CHAPTER I

INTRODUCTION

1.1   Research Background

Learners' profile becomes an important aspect that teachers should be giving more attention to in the learning process. Knowing the learners' need in the learning process will give more efficient process for both learners' and the teacher since every learner have a different background. Learners' have a different characteristic of learning style and how they can understand and receive the knowledge depend on their own while this can be solved by knowing their profile to recognize their strengths and weaknesses, potential, or even their interest (Pernine, 2014). The teacher will have a more structured learning process since they can understand learners' needs and give proper treatment for them (Aurah, 2017). Besides, the learners' will have a more interesting learning experience in the classroom.

In the modern era, people should be more aware and notice their competencies so that they can be a successful individual. In the case of learners' they should give more attention to their self by realizing their self-efficacy and match their ability with the 21st century skills. Knowledge is not the only thing that should be master by the learners' in 21st century skills (Genc, Kulusalki, and Aydin, 2016). They should have equal ability in many aspects such as critical thinking, communicative skill, leadership, creative, technology, and etc in this 21st century era. Therefore, teacher should recognize learners' potential and interest by knowing their profile to build learners' self-efficacy which will help them in the learning process and achieving goal of the learning itself (Bonyadi, Nikou, and Shahbaz, 2012).

Learners' should be aware with the criteria they need to master in the 21st century; they should upgrade their knowledge and capacity by recognizing their self-efficacy. Research stated that people with higher self-efficacy believe that with their ability they can deal with different issues and how they solve it, also it will helps them to focus on different subject and manage them (Hamimi, 2018). The more learners' can recognize their self-efficacy, the more they can be success to manage skills which required in 21st century and ready to compete with this era (Falconer and Djokic, 2019).

Previous research provides some concerns related to the learners' profile area such as learners' profile management process, learners' profile in the 21st century, and model of learners' profile. Result in the previous research shows that learners' profile takes a part in build their motivation in learning process since characteristic of every learners are different, therefore teacher should know that. In this research, the researcher tries to investigate learners' profile in the 21st century skills that should be master by the learners(Pernine, 2014). Learners' profile management tend to explore background of learners' which will make teachers' have more effective and structured process of the way they teach in class (Keshavarz, 2016).

In this 21st century era, people need to master 21st century skill to compete in this world. Learners' especially need to be master not only knowledge but also any other skills that needed by this era such as leadership, critical thinking, communicative, creative, mastering technology, etc(Cummings, 2017). That is why 21st century need to be the things that should be involve in this research to get know the meaning and the criteria of 21st century itself, so people as well as learners' can compete with the world development. By knowing their self-efficacy, the learners could find a way through the abstract problem about their selves and by any chance they can start to build and match their selves with 21st Century skills. Learners can show their potential while they can correct their lack by exploring their self-efficacy. In today's world, the condition is much more emphasize on what people can do with the knowledge they can assess and on interpersonal skills (Suto, 2014).

Self-efficacy is such an important part to become a successful learners'. Learners' who can recognize their self-efficacy have a more chance to become successful than the one who not understand it, because they know how to manage their abilities, strengthen their potential, and improving their lack (Tsang, 2012). This factor takes a big role in the learners' successful learning process because learners' efficacy influenced their choice and action through the process of learning. Self-efficacy important to be analyzed because it comes from learners' own belief about their knowledge which will affect not only motivation but also how they establish their ability (Doughty, 2014).

Learners' self-efficacy refers to the learners' belief of their own competence to measuring their ability in learning process. Self-efficacy is a social cognitive theory which

means they can understand their self-better than before since they know and realize their potential through recognizing their self-first and they can measure their ability(Raoofi, 2012). By knowing their ability, they can be more confident in the learning process because they can analyze their self well. Learners' potential need to be developed into the optimal one in order to make the learners' shows their ability and overcome their problems in learning (Shi, 2018).

However, many learners' still unfamiliar with this concept. They haven't recognized their self-efficacy as long as they don't understand how it does works. School, as a place where learners' get their learning process still use traditional method rather than developing it into a modern technological method to support the learners' (Sarica and Cavus, 2010). Learners' can't develop their choice and action when all the control handled by the teacher, and they only follow the rules without improving their abilities is not the right way to recognizing their self-efficacy (Meral and Colak, 2012).

The other problem is, not all learners' know what self-efficacy is and how to recognize it. In some research, the learners' main problem is they lack of confidence and can't perform well their abilities (Lopez and Velasquez, 2019). Learners' with lack of confidence may find more barriers in learning process and find more difficulties to handle harder situation, while they determine their effort and emotional feelings toward their actions (Hassankhani, Aghdam, and Rahmani, 2015). These problems will affect learners' performance in learning process and such barriers for their success future that is why they need a way to get through it.

In my experience, there are no learners' who can't learn English. There only learner who has no confidence to handle it and how they manage their learning process. This case prove that self-efficacy is needed to develop their confidence by recognizing their ability in learning, and how teacher can support learners' without taking full control of them is necessary. By recognizing self-efficacy, both learners' and teacher will be helped in the learning process.

Gender differences in learners need to be more noticed because they come from different background and the way teacher treat them should not be the same. Male and female learners' have different characteristic and when teacher can give different treatment for them, it will lead them to positive outcomes (Cunningham, 2019).

Learners' self-efficacy not only builds the learners' motivation in learning but also their confident. Some study shows that learners' with low confidence will have more problem in learning such as frustrated, laziness, and overwhelmed which will diminishing their motivation in learning (Taipjutorus, 2013). Recognizing self-efficacy will help the learners' to shape them into an individual who will ready to compete with 21st century skills and managing their action towards the world (Genuba and Montejo, 2018). In other hand, learners' who can realize their self-efficacy have more confidence which will bring positive impact in their learning process.

