

CHAPTER I

INTRODUCTION

This chapter consist of background of the problem that explained about the problem and why the writer chooses the topic, identification of the problem, the main problem, limitation of the problem, question of the research, aim of the research, significance of the research, previous research, framework of thinking, theoretical foundation and methodology of the research.

1.1 Background of the Research

The 21st century is a different century to the previous century. A prominent feature in the 21st century is the growing world of science and technology, so that synergies among them become faster. Communication between personal can be done easily. Information from various corners of the world can be accessed instantly and quickly by anyone and from anywhere. One of the fields that have an improvement in this 21st century is education. Limbong, E (2017, p. 64) stated that ICT in education have assisted teachers in the teaching and learning process or in pedagogical aspects, ICT have brought a significant change in the students' mode of learning and provide productive teaching and learning processes in order to increase students' creative and intellectual resources especially in today's information society. The application of ICT in education, especially in English language learning, makes the teaching and learning process effective and interesting. In order to improve the quality of education, various efforts are always carried out and adapted to the development of situations and conditions as an educational challenge in the 21st century. One of the challenges of education in the 21st century is the paradigm shift in education.

Education is an attempt to shape actions, attitudes and human thought. It will generate quality human resource through education. In another word, education as a tool can enhance the growth of countries. If a

nation has good human resources, it can coordinate, execute, and handle potential resources within it. The key for a nation to be developed or underdeveloped country is students as the subject of education. Meanwhile, teachers have an important role, which is, to educate, guide, and influence students so they can be a good human resources through the education. Therefore, teachers are one of the most significant components of education.

Teacher is the key and the main player in implementing the education process. Teacher has to facilitate and guide the students in order to support the process of their progress in learning (Fatimah & Santiana, 2017, p.). It cannot be ignored that teachers have distinguished roles to help students grow their ability. According to Handayani (2018, p. 14) teacher is professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating student. Teachers is the component that most influences the creation of quality education processes and outcomes. Based on Afrianto (2018) in the context of Indonesian education professional teachers are required to have four competencies: (1) Pedagogical Competences, (2) Personal Competence, (3) Social Competence, and (4) Professional Competence.

Professional competence is competence or ability related to the completion of teacher tasks. This competency is a very important competency, because it is directly related to the performance shown. According to Permendiknas No 16/2007, the teacher must have four competences; pedagogical competence; personal competence; social competence, and professional competence. Sugiharti (2016) stated that professional competence is one of the basic skills that a teacher must have, in addition the teachers are required to have the ability to teach and role professionally as well as multi-function in creating an effective learning atmosphere (as cited in Ardiawan, 2017, p. 173). Therefore, the professional level of a teacher can be seen from this competency. Teachers said to be professional is not only required to master the field 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 the nature of humans and society. It is necessary to carry out certification and regular competency tests so that performance increases and meets professional requirements in order to improve the professional ability of teachers. Thus, work of a professional nature is a special job that is prepared through special education and training in accordance with the professional field.

Listening is one of the skills in English that EFL learners must master. In learning listening, teachers are required to involve the media according to the needs of students. The media that is most intensively used today is technology. Technology helps teachers to produce innovative teaching strategy by providing interesting activities helping the students improve their competence (Fatimah and Santiana, 2017, p. 126). Meanwhile, according to Inderawati, Technology is being used in the 21st century where teaching and learning occurs and when the education should be developed with some variation of teaching strategy (2017, p.29). For this reason, professional competence in learning listening in the 21st century is very interesting to understand more deeply. This allows the use of different media in listening learning in the past and present. So that the professional competence of teachers also has different levels.

Based on explanation above, as the importance area of professional English teacher, research shows area of interest to explore. Researches in the area of professional teacher competences include some clusters. Such as: Teacher professional competence (Hakim, 2015, Jabri, 2017, Bakar, 2018, Komila, 2020, Lestari et al, 2021), Media use in EFL in 21st century (Boholano, 2017), Teaching listening (Brown, 1982, Wah, 2019, Kamalitinovna, 2021). From the previous related research there are some areas that were not mentioned, namely: Teacher professional competence, Media use in EFL in the 21st century, and Teaching listening. Analyzing teacher professional competence in teaching listening in the 21st century is not mentioned there. Based on the previous studies, teacher professional

competence in teaching listening at this time that suit the needs of teacher need to be studied.

