

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the research

In the 21st century, we need to pay attention to the problems that occur in education, both from changes in technology, methods, learning media where these changes begin to increase rapidly and become sophisticated tools that will greatly assist a learning process. Especially in the 21st century, the English language is very important for us, where almost all countries around the world use English to communicate with each other. According to Sarica & Cavus (2009) new trend innovations such as reading, writing, speaking, and listening skills of learners have supplemented English teaching in authenticity and literacy. The only true language that can be understood by anyone all over the world is English. Students in the 21<sup>st</sup> century must also have more skills because the skills of the 21st century are required to be able to solve complex problems, collaborate and interact well with others, independently learn new skills and knowledge, and adjust to rapidly changing circumstances to succeed in today's rich and global economy, Gewertz (as cited in Tindowen, Bassig & Cagurangan, 2017).

Education is a primary need at this time. With the importance of education, most people have started to make a better future. It is not surprising that the state always tries to advance the field of education, in addition to other fields, to prepare competitive and quality human resources and to pursue the advancement of other countries (Huda, Dewi & Widiyaningrum, 2017). As well as the world of education also has many changes, based on data from the article of Sudrajat (2013) said that entering the 21st century today, Indonesian education is faced with several challenges and opportunities, which are certainly different from previous times. Education is the most important thing for everyone because with education people can achieve quality in their lives and we can also create human beings with good character and intelligence. Changes that occur can be seen from the way of learning, sources of knowledge and information, and their place, (article of Hidayat, 2015).

In the modern era, many students have good English skills to fulfill global needs that growing rapidly. It is intended that we as Indonesian citizens can compete in the world arena and be able to socialize in this era of globalization (Huda, Dewi & Widiyaningrum, 2017). All of the students in IAIN Syekh Nurjati Cirebon learn about two languages such as Arabic language and English language. As an academic institution that primarily produces graduates in Islamic studies, IAIN Syekh Nurjati Cirebon faces a challenge in producing skilled graduates. IAIN Syekh Nurjati Cirebon makes an effort to provide them with English skills to fulfill their task of producing such graduates. To achieve this aim, IAIN Syekh Nurjati Cirebon's center for language development has launched an intensive English program. The curriculum is designed to satisfy the need of English graduates. It is important to train those who are capable of competing in a global environment (Priajana, Hidayat, Arrasyid & Yavani, 2017).

As we know, when we hear that English students are good at English it is normal because every day they learn about English, but how about the non-English department?. According to Exley (as cited in Sulistiyo, 2016), the majority of Indonesian students are graded as having low spoken and written English proficiency. This may be because students in non-English departments are not taught how to learn English using effective teaching strategies. So when we hear that students who are non-English department are good at English it is amazing, because there are a lot of students in IAIN Syekh Nurjati Cirebon that follow English in the language intensive program more good in the English language than students of English department itself especially in speaking. According to Rukmayardi, Zaim & Anwar, (2020)

It is undeniable that, in this age of globalization, being able to communicate in English has become a prerequisite for achieving great success in one's education and career. Therefore the researcher is very interested in examining what makes students who are non-English department good at English. In this research the researcher focus on speaking skill, according to Imane (2016) Speaking is an immersive communication mechanism that underlies all human relationships within language learning. It is one of the four language skills available (reading, writing, listening, and speaking). The speaking capacity was the one that had the share of

the lion in the history of language teaching. Without hesitation, the ability to speak constitutes one of the key principles; it seems to be the most interesting skill, especially for EFL learners.

In this paper, the researcher also talks about the learner profile of students non-English department, because studies based on the learner profile indicate that awareness of individual students has a substantial positive effect on achievement, York, 2014 (as cited in Inguva, Tuzlukova & Sancheti 2019). They found that what factors have a positive impact on students in learning the English language by observing the learner profile, and help their successes so that they are successful in the future. Educators need knowledge of the learner profile's abilities so that educators can target what teaching is going to be. In addition, the Singapore Ministry of Education MOE, 2010 (as cited in Ng, 2016) said that students must have their lifelong learning goals in modern times and must have competent imagination and innovation to always be prepared to meet the changes that will arise in this modern era. With the imagination and ingenuity that students have, their fellow students will provide each other with inspiration, which then creates the characteristics of the learner profile.