1.2 Identification of the issues

The issues that will be explored in this research including, first is that view and perception regarding self-efficacy is still new for the learners' and they have no representation about this concept. Not a lot of people pay attention to this part of learning process since this concept is abstract and invisible, that is the reason why many learners' haven't recognized and understand their self-efficacy in their learning process.

The second issue is the relation between learners' self-efficacy and 21st century skills. 21st century required many aspect and skills for learners' to live in this era such as creativity, critical thinking, metacognition, problem solving, collaboration, motivation, self-efficacy, conscientiousness, and perseverance. Learners' in this era should know their abilities, weakness and preferences in order to fit in the modern world's need so that they can be success and useful individual who can compete with 21st century skills.

The third issue is from some research, male and female learners' tend to have different achievement from learning process which can be caused of their self-efficacy. The gap between them perhaps can be caused by self-efficacy may have some realistic factors which can be explored and analyzed in order to help the learner set their achievement.

1.3 Limitation and focus of the research

In this research, the researcher wants to focus on aspect that matter in 21st century skills. Learners who live in 21st century ear need to understand and mastering skills that required in todays' world which will give them positive opportunities for them.

The next one is learners' self-efficacy, which is the most important discussion that wants to be explored by the researcher. Learners' who can recognize their self-efficacy within them can be individual who have high sensitivity to their own needs and potential which is god for them to deal with 21st century era.

The next discussion focus is male vs. female learners'. Both male and female have different characteristic and way of learning which influence their learning performance in the classroom. When teacher can know how to treat them differently based on their needs, it will lead them to pursue positive learning outcomes which will be good for both learners and teacher.

The last one is factors that contributing learners' self-efficacy since they have various background, the reason of their performance and attitude towards learning process must be different for each other. By knowing the factors, it will help learners' and teacher to be more aware with self-efficacy itself.

This research will be using observation and interview as the method and taking place at IAIN Syekh Nurjati Cirebon for specific, the researcher take learners' of English Language Teaching Department from the 8th semester as the respondent of this research.

1.4 Research questions

Based on the limitation of the problems in how English learners' self-efficacy in different gender above, researcher will make the question of the research as follow:

1) How is English learners' self-efficacy related to 21st century skills?
2) What factors contribute learners in different gender with their self-efficacy?

1.5 Aims of the research

The aim of this study is to find the differences about learners' self-efficacy in English learning based on 21st century skills.

1) To explore English learners' self-efficacy in 21st century skills
2) To explore factors contribute learners in different gender with their self-efficacy

1.6 Significance of the research

1.6.1 Theoretical significance

This research theme and area hopefully can give theoretical contribution for the next researcher who will conduct a similar research as good references and provide related information. In other hand, this research can give more knowledge for people in many different aspects and needs.

This research hopefully can give theoretical contribution to English Language Education Department in order to encourage the other student who will conduct similar research as good references. This kind of research may give a new theme and discussion to be explored by English Department in order to enrich their research area.

1.6.2 Practical significance

This research hopefully can give practical contribution to English teacher in order to give additional knowledge and experience on identifying learners'self-efficacy in 21st century skills. Teacher hopefully knows how to act and understand their students' in order to guide them figuring their self-efficacy, in order to shape them become an individual whose ready for living in 21st century era.

This research hopefully can give practical contribution to English language learners' to recognizing their self-efficacy for a better learning experience and satisfying outcome for their selves. Through this exploration about self-efficacy, learners' have new knowledge about dealing with their selves by recognizing their potential and lack in order to build them to b a success and ready to compete with 21st century skills.

1.7　Theoretical foundation

As has been explained about the objectives of the study, it needs to know the theories or knowledge related to this research. This research related to 21st century skills, learners' self-efficacy, and male vs. female learner in learning language.

1.7.1　21st century skill

In the 21st century era, world declared that they need a critical thinker and communicative person to be a successful one. The American Association of School Librarians (AASL) and the International Education Technology Society (ISTE) highlight the need to

focus on a set of three essential skills functions: learning and innovation; information, media and technology; and life and career skills or named as 21st century skills (Cummings, 2017). Skills that is requiring in 21st century is different and unique from the past because the world is getting progressive and as people who live in this era, today's learners' should pay attention to what is matter and needed by this century. The essential skills must be taught by the teacher in order to give vision of how 21st century worked for learners' to prepare them as future workers' with talents and information (Serdar, 2015).

In every step of today's world, people involving technology in their life. As 21st century skills concern in three main part such as: Academic, Government, and Major Techno learners' in this era should master it (Cavus, 2010). In late 2000's people start to apply digital technologies and their predispositions among them, those phenomena produce unlimited connectivity to worldwide society which is something good because the better they know about technology, the easier they will face the 21st century era because technology will always grow alongside with the human development (Hirschman and Wood, 2019).

In 21st century era, the world will need a higher specification and standard for every aspect especially in education. There should be skills or competencies which related to the fundamental 21st century success that must be considered by the learners' and teacher (Pearlman, 2011). As year by, world develoment can't be stopped and the standar of this era will remain higher whether in society or even knowledge (Schleicher, 2015). Learners should prepare themselves to compete with the world and fit them with the condition.

Learning in 21st century era must be different from the past since the trend is grow around the world. The past generation may still unfamiliar with technology in the learning process since they live in a era which technology is something they marvel at, and they try to understand how does it work (Schleicher, 2015). The role of teacher in this era take the biggest part in their learning process because they have situation where techer as the centered in learning process as poeple who guide learners' action which commonly used back then (Ghasmbolan, 2014) . Past generation facing struggle in operating new technology like computer while they have been familiar with the traditional one is something they have to be deal with in their educational process. In other hand, tacher in this generation who take full

control in learning process which make the learners' hard to develop their selves because they always fed by the teacher which is not good for them (Onyema, 2017).

