CHAPTER I
INTRODUCTION

1.1 Background of the research

In this 21st century, English teachers have several challenges in teaching, educating students and preparing strategies and techniques in teaching (Richards, 2006, p. 5). That ways, all of the preparing and technique in teaching used variatif languages. English language teacher has a language flexible nature, which means that new vocabulary will appear according to the times. Demirel (2003, p. 7) states that teacher's need to look and plan the English teaching process in three aspects all-around classes, namely the student, the teacher and student interaction, and motivation. It's like remember the individual at large (Individual differences occur in each class), keep active students (Interaction between teachers-students and students-students; community work), relationship and inspiration (Rapport means developing a classroom environment where students are motivated to learn, between the instructor and the students, but encouragement implies an opportunity for the students to learn). Therefore, teachers are required become professional educators such as competence in teaching and managing learning effectively.

In the preparation of increasing advanced civilization, the teacher's need in achieving professionalism must be considered. As the important sector in education, teachers have to required the competencies. The importance of pedagogical competence of English teachers in relation to the subject matter they teach has encouraged the researchers to investigate how professional English teachers develop their pedagogical competence in teaching English in their day-to-day teaching practice. More importantly, there is few studies done concerning specifically on how EFL teachers developing their pedagogical competence dealing with teaching implementation which refers to the teaching techniques that promote students learning (Irmawati, D. I., Widiati, U., & Cahyono, B. Yudi. 2017, p. 293). Furthermore, more

professional's teacher for better the process and learning result. On the other hand, the better learning proccess is not only from techniques in teaching but also it is on professionalism and teaching program (Tinto, 2016, p. 2)

However, the improvement of teachers' pedagogical competence can be done through training, which should be tailored to the needs of teachers to improve their competence as professional educators. The training which is not based on the needs of teachers has no significant impact on improving teacher competence, it may even decrease motivation to learn, a waste of time, energy, and funds (Febrianis, Muljono, & Susanto, 2014). On the other hand, Improving the quality of education is the development of professional and pedagogical competence is done by providing opportunities for teachers improve their knowledge and skills to develop teaching materials and use various methods of learning in the learning process, provides the opportunity for teachers to take the initiative and creativity in working to develop insight knowledge (Hi & Rahman, 2014). After know the basic skill for preparing pedagogical competence on the teacher must be evaluating the progression of those steps, this the way to looking for the result of training to improve the skill of teachers' competence. The selection of this evaluation model is useful for assessing the pedagogical competencies that teachers have based on the value obtained through the tests or training (Sumual & Ali, 2017).

The issues from several previous types of research it is will be developing this research, exactly can build a few critics from the previous research to this research. For example, teachers need to add the training their pedagogical skill or competent to be a professional teacher but must improve other skill can be developing their needed (Febrianis, Muljono, & Susanto, 2014). This is the limited think, the way teacher can learn or train match with their skill or their capability for more mastering in their learning process. One of the most direct ways to improve the quality of English teachers in Indonesia is to improve the quality of the teacher education programs that are responsible for preparing student teachers with adequate English proficiency and teaching skills. In addition to that, providing effective

teacher pieces of training enable English teachers to improve their teaching skills (Sulistiyo & Haswindy, 2018).

Next, the steps will be continuing from points of issue and the critical cluster. Based on this research for improving the teacher's need in pedagogical competence 21st century, the researcher should be building until balancing the paradigm of teacher perspective about pedagogical competence. After adding all of that idea, improve the issue can be the central topic of this research, when applied the steps clearly to complete it the result would be connected with the aims and focus of this research. Teachers with good pedagogical competence will tend to deliver subjects better than those who are not (Siswanto, Hariri, Sowiyah, Ridwan, 2020). However, it does not mean that other competencies are not important. Attitude competence will bring teachers to decide class. Personality is a bit different where this competence presents as the way how the teacher behaves and acts as good teachers as they are working to be a role model. Professional is the competence where teachers put skills in term of his/her profession as a teacher. All of these competencies should be mastered by teachers. In this case, mastering it could be done as the process of working with different working situations, training, and others.

