

CHAPTER I INTRODUCTION

1.1 Background of The Research

English as an international language plays an important role in education in Indonesia. By mastering English, students can communicate with others people all over the world and open doors to scientific and technical knowledge. It allows students to have better access to any information. English also facilitates students to get good job and good university. It is because English becomes requirement to enter either company or university, hence having good ability in English can be one of some ways for students to gain success in their life. The significance of learning English is also supported by the government. The government places English as compulsory subject that is taught from junior high school up to university. English also becomes one of some subjects in national examination for junior and senior high school. As a result, learning English is a must for students in junior and senior high school in Indonesia(Kartini, 2015).

To help students in improving their speaking skills, one of some ways that by giving them good speaking material and activities. Teaching materials are one of the important tools in the learning process, which are the core of the curriculum. Teaching materials can help teachers prepare subject matter and guide students in learning (Ratmanida & Suryanti, 2020). In addition, in this 21st century students must dare to demonstrate skills such as teamwork, collaboration, and independent learning, and teachers are tasked with guiding students on how to progress to the next level of a particular skill (Menggo et al., 2019). This directs the teacher's creativity to create or compile additional resources for learning to speak. According to Harmer stated that speaking activities should provide opportunities for students to practice real life speaking and offer feedback for both teachers and students (Harmer, 2007).

According to the Ministry of Education and Culture and the National Education Standards Agency (BSNP), there are several criteria for teaching materials. The first is speaking material related to listening material and delivered based on the

level of difficulty. Second, speaking knowledge and practice are combined for speaking material by considering its relevance. This shows that speaking material must meet all the needs of students in learning to speak (Ratmanida & Suryanti, 2020). It means that materials which give chance for students to practice real life speaking in their daily life can be called as relevant material, by giving good speaking materials and activities, students are easier to participate freely and enthusiastically during the speaking class. Based on the description above, the researcher considers that teachers need effort in preparing 21st century speaking materials of senior high school.

1.2 Identification of The Issue

For English language learners, speaking is one of the most important skills that they need to be developed, because it is the ability to interact with other people and involves wide range of skills (Barelli et al., 2018). Also, Harmer (2007) gives his outlook concerning speaking, he declares that a good spoken communication is not only having the ability of language features knowledge, but also the ability to process information. On account of demand on both language features and social processing, not all students are able to practice the language orally, while said that speaking is one of the central elements of communication (Harmer, 2007).

There are some issues that appear. There are several weaknesses and deficiencies of English speaking materials problem found, such as the materials given by the teacher did not attract to pay attention to the materials (Agustina, 2014). As in learning speaking the teacher does not use creativity, imagination or cultural sensitivity related to the material being taught to students. The second problem is according to Nurhajati in Syafei (2008) and Fefianty and Nafisah (2008) stated that "Many English teachers do not have an English educational background, while the problems found are not only in the material but from four other indicators, namely: The first are from teachers, when teach speaking materials teachers did not relate the material given with our daily activity, teachers treated the young learners almost similar to older learners, teachers were lack of creativity in the class, the teacher did not properly manage the class and teachers did not predict the time in teaching

speaking to their students which limit the time and reduce the chance of more students to speak. According to Greene, and Preety (1967) teachers often face the problems form, the duration of teaching and learning process is limited. The material on the text books is different from the lesson plan. Teacher's problems are the quantity of the students in the class because a better class should have 12 to 20 students because young learners need more attention in learning. He also stated that another problem which is encountered by a teacher came from the availability of the text books for the students.

The second are from students, to learn English speaking stated from Natalia Rahayu (2015) fear about making mistake, incorrect pronunciation, lack of understanding of grammatical patterns, limited of vocabulary mastery, minimum opportunities, students interest, mother tongue use, seldom to practice and less discipline also in psychological factor such as shyness, lack confidence, and lack of motivation (Rahayu, 2015).