The traditional way of teaching should not be adopted by learners' in 21st century because they need to grow and develop their quality in order to make a better version of learners' who mastering skills which is required in this era (Boe, 2013). 21st century learning should be more innovative and applying technological use in the process. Millenial learners' must be generation where they can adapt well with the technology in order to be familiar with it (Howard, 2018). Learners' in 21st century need to set a new standard of education to deal with broader competencies in this era which should be fulfilled by them. With the high expectation among them, learners' should prepare their abilities in such varied domain of competencies for instance academic, technology, and global connections (Hysa, 2013).

Learners should master other competence beside knowledge such as creativeness, critical thinking, problem solving, communication and collaboration, innovative and technological competence. They need to develop their range to be a successful and valuable individual in this era and that is why they can start it from recognizing their self-efficacy.

According to Hysa (2014), there are three aspects of learning which will becoming more important each day and could help learners' to be succeeded in their work and life:

1) Strong academic foundation

This aspect is essential to learners' success for both their education and training to make them own a firm competence which increasingly necessary for anyone who want to earn a better quality of themselves and their life.

2) Real world applications

Learners' not only need academic content in their learning process since real world need their ability to face the challenges. The more learners' know what world needs, the more they can get through it.

3) Broader competencies

Learners' who owned broader competencies will have higher advantage in work and life because they can adjust their self with pressure and situation. Based to employer surveys, the most important competence seems to be: ability to solve problem and think critically, strong

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skills of communication and collaboration, creativity and intellectual ability, and self-sufficiency.

With the amount of supportive facilities and especially technology during their learning process, learners' should be more active and use it well in order to maximize their potential. In the late of 1980's teacher still applied conventional teaching technique for learners which that time called as "TV generation" before it gets further development into "Virtual generation which still exist until now (Onyema and Hanken, 2017). In recent years, learners' are part of the massive influence of personal computer, worldwide web, and developmental technology tools become their part of education system which will lead them to be the future generation of this world (Saavedra and Opfer, 2012). Learners' will be much helped when they can own technological competence and mastering 21st century skills in order to gain their opportunity to be success in their work life.

1.7.2 The Nature of Self-Efficacy

Self-efficacy is individual beliefs of their own capacity in perform something (Gorsuch, 2012). Other research says that self-efficacy is judgment of confidence did by someone to maintain their performance in many aspects not only learn(Graham, 2013). It is related with the learners' emotion and motivation in following the process of learning to achieve their goal of the learning process. Self-efficacy highlighted learners' trust to solve their problem and obstacle in learning process which will lead them become a trustworthy learner for the future generation (Ahmad and Safaria, 2013).

The role of self-efficacy in self-esteem take a big part in how learners' can put their self in various situation and condition , how to organize and execute their job nicely as what they have planned before is no other than because of self-efficacy contribution (Jaeh and Madihie, 2019). Self-efficacy grows alongside time and developed by experience from learners'. Self-efficacy can be measured in order to know learners' have reached which level of it and hopefully can increased it by showing their productivity and sincerity (Hairida, 2017).

1.7.2.1 Dimension of Self-Efficacy Measurement

According to Janatin (2015), there are three dimension of self-efficacy measurement, including *Magnitude, Strength, and Generality*.

1)   Magnitude, it stands for the amount of difficulties that can be solved by the learners' which usually divide into low, middle, and intermediate task. The task that can be solved by the learners' would be direction to categorize them into those three different levels.

2)   Strength, this dimension closely related with magnitude dimension which refers to learners' belief of their own ability remains strong or weak. Learners' who have weak self-belief will threatened by difficult task that given to them while in other hand, learners' with strong self-belief will keep trying and defend their effort even when they struggling a lot.

3)   Generality, the successful of learners' to manage certain activity and handling few situations or they can manage many activities and the unexpected situations. Generality related with amount of field or achievement level learners' can manage and handling their problems and task properly in any condition.

Self-efficacy is not a self-system that can't be limited as long as people still alive and gathering new experience. Some expert stated that self-efficacy involving many aspects of learning process such as productivity, self-motivation, their confidence, and what action they take in the process of achieving their goal (Daskalovska, Gudeva, and Ivanovska, 2012). Learners' gathering their experience from many people around them which can be family, teacher, friends, public figure, and the other people that can influenced them (Chi, Liu, and Gardella, 2016).

According to (Brown, 2017), self-efficacy can be influenced by four main reasons, they are:

1)   Enactive Mastery Experience, in this stage, the learners' get knowledge and their operational histories from their selves and how they can manage it to become a supporting system for their thinking development.

2)   Vicarious Experience, learners come from various kinds of environment which will make them have a different character. They will affected by their environment and people round them since they live in a same social condition which.

3)   Social Persuasion, people live hanging on each other because they are a human being. In their live, they need to give and get a feedback from what they did to know that everything has value to be appreciated.

4)   Psychological Affective, this invisible aspect takes a big role in building learners' motivation mentally. It consist of learners' mood, emotion, stress, pain, fatigue which need to be manage well to build a balance personality.

It shows a positive relationship between self-efficacy and the learners' academic performance which influence their academic outcomes. Even though self-efficacy is non-cognitive aspect in learners' learning process, some researchers have proved that it works more effectively towards students more than the comprehensive approach (Do, 2015). It means that self-efficacy give contribution in how learners' take a chance and give effort in their learning process. Learners' self-efficacy affected their effort and willingness in learning process because they start to build their confident towards their selves and believing their abilities which will make their learning process become more effective than before (Do and Hyun, 2015).

Learners' with self-efficacy recognition tend to be more confident, optimistic, goal oriented, and they are likely to achieve higher score achievement rather than the one who not (Graham, 2013). This case happen because learners' who recognize their self-efficacy know what they plan and goal in learning process since they understand their selves by knowing their preference, lack, and potential which make them more focus and organized (Wibowo, Sihaloho, and Rahayu, 2018). In addition, learners' with good self-efficacy will have a better confident which can cause many positive impacts for their learning performance which will bring successful life for them (Mercer, 2019).