The use of technology is a very important and crucial thing to discuss in the 21st century. And now the world is experiencing a global covid-19 virus pandemic. Additionally, the learning process must be done online. Online learning requires teachers to involve technology in its implementation. In addition, many new media are used in learning, especially in learning English. Inderawati (2017) stated that learning is not only about reading a book, or writing paragraphs through pen or pencil on the paper merely, yet the students could use the social media through gadget or computer as the place to discuss, submit and finish any subject matters (p. 30). According to Gonulal, doing extensive listening practice with podcasts and podcasts had significantly positive influences on the development of listening skills (2020, p.317). The use of the media above is an example of what professional competence does to support the continuity of learning so that it goes well.

Furthermore, professional competence in teaching listening is also very crucial to be studied. In this very modern world, listening learning also has a very significant effect. According to Vandergrift & Baker (2015) listening is a key component of language acquisition and an important foundation for success in language (as cited in Caruso, 2017, p. 2). So, careful preparation is needed before carrying out the learning and teaching process of listening. Such as: the media, strategy, and methods used must be based on student needs.

Based on the explanation above, the analysis of professional teacher competence in teaching listening at the 21st century is important. This will give current information to the future teacher. In addition, the future teacher knows the teacher professional competence should be and the teaching and learning process will run well. Additionally, in line with the background of this study, the researcher interested in identifying professional teacher competence at 21st century in Madrasah Tsanawiyah Negeri 2 Rajagaluh in

teaching listening. This research is conducted by using qualitative research, the tough interview and document analysis of lesson plans and some articles.

1.2 Identification of the Issues/Phenomenon

Based on this background there are several reasons why the researcher conducts this research:

- 1) There is no professional teacher who competence on teaching listening at MTs in the 21st century needs
- 2) Teachers' incomprehension in teaching listening that is in accordance with 21st century teaching

The researcher found an issue in MTs N 2 Rajagaluh that the school did not have competent teacher in teaching listening. Which, listening teaching must also pay attention to what needs exist in the 21st century. Teachers who are competent in teaching listening will affect the quality of teachers and their teaching in the 21st century. Therefore, researcher will identify the needs of competent teachers and their teaching in listening in the 21st century.

In addition, the researcher found the issue that the English teacher at MTs N 2 Rajagaluh did not understand how to teach listening in accordance with 21st century teaching. Therefore, the researcher will explain how listening teaching should be done in the 21st century.

1.3 Limitation and the Focus of Research

In order to avoid misinterpretation of the problem, the researcher would like to limit the scope of the research. The limitation of this research is the researcher focusing in professional teacher competence based on 21st century. For the subject of English teaching, the researcher will focus on teaching listening only. In addition, the researcher conducts English teacher who teach English at eighth grade class in Madrasah Tsanawiyah Negeri 2 Rajagaluh. Listening is one of important skill to be mastered in the 21st

century. Student can face their bright future life by well communication. Furthermore, teacher has to prepare their teaching and learning as well as possible. Here, teacher professional competences in teaching listening need to be analyze. Additionally, teacher gives appropriate feedback to the students. The professional competence also is the basic of teacher in teaching and learning process. Here the competence of teacher will be clear to be discussed.

1.4 Research Question

Based on those problems, the areas of this investigation will be formulated in the following research questions:

- 1) What are teachers' professional competence needs on teaching listening at Madrasah Tsanawiyah in the 21st century?
- 2) How do teachers gain professional competence in teaching listening?

1.5 Aims of the Research

Therefore, the aims of this research based on the research question:

- 1) To know teachers' professional competence needs at Madrasah Tsanawiyah in the 21st century
- 2) To know how do teachers gain professional competence in teaching listening

1.6 Significances of the Research

Within the aims of this research, it is hope that this research can provide the benefits:

1.6.1 Theoretically

Theoretically, this research expected to help teachers prepare for this 21st century. It is also expected to help teachers to know what teachers' professional competence that should be improved or fulfilled. This research expected to be a reference for further researchers who has same topic so, it could be useful for their research. This research also could be references for pre-service teachers to know what they should be prepare to teach English language, especially in listening teaching in the 21st century.

1.6.2 Practically

Practically, this research provides information to the readers about the teachers' professional competence needs at Madrasah Tsanawiyah Negeri 2 Rajagaluh, especially in teaching listening. Then, this research expected to help teachers develop their teachers' competence when they teach English language teaching in order to be a professional teacher. So, they can find and apply more suitable approach in the learning process.

1.7 Theoretical Foundation

The research would explain some of keywords in the title explicitly to investigate which consist of professional teacher competence, 21st century, and teaching listening.