Therefore, by knowing the background above, many aspects must be observed by researcher, that is about the profile of students who are non-English students in their success in the field of English and speaking skills. Whether it is students' abilities seen from their habits, such as what characteristics students have and what things make them successful in speaking skills so that they can speak English well even though they are non-English Students Department. That is why researcher take the theme of profile learner from non-English Students Department.

## **1.2 Identification of Phenomena**

Based on the background, several points were faced by the researcher. The point is talk about English is recognized as a foreign language and is used regularly. Since then, it has become immensely popular, with almost everyone in the world speaking and studying it. In the globalization period, English is a crucial tool for Indonesians, and the English language has such global clout in nearly every area of life. This influences people all over the world who need to be able to communicate in English to succeed on a global scale.



Several students do not major in English but are fluent in the language, and it is very normal to see an ordinary Indonesian student who excels in English proficiency exams. It demonstrates that the market for English learning has grown in parallel with the dissemination of English across the world. Some factors make the students who are not major in English but can speak English, such as they get great high score on intensive English as evidenced by their being in the top ten of all IAIN Sheikh Nurjati students, they also having sufficient experience in English, have a private English class, being diligent in studying English, having a strong motivation, and well as a supportive environment, where they learn about english everytime and anytime.

From the explanation above the researcher need to explore about some aspects that make non-English department students are good in speaking English and knowing what are the characteristic of learner profile that makes them good at English.

### **1.3 Limitation of the research**

This research has investigated the topics that focus on the characteristic of learner profiles in the 21<sup>st</sup> century and the success of non-English department students, especially in the field of speaking skills. The subject taken from one of the universities in Cirebon that is IAIN Syekh Nurjati Cirebon with only respondents that have a high score in English as evidenced by data from PPB where they are ranked in the top 10 and had attended intensive English, those students are from Indonesian departmen, sharia economics, sharia accounting, and sharia economic law.

This research limits the topics which focus on the English learner profile during conducted research. This research describes what a characterteristics of learner profile looks like in the 21<sup>st</sup> century, where there are a lot of things that must be considered for the progress of the learner profile itself and not only support the progress of the learner profile itself, but also applies to the advancement of learner's friends. The researcher has conducted this research by interviewing some respondents, some friends of respondece, and the teacher who teach the English intensive.

#### **1.4 Research Questions**

Based on the research background above, this research questions are:

1. “What are the characteristic of learner profiles of non-English department in 21<sup>st</sup> century?”
2. “What are the factors that making EFL learners successful in speaking skills?”

#### **1.5 Aims of the research**

Based on the research we can find out several goals:

1. “To identify the characteristic of learner profile of non-English department in 21<sup>st</sup> century.”
2. “To identify the factors that making EFL learner can be successful in speaking skill”

#### **1.6 Significance of the research**

This research can be benefit many people and benefit anyone who wants to learn it. There are two aspects that researchers contribute through:

##### **1.6.1 Theoretical significance**

The importance of aspects seen from the theoretical significance in learning English:

- 1) This research provide some kinds of the characteristic from learner profiles in the 21st century.
- 2) This research research the aspect that makes non-English department students are successful in English.
- 3) This research motivate many subjects, not only the learner itself but the learner’s friends and teachers.