1.7.2.2 Characteristics of High Self-Efficacy Learners'

Learners with high self-efficacy tend to have specific and structured characteristic. According to Irwansyah (2020), there are characteristic which is owned by learners' with high self-efficacy:

1)   Optimistic, trusting their self in the middle of learning process is important because it will give strength for learners' in facing their problems and finishing their task.

Learners with optimistic character tend to have more positive energy which will be beneficial for them to get higher grade in the learning process.

2) Accept the challenge, new challenge will always happen in the middle of learning process; what makes it different to learners' is how they handle it. Learner with high self-efficacy will consider it as their way of development by accepting the challenge rather than avoiding and giving up to it.

3) Give positive outcomes, positive factors which influence learners' such as confidence, persistence, not giving up, and supporting competencies will lead the learner to a bright future. They not only achieving a good grade in school but also ready to compete with 21st century itself.

4) Explore their self-improvement; self-efficacy is an unlimited self-system which will develop alongside learner's life. Learners' with good self-efficacy can explore their aptitude by maximizing their abilities and improve their lack. This way of improvement will help them to be a right and trusted individual for the future.

1.7.2.3 Characteristic of Low Self-Efficacy Learners'

In other hand, learners with low self-efficacy will be have a lower confident of themselves and can cause bad impact such as give up, frustration, lower success or the worst is dropped out (Sachitra and Bandara, 2017). Learners' with low self-efficacy may under estimate their self which is not good for their confidence because it will suppress their productive goal and affecting their effort in learning process (Sea and Bidjerano, 2010). Pressure from learning is quite big for learners' and if they have no confidence about their self to handle, it might sway learners' mental slowly which something should be avoid for a better future of learners life.

According to Irwansyah (2020) there are characteristic of learners' with low self-efficacy, they are:

1) Weak, learners' with low self-efficacy usually have a lower chance to explore their ability in learning because they haven't recognized their potential to develop and how to fix their lack. Their trust to their self is usually weak and it cause them tend to easily give up and frustrated.

2) Avoiding challenge, challenge means to be way of learners' development in the process of learning. However, learners' with low self-efficacy consider it as something which complicate them and they usually focus on obstacle and the failure in challenge they deal with which will detained learners' in terms of developing their self to become future generation.

3) Give negative outcomes, the way learners' not recognizing their self-efficacy brings negative impact for them. Learners' have no spirit in learning process, low motivated, and it will guide them to get bad score. The further impact is learners' has no potential that suitable with 21st century that requiring them to owned many skills and bring them to failure.

4) Limit self-improvement, learners' with low self-efficacy might find difficulties to improve their selves, since they haven't recognize their potential, what does make them interest, how to cover up their lack and many aspect that should be their concern to be a right individual for the brighter future.

Educational paradigm has been shifted regarding to 21st century needs, away from knowledge is something that fixed and rigid become something that flexible which will always developing and on progress (Hirschman and Wood, 2019). Education system in Indonesia use 2013 curriculum as the main learning orientation. The 2013 curriculum emphasize not only on the learners' cognitive development and knowledge, but also focus on their skills, attitude, and technological competence (Fatimah, 2018). The government arranges this curriculum by considering globalization era which the goals are build learners' characteristic become skillful, critical thinker, creative, innovative, self-confidence, and problem solver (Susilana, Asra, and Herlina, 2013). Concept of 2013 curriculum which was set by many considerations is clearly seen preparing learners' to be ready for real competition in 21st century and for creating the dream to be true, there should be contribution and collaboration from both education figure and the government.

The last one, self-efficacy is a key contributor for the learners' to be a successful individual in the future. By knowing their own potential, the learners can give a maximal learning performance in study progress and controlling it. Therefore, they can have more effective learning style and satisfying learning outcomes which will be valuable for their future.

1.7.3 Male vs. Female Learners' Self-efficacy

Gender refers to social, cultural, and psychological differentiation of an individual that are imposed the biological distinction (Rosyanawati and Kaswan, 2016). Every learner has equal chance to be good in learning and mastering foreign language regardless they are male or female, but in reality their success depends on their effort and intention in learning process itself. In other hand, some research found that the role of sex give such a big impact in learners' learning process because it influence their motivation, behavior, social, educational, attitude, their cognitive, even achievement. (Coskun, 2014). In some research, girls do better in learning language than boys because their capability in remembering words list, part of text, expressing emotional and artistic emotion, and develop their individual relations (Rudzinska, 2013). Comparing boy and girl in learning language are important based on their motivational and psychological factors, with girls who usually take into whole aspect while boys consider some aspect while learning language.

1.7.3.1 Male vs. Female Learners' Learning Style

The main discussion between male and female learners' towards their learning process is about attention and motivation that they build within themselves (Thompson, 2017). Learning process is not always knowledge and competence; it needs more than that aspect to make it works for the learners' and the aspect which need to be consider more is learners' mentality in learning process. The way male and female learners' have different way of approaching language learning is different, and therefore they need to be treated differently especially in terms of absorb information and communication with other. Male and female communications way can be classified to some point according to Rahayu (2016), they are:

No.	Male style	Female style
1.	Focus on information	Focus on relationship
2.	Report style of speaking	Rapport style of speaking
3.	Goal driven	Process oriented
4.	Single task approach	Multi-task approach
5.	Succinct language	Story telling style of speech
6.	Working towards a destination	On a journey

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7.	Need to know the answer	Want to ask the right question

In terms of motivation (Thompson, 2017) stated that there are two kinds of motivation regarding to learning process involving instrumental motivation and integrative motivation.

1.7.3.2 Kinds of Learners' Motivation

1)   Instrumental motivation, this type of motivation related with the desire to learn a language because of logical reason such as job requirement, passing examination and etc. It means that learner has a motivation to learn language because they need it as something that they need to achieve in order to help their study or work life. Male learners' usually owned this type of motivation while learning language according to some researchers.