1.7.1 Teacher Professional Competence

According to National Education Standards, phase 28, line 3, clause (c) professional competencies refer to the mastery of education in depth which enables teachers to guide students and manage teaching activities. Professional competence of the teacher is obviously preformed in mastering scholarly and substance related to learning process (Jabri, 2017, p. 62). In mastering the substance of scholarly, teacher is required to master the content of the field study under their control. In this case, a teacher should understand the curriculum and teaching materials, understand the concepts, methods, and structures of science that deals with the material being taught. Professional competence consists of mastery of knowledge, mastery of the curriculum and the school syllabus, and learning special methods of study, ethical insight, and professional development (Bakar, 2018, p. 68).

Professional competencies include expertise in its field or mastery of the material that is to be taught along with the method, a sense of responsibility of his duty and sense of community with other teacher colleagues. According to Gumelar and Dahyat as cited in Jabri

(2017, p. 65) refers to the opinion of the Asian Institute for Teacher Education, said teachers' professional competence in the case include the ability to (1) understand and implement good educational foundation of philosophical, psychological, and so on, (2) understand and apply the learning theory according to the developmental level of the learner's behavior, (3) be able to handle or field of study subjects assigned to him, (4) understand and apply the appropriate teaching method, (5) able to use a variety of tools and media studies as well as other learning facilities, (6) is to able to organize and implement the programs, (7) is able to carry out the evaluation of learning and (8) is able to motivate learners.

According to Wijaya (as cited in Hakim, 2015, p. 3) the ability of professionals to be possessed teacher in the learning process are: (1) control of materials, (2) manage learning programs, (3) managing the classroom, (4) using a media source, (5) mastering the foundations of education, (6) managing the interaction of learning teaching, (7) assessing student achievement for the sake of teaching participants, (8) knowing the functions and programs, guidance and counseling services, (9) organizes the school administration know and understand the principles and interpret the results of educational research for teaching purposes. Indicators used to measure the level of professional competence includes understanding of the teaching materials appropriate curriculum, understand the concepts and linkages with other sciences, as well as mastering the steps in the research and critical analysis to explore teaching materials.

According to description above, the professional competence of teachers is reflected in the indicator (1) the ability to master the subject matter, (2) the ability of research and preparation of scientific papers, (3) the ability of professional development, and (4) knowledge and understanding of the educational foundation.

1.7.2 Teaching Listening

In this section the Resercher will divide the discussion about listening into several sections according to the needs of the research. Namely: definition of listening and strategy of teaching listening.

1.7.2.1 The Definition of Listening

Listening is a very important skill to learn. Listening is included in passive skill. According to Kamalitdinovna (2021) Language focuses on listening and reading that can be named as passive or receptive skills and include skills that are important to learn (p. 30). Several perevious studies have also explained the meaning of listening. As Wah (2019) argues, Listening is the cognitive process whereby people attach meanings to aural signals and it is the active intellectual of decoding, understanding, interpreting and evaluating messages (p. 884). Furthermore, listening is one of the skills that is included in passive skill and cognitive process. So that not a few students find it difficult to learn listening. According to Artyushina and Sheypak, listening is one of the most difficult competences in English language learning, as listening is the only kind of speech activity where practically nothing depends on the listening person (2018).

Brown (2000) stated that in teaching listening, students must pay attention to factors that can affect listening because they can have a negative effect on speech and even can block comprehension. For that, in listening competence, there are eight characteristics of spoken language that must be understood, such as: clustering; redundancy; reduced forms; performance variables; colloquial language; rate of delivery; stress, rhythm and intonation; and interaction.

1.7.2.2 Strategy in Teaching Listening

According to Wah (2019) the strategies in teaching listening are as follows:

1.7.2.2.1 Cognitive Strategies

(Derry & Murphy, 1986) cognitive strategies are described as problem solving techniques which are used by students to do learning tasks and facilitate acquisition of knowledge or skills (as cited in Wah, 2019). Cognitive strategies are linked to learning and engaging tasks direct manipulation or transformation of learning ingredients (Brown and Palincsar, 1982). Furthermore, Wah stated that language learners use cognitive strategies to help their process, store, and remember new information. It can be said that cognitive strategy is a strategy that can be used by students to assist in the learning process. especially helps in processing, remembering and storing new information.

Wah (2019), in his research explained that there are four ways to analyze cognitive strategy, namely: The first cognitive strategy is used when the listeners are trying to comprehend the input task without translating. This strategy, therefore, directs the listener's attention to the meaning and structure of the target language. The second cognitive strategy is focusing on the main words to understand the new words. The listener creates meaning by using his / her knowledge of words from the target language to sentences. This strategy is very useful, especially for beginning listeners, who rely on their small vocabulary repertoire to build their comprehension.