Teaching Method and Facilities in the research results of Sarmauli Heryanti Siregar and Abai Manupak Tambunan (2020). Saying that the infrastructure in schools is still in the not optimal category as evidenced by the lack of teachers in understanding the importance and benefits of school facilities in carrying out the learning process, the lack of creativity of teachers using school facilities to develop the potential and creativity of students in producing learning products that have an impact on performance and teacher creativity and student achievement in school.

Language as a means of communication has an important role in individual and group life. In language there are several components. According to Tarigan (2015, p.2) there are four components in language skills, one of which is speaking skills. In improving and developing English learning, especially in speaking, it is not only focused on fluency and accuracy, but students in the 21st century are required to have good communication skills. In addition, researchers found that previous research only focused on need analysis of speaking materials in the 21st century of senior high school (Ulfah, 2016)

1.3 Delimitations and Focus of the research

This research focuses on teacher's efforts in preparing 21st century speaking materials of senior high school. Researchers conducted interviews with teachers to find out what is teacher's efforts in preparing 21st century speaking materials of senior high school. By conducting this research, the writer tries to find out the speaking teaching effort in the 21st century. The speaking material focused on analyses material in tenth grade of senior high school. Researchers are limiting this research in the tenth grade to be more focused.

1.4 Research Question

Based on the limitation of the problem above, the problems of this study can be formulated as follows:

- 1) What are the characteristics of 21st century speaking material in senior high school?
- 2) What are the teacher's effort in preparing 21st century speaking material in senior high school?

1.5 Aims of the research

- 1) Identify the characteristic of 21st century successful material speaking.
- 2) Identify the efforts of preparing 21st century material speaking.

1.6 Significances of The Research

1.6.1 Theoretically:

The outcome of this research introduces a new theory to complement the theory of previous or existing English language learning.

1.6.2 Practically:

- 1) This research supports the insight of material speaking of senior high school in 21st century.
- 2) This research can help English teacher to knows the efforts speaking materials of senior high school in 21st century.

1.7 Theoretical Foundation

In undertaking the research, some theories are involved to help or assist the researcher as the basis for finding and acquiring the successful 21st century speaking material at senior high school. The following theory are 21st century, speaking, successful 21st century speaking material, 21st century education and 21st century skills.

21st century is the modern era that have been developed, including in education field. 21st century is a period of globalized that core business competencies place greater emphasis on knowledge, mobility, and collaboration (Chu et al., 2017). Twenty-first century learning refers to developing learning, literacy and life skills as part of the classroom experience. Learning skills encompass critical thinking, creativity, collaboration and communication, which have been identified as essential for successfully adapting to modern work environments. These 21st century skills are more important to students now than ever before. They not only provide a framework for successful learning in the classroom, but ensure students can thrive in a world where change is constant and learning never stops. In the 21st century educators must create a curriculum that will help students connect with the world and understand the issues that our world faces. Schools in the 21st century will become the most important place, a place for teachers and students to connect with the technology that develop in every minutes of life.

21st century education is about giving students the skills they need to succeed in this new world, and helping them grow the confidence to practice those skills. With so much information readily available to them, 21st century skills focus more on making sense of that information, sharing and using it in smart ways. 21st century education highlights how learners are able to combine content knowledge, specific skills, expertise, and literacies necessary to succeed in work and life. But according to Ledward and Hirata (2011), 21st century skills are a blend of content knowledge, specific skills, expertise, and literacies necessary to succeed in work and life. Ledward and Hirata point out that these skills are more than technological literacy and include proficiency in critical thinking, problem solving, communication, and team work. Ultimately, these skills allow people to thrive in the new economy since

they help people a) access, synthesize, and communicate information; b) work collaboratively across differences to solve complex problems; and c) create new knowledge through the innovative use of multiple technologies (Menggo et al., 2019).

The 21st century demands the explicit integration of learning strategies, digital competences and career abilities. Schools in general and EFL classrooms in particular should provide students with practices and processes focused on acquiring and developing, among other things, creativity, critical thinking, collaboration, self-direction, and cross-cultural skills.