2)   Integrative motivation, this type of motivation related with desire to learn language because of their willingness to get a broader culture, society and new way of communication with native speaker. Learners' who owned this type of motivation usually feel in ease while learning language because they have no pressure in the process of achieving the language. Female learners' usually owned this type of motivation while learning language according to some researchers.

Girls can give more effort than boys in learning process and have more positive perspective and attitude toward the target language which make them show higher result (Heinzmann, 2009). Female learners' tend to have better organization and preparations as well as strategies towards their learning process which make them reach a better learning outcomes rather than male learners'. They consider about their learning strategies which will help them with their learning, and there are several kinds of learning strategies which commonly known for learning language for learners according to Sumarni and Rachmawaty (2018). Language learning strategies differs into two main distinction, they are direct and indirect strategies. Direct strategies related with the way learners' directly involve the target language in their language learning process which consists of three strategies such as memory, cognitive, and compensation strategies (Viriya and Sapsirin, 2014).

1.7.3.3 Direct Learning Strategy

1)   Memory strategy

This strategy consist of creating mental linkage, applying images and sounds in memory, grouping, reviewing well, and employing actions towards the language learning process.

2)   Cognitive strategy

Cognitive strategy is an essential part of language learning strategy because it involves four sets of process such as practicing, reviewing and sending message, analyzing and reasoning, and creating structure for input and output. This type of strategy related with ability of learners' to understand and produce new language by many different means, repeating, analyzing, taking notes and help them to summarizing the language.

3)   Compensation strategy

In this strategy, learners' usually learn language by guessing or using synonym of words, using many clues, giving gesture and sign which can handle learners' gaps in knowledge they don't know before. Using this type of strategy may help learners' to understand the target language better by keep practicing it to become fluent in target language.

1.7.3.4 Indirect Learning Strategy

In other hand, there is indirect language learning strategies which refers to strategies that support and manage language learning without any direct contact and involving the target language. Indirect strategy divided into three part, they are:

1)   Metacognitive strategy

This type of strategy provides way for learners' to go beyond purely with cognitive devices by linking knowledge that they have known before. Learners' can monitor their own learning process by three steps, the first one is centering the learning process, arranging and planning the process, and the last one is evaluating the result.

2)   Affective strategy

Affective refers to emotion, attitude, and motivation which may affect learners' positively or negatively. Positive attitude and emotions lead learners' to effective and enjoyable learning process while negative attitude and emotions will make them stuck with the learning process. Learners' anxiety may affecting them, and music can help to lowering

their anxiety while controlling learners' emotion can be done with encouraging their selves and discussing their feelings to others.

3) Social strategy

Social strategy here means how learners' behavior towards the society and the communication between them. Learners' learn how to asking clarification, cooperating with others, developing cultural understanding, and empathizing with others is matter in this type of language learning strategy.

According to those language learning strategies, it shows that learners' can adjust the strategy with their preference and learning style which is good to accompanying themselves to reach their goal in language learning (Ansyari and Rahmi, 2016). In some research related with gender differences in language learning shows that female learners' have more positive attitude and motivation towards learning process, they usually tend to owned integrative motivation and applying compensation language learning strategy (Sumarni and Rachmawaty, 2018). Female learners' show higher enthusiasm for learning language by their own decision to gain their knowledge and communication with foreign people around the world to get to know widen society which will help them live in 21st century era.

In other hand, male learners' tend to give lesser attention and attitude towards their language learning process according from some cases and studies. Male learners' shows that they usually own instrumental motivation and applying meta-cognitive language learning strategy which means that they learn foreign language as a requirement and not as something they need to achieve or master (Viriya and Sapsirin, 2014). Differences between male and female learners' show that even if they learn same language and through the same process, they will perform different outcomes because of their background, willingness, learning style and motivation affected their language learning process (Rudzinka, 2013).

This focus means to gathering prove that despite of gender difference, every learners' have their own right to recognize their self-efficacy. No matter if they are a girl or a boy; they should understandtheirself first to make them become a higher level individual who can compete in era they lived in (Zoghi, Kasemi, and Kalani, 2013). Despite of their gender differences, learning language especially English which become such urgency as a subject

that should be studied by learners' under government order is necessary to build learners' skill to interact with widen community around the world (Sauto et al, 2020).

1.7.4 Factors contributing learners' self-efficacy

Learners' self-efficacy is such an abstract concept in learners' learning process which every one of them have different cause since they have different background. It says that the most relatable factors contributing learners' self-efficacy consist of two main factors, they are social and motivational factors which influence learners' the most (Mendoza and Phung, 2019). In language learning process, knowledge for learners' is matter but skillful is better for their self-development which means that learners' should not be only clever but considering their potential and skills to 21st century skill they will live in (Soland, Hamilton, and Stecher, 2013).

Self-efficacy as self-concept of learners' characteristic may be built from different aspect regarding to their background, it can't be judge from teacher's perspective only when it comes to how they build their self-efficacy because learners' grow in diverse environment (Wang et al, 2015). Factor regarding this concept is focus on two main parts; they are social and motivational which will be submissive into three kinds according to Schleicher (2015).

1.7.4.1 Individual factors

Individual factors can give huge contributions for learners' in managing their learning process, because there no other people who can understand learners' better then themselves. Their ability to know themselves can be a good variable for their learning outcomes since they realize their interest, passion, and what aspect which can motivate them (Ansyari and Rahmi, 2016).

1.7.4.1.1 Interest

Interest means learners' intention in language learning process by knowing what course that catch their attention and what course that make them feel burden in process of learning. Learners' need to manage their activities between learning time and social time in order to get balance in what make them interest.

1.7.4.1.2 Willingness

Effort and time management is important factors of learners' successful in language learning process. What kind of effort, how they push their self, and how many times they sacrifice their time in learning is matter and contribute their self-efficacy.

1.7.4.1.3 Motivation

Learners' goal in language learning process need to be set in order to guide them to reach their goal and make sure that their effort is balance with their setting goal. The need of achievement for learners' is a must for building their character become person with clear vision and involves their quality.