The third cognitive strategy is depending on the main idea to comprehend the whole text. This strategy helps the listeners locate the theme first and details later on. One of the techniques that this strategy involves is skimming. The learner who uses this strategy locates the main idea quickly and understands the aural language input very rapidly. The fourth cognitive strategy is guessing the meaning by relying on any

clues (contextual or linguistic). Listeners use this strategy when they do not know all the words, or they do not understand the overall meaning of the sentence. Both native and non-native speakers use this strategy either when they have not listened well enough or when the meaning is not clear.

1.7.2.2.2 Metacognitive Strategies

Rubin (1987) metacognitive strategy is a management technique used by learners to have control over their learning through planning, monitoring, evaluation, and modification (as cited in Wah, 2019). examples of metacognitive planning strategy, the listener will clarify the purpose of a anticipating listening activities and then paying attention to certain aspects of the aural language input or that situational detail facilitate understanding of aural input. It can be said the use of metacognitive strategies help learners regain their focus when they lost it.

This strategy is very useful in participating in the classroom, watching TV, listening to the radio, or talking to other people. The second metacognitive strategy is deciding in advance what to pay attention to. Listeners employ selective attention as a technique to facilitate the comprehension process. For example, some listeners choose to focus on pronunciation and accents as a way to understand the spoken language with different accents. However, focusing too much on accents can have a negative impact on comprehension because it can be a distracter, leading to misunderstanding.

1.7.2.2.3 Socio-affective Strategies

The final category of strategy is socio-affective, constitutes efforts to create and promote emotional reactions and positive attitudes towards language. Among the four strategies of management, cognitive strategies, social strategies, affective

strategies in listening comprehension, social and affective strategies influenced the learning context immediately.

1.7.3 21st Century

In the 21st century there is a very tight global competition in all fields. The economy, social life moves so fast, including education. education is expected to be a tool to prepare students to be able to compete and be ready to face challenges in the future. In addition, the 21st century is synonymous with technological growth. Some experts define the 21st century, such as: Trilling and Fadel believed that in the 21st century education is the basic economic survival because education has a role to prepare students in their future life (2009, p. 6). Furthermore, students in the 21st century have grown up in a fast-paced digital world, and easily tune out of the traditional lecture-based classroom (Boholano, 2017, p. 21). According to the OECD Learning Framework 2030, education has a vital role in increasing the knowledge, skills, attitudes and values that enable people to contribute and benefit from an inclusive and sustainable future. It will be essential to learn how to form purposeful goals, work with others with different perspectives, find opportunities and identify multiple solutions to big problems in the coming years. So education needs to equip students with the skills they need to become active, responsible and engaged citizens (as cited in Erdogan, 2019, p. 114). In addition, education is the key for the 21st century. It will be solution for preparing students in their future work and citizenship.

Based on the explanation above, the role of the teacher in this case is also very important. Challenges faced by students in the future are a challenge for teachers in designing materials according to the needs of students in the future. According to Wiraningsih and Santosa (2020) educational and institutional policy, language teaching, and learners' background were identified as the challenges faced by EFL teachers in promoting learner autonomy in 21st-century learning (p.

310). Kobalia and Garakanidze argued that a teacher should not only be a provider of knowledge, but should also have a positive attitude towards innovations and should be willing to undertake self-development and use student-centered teaching approaches (as cited in Almari, 2020, p . 43).

It is clear that the role of teacher also is very important. Teacher in the 21st century not only as facilitator but also as a guide for students. The teacher also should implement student-centred learning in the teaching and learning process. Traditional class is not appropriate for the 21st century learning, it is just for alternative learning.

Several articles explain that in the 21st century there are many skills to master, including critical thinking, collaboration, communication and creativity. According to the National Research Council (2008) in the United State, the 21st century was first grouped into five categories, namely: adaptability, complex communication skills, non-routine problem-solving skills, self management / self development, and systems thinking. Then they were regrouped into three categories in 2011, namely: cognitive skills, interpersonal skills and intrapersonal skills (as cited in Hannaway, 2016, p. 29). Meanwhile, according to Erdogan, the skills that must be applied in the 21st century in learning English are 4C's skills (communication skills, collaboration skills, creativity skills, critical thinking and problem solving (2019, pp. 118-121). Additionally, The first set of 21st century skills focuses on critical learning skills and innovation: critical thinking and problem solving (expert thinking), communication and collaboration (complex communicating), creativity and innovation (applied imagination and invention) (Trilling and Fadel, 2009).

Based on the explanation above, skills in the 21st century have developed according to the needs of the times. However, 4C skills are the most important component that must be improved by students.

