

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the research

Nowadays, we are faced with a new era that is the 21st-century. The current development is an influence in many aspects, including in the aspect of education. It makes the education aspect have to adapt to the current development in the 21st-century in order to the teaching and learning system is not out of outdated and created successful teaching and learning, and then achieve the student's outcomes. According to Boholano (2017, p.22) stated that, "21st-century education project globalization and internationalization". Globalization and internationalization mean that increasing international relations. It is related to technology and media development that can make things easily accessible without being constrained by distance. Furthermore, Nessipbayeva (2012, p.148) stated that, "previously, the university's major intend was to provide students with particular types of knowledge that they needed to apply later, but nowadays it is primarily focused on life skills". It is important for individuals can face the changes, challenges, and obstacles in their life. Suherdi (2012, p.4) stated that "Along with new development in science and technology, English has gained more prestige and new demands in its teaching and research". Then Zhao (2010, p.426) stated that, "schools face challenges as a result of globalization". Thus, the teachers have to adjust their programs appropriately to 21st-century.

Moreover, one of the qualities of successful teaching and learning is related to the profile, quality, or competency of the teacher. According to Jan (2017, p.50) stated that "great teachers can make great students, and then the quality of teachers establish the quality of education". Sopian (2016, p.91) give the teacher role there are the teacher as manager,

counselor, facilitator, tutor, administrator, supervisor, leader, innovator, and motivator. Those teachers' role is important in the 21st-century to apply in teaching activity by the teacher. Monaco and Martin (2007) and Bart (2011) (as cited in Norahmi, 2017, p.81) stated that, "the students in nowadays generation are different with the previous generation in their personality and their sensitivity of technology". By mastery the technology, the teachers are expected to up-to-date, communicative and assignments activities. The English teachers need to understand and adapt to the characteristics of the students in the 21st-century. Furthermore, Handayani (2017, p.156) stated that, "The matters English teachers should know the 21st-century skills and learning, characteristics and skills of effective English teachers, roles of effective English teachers, and several hard efforts to actualize effective English teachers". The English teachers need to have good skills in teaching, personality, and their role that integrated as competencies to achieve student's outcomes by create successful teaching and learning.

The teachers' competency between in the previous century and the 21st-century has developed exactly. According to Nessipbayeva (2012, p.154) stated that, "the modern teacher should demonstrate the competencies such as effective classroom management, effective teaching practices, effective assessment, and technology skills". Moreover, the teacher's challenges in teaching also have developed. According to Suherdi (2012, p.4) stated that, "in the 21st-century, English teachers should be conscious that their students should be effective in mastering high English standard, thus it can make the best use of ICT". The ICT utilization is important to be understood and implementing by the teacher in their teaching and learning activities because in the 21st-century is related to technology utilization. Thus, to face this era, the English teachers are important to upgrade their competence to create good teaching and appropriate with the 21st century. That is the duty and responsibility of the English teachers.

Moreover, the English teacher important to pay attention in student's skills in EFL learning, thus the students can have one or even all of four skills in English. Speaking skills are an important skill to mastery by students because when the students have a speaking skill, it will be easy to communicate with people even with a native speaker, and also have plus value when the students apply for job application. According to Menggo, et al (2019, p.750) stated that, "English communication skill is the top key selection criteria employers look for". When the speaking skill of students is improved, the students will be able to feel more confident and increase their interest to learn English further. The correlation between teaching and teacher are components that banded. The English teacher's competencies in teaching speaking skills might be different when teaching other skills. Teaching speaking skills also will be different between the 21st-century with the previous century.