Some different research has been conducted in the area of English teacher competencies, including English teacher competence (Wang, Lavonen, & Tiri, 2018; Febrianis, Muljono, & Susanto, 2014. Hi & Rahman, 2014. Ibrahim, 2016.), English teacher teaching skills (Jacobson, Lundeberg, 2016; Care, E., Kim, H., Vista, A., & Anderson, K. 2018), and English teacher teaching methods (Wulandari, S. A., & Arifin, Z. 2020; Zafari, N. M. K. 2019). From the previous research, there are cluster will be focused on the issues that central point of research. When the teacher in 21st century many skill would be improving to have competence in every teacher need, not only for improving the important skill but here teacher should be training and do their pedagogical competence to be central knowledge contact that the result is getting the professional teachers in the 21st century.

1.2 Research Phenomenon

The field of the current research is pedagogical competence. This identification research issue about pedagogical competence of English Language teacher in Junior High School and build teacher's perspective of pedagogical competence that sees more important when they as to be the next professional teachers in the 21st century. Identified the specific issue or topic is about teachers need for expanding and training their skill for competence, especially in the pedagogical competence because from the previous experience the teachers less of training and expanding their skills, low of preparing the lesson plan, managing the timing job and assessing for repeat the result because it is just exercising the skill when was applied on teacher self.

Less pedagogical competency in teachers resulted from infrequent attention to each teacher's self and a lack of resources to assist instructors in developing pedagogical competence. The main problem from this research is the researcher straighten up in the teacher's perspective of the teachers need, when they build a progression of teacher pedagogical competence in the 21st Century, the teachers as facilitator, motivator, adviser and the giving inspiration for their students in every learning process. This research guide and changes the teacher's perspective about skill and pedagogical competence more important and all teachers soon can be understood to upgrade their perspective of pedagogical competence in the 21st century.

1.3 Delimitations and focus of the research

The limitation or focus of the research is only focused on teachers' need in the expanding pedagogical competence. This research based on the teacher whose less to upgrade their pedagogical competence in junior high school at Sumber village of Cirebon City, the researcher chooses this place to research because the phenomenon come from this school. That ways the

important thing to teacher know this statement to guide their method or their learning process.

There is the specification in the indicator for knowing the object research taking from the teacher of junior high school at Sumber Village Cirebon City, about the teacher has a double occupation not only teaching as the main occupation but there is the other occupation as secretary of school and teacher education background maybe that is one of the factors whose teachers do to upgrade their self about the pedagogical competence. The research limitations according to Rilla Nurfadhilah "The research is about the pedagogical competence of English Teachers with non-English Educational Background in teaching and learning process. Thus, this would be useful also to find their problems and solutions in teaching English" (Nurfadilah, 2015).

This research only focuses on building the teachers need for improving pedagogical competence and avoid to explain irrelevant topic or focus that was mention in the previous paragraph. The source of this research's data from teachers who teach English Language lessons in Junior High School at Sumber Village, Cirebon City.

1.4 Research questions

The present research attempts to investigate the following question:

1. What is the EFL teacher do in applying pedagogical competencies in the 21st century?
2. What is needed for the EFL teacher to expand their pedagogical competence?

1.5 Aims of the research

This research aims at finding:

1. To know the EFL teacher pedagogical competence in the 21st century.
2. To know the needed EFL teacher to expand their pedagogical competence.

1. 6 Significances of the research

This research hope be useful for whose reads this research or for the reader, spreading the knowledge for other people and give the sampling to support people who upgrade their self be better than before. Then, this research has significances that divided into two sides, there are:

1.6.1 Theoretically

This study will provide a beneficial description and useful piece of information about the EFL teacher pedagogical competence in the 21st century. This research can be an alternative source and guidance for future research on the same interest.

1.6.2 Practically

This research can be a reference for EFL teachers in upgrading the pedagogical competencies in the 21st century. Besides, the next researcher can continue this research as the understanding about practically applies to the research for the teacher in the next generation. Furthermore, researchers, teachers, and educators can build and implement their skills especially in pedagogical competence in their daily life.

1.7 Theoretical Foundation

The theoretical foundation provides readers with the fundamental ideas relevant to the research problems. Looking from the aims of this research, there are to find the EFL teacher pedagogical competence in the 21st century and to find the needed EFL teacher to expand their pedagogical competence. The reserachers compare with a few of the previous theoretical foundation.