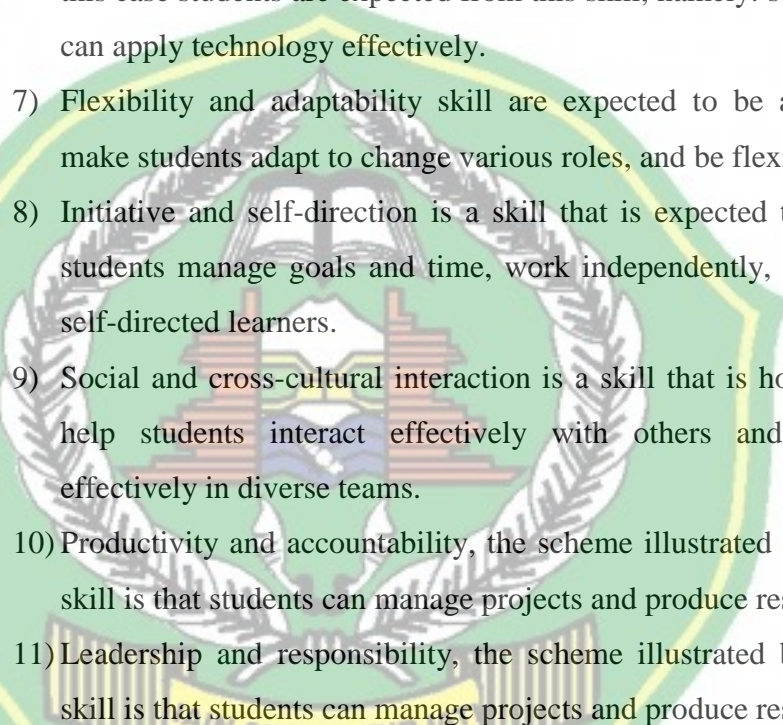
These skills are expected to be able to make students ready for future challenges.

1.7.3.1 21st Century Skill

The skills offered in the 21st century are also different. Skills in the 21st century undergo renewal according to the challenges of the future. Trilling & Fadel defines that skills in the 21st century are divided into three categories such as the first is learning to learn and innovate, includes: critical thinking and problem solving, communication and collaboration, creativity and innovation. The second is digital literacy skills, includes: information literacy, media literacy, and information and communication technology (ICT) literacy. The last categories are about career and life skills, it includes: flexibility and adaptability, initiative and self-direction, social and cross-cultural interaction, productivity and accountability, leadership and responsibility (2009, p. 45-60). In this case there are eleven skills that must be understood and needed in the 21st century.

These eleven skills are a necessity that must be learned, considered, and adapted into learning. Therefore, Trilling and Fadel (2009) explain the scheme of applying 21st century skills to learning as follows:

- 1) Critical thinking and problem solving, the scheme described from this skill is student should be able to reasoning effectively, using systems thinking, making judgments and decisions, solving the problems on their learning.
- 2) Communication and collaboration, from this skill, it is expected that students can communicate clearly, and collaborate with others
- 3) Creativity and innovation, through this skill students are expected to think creatively, work creatively with others, and implement innovations.

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- 4) Information literacy is a skill that is expected so that students can access and evaluate information, and use and manage information.
 - 5) Media literacy, it means that students can select the appropriate media to use for their learning needs and create media products.
 - 6) Information and communication technologies (ICT) literacy, in this case students are expected from this skill, namely: students can apply technology effectively.
 - 7) Flexibility and adaptability skill are expected to be able to make students adapt to change various roles, and be flexible.
 - 8) Initiative and self-direction is a skill that is expected to help students manage goals and time, work independently, and be self-directed learners.
 - 9) Social and cross-cultural interaction is a skill that is hoped to help students interact effectively with others and work effectively in diverse teams.
 - 10) Productivity and accountability, the scheme illustrated by this skill is that students can manage projects and produce results.
 - 11) Leadership and responsibility, the scheme illustrated by this skill is that students can manage projects and produce results.

All the skills mentioned above are basic skills that must be mastered in the 21st century according to Trilling and Fadel (2009). These skills are prepared so that students can face challenges and competition in the future. In addition, with these basic skills students are expected to be more confident and learn with high motivation.

1.8 Previous Research

There are previous researchs that related to this research as follows:
First, Adnan Hakim (2015) with the research title “Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence

and Social) On the Performance of Learning”. Discuss determine the contribution of teacher competencies (pedagogical, personal, professional and social competence) on the performance of learning. The approach used in this research is correlation with proportional sampling technique. The results of data analysis using multiple regression showed that, partially pedagogical, personal competence, professional competence and social competence has a significant influence in improving learning performance. The contribution of all the teaching competencies simultaneously or jointly declared significant has influence in improving the quality of performance in the learning process.