1.7.1 21st Century: Speaking

One way to understand the meaning of speaking skills, as suggested by Bygate (1987, pp. 5–6), is to look at it in two basic aspects: receptive motor skills and interaction skills. The first involves mastering sound and structure does not have to be in every particular context. The latter involves making decisions about what and how to say things in certain communicative situations to convey meaning or maintain a true relationship.

In recent years, English communication skills have played an important role for recent graduates so that they can perform well in the workplace, better cope with the communication problems they face, and develop satisfying communication and collaborative skills with people of all sizes. background (Crosling & Ward, 2002; Riemer, 2007). Since English is used as the language for international communication, teaching speaking skills is becoming increasingly important in English as a second language (Menggo et al., 2019).

In research, vocabulary is a major problem. The results of the six lecturers' interviews confirmed that limited vocabulary was the main obstacle for students to practice their English. Meanwhile, vocabulary has been recognized as an important component of the development of communication. Vocabulary knowledge determines the quality of listening, speaking, reading, and writing of performance speakers (Mokhtar et al., 2010). The same thing was also expressed by Alqahtani (2015) that vocabulary knowledge is a major component of communicative

competence because limited vocabulary hinders successful communication. Therefore, vocabulary is very important and is mandated to be written explicitly in speaking material books to be taught to students (Menggo et al., 2019).

1.7.2 Successful 21st Century Speaking Material

The importance of English communication skills requires supportive speaking skills. Teachers are expected to be able to develop teaching materials to strengthen students to think positively about learning and speaking English. Talking about material development, it is useful to know the framework as a kind of map, which describes the areas of challenge, and thus reflects the needs of students (Menggo et al., 2019).

Previous research on the development of speaking materials has been carried out in Indonesia (Menggo et al., 2019). The design of the speaking material should cover the needs of the target student in speaking, such as pronunciation, structure, vocabulary, fluency and accuracy. The concept of a needs analysis for English-language material development to promote 21st skills century in the Indonesian context has not been strongly supported by recent research findings. Meanwhile, the assumptions that need to be analyzed on English-language academic material are very important for success in the 21st century work (Heinrichs, 2016).

Andrade (2016) found that material development in higher education must be carried out in line with the achievement of learning outcomes for the 21st century in the global world, such as critical thinking, problem solving, written and oral communication, collaboration, information literacy, and other global competencies. Thus, the material should cover the skills required in the 21st century, such as students having the right types of work attitudes and professionalism through interaction and collaboration, critical and creative thinking, promoting independent learning and collaborative teamwork, being able to make assessments and decisions, and understanding the effective use of technology. relevant in the workplace (Menggo et al., 2019).

Ideally, if materials are built for speaking skills, interactive processes by designers and users should take place by speaking, because it would be unrealistic

for participants to just sit there and silently imagine how speech could work out of a written script (Maria do Rozário, 2013).

1.8 Previous research

To make sure the originality of the idea in this study, the writer will present three previous studies that have relevance with this kind of research the writer read previous or conducted are found. First the research conducted by Evrin, Indra, Rafika (2018) they said Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance (Lorensya, Evrin; Hartoyo, Indra; Dewi, 2018).

The second the research conducted by Ratmanida and Yeni Suryanti (2019) they said material is given to the students should be appropriate to the related or focused competencies of the teaching. This used to enable students to increase their knowledge and their English skills, namely, listening, reading, writing, and speaking. It is assumed that the more appropriate the material is given to the students, the higher the possibility of opportunity for students to increase their competence in English language skills. And learning materials must facilitate effectively, meaningfully students' needs, and target situations need in learning English language skills, especially for speaking skills. Speaking skill, as the parameter of someone's level of English proficiency, is a skill used to express thought, opinions, and feelings in terms of talk of conversation. For these competencies, learning materials should have sufficient knowledge of the sound, structure, vocabulary, and cultural system of the English language. It needs to facilitate students to think about the ideas they want to express, and need more aware of the appropriate functional expressions as well as grammatical, lexical, and cultural features needed to express the idea. In gaining these competencies, the material of teaching speaking skills should be in line with those features of speaking skills (Ratmanida & Suryanti, 2020). According to Cunningsworth in Richards