This research has a fourth theoretical, there is about 21st-century Pedagogical Competence, 21st EFL Junior High School Teachers, 21st-century teachers' competencies and The 21st Century. To explain all of the theoretical foundations there one of the reasons when the teacher in the

21st century many skills would be improving to have competence in every teacher need, not only for improving the potential skill but here teacher should be exercising their pedagogical competence and handle their students well. It must provide students with skills that will help them work as a team collaboratively and sensitively, become decision-makers, efficiently prepare and manage their time, listen to each other, and at the right time choose the right communication approach (Nessipbayeva, 2017).

1.7.1 The 21st century

For the 21st century, this theoretical get from the fast era because of the change from conventional or traditional to digitalization modern era. Such Zafari's say about education innovation in 21st Century "by placing curiosity, critical thinking, deep comprehension, the rules and tools of inquiry and innovative brainstorming at the core of the curriculum, education in the 21st century should concentrate on promoting creativity" (Zafari, 2019). An innovative teacher means someone who teaches in a new or revolutionary way at the school, who can show that teaching and learning have changed as a result of the new techniques used, who uses new or groundbreaking methods of technical learning.

1.7.2 The 21st century Pedagogical Competence

In the specific 21st century Pedagogical Competence, Pedagogical competence in 21st Century refers to the teacher's competency related to the teacher's ability to controls the characteristics of leas from the physical aspect, the spiritual moral, social, cultural, emotional and intellectual; control of learning theories and principles of learning that educates; develop curriculum related to the subject matter; conducting educational learning; utilize information and communication technology for the sake of learning; facilitate the

development of potential learners to actualize their potential; communicate effectively, empathetic, and manner with the students; conducting the assessment and evaluation processes and learning outcomes; utilize the assessment and evaluation for the sake of learning; take action to improve the quality of reflective learning (Asmani, 2009) and find the need's by handle learning, content mastery, student comprehension, the use of IT, the use of learning models, the creation of curricula in the learning process, the assessment of learning and the development of potential students in the activities of the learning process in school (Rahman, Linuwih, Louisiana. 2019). Even, the teacher just focuses on their job to make their students understanding in class or school area, not see all of the aspects from their self first to develop the pedagogical competence.

1.7.3   The 21st EFL Junior High School Teachers

To 21st EFL junior high school teachers, more teachers they teach in junior high school basically from the 'digital immigrant' should a customer more actively to make their students be able to use the 21st Century Technology. Teachers need to wisely transfer knowledge of the use of gadgets for learning purposes. It requires a dynamic interaction of epistemic and pedagogical values, intrapersonal factors, social variables, and environmental affordances in developing technology literacy and implementing it in the classroom situation. Due to the impact of popular culture on EFL students of junior high schools, the promotion of learning and creativity skills in the 21st century, as well as the incorporation of technology skills into learning activities, becomes a bit complex in Junior High School (Wulandari, Aryati, and Permatasari. 2019).

1.7.4 The 21st century teachers' competencies

21st-century teachers' competencies, for the teacher's competencies in 21st Century their pattern to guide the teaching process and learning activities. Such, a triumvirate of the academic, workforce, and personal results drive the vision for youth development in all education systems. In each of those fields, the basic indicators of progress differed, and the relative degree of priority of each of those results ebbed and flowed, depending on the local background, but the education systems in the working group shared the goal of creating young people who were individually competitive, ready for a career and ready for academic learn and practices of 21st-century skills (Russell, 2016).

1.8 Previous Research

In the previous studies, there are researchers forwarded their research about pedagogical competence. Some research was explained by Jacobson & Lundeberg (2016) For English teachers teaching skills, their research aims to improve their skills in the 21st century to achieve both school and career success. Like, soft abilities they can be described as a cluster of personality traits, social graces, and these soft abilities are defined such as: logical thinking, communication, teamwork, and ingenuity in language, friendliness, and optimism. For supporting teachers in building their pedadogical competence that is include communication ability, abilities for individuals, abilities for teamwork, attitude, inspiration, flexibility, initiative, attitudes to work, and effort besides the teachers doing they work more actively.

Another research was discussed by Siregar, R.A., Fauziati, E., & Marmanto, S. (2020) in their research explain about the important to teachers have apply the pedagogical competence they have prepared the classes well. Then, in their research was explain one of the most important impact factors on student learning is teacher quality. Teachers cannot be fired for ensuring and assisting students in becoming their best selves and encouraging them to have a

brighter future. Teacher responsibility also includes developing the desired classroom environment, planning a wide variety of learning activities, and efficiently using teaching materials.