Second, Ramli Bakar (2018) with the research title “The Influence of Professional Teachers on Padang Vocational School Students’ Achievement”. Discuss (1) the competency of professional teachers teaching in the classroom, (2) students' achievement in vocational schools in Padang, and (3) the influence of professional teachers on vocational school students' achievement in Padang. This research used a quantitative descriptive correlation approach, which is a technique designed to determine the influence of the independent variables on the dependent variable. The results showed: (1) overall, the professional teachers of vocational schools in Padang had good qualifications in pedagogical competence, professional competence, social competence, and personal competence, (2) the learning process of vocational schools in Padang was going well and in general, student achievement was at a good level of performance, and (3) there was a significant influence of professional teachers on vocational school students' achievement in Padang.

Third, Makhkamova Komila (2020) with the research title “English Teachers’ Professional Competence By Using Realias in Teaching”. Discuss using video materials as authentic materials, realias in teaching English as a foreign language according the specific purposes. It is essential to use video materials during teaching English as a foreign language according to students’ specific purposes and get good results in this case. The article

suggests it is clear that competent teachers are at least as important as teaching subject and students' success rises when teachers are professionally competent in classes and also in their professional life.

Four, Umiyanti Jabri (2017) with the research title "The Profile of English Teachers' Professional Competence and Students' Achievement at SMA NEGERI 1 ENREKANG. Discuss identifying the profile of English teachers' professional competence and students' achievement at SMK Negeri 1 Makassar. The population of this research was English teachers of SMK Negeri 1 Makassar. The sample was purposive sampling technique in which researcher chose the three certified English teachers as the sample. They were observed in the classroom while teaching and learning process and were also interviewed in relation to the implementation of professional competence in their teaching. The result showed for the first sub-competence, the teachers show their effort in selecting, determining, and organizing the materials by making their own module. In terms of the second sub-competence, all of the teachers have less effort in developing their professional competence.

Five, Novi Ayu Lestari, Diah Retno Widowati, Dzuriyyatun Ni'mah (2021) with the research title "Students' Perception Towards Pedagogical and Professional EFL Teacher at Al-Ittihad Islamic Senior High School". This research presents the students' perception towards pedagogical and professional EFL Teacher at Al-Ittihad Islamic Senior High School. This research used descriptive qualitative as the research design. The participants were students of twelfth grade at Al-Ittihad Islamic Senior School, and 10 students were chosen by researcher randomly. The researcher used questionnaire as the instrument for this research to collect the data. The findings of this research showed that more than 7 from 10 student answered that their English teacher often and always explained the materials well, creative in using various method to deliver the materials, always observe students' behavior in participating in teaching-learning process and can make the atmosphere of learning process conducive

Based on the five previous studies above, there are similarities and differences. *First* article, the differences between this research and current research such as: first, the main topic of this research, which is teacher competences. This research investigates all of aspects of teacher competence (pedagogical, social, professional, and personal). Meanwhile, the researcher only focuses on professional competence. Second, this research investigates the correlation between teacher competences and student performance in learning process. Meanwhile, the researcher focuses on investigating teacher competences in their teaching listening process. *Second* article, this research has same main topic with current study, which is teacher professional competence but the differences between that research is the research investigates correlation between students' achievement. *Third* article, this research also chose a same main topic with current research. The differences between that research are teachers who using Realias as a method. *Fourth* article, this research has same main topic with current research, which is teacher professional competence but the differences between those studies is the study investigates correlation between students' achievement through observed in the classroom. *Five* articles, this research investigates professional teacher competence. The differences research is focusing on student perception towards teacher professional competence. Meanwhile the researcher focuses on teachers as a subject of research; this research is focusing on students.

1.9 Frame of Thought

The previous research show that teacher's professional competence be an important in the education. Teacher professional competencies in teaching listening have strength correlation with 21st century. It also changes the strategy or approach which used by the teacher. In the current issues, technology can influence the behaviour of teaching and learning. It is indicated appropriate to the 21st century learning. In addition, analysing the needs on teacher professional competencies based on 21st skill can be done.