(2002) that the roles of materials in language teaching are: as a resource of activities for learners to practice and communicative interaction; a reference source for the learner on grammar, vocabulary, pronunciation and soon, and as a source of stimulation and ideas for classroom activities (Agustina, 2014).

The third the research conduct by Friski Padang, Sumarsih, Anggraini Thesisia Saragih that said the main point English speaking materials given should be related to students study it was done not only to meet the students need in their learning process and also in their future job but also to make students will be ease in speaking English so that the standard competences and based competence in syllabus could be achieved. According to Nunan (1991:208) says that materials are an important element within the curriculum and the most tangible and visible aspect of it. Richards (2001:251) defines instructional materials generally serve as the basis for much of the language input that learners receive and the language practice that occurs in the classroom. Also Friski, Sumarsih and Anggraini divided the English speaking materials related to the students there are in three units (Padang et al., 2019).

Table 1. 1 3 Units of English speaking materials

No	Existing English Speaking Materials	No	Developed English Speaking Materials
1	Tell me about	1	Come With Us
2	Telling Stories	2	I'm So Happy
3	Figuring Out Conclusion	3	Don't Be Sad My Friend

Research has done a lot of research on learning English, especially speaking. In addition, researchers have conducted or read previous research and found three widely discussed clusters.

Those three previous study can help this research as the booster for the researcher to research this study. Of all the clusters found by researchers, there were still not many studies on speaking discussed regarding the 21st century. However, the 21st century beliefs are need to be considered in speaking skills and speaking material also in this conduct the materials are things used by the teachers or learners

in teaching and learning process that give students opportunity to improve their skill and knowledge in speaking. Therefore, the researcher will explore the need analysis speaking material in the 21st century.

1.9 Frame of thought

The elements frame above refers to the big title or main title of this research include language learning in the 21st century, and speaking material as the main of the object of the research. to clarify how to become successful speaking material in 21st century.