1.7.4.2 Social factors

Social factor refers to aspect that can influence the learners' which come from external. It can be environment where someone grow or when they get education is a part of factors that influence learners' performance and behavior in classroom learning (Gough et al, 2014).

1.7.4.2.1 Teacher style

Teacher learning style in learning process will affect learning towards their act in classroom. Teacher who use learner centered style, building supportive atmosphere, and encourage learners in the process of language learning will bring positive feedback from the learners.

1.7.4.2.2 Home environment

Parents and family are genuinely should be place where learners' can rely when they facing problems in their learning process. Learners' with supportive family will gain support and trust from their family member as strength for them to overcome their learning obstacle and build their self-confident.

1.7.4.2.3 Peer influence

Friends can determine who we are whether it is bad or good between each other, and learners' should build positive environment where they can support and help each other with their friend as closely related with them in facing problem and unpredictable situation and when they feel that they feel that situation get tough. Learners' can try to share their thought with a friend which is claimed as a confident for them in order to release their pressure in learning.

1.7.5   Relation between self-efficacy and 21st century

Learners' realizing self-efficacy within their selves should be a new term in educational system regarding to 21st century era. Since self-efficacy is an abstract concept about self-construction, learners' need to be taught what exactly it is and how does it work inside their self before it brings action which will affected learners' outcome in language learning process (Rivera et al, 2010). Learners' with self-efficacy will find a way about how to manage their self-trust and control which can help them to exploring their skill and potential, correcting their lack, preparing their self with knowledge while emphasizing their interpersonal skill to balancing 21st century skills (Suto, 2014).

Self-efficacy can guide learners' to be an individual who not only owned knowledge but also life skill which required in 21st century such as technological competence, government and world issues, and emotional control (Dinther et al, 2011). Their self-efficacy will be measured into three categories according to their learning process such as their level, their strength, and generality which focus to help student build their self-efficacy (Krause et al, 2017).

1.8   Previous research

Previous research provides some related study in English learners' profile area such as learners' motivation, learners' in 21st century, and model of the learners' profile management process. In this research, the researcher tried to develop one closely related topic from the previous research which is learners' in 21st century and relate it with the 21st century skills. The focus of learners' in 21st century skill will bring a big impact for the learners, therefore the researcher choose to develop it.

Learners' in 21st century should own various skills and potential. It means that they should be more a creative and critical in facing the world and develop their competencies. Based on research conducted in urban school in North America and Asia around 2013 by Jim Soland, Laura S. Hamilton, and Brian M. Stecher shows that in order to facing 21st century era learners' must be aware towards their competencies. Knowledge for learners' is a matter but in other hand, a skillful learners' is much better for 21st century and that is why

considering learners' competence with 21st century skills is a must (Soland, Hamilton, and Stecher, 2013).

Learners' motivation is a part of learning process that should be owned by the students. Motivation can't be seen but they can feel it because it will shows a positive outcome from the students in the learning process. In that case, the teacher will take a part in build the learners' motivation to learn in the classroom. As a result most of the students will have a motivation in learning when they can feel comfortable and safe while they following the learning process that given by the teacher (Blumenthal, 2014). Learners' with low motivation will face a struggle in learning process because they haven't find or recognize their potential and how to deal with their lack. Low motivation learners' have more chance of depressed and fear of fail in learning process, which give them negative influence in learning process. They tend to feel uncomfortable in learning process since they can't overcome their problem and will lead them to get a low achievement which is caused problem for both learners' and teacher (Mercer, 2019).

Self-efficacy and factors contributing in it may be different in any grade of school. University learners' start to build their selves into an individual person and upgrading their personal competence especially in social and academic aspect which is crucial for their environment. They should set their goal and plan, enrich their knowledge and skills, expand their social environment and updating their technological competence to deal with 21st century era. A research conducted by Rinante L. Genuba and Giovanni S. Montejo in 2018 towards 191 fourth year college learners of Assumption College of Davao Philippine showed that teacher who owned 21st century skills with them and provide it to learners' tend to have a higher chance in influence learners. The focus of college learners' self-efficacy involving their academic, social, and emotional which can be ensured by teacher who owned se;f efficacy with them in order to build learners' trust in learning process (Genuba and Montejo, 2018).

In other case, previous research from Tamryn Shadwell and his team conducted in primary state school in urban part of Bloemfontein, Free State-South Africa in 2019 showed that based on four factors which influence their motivation in learning; peer influence plays a big role in learners' motivation. They influenced most by their friend where they intensely

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interact, communicate, and rely on them together with social environment where they feel comfortable and in same frequency to get through the same process (Shadwell et al, 2019).

A research conducted by Sumarni and Noor Rchmawaty at Universitas 17 Agustus 1945 Samarinda, revealed that gender should not be ignored as one of factors that influence male and female learners' differences in language learning result. There must be reason why there such differences between male and female in achieving their score in learning process, so teacher can know indication of their different factors and help learners' get through the process of learning (Sumarni and Rachmawaty, 2018).

The gap between the previous researches is they still focus on the general topic while the research can have deeper explanation in the terms of learners' self-efficacy. This research will be focusing on factors that contribute different self-efficacy in different gender of learners' perspective by using qualitative study. Furthermore, this researcher will try to find and explore the relation between self-efficacy and 21st century skills that should be mastered by the learners.