Besides, in the research held by Care, E., Kim, H., Vista, A., & Anderson, K. (2018), looking from this research when the teacher involves their self to the new imperatives have been implemented into education practices in the 21st century, stimulated by growing concern about global inequities and lack of justice. Educational programs need to include educational opportunities related to the environment of the 21st century that young people face, and this implies the development of new domains for teachers, domains defined by transferable knowledge and skills. So, equity policies in the 21st century have implications for how education systems and teacher's competence need to cater to all children and young people, especially in junior high school.

Besides, another research about pedagogical competence by Siregar, R.A., Fauziati, E., Marmanto, S., & Saragih, N.A. (2019) one of the most substantive competencies is pedagogical competence means not only seen as a path how the teacher should carefully use the different teaching techniques or methods. But this is more about acquisition of routines that are certainly needed by every teacher in order to save time and effort a more important aspect of the job.

The research by Firman, F., Tersta, F.W., Riantoni, C., & Sekonda, F.A. (2019) this research discussed the method for teachers in 21st Century. Like, the direct teaching, interactive lecture, presentation, modeling, debate, simulation, journal writing, questioning, interviewing, project-based learning, cooperative learning, and reflection were the tools used by the teacher to teach 21st-century skills, but they use 21st-century digitalization. Then, all of the activity it is like training for preparing the teacher in the 21st Century, teachers must have pedagogic competence in order to understand the characteristics of students in order to incorporate curriculum practices spontaneously in every learning process, allowing students to meet the competency of attitudes. It is hoped that more research on other competencies, such as personality, social, and professional, can be conducted, particularly among teachers.

The research by Ikromova (2020) in this study explained the pedagogical skills as a whole system are made up of the pedagogical component of the teacher's personality, interests, and ideals aimed at raising the next generation in a harmonious manner; professional knowledge of specific subjects, teaching methods, pedagogy, and psychology; (communication skills, persistence, foresight, professional independence, rapid understanding of sensory information). That aspect to supporting the teacher in understanding pedagogical competence as a guided in their job.

Based on another research in Iranian citizen by Ghasem, A.K. (2020) practicing teachers who use high pedagogical and low pedagogical can affect student achievement and understanding in each learning teaching. Therefore, the achievement of teachers in understanding pedagogical understanding is very concerned and can develop a learning system for their students. It was also discovered that effective pedagogical practice increases students' overall English learning achievement, and that teachers with pedagogical competence resolve grow their pedagogical practice in the contexts in which they teach. In terms of pedagogy, means that pedagogical skill should be enhanced in all schools, and it should be a required component of any educational profession.

The research discussed by Susanto, R., Rozali, Y.A., & Agustina, N. (2019) it is about the presentation of English teacher in understanding of pedagogical competence that level is medium stage. The preparation teaching learning has not been conducted well for in-service and pre-service session. Correlation of this research is getting guide the English teachers to training based on the creation of pedagogical competence model emphasizes the importance of cultural aspects in the relationship between teachers and learners, and it becomes an authentic and sensitive maintenance action for the transformation of students' behavior.

From the research by Afif, Z.N., Ulfatin, N., Imron, A. & Wiyono, B.B. (2020) that discussed to improve teacher's pedagogical competence in recognizing student characteristics in Indonesia through Neuro Linguistic Programming (NLP) training, this research gives the teachers' way and help

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more considerate to training the teacher's pedagogical competence. Means, the researcher conducted his research and development to improve the pedagogical competence of teachers in recognizing the characteristics of students through NLP training that aimed at some school in Indonesia.

Another research by Syahruddin, Ernawati, A., Ede, M.N. (2013) when the teacher's pedagogical competence in School-Based Management that is important, looking from the result this research showed evident that such development or progression on the one of the important strategies in improving the quality of the SBM teachers. Teachers' professional development through individual study, workshop, further research, and community discussions were discovered to be some of the most successful methods for improving the quality of SBM practice. As a result, professional development strengthens the inspiration, appointment, and efficiency of teachers.