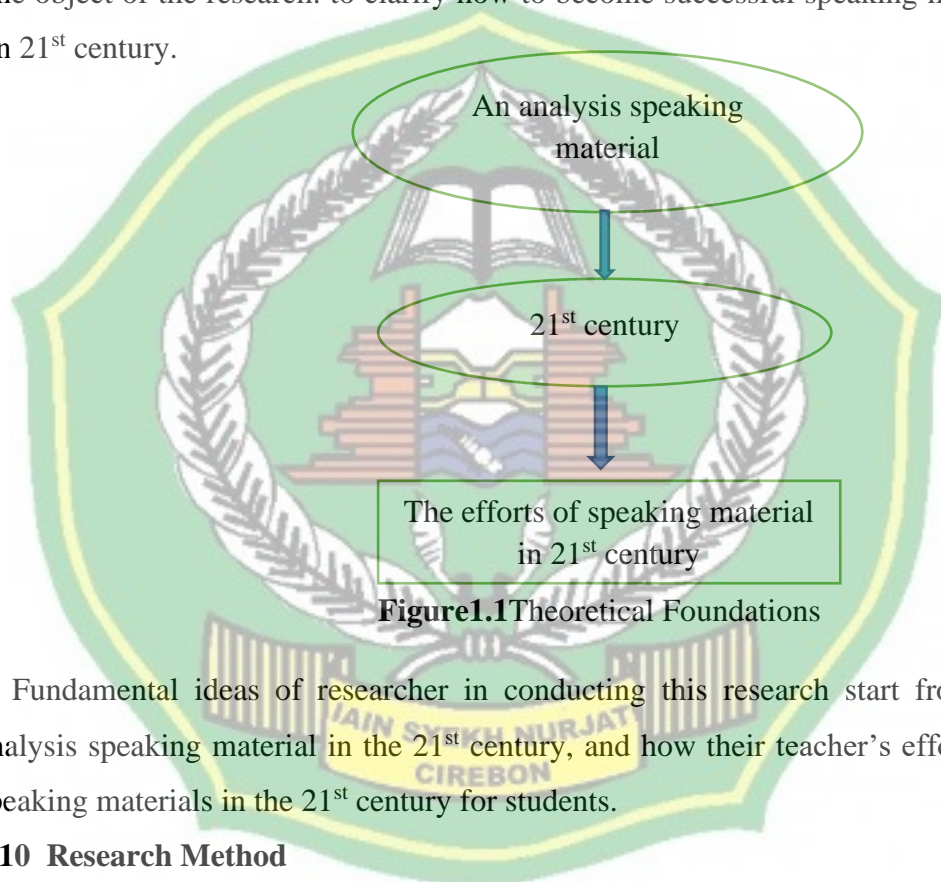


Figure 1.1 Theoretical Foundations

Fundamental ideas of researcher in conducting this research start from the analysis speaking material in the 21st century, and how their teacher's efforts for speaking materials in the 21st century for students.

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 research uses qualitative method. Qualitative is research studies that investigate the quality of relationship, activities, situation, or material are frequently referred to (Fraenkel, Wallen & Hyun, 1932, p.426). Generally qualitative conducting some stages; Identification of the phenomenon, determine the research question, data collection, data analysis, data interpretation, making conclusion

(Fraenkel, Wallen & Hyun, 1932, p.426) This case study chosen because the researcher will explore the case of activity or event in the field individuals in this research (Pratama, 2008).

1) Stage 1

In critical literature review, the researcher use secondary sources in the order to explain the literature review with critically from the theory. Secondary source is from researcher, books, etc.

2) Stage 2

The researcher use primary sources. Primary sources is from interview and questionnaire. This source of data from researcher, books, etc. . The researchers use this source because this source of information from interview, questionnaire and from the theory.

The data that will to collect in this study are adopted Cresswell (2012), there are :

1) Stage 1

The data that will be collected in a critical literature review are as follows for topics in this study, such as 21st century and 21st century skills, speaking materials. The researchers use this data because in this stage it is answering research question number 1 that needs to be done a critical literature review from previous research (Fauziah, 2020).

2) Stage 2

1. Transcriptions of interviews
2. Transcriptions of questions
3. Voice record

1.10.2. Sources and types of data

Sources of data are the data of research which the data is acquired. Library research is used in getting the sources of the data. Library research involves the step-by-step process used together information in order to write a paper, create a presentation, or complete a project (Elmer E. Rasmuson Library, n.d, "Library research process", para.1) as cited in (Nasrudin & Zakiyyah, 2020).

Data source include two types, namely primary data source and secondary data source. Primary data source is data obtained directly from the object of research derived from observation and interview. In this study, primary data were obtained from interview with the research object the primary data is chosen because this research need argumentation or verification from several teachers uses several techniques questionnaire and observation for collecting primary data. Secondary data is the data that supporting to strengthen primary data. Secondary is data source; data source is that measure primary data. Secondary data sources in this study are documentation. However, the types of data in this research are Transcriptions of the interview, hand-recorded notes about documents such as journals, thesis, books, and also the picture and this data is chosen because this research need the amplifier for strengthen the primary data.

1.10.3. Data collection techniques and instruments

This research will be use two techniques for collecting data, there are literature review and interview.