##### **1.6.2 Practical Significance**

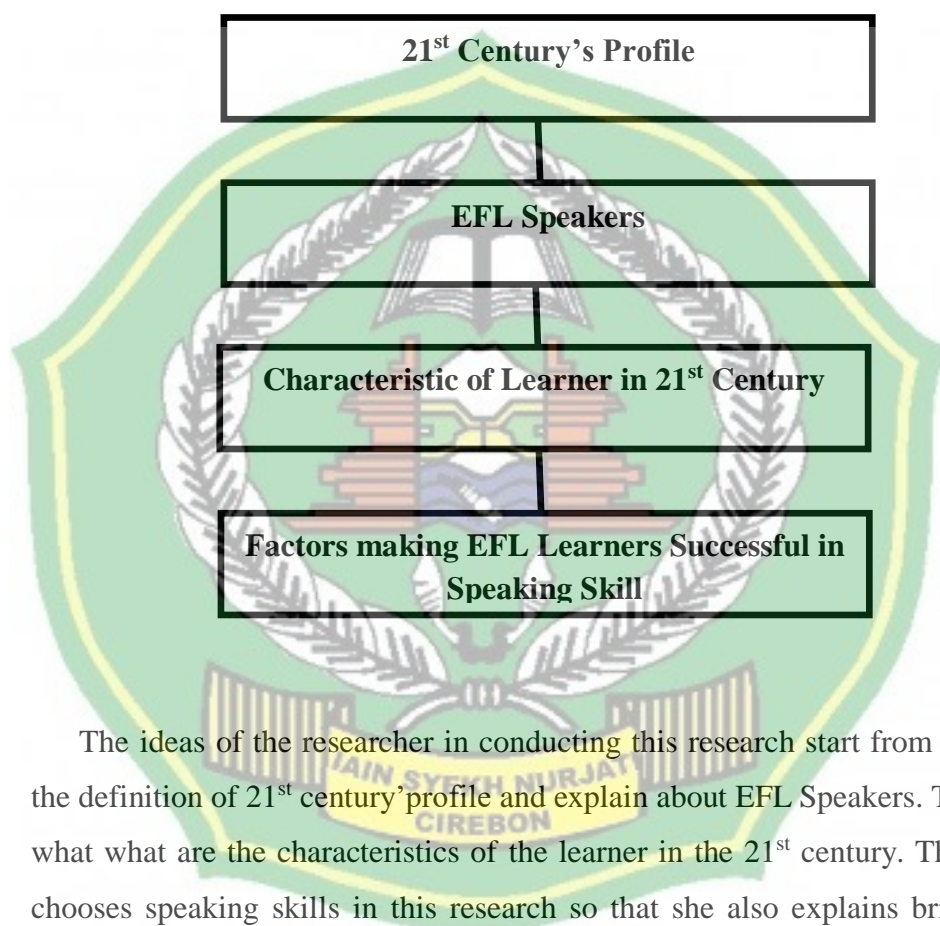
Practically, the significance of this study will be useful for.

- 1) For the students: this research contributes to the students to find out what aspects must be considered in the 21st century.
- 2) For the teacher: This research can help the teacher to know aspect that makes non-English department students are successful in English and this research can also provide new knowledge about learner profiles which will help teachers work in the field.

- 3) Researcher: This research can add new knowledge about 21<sup>st</sup> century's profile, characteristic in 21<sup>st</sup> century and factor of succesfull in speaking.

## 1.7 Frame of Thought

The researcher illustrates the Frame of thought in this research by presenting the table below:



The ideas of the researcher in conducting this research start from telling about the definition of 21<sup>st</sup> century' profile and explain about EFL Speakers. Then, explain what what are the characteristics of the learner in the 21<sup>st</sup> century. The researcher chooses speaking skills in this research so that she also explains briefly what is speaking skills. The last as a result researcher found the successful learner profiles in speaking in the 21<sup>st</sup> century.

## 1.8 Theoretical foundation

Theoretical foundation is the foundation which all knowledge is constructed for a research. A foundation which construct by the researcher described below:

### 1.8.1 Definition of 21<sup>st</sup> Century

NCREL and Metiri Group (as cited in Turiman, Omar, Daud & Osman, 2011) also recognized the skills of the 21<sup>st</sup> century that future generations need



to learn to face the demands of globalization due to the development of information and technology. In the 21<sup>st</sup> century, there are four main domains specified: digital age literacy, creative thought, efficient communication, and high productivity. In the 21<sup>st</sup> century, we as the future generation must pay attention to what skills that we have, because the skills of the 21<sup>st</sup> century are described as a wide range of knowledge, skills, work habits, and character traits that are considered to be critical to success in today's world, especially in collegiate programs and contemporary professions and workplaces, and can be applied throughout student life in all academic subject areas and all educational, career, and civic environments, Moyer, 2016; Rotherham & Willingham, 2009, (as cited in Tindowen, Bassig & Cagurangan, 2017).

The late 20<sup>th</sup> century and the beginnings of the 21<sup>st</sup> century have seen significant changes in the skills needed in today's world, for both work and leisure, Rotherham and Willingham 2010 (as cited in Higgins, 2014). Same with English language skills, English as a foreign language is an international language that has a very important role in smooth interaction between many countries. Seen from the development of science and technology as well as the demands of an increasingly advanced and modern era, it takes a mastery of foreign language skills, especially English as a means of international communication. It is intended that we as Indonesian citizens can compete in the world arena and be able to socialize in this era of globalization (Huda, Dewi & Widiyaningrum, 2017).

