Sugiyono, 2008, p. 225), namely: 1) Primary sources, that primary sources are sources that can provide valuable information directly. The main source is to provide important data relating to research problems. Primary sources, using the results of interviews. In qualitative research, the results of interviews can be used as the strongest source of information. 2) Secondary source, are additional sources for obtaining data. Secondary data sources are pre-existing sources collected for different purposes or by people other than researchers (Given, 2008, p. 803). In other words, secondary sources serve to collect data for different purposes in conducting research. Here, the secondary source used is documents. These documents can be in the form of journals, theses and others to support this research.

1.10.3 Data collection Techniques and Instruments

Data collection techniques are the most strategic step in research, because the main purpose of research is to get data and data collection can be done in various settings, various sources, and various ways (Sugiyono, 2013, pp. 224-225). Without knowing data collection techniques, researchers will not get data that meets the data standards set.

Instrument of the research is herself. As state by Sugiyono (2008, p. 222) that in qualitative research, the instrument is the researcher themselves. Hence, the researcher should be validated by themselves about their ability in conducting research. The data collection techniques used in this research were interviews and documentation.

1.10.3.1 Interview

Interviews in qualitative research have slight differences compared to other interviews, such as interviews on new employee admissions and new student admissions (Gunawan, 2013, p. 160). An interview in qualitative research is a discussion that has a purpose and is preceded by some informal questions. Research

interviews are more than just conversational and range from informal to formal. Unlike casual conversation, research interviews are intended to elicit information. Researchers tend to direct interviews to discover the feelings, perceptions, and thoughts of informants.

The interview is used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be researched, but also if the researcher wants to find out more about the respondents' matters. This data collection technique bases itself on self-report or self-report, or at least on personal knowledge and / or beliefs (Sugiyono, 2014). Esterberg (2002) defines interview as a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic (as cited in Sugiyono, 2007, p. 194). Susan Stainback (1988) suggests that interviewing provides the researcher a means to gain a deeper understanding of how the participant interpret a situation or phenomenon than can be gained through observation alone, so by interviewing, the researcher will find out more in-depth things about participants in interpreting situations and phenomena that occur, where this cannot be found through observation (as cited in Sugiyono, 2014).

Esterberg (2002) suggests several types of interviews, namely structured, semi-structured and unstructured interviews, while the interview method used in this study is semistructured interviews, which are included in the indept interview category, where in practice it is freer when compared to structured interviews, the purpose of this interview is to present the problem more openly, where the parties interviewed are asked for their opinions and ideas, besides that in the interview the researcher also needs to listen carefully and record what the informants say (as cited in Sugiyono , 2015, p.233).

In this research, as for the technique of collecting data through interviews used semi-structured interviews. Semistructured interview is a type of interview in the category of in-dept interview (Sugiyono, 2012, p. 233). Where in practice it is freer when compared to structured interviews. The purpose of this type of interview is to find problems more openly, where the parties invited are asked for their opinions, and their ideas. In conducting interviews, researchers need to listen carefully and record what the informants say, therefore to help researchers so that the results of the interview can be recorded properly and the researcher has evidence of having conducted interviews with informants or data sources, so in this study tools will be used. Support during the interview process, namely in the form of a notebook, to make important small notes in connection with interviews conducted by researchers, android smartphones equipped with a recorder, to record conversations with data sources, take pictures of research objects and also make videos of research situations if needed.

1.10.3.2 Documentation

Documentation is a record of past events, documents can be in the form of writings, pictures or monumental works of a person. Documents in the form of writing, for example, diaries, life histories, stories, biographies, regulations, policies. Documents in the form of images, for example photos, live pictures, sketches and others. Documents in the form of works, for example works of art, can be in the form of pictures, sculptures, films and others. In qualitative research, document study is a complement to the use of observation and interview methods (Sugiyono, 2014).

In this research, data collection techniques used document studies, namely collecting data obtained when conducting research using written notes, video recordings, recorders and others obtained from research sources.

1.10.4 Data Analysis Techniques

After the data is collected, the next step that must be done is to analyze the data. In qualitative, data analysis was a procedure in arranging the data that has been obtained from the data collection. As stated by Sugiyono (2015, p.244) data analysis is the process of systematically arranging data obtained from interviews, field notes, and documentation. Similarly, in study the researcher took the data through observation, interview and documentation. As followed some steps by Miles and Huberman in Sugiyono (2015, pp. 246-253) that data analysis includes: data reduction, data display & drawing conclusion and verification. These will be defined as follows:

1.10.4.1 Data Reduction

Data reduction means summarizing, classifying, selecting and focusing on important matters and throw away unnecessary. This aims to obtain a clearer understanding of the results of the study and make it easier for researchers to retrieve the data that has been obtained if needed. In this step, all data that have been obtained from observation and interviews conducted will be classified into themes that are accordance with the research focus then summarized for easy understanding. If there is some data unnecessary, the researcher will have reduced it.

1.10.4.2 Data Display

Next step is display data means describing the data that has been reduced and presented in the form of narrative text which will later be used as a basis for drawing conclusions. The data display has the aim to further enhance the understanding of something that has been researched and as a reference for taking further action based on understanding. Thus, in this step, data were displayed in the form of narrative text consist of the all information that has been classified into themes that are accordance with the research focus.

1.10.4.3 Drawing Conclusion and Verification

Drawing conclusions and verification means that the researcher seeks to find meaning from the data and then make conclusions. It was last step of analyzing the data of this study. A conclusion was reached after the data was displayed. There are two types of conclusions namely temporary and final. If the temporary conclusion was valid supported by evidence and could answer the research problem, the researcher could use it.

1.10.5 Research Timeline

Table 1.1 Research Timeline

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