The framework of thinking in this research showed by the table below:

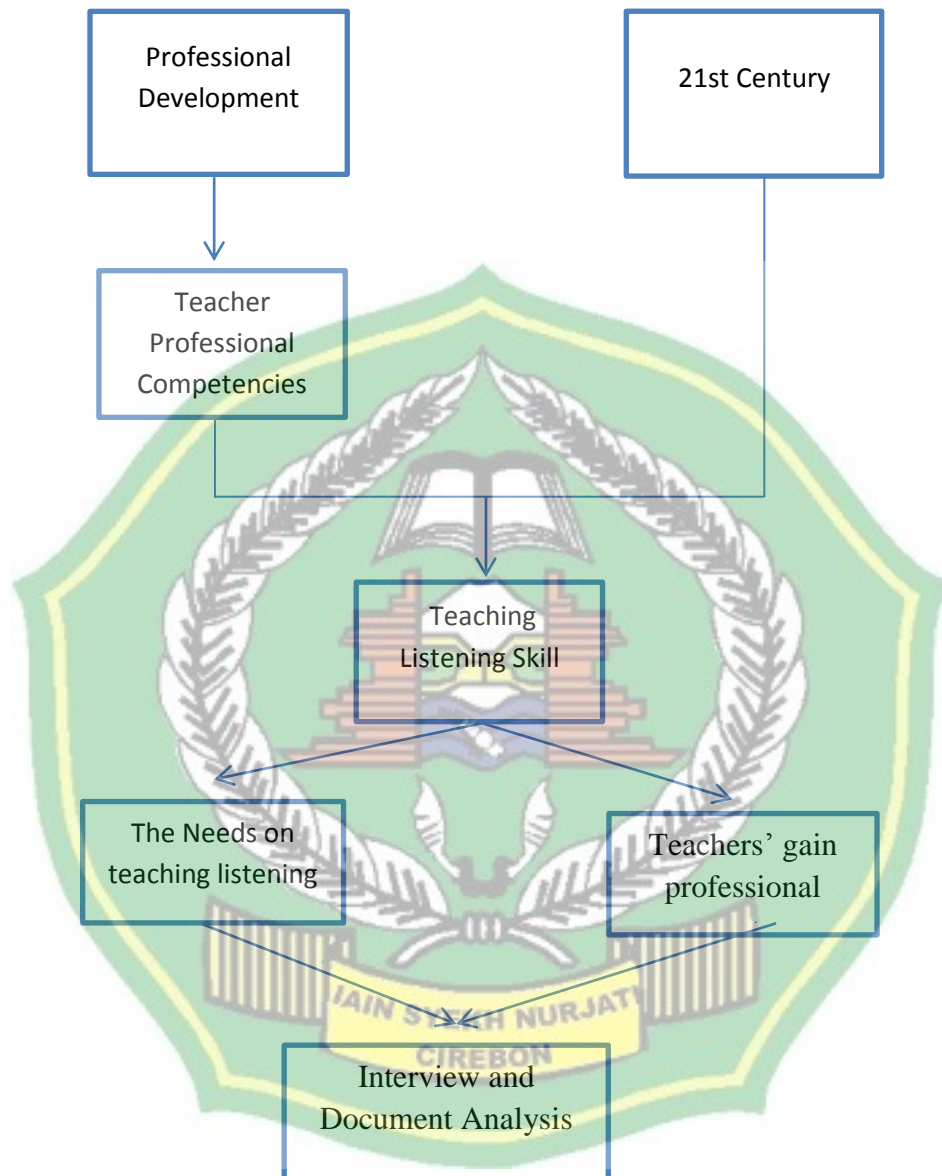


Figure 1. Frame of Thought

1.10 Research Method

In this design of research method, the researcher explained about the research design and steps of the research, source and type of data, data

collection techniques and instrument, data analysis techniques and research timeline.

1.10.1 Research Design and Steps of the Research

The design in this research is qualitative method. Qualitative method focuses on the study of social phenomena and on giving voice to the feelings and perceptions of the participants under study (Lodico, Spaulding, Voegtler, 2006, p. 264). Then, the research design being used in this research is descriptive qualitative research. Research that asks questions about the nature, incidence, or distribution of variables, it involves describing but not manipulating variable. This research is descriptive qualitative research because the result of the research is utterance of written document from questionnaires and interview transcript. The descriptive qualitative method which chosen as a method of research because the data present in a word and of this research is described through words.

This research aims to identify teachers need regarding teachers' profile in the 21st century, the data were obtained thought questionnaire and interview. The participant in this study will be English teachers at Madrasah Tsanawiyah in Rajagaluh. Steps of the method conduct the research as follows: a.) Identification of the phenomenon b.) Selection of participants c.) Data collection d.) Data analysis e.) Data interpretation f.) Conclusion (Lodico, Spaulding, Voegtler, 2006, p. 265).

1.10.2 Source and Type of Data

In the source and type of data, there were primary data source and secondary source. It described below:

1.10.2.1 Primary Data Source

Primary data source is data taken from direct field results. Primary data here is using interviews. Researchers will conduct interviews with the eighth grade English teachers at MTs Tsanawiyah Negeri 2 Rajagaluh Regency. Researchers will

interview about the needs of teacher professional competencies in teaching listening at 21st century. This is done so that researchers know what needs the teacher must have regarding professional competencies.