From all of the previous studies above, has been the correlation with this research. Such as, analyze skill pedagogical competence of teacher and want to build teacher's perspective see more important the pedagogical competence when they want to be the next professional teachers. However, from this research has been the differences more specially that is to develop their foundation studies in the 21st century. Then, the researcher whould like to find the EFL teacher pedagogical competence in the 21st Century and find the needed EFL teacher to improve their pedagogical competence in the 21st Century.

1.9 Frame of thought

To illustrate the rule of this research, the building from general topic to specific topic that come from design the frame of thought. In the teachers need, there are three topics more specific to be complete the output from this research. The frame of thought in this research illustrates below:
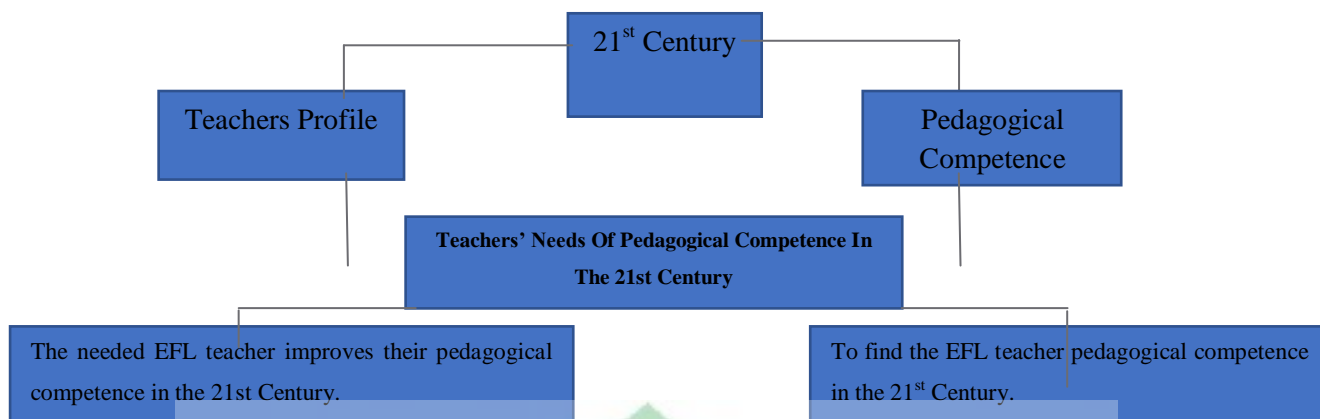
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                           ┌──────────────┐
                           │  21st Century │
                           └──────┬───────┘
          ┌───────────────────────┼───────────────────────┐
  ┌──────────────┐                 │              ┌──────────────────┐
  │Teachers Profile│                │              │   Pedagogical    │
  └───────┬───────┘                │              │   Competence     │
          │         ┌──────────────────────────────────┐  └────────┬─────────┘
          │         │Teachers' Needs Of Pedagogical      │          │
          │         │Competence In The 21st Century      │          │
          │         └──────────────────────────────────┘          │
  ┌────────────────────────────┐              ┌──────────────────────────────────┐
  │The needed EFL teacher       │              │To find the EFL teacher pedagogical│
  │improves their pedagogical   │              │competence in the 21st Century.    │
  │competence in the 21st       │              │                                    │
  │Century.                     │              │                                    │
  └────────────────────────────┘              └──────────────────────────────────┘
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Figure 1.1: Frame of thought

From the figure, the research devided to the first entitled or global topic of this research. It means the general one from 21st Century that makes a global topic for specific research. Next, after knowing the global topic it is made sure the specific area is about teachers' profile and competences. All of the parts of the teacher's profile needed some correlation in the part, such as three sessions on the title but, then in the title researcher find the aims of the general topic in this research.

1.10 Research Method

Explaining sub-points from research method there are the researcher describe as bellow:

1.10.1 Research design and steps of the research

The researcher used the qualitative approach for this research, using this approach because focus on teacher's phenomenon that observed in the school especially for the teacher's pedagogical competencies. This research using the qualitative phenomenological research that can be used through observation, questioners, and interviews to get the data. However, with the descriptive was done to report. In qualitative approach, the researcher seeks to establish the meaning of a phenomenon from the views of participants (Creswell, 2014). The participants are teachers of Junior

High School in Cirebon, West Java. The data be analyzed using recapitulation: questioners and interviews data.