1.9 Frame of thought

The researcher illustrates the frame of tough in this research by presenting the table below:
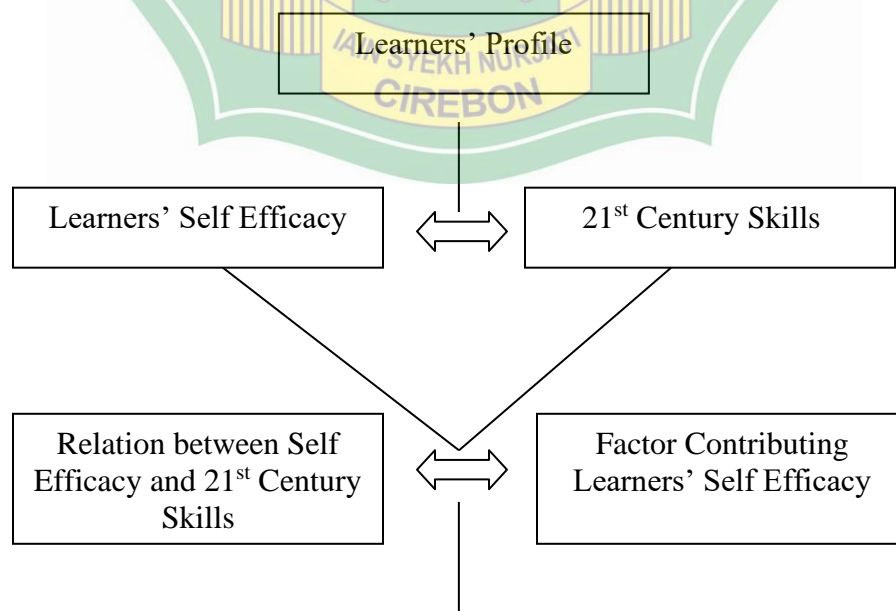
Male vs. Female Learners

Focus area of this research is to identify Learners' Profile based on 21st Century Skills. Then, explaining about the relation between learners'self-efficacy in 21st century era which required them to mastering 21st century skills. In addition, the researcher wants to explore further if there is difference between male and female learners' regarding their self-efficacy and how they overcome it.

English as universal language become one of the most spoken languages in the world which means people use it globally needs to be mastered for all people but especially learners which will get many privilege by learning it. Learners will be future generation of this world should be good with communicate with other people to support their successful life; therefore they need to be mastering English to get a wider communication around the world with people from different background such as language and culture. Researcher has discussed what the criteria of learners in 21st century. In this era, learners should not be mastering knowledge only as their foundation but they also need to fit their self with 21st century criteria in order to build their character and preparing them for a real life situation by telling them what world is actually need.

1.10 Methodology of the research

This chapter in research method contains research design, setting and subject of the research, data and data source, technique of collecting data, technique of data analysis.

1.10.1 Research design and step of research

Before point out of research, it is better to know the definition of research itself. Research is a term used liberally for any kind of investigation that is intended to uncover interesting or new facts (Walliman, 2011). To build something new, it needs procedure to conducting the research. There are several forms of research design that are suitable for various types of research projects.

The choice of concept to be implemented depends on the problems. So, research design is a technique to set up the setting of research in order to be able to get the valid data.

The design of this research will be conducted by qualitative in terms of the use of descriptive data (Dr. J. R. Raco, 2010) stated that descriptive data emphasizes the process because participant perception is the main key. This perception is actually formed by the

environment. Situations, conditions and local situations are very important in forming one's perception. As previously explained, the researcher explains what has occurred and what has occurred in the field. As qualitative analysis involves a participant's viewpoint, the researcher focuses on ways of blind people research English and the skills that appropriated in 21stcentury skills.

This research used qualitative case study. It is involving descriptive qualitative which represent methodological by getting participants fact, their meaning among the fact, then how to conveying them in a coherent and useful result (Brayan V. Seixas, 2018).

According to (Chenail, 2011) there are few steps that usually used in conducting research, and here are some steps which will use in this research are:

1) Decide the research topic
2) Find theories that related to the research area which will build supporting argument
3) Decide the appropriate place and respondent as the source of data
4) Contrive the research instrument
5) Draw a clear plan to analyze the data
6) Develop the report by the data that has been collected

Based on the criteria above, this research try to make a research which following these guide in order to make the process of this research more effective and well structured. In the end, the researcher hopes that the research will show a positive result as what have planned before.

1.10.2 Research setting

The data is conducted at IAIN Syekh Nurjati Cirebon, Cirebon Regency, and West Java, Indonesia. The data will be collected at Teaching Training Faculty and the respondents from 8th semester of English Language Department.

1.10.2.1 Source and type of data

In this research, the researcher used interview and observation to collect the data. Therefore, the researcher took effort to get data from the informants. In this research, the informant was: learners' from English language teaching department.

1.10.2.1.1 Primary data

The researcher has put itself as the main instrument because the nature of the research is qualitatively descriptive. The researcher will then be more involved in collecting knowledge for this research. In this research, the data collected by using observation and instrument as the primary data which comes from the participants' response and point of view. Besides that, there are some pictures from the screenshot of the voice record involving the respondents because due to the pandemic situation, the interview will be held online through chatting application.

1.10.2.1.2 Secondary data

The researcher used additional instrument for finishing the research, for example, journal and article as the source of the research, which can give information and gaining the researchers' understanding the problems before collected data for the primary one.

1.10.4   Data collection techniques

1.10.4.1 Data collection

In terms of the way data collection technique, the data collection technique can be done by observation and interview. Sugiyono (2017:225) stated there are 4 types of collecting data; those are interview, observation, documentation and triangulation. As in this research, the researcher will use data collection methods as follows:

1) Interview

The interview is process of interaction, dialogue; question an answer by two or more person directly to obtain the required information. During the interview, the researcher attempted to record the interview process in form of notes and audio recording. Furthermore, Creswell (2012) argues that interview gives more opportunities for the researcher to gain detail information. According to Zohrabi (2013), the researcheralso attempted to record the interview in form of audio recording. Interview itself means getting some firsthand information from the certain informant in order to obtain special information and investigate their thinking about world around the informant. In this research the instrument is the researcher herself.