### **1.8.2 Definition of EFL**

In Indonesia itself, English is a foreign language (EFL), because EFL countries do not use English as a medium of instruction but English is taught in schools (article of Nordquist, 2020), which means that since birth, Indonesians use their mother tongue, it's the Indonesian language. Different from countries that use English as a second language (ESL) where ESL countries are nations where the medium of instruction in education and government is in English, although English may not be the native language. The reason why Indonesians also need to learn English is that geographically the countries around Indonesia, most of the population, use English as their first or

second language, such as Singapore, Malaysia, the Philippines, Australia, New Zealand, and Papua New Guinea, (Huda, Dewi & Widiyaningrum, 2017).

### 1.8.3 Characteristic of Learner in 21<sup>st</sup> Century

Johnson (as cited in Tindowen, Bassig & Cagurangan, 2017). stressed that 21<sup>st</sup>-century skills are not only more than technological literacy but also include critical thinking, problem-solving, communication, and teamwork that are necessary to succeed in work and life.

Hixson, Ravitz, and Whisman (2012) (as cited in Tindowen, Bassig & Cagurangan, 2017). Identified eight skills that every student should possess in the 21<sup>st</sup> century:

- 1) . *Critical thinking skills* refer to students being able to analyze complex problems, investigate questions for which there are no clear-cut answers, evaluate different points of view of sources of information, and draw appropriate conclusions based on evidence and reasoning.
- 2) *Collaboration skills* refer to students being able to work together to solve problems or answer questions, to work effectively, and, respectfully in teams, to accomplish a common goal, and to assume shared responsibility for completing a task.
- 3) *Communication skills* refer to students being able to organize their thoughts, data, and findings and share these effectively through a variety of media as well as orally and in writing.
- 4) *Creativity and innovation skills* refer to students being able to generate and refine solutions to complex problems or tasks based on synthesis, analysis, and then combining or presenting what they have learned in new and original ways.
- 5) *Self-direction skills* refer to students being able to take responsibility for their learning by identifying topics to pursue and processes for their learning and being able to review their work and respond to feedback.
- 6) *Global connections* refer to students being able to understand global, geopolitical issues including awareness of geography, culture, language, history, and literature from other countries.



- 7) *Local connections* refer to students being able to apply what they have learned to local contexts and community issues.
- 8) *Using technology as a tool for learning* refers to students being able to manage their learning and produce products using appropriate information and communication technologies.

#### **1.8.4 Definition of Speaking Skill**

Speaking is a skill that is worthy of attention in both first and second languages. Learning the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language, Nunan (as cited Leong & Ahmadi, 2016, p.34). Speaking is the process of interacting and constructing meaning that receives and processes information (Syafryadin, Maslina & Salniwati, 2020).

According to Chaney (as cited in Leong & Ahmadi, 2016, p.35), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Brown, Burns & Joyce (as cited in Leong & Ahmadi, 2016, p.35) defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information.

#### **1.9 Previous Studies**

The previous research will support the researcher to carry out further research and support the theories. The first study is from Saleh (2018) he said in his research that the title (*Need analysis in learning English for the non-English program at tarbiyah and teacher training faculty*) that study intends to learn more about the needs of English learners, particularly non-English department students in the Tarbiyah area, as well as the teacher training faculty of IAIN Sultan Amai Gorontalo. According to the researchers' preliminary observations, particularly at Tarbiyah and the Teacher Training Faculty, English is taught in the first semester, and English lecturers use a book as a handbook in the teaching and learning process. Based on the interview, they stated that they are having difficulty locating a book relating to faculty competence. Based on the results of the data analysis, it is apparent that students need to study English to read literature that includes specific

vocabulary because knowing and using specific vocabulary can help students understand their textbooks.

Another research Mufanti, Susilo, Gestanti & Nimasari (2018) that the title (*Public speaking intensive course for students of non-English department*). This study will look into how a public speaking intensive course might assist students to improve their speaking skills and lessen their nervousness. UNMUH Ponorogo's English Language Center established a public speaking intense course program, which is aimed to give students a variety of opportunities to speak in front of other students. The major purpose of this curriculum is to encourage students to speak in public professionally and intellectually. Taking into account the negative responses, however, is an excellent way to improve the program's quality and offer solutions for those who do not succeed. Because this is the best practice program for improving students' speaking skills, it is suggested that other English Language Centers or English majors adapt it to their students' needs.