1.10.2.2 Secondary Data Source

Secondary data source is data obtained from documents, journals, articles or previous research. Secondary data retrieval is intended to support the data that has been obtained so that it can be verified. Secondary data in this study come from previous studies, journals / articles, books and documents from teachers.

1.10.3 Data Collection Techniques and Instruments

Techniques of data collection for this research are through interview and document analysis. It is described below:

1.10.3.1 Interview

The next technique collecting the data is by using interview. Sugiyono (2018 p.138) defines interviews can be conducted in a structured or unstructured manner, and can be conducted face-to-face or by telephone. So, it can be concluded that the interview is a conversation between two or more people and take place between the interviewee and interviewer where the purpose of the interview is to get the right information from a trusted informant. Interview used to get data about teachers' professional competence in teaching listening. The researcher asked some questions, which were prepared to the English teacher. The researcher interviewed English teacher to get information related to the research. The researcher used the general interview guide to make the interview process run smoothly.

The interviews will be conducted by the semi-structured instrument. The interviews are given to three English teacher at MTs N 2 Rajagaluh. In order to know teachers' needs and how to

gain professional competence in teaching listening. Interview for teachers consist of two types, includes: the needs of professional competence, and how to gain it. Each teacher answerd 60 questions from researcher which includes: 30 for the needs of professional competence and 30 for how to gain professional competence. The researcher conducted an interview intimately by looking at some of the questions that have been provided. Then the researcher explored the questions as needed. Here, researcher will be easier to transcribe by using tape recorder and takes notes. Researcher transcribes the answer based on what the participant said. The answer is more detail and specific because researcher can re-hear the conversation and inspect carefully. The results of the interviews interpreted by researcher.

1.10.3.2 Document Analysis

The specific of reason, why researcher use document MTs Negeri 2 Rajagaluh, because it can provide valuable information in helping researchers to understand central phenomena in qualitative studies. Documents supported source the data obviously.

The relevant reference come from Cresswell (2012) claimed that a valuable source of information in qualitative research can be documents. Documents consist of public or private records that qualitative researchers obtain about a side or participants in research, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies. They represent public and private documents. Documentation is a process of recording the data from the document that is collected from non-human source. In this research, the researcher used recorder to record the teacher during interview.

Researchers carry out document analysis because this will help in the process of interpreting the data. The existing documents will assist researchers in data analysis. So that the data taken is supported by data from documents, books or journals.

Researcher used some documents such as: teacher's book for teaching listening, syllabus, RPP, journals, and other articles to support the results of teachers' interviews. The documents were used to complete the data which obtained by the researcher.

Furthermore, the main instrument in qualitative research is the researcher itself, because qualitative research is research based on case studies. Moleong (2007) stated that researchers are the main instrument in qualitative research (as cited in Siyoto and Sodik, 2015, p. 28).

1.10.4 Data Analysis Techniques

Data analysis techniques here use a book from Sugiyono. Where each data obtained by the researcher will go through the following stages:

1.10.4.1 Data Reduction

The first step is data reduction. It is the selected data included in the needed data and it stays in the living data and the unselected data are included in the living out data. According to Sugiyono (2016) data reduction is a sensitive thinking process that requires intelligence, breadth, and depth of insight (p. 249). In this research, data reduction talks about the information that is gained from questionnaires and interview with English teacher at Madrasah Tsanawiyah.

1.10.4.2 Data Display

The data display presents the process of showing data by table or chart. Sugiyono (2016) states that in qualitative research, data presentation can be done with brief descriptions, charts,

relationships between categories, and the like (p. 249). The data in this study will be conducted with descriptive narrative and tables.

1.10.4.3 Drawing Conclusion

Drawing a conclusion is the last phase where the researcher summarizes the discussion to make the conclusion of the research. After presenting the data and interpreting the data, the researcher will draw conclusions from the data that has been obtained in the form of new findings from this study.

1.10.5 Research Timeline

Time allocation use by researcher is one meeting for instruments. It will take about 3 mounts to complete the data.

Activities	Month												
	March					April					Mei		
Preparing research proposal													
Instrumental development of research proposal													
Instrumental try out of research proposal													

Revision of research proposal																
Asking agreement to the head of the English department to conduct a survey																
Prepare the question																
Conducting Interview																
Sorting data from question naires																
Analysing data from interview																

w														
Making data conclusi on														
Finalisati on of research														