1.10.3.1 Critical Literature Review

A critical literature review is a procedure utilizing a systematic study design (Nashrudin & Zakiyyah, 2020, p. 4). From Jesson and Lacey (as cited in (Nashrudin & Zakiyyah, 2020, p. 4), critical literature reviews include existing perspectives of key scholars in their subject field, clarify up-to-date methodological information, identify the strengths and weaknesses of previous research, and encourage you to follow up on the work you cite, use reliable and detailed methodological knowledge, identify the strengths and weaknesses of previous study, and encourage you to follow up on the work you cite. Critical literature review is not like other forms of literature review conducted by writing notes and using a bibliographic reference software search engine, but by examining the meaning of theory and documents, assumptions and the availability of papers with a logical structure, based on the structure of a decision (Gheondea- Eladi as cited in Nashrudin & Zakiyyah, 2020, p. 5). Jesson, Matheson, and Lacey (as quoted in Nashrudin & Zakiyyah, 2020, p. 5) there are several procedures that can be conducted to make a critical literature review, namely:

- 1) Formulate a draft study question.
- 2) Searching, searching, using keywords for results.
- 3) Identifying core values, skim, search, read, reflect and browse some more.
- 4) Collect and read some more of the papers
- 5) Get a reassessment of your problem.
- 6) Formulate the final research query for the study.

Critical literature review is used by the researcher so it can critically analyze and improve the current state of knowledge of the topic under review as a way to identify information gaps that could be attempted by resolving a new report (Carnwell & Daly as cited in Nashrudin & Zakiyah, 2020, p. 5).

1.10.3.2 Interview

According to Creswell (2008), those forms are 1) one-on-one interview, (2) focus group interview, (3) telephone interview, (4) electronic E-mail interview. In this research, the researcher uses one-on-one interview and focus group interviews. The author uses one-on-one interviews and telephone interviews in this report. Creswell (2008) notes that one-on-one interviews are a method of data collection in which the interviewer asks questions and gathers responses from precisely one sample subject at a time. the stages in using interviews according to Wilkinson & Birmingham (2003), those are:

- 1) Participant selection
- 2) Draft the dialog
- 3) The Questions Pilot
- 4) Choose the interviewees
- 5) Carrying out the interviews
- 6) Analyze the data for the interview

This interview was conducted to prospective teachers who were involved as teachers of the subjects studied. Researchers used telephone interviews with teachers as the research instrument because this type could be used to obtain information from teachers and in accordance with health protocols. Researchers also used one on one interviews with teachers as a supporting instrument.

1.10.4. Data analysis techniques

In qualitative research, the main instrument that plays an important role is the researcher himself. In qualitative research, the researcher is an instrument because everything in research such as problems, research focus, research procedures, hypotheses used, even the expected results cannot be determined with certainty beforehand, all these things still need to be developed again during the research, and only researchers itself is the only instrument that can achieve these things (Nasution, 1988, as cited in Sugiyono, 2016, p. 223). Analysing consists of “taking the data apart in order to assess and summarize the individual responses. Analysing and interpreting of the data includes drawing a conclusion about it, describing it in tables, statistics, and photographs to summarize it and explaining the findings in words to address our research questions (Creswell, 2012). The researcher chose informal interview as the techniques to analysis the data (Fauziah, 2020).

1.10.5 Coding of the Data

After the researcher gather the data, and then the researcher gives code to change the real name of the respondents. After studying and evaluating the data through interviews, the researcher codes the data into numerous types of data (Spuck et al., 1975). The use of coding will make the researcher easier to read and analyze the data. The coding are:

- 1) Researcher using code R
- 2) EFL teachers 1 using code T1
- 3) EFL teachers 2 using code T2
- 4) EFL teachers 3 using code T3

1.11 Research Timeline

The research will be conducted in 3 months, between January until March 2020. Below is the table showing the timeline of this study.

	Activities	Month																		
		Agustus					septembr					oktober								
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5				
1	Identification of the phenomenon																			
2	determine the research question																			
3	Data collection																			
4	data analysis																			
5	data interpretation																			
6	making conclusion.																			

Table 1. 2 Research Timeline