Besides Rukmaryadi, Zaim & Anwar (2020) with the title (*An analysis of the non-English department students speaking ability at Universitas Riau*) say that the goal of this study was to examine and describe the speaking abilities of non-English department students. The participants were 20 Accounting students from the Faculty of Economics. The average score of students speaking was 2.36, according to the findings of this study. This means that non-English Department students' speaking skill is rated as Fair. The research also discovered that the English instructor had already put the steps of teaching English into practice by reading materials on specific topics. When it came to the participants' speaking issues, it was clear that they struggled with pronunciation, grammar, vocabulary, and fluency. As a result, the professor should provide pupils with more opportunities to practice speaking to improve their ability in speaking.

Then another previous from Asmianta, Ratna & Hengki (2020) under the title (*The difficulties encountered by non-English department students in speaking English*) This study aims to identify issues with non-English students' (public health) difficulties in communicating in English, that is, to identify the difficulties faced by non-English departments of students in speaking English and to determine the most difficult aspects of speaking English by non-English students. Even

though they had already undergone a Public Speaking course, the researcher discovered that many students still did not grasp the capacity to speak English properly since they were not exercising it. They still have difficulty choosing words, make numerous structural errors when speaking, and are not competent in English.

The last previous is from Syafryadin, Martina & Sarniwati (2020) with the title (*Compensation strategies in speaking activities for non-English department students: poor and competent speakers*). They said The goal of this study was to explain the compensation dominant strategies used by semester 4 students in speaking activities to avoid communication gaps, as well as to describe the compensation strategies most commonly used by competent speakers and to learn the compensation strategies most commonly used by poor speakers. The outcome of this investigation to overcome communication gaps, the first competent speakers (students a, b, c, d, and e) generally employed topic selection, altering or approximating the message, and mime or gesture in their speaking activities. Poor speakers (students f, g, h, I, and j) exhibit the same tendencies as competent speakers in that they prefer to select topics.

The purpose of the research is to identify and analyze what learning theories will support contemporary thinking about the characteristics and learning process among young people.

#### **1.10 Research method**

This section describes the methodology of this research in terms of how the researcher collects and analysis the data.

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

This study is using the qualitative method. Qualitative research is research in the form of description, where researchers describe the results of their research by collecting data and related information. According to Creswell (2012, p. 26) in qualitative research, several things must be discussed about the problem and develop an understanding of existing phenomena, have an understanding of the literature, determine the objectives and research questions in general and broadly as participants' findings, Gather data from various sources to strengthen research.



The term research design refers to everything from study goals and procedures to specific data gathering and analysis methods. A research design is a logic that connects the study aim and questions to the mechanisms for collecting empirical data, analyzing the data, and drawing conclusions (Creswell, 2009). Established that qualitative research is focused on evaluating concrete examples in their temporal and local specificity, starting with people's expressions and behaviors in their immediate surroundings, (Flick, 2009, p. 39)

The researcher used qualitative research that examined the speaking skills of students viewed from their backgrounds. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, etc and using descriptions in the form of words and language, in a special natural context and by utilizing various natural methods. After analyzing several definitions of qualitative research they made their definitions as a synthesis of the main points of understanding in qualitative research. According to Moleong (2005: 6), It can be inferred that qualitative research has to do with descriptive analysis, this is qualitative research because the data was collected in the form of words rather than numbers.

In this study, researcher has taken data related to Non-English Department students in 21<sup>st</sup> century English based on their student profiles, characteristics, and factors that making them successful in English, in addition to assessing their success researcher also explore what things can connect them in English through interview. This question is intended to collect data obtained from participants related to their profile, while interviews are used to ask several questions to the participants.

#### **1.10.2 Source and Types of Data**

"The subject from which the data can be found in the data resource." The data that the researcher uses or finds is referred to as the data source. Arikunto (as cited Wahidah, 2016).

The researcher conducted this research in the city of Cirebon in one of the universities located in West Java. Researchers conducted this research in the city of Cirebon in one of the universities located in West Java. This university

has become a record holder as a university that never takes a holiday because all students in the university are required to attend foreign language training, both Arabic and English. That is why researchers are very interested in research at the university. With the existence of foreign language training, students at the university have more ability in the field of foreign languages compared to other universities.

The researcher has chosen Non-English Department Students to be used as research subjects, to be exact the 3<sup>rd</sup>-semester students who studied the English language in foreign language training. They had pocketed expertise in English, therefore researchers wanted to find out their profile. The reason the researcher took Non-English Department Students is that the researcher was curious what things that make those students are successful in the English language. There are 4 participants that the researcher takes from the 3<sup>rd</sup> semester that succeed in the English language.