Besides, image the rule of the explanation or the steps was described in previous paragraph. Sugiyono (2009) in this part would be explore one by one the steps of the research:

1.10.1.1   First Steps

The researcher collected data obtained by observing teaching and learning activities in the classroom and then interviewing English teachers and students.

1.10.1.2   Second Steps

The researcher analyzed the data through a summarized questionnaire and then distributed by the researcher, selecting the main things, and focusing on the important points.

1.10.1.3   The Last steps

The last steps it is promotion or presenting the data, where the researcher analyzes and describes the data theoretically and drawing, and verifying where the researcher concludes the results of data analysis.

1.10.2 Sources and types of data

The sources data for this research from some teachers who teach in Junior High School. Especially teachers of Junior High School in Cirebon, then the type of data is personality documents and recording being the process of putting the data. Making some script to prepare to get the data from object research (Creswell, 2017).

Resource	Specification	Type of data
Teacher of Junior High School	Subject teacher/Homeroom teacher	• Questioners (Document) • Interviews

		(Recording)

Table 2.1: Source and Type of data

1.10.3 Data collection techniques and instruments

The Data collection techniques and instruments, researcher use from sugiyono (2009) technique. When the Questioners and Interviews selected it is making the research more completed and clearer of the research. The explanation as below:

1.10.3.1 Questioners

The term questionnaire refers to a form containing a set of survey questions designed to obtain from respondents' certain details. Questions, directions, and room for answers are included in this instrument. The questions to be asked are framed in such a way as to get the respondent's direct knowledge (Sugiyono, 2009). For share the Questioners, researcher begin from object who want to be source the data, Example the teacher of Junior High School in Cirebon.

1.10.3.2 Interviews

An interview is described as a meeting of two people to share information and ideas through questions and answers, resulting in communication and popular creation of meaning on a specific subject. In this analysis, the interview was a purposeful interaction in which the researcher tried to collect information from teachers and students to explain and endorse observational evidence. Some standardized questions that the teachers asked regarding professional competence are part of the interview questions. The interview is a semi-structured interview in which the researcher asks questions that were previously structured and then proceeds to collect deep data on the variable by asking other questions relevant to the teacher's response (Sugiyono, 2009).

For find the interviewee, researcher search from object who want to be source the data and there is correlation between the research and

aims from data questioners, example the teacher of Junior High School in Cirebon.

1.10.4 Data analysis techniques

Using descriptive analysis, which is analyzing the data by digging up sentence data, where the researcher analyzes the data collected through the instruments previously mentioned. *First*, the researcher collected data obtained by observing teaching and learning activities in the classroom and then interviewing English teachers and students. *Second*, the researcher analyzed the data through a summarized questionnaire and

Then distributed by the researcher, selecting the main things, and focusing on the important points. After the data analysis, *the next step* is presenting the data, where the researcher analyzes and describes the data theoretically. From the quote, Sugiyono states that seeing the display helps us to understand what is happening and to carry out further analysis or be careful of this understanding (2009). *The final step* is finishing, drawing, and verifying where the researcher concludes the results of data analysis.

1.11 Research Timeline

Table 1.1

Research Timeline

NO	Activities	Month											
		January				February				March			
		1	2	3	4	1	2	3	4	1	2	3	4
1	Preparing a research proposal	█											
2	Consultation with Supervisor												
3	Try out the research proposal												
4	Revision of research proposal												
6	Survey in the school environment using questionnaires												
7	Analyzing data from questionnaires												
8	Sorting data from questionnaires												
9	Conducting interview and school observation												
10	Analyzing data from interview and school observation												
11	Sorting data from interview and school observation									█			
12	Making data conclusion										█	█	
13	Finalization of research												█

In the table of the research timeline, beginning from January to start the research from adding the proposed research. Make sure the preparation of the proposed research can permit and next to continue after the supervisor gives the permit. After getting the recommendation from the supervisor, the researcher looking at the place or survey, where the researchers want to go. Move to the next

month, start to analyze the data from that object, such as questioners or the interview session. Before it, conducting the timing to interviews and share the questioners. Sorting all the data was getting after doing the interviews and share the questioners, make sure the data was collected by adding the result. Finally, making the data conclusion and finalization the research for presentation the result.