The interviewee of this research is 8th semester learners' of English language teaching department which contains of 7 learners' from different class A, B, and C. Learners' differ

from male and female who have high self-efficacy ability is the main participants in order to get information related with this research

In this research, the interview used to get information by giving several questions that related to the research. In using interview, what matters is not the quantity of the informant but the quality that owned by the informant as the key point of them to be a respondent and how the interviewer does the interview itself. To know the good quality of respondent, the researcher uses two kinds of method:

1) Onsite observation

On site observation means the researcher come to a current school to get information deeper before decide it to be one of their respondent to know is the situation suit the research criteria or not . In this step the researcher can get the information about the school from the related people.

Related with this research, observation conducted to get to know learners' activity in the classroom, how they response to learning process, the way they manage their activity in the classroom and relation between them with their teacher and classmates need to be observed.

2) Key person

After getting information from onsite observation, related people or in this case it can be teacher of other school staff give certain students which suit the criteria of the research to be the respondent. The key person from this research is lecture of English language teaching department who have taught learners' which will know their ability in learning.

This research has some specific criteria for the respondents in order to with the research theme. Criteria for the respondent will be focusing on their performance in learning process as a way to analyze their self-efficacy. The criteria that requiring such as:

No.	Criteria	Indicator	Score				
1.	Critical thinking	Asking question					

		Respond question					
		Expressing opinion					
		Discussing material					
		Curiosity					
2.	Confident	Brave to promote their positive self-image					
		Speak with certainty					
		Applaud other people					
		Modest					
		Listen more than speak					
3.	Conscientious	Goal oriented behavior					
		Hard working					
		Well prepared					
		Persistence					
		Discipline					
4.	Creative	Energetic					
		Playful yet discipline					
		Passionate					
		Creating situation					

		Experimental					
5.	Motivating	Learn something new everyday					
		Bring positive vibes					
		Believe themselves and other					
		Supportive care					
		Rise above problems					
6.	Perseverance	Accurate					
		Focus					
		Put high effort					
		Desire					
		Definiteness of purpose					
7.	Optimistic	Trusting their selves					
		Surrounded by positive people					
		Express gratitude					
		Happy and joyful					
		Accepting new challenge					
8.	Problem solver	Have a clear					

		system					
		Re-define the problem					
		Have an attitude					
		Listen to the intuition					
		Gaining agreement and commitment					
9.	Technologically confident	Mastering technological tools					
		Analytical capabilities					
		A networker					
		Passionate					
		Modern					
						Total =	

The key point that use in this research will use one on one interview to make it more effective since every respondent might have different answer and avoiding confusion between the researcher and the respondent. In this step, the researcher will try to make a comfortable situation for both of informant and the researcher itself by following steps such as:

1) Researcher will introduce herself first
2) Tell the informant about the purpose of the interview
3) Explain the point of this interview
4) Asking questions which related with the research

When the interview section is begin, the researcher should be a good interviewee by giving straight question which not cause confusion for the respondent and listen more than

speaking because what this research need is their answer. The last one, don't judge the interviewee's answer because it can make them feel uncomfortable (Alwasilah, 2015).

1.10.4.2 Techniques of data analysis

There are three steps of data analysis technique that usually used in this type of research, they are:

1) Reduction data
2) Delivery of data
3) Verification or conclusion

In this research, the researcher will use three steps of interview which the first one is personal judgment. Personal judgment is a step which researcher does before interviewing the informant in order to measure how match respondent with the criteria which was made according to the research. After that, the researcher will ask some friends to confirm the judgment in order to make it more fair and valid. The second step is interviewing respondent which has been chosen according to research criteria and ask them question about what self-efficacy is. As long as this research use interview as the instrument of collecting data, the researcher will record the voice of the informant in order to get the information and some pictures as the additional data. The voice record will be analyzed by arrange it into a transcript to be analyze as the main data of this research. The last part of interview is asking lectures opinion about the respondent to make sure that the data that gathered by researcher is right and valid.

By following three steps of interview, researcher will get more structured and valid data because it doesn't come from one perspective and contributing three sides of judgment which will make it more fair. It also can help researcher to strengthen the argument of this research and answer the research question more relatable.

Analyzing and interpreting the data involves drawing conclusion about the case; representing it in tables, figures, and picture to summarize and explaining the conclusion in words to provide answer to your research question. The report analysis and interpretation in section of a research report usually titled *Result, Findings, or Discussions*.

According to (Creswell, 2012) the qualitative data were analyzed from documents taken during the research and it will be analyzed in six stages. The first stage was prepared and organized the data. In this stage the data were collected to be reread in order to state important point to show up the broad pattern and to classify them. The second stage was exploring and coding the data in which the data can be specified. The next stage was use the specified data to build description and themes. Then, construct a representation and reporting of qualitative findings. The next stage was building interpretation. The last stage was making a validation to the adviser lecturer. This stage is aimed for gaining accuracy of the findings.

In this research, the researcher will analyze the voice record based on the interview to be a transcript. Based on the informant's answer, it will produce some information lead to the theme and the researcher should give note to specify it. After the voice record has been transcript, the researcher will find the data which one is relevant with the research and which is not. The relevant data will be prove and final result of the research.

1.10.4.3 Instrument of research

Sugiyono (2017:222) report that in qualitative research the main instrument is the researcher herself. The researcher has put itself as the main instrument because the nature of the research is qualitatively descriptive. The researcher will then be more involved in collecting knowledge for this research. In this research, the data collected by using observation and instrument.

The researcher used additional instrument for finishing the research, for example, journal and article, hand phone for video and recording of interview, camera digital for capturing the data and many other supporter instruments which were used by researcher.

1.10.4.3.1 Research timeline

The research will be conducted at IAIN SyekhNurjatiCirebon, Cirebon Regency, West Java, Indonesia, between Apriland May 2020.

Time of The Research	Activity
9th December 2019 – 23rd December 2019	Developing research proposal

20th January 2020 – 25th January 2020	Data collection
27th January 2020 – 20th February 2020	Data analysis
25th February 2020 – 23rd March 2020	Interpretation of findings and writing up the thesis
24th March 2020 – 30th March 2020	Writing conclusion