**Table 1.1 Codes of Data**

No.	Category	Coding
1.	S1	S1
2.	S2	S2
3.	S3	S3
4.	S4	S4

Types of data consist of two kinds primary and secondary data. Types of data used in this study are:

- Primary data

According to Surbhi (2017), primary data is the main source. It means that primary data refers to the first-hand data gathered by the researcher itself. Data that take is from real-time data and the process is very involved. Primary data of this research comes from surveys, observation, experiments, questionnaires, and personal interviews.

- Secondary data

Secondary data is data collected by someone else earlier. Data that take is from past data and the process is quick and easy. Secondary data of this research comes from websites, books, journal articles, and internal records.

### **1.10.3 Step of The Research**

The researcher adopts the research steps of Fraenkel, Wallen, & Hyun (2012, p. 6) The research steps consist of the fifth stage; identifying a problem, clarifying the problem, determining the information needed and how to obtain it, organizing the information, and interpreting the results.

1. Identifying a problem, as the first stage of research, always comes from the current phenomena found around educational areas.
2. Clarifying the problem, the second stage after identify and decided the problem of the study is to clarify the problem. It refers to the focus of the researcher by narrow the topics and provides the reason of the researcher in decided the issues.
3. Determining the information needed and how to obtain it, the third step means to explore the theory and technique of data collection. Data collection was achieved through two instruments: interview.
4. Organizing the information, the fourth step refers to data collection of the study.
5. Interpreting the results, the last step of research is giving discussion and conclusion.

### **1.10.4 Techniques and Instruments of Collecting Data**

The techniques of collecting the data used by the researcher are interviews.

#### **1) Interview**

In this study, the researcher use the interview as an instrument. The interview could explore the data from respondents because of the people that will interview respondents and friends of respondents. According to Gall, D. M., Gall, P. J., & Borg, R. W., (2003).

Interviews consist of oral questions asked by the interviewer and oral responses by the research participants. Interviews typically involve individual respondents, but there is increasing interest in conducting group interviews. Respondents typically speak in their own words, and their



responses are recorded by the interviewer, either verbatim on audiotape or videotape, through handwritten or computer-generated notes, or in short-term memory for later note-taking. The interviewer is largely in control of the response situation, scheduling with the participant a mutually agreeable time and place and then controlling the question pace and sequence to fit the circumstances of the situation.

## **1.11 Data Analysis**

In this study, the researcher used the technique of data analysis based on Miles and Huberman (cited Sugiyono, 2014) which is involving three steps: data reduction, data display, and conclusion.

### **1.11.1. Data Reduction**

The first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choose the basic things, focusing on important things, look for themes and patterns (Sugiyono, 2014:247). Firstly, the researcher collected data about the characteristics of learners in 21<sup>st</sup> century and the process that influence speaking skills through interview. The researcher then transcribed the data. The irrelevant data is the data no relation to the theme of the study but related to the research. Next, after collecting and reducing the data, the researcher displayed those data in the form of descriptive.

### **1.11.2. Data Display**

The second step is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and action (Miles and Huberman, 1994). In the process of reducing and displaying the data, it was based on the formulation of the research problem. The formulations of the research problems are 1. “What are the characteristic of learner profiles of non-English department in 21st century?” 2. “What are the factors that making EFL learners successful in speaking skills?” This step is done by presenting a set of information that is structured and the possibility of concluding, because the data obtained during the process of qualitative research is usually in the form of narrative, thus requiring simplification without reducing its contents. After displaying the data, a conclusion is drawn.

### 1.11.3. Conclusion

The third step of qualitative data analysis is the conclusion. From the start of data collection, the qualitative analysis is beginning to decide what things mean is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions (Miles and Huberman, 1994). Conclusions are also verified as the analyst proceeds. The conclusion drawn is started after the data were collected by making a temporary conclusion. In the other words, it can be said that the conclusion is analyzed continuously and verified the validity to get the perfect conclusion about the Non-English Department Students are successful in English speaking skills.

### 1.12 Research Timeline

In finishing this thesis the researcher provides a timeline that explains the researcher activities in arranging the thesis below:

Table 1.2 Research Timeline

No	activities	month																
		March				Augusts					Sept			Oct				
		1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4
1	preparing research proposal																	
2	consultation & revision																	
3	asking agreement for doing survey																	
4	choose population and sample																	
5	data collection																	
6	data analysis																	