Some research related to 21st-century teachers, 21st-century skills, and 21st-century teaching and learning had been investigated by some researchers. Some research related to 21st-century teachers is had been investigated by (Nessipbayeva, 2012, Suherdi, 2012, Norahmi, 2017, Garcia, 2017, Ashraf, Ahmadi, and Hosseinnia, 2017, Jan., H, 2017). In the research about 21st-century skills, some research had been investigated by (Tsourapa, 2018, Albahlal, 2019). Then some research related to 21st-century learning is had been investigated by (Purwaningtyas, 2017, Fakhomah&Utami 2019). Meanwhile, there is some research related to the competencies of the teacher. Some research that is related to the competencies of a teacher is talking about 21st-century pedagogical competencies that had been investigated by (Siregar, et al, 2020, and Lestariningsih, 2018), and the research that talks about teacher attitude had been investigated by Tsourapa (2018). There is some research related to EFL teachers teaching styles that had been investigated by (Heydarnejad, et al, 2017, and Labbaf, et al, 2018). There is some research related to the



competencies of teacher that discuss English teacher profile or identity (Badawood, 2015, Saban, 2015, Salinas, 2017, Restu, et al, 2018, Labbaf, et al, 2018), characteristic of a good EFL teacher (Al-Mahrooqil, et al, 2015, Badawood, 2015, Saban, 2015, Restu, et al, 2018, Alzeebaree, et al, 2020).

However, based on those previous research, the researcher found the gaps of each previous research, such in (Nessipbayeva, 2012), (Norahmi, 2017), (Jan, 2017), (Ashraf, Ahmadi, and Hosseinnia, 2017), and Restu, Atmowardoyo, Akil (2018). Based on the research that conducted by Nessipbayeva is entitled “The competencies of the modern teacher” is not only discussing the competencies of the modern teacher, but also discuss students’ skills, levels of teachers’ professional growth, teachers’ pedagogical culture, pedagogical innovations, and 21st-century teaching competencies. However, this research does not focus on competency, but competence in general. The researcher concluded that there are only pedagogical competencies and ICT competencies in this research. Meanwhile, the research that had been conducted by Norahmi (2017) entitled “21st-century teachers: students perspectives” takes the student’s perspective, which is not strong compared to the teacher’s perspective. Because the student’s perspective is not strong and detail, even there are the students that have not understood how a good teacher or their competency probably. This research just following the teacher’s competence constructed by Government Regulation number 19 of 2005, article 28 ayah, paragraph 3, that are pedagogy, personal, professional, and social competence, but just focus on pedagogy and professional competence.

Then the research by Jan (2017) is entitled “*Teacher of 21st-Century: Characteristics and Development*”. This research investigated the 21st-century teacher, teacher development and preparation, and characteristics of the teacher, and Indian teacher. The researcher gives the characteristics of teacher and 21st-century, but it does not specify in each subject of EFL learning. Then the research conducted by Ashraf, Ahmadi,

and Hosseinnia (2017) is entitled “*Integrating 21st-century skills into teaching English: Investigating its effect on listening and speaking skills*”, this research combines two skills of the English language, are listening and speaking skills all at once. However, the researcher presumes that this research is too broad because the result of data also is not complex. Then because this research uses a quantitative approach which the researcher presume that it will be good if use the qualitative approach. Meanwhile, the research that had been conducted by Restu, Atmowardoyo, Akil (2018) entitled “*The profile of effective EFL teachers: A descriptive study at Senior High Schools in Gowa*” aims to investigate effective EFL teachers’ profile based on four competencies that are pedagogical, personal, social, and professional competence, as stated in Regulation of National Education Ministry number 12th 2007 at Senior High School level. Thus the focus level in this research is the English teacher in senior high school.

## **1.2. Identification of the Issue**

Based on the problems of the research above, thus the English teacher’s competencies in teaching speaking skills also will adjust to the current situation in the covid-19 pandemic. According to PP RI Number 19/2005 about National Education Standards paragraph 28, educators are agents of learning who must have 4 competencies such as pedagogic competence, professionalism, personality, and social competence. However, the teacher’s competencies are developing in the 21st-century. The English teachers must have competencies to create successful learning. Especially in teaching English to improve learner’s skills in speaking, the English teachers become one of crucial thing to get the learner skills in speaking. Then because of speaking skills is obliged and important to learn to the student can speak or communicate with others and also speaking skills is useful in the work field. Therefore, the teacher competencies are an

important element that can influence teaching and learning, even now in the covid-19 pandemic, which makes most of the teaching and learning activity is online learning.

### **1.3. Delimitations and focus of the research**

The researcher tries to analyze the competencies of English teachers that focus on in teaching speaking skills in the 21st-century. It is necessary from empirical experience that teaching in the previous century is different or develop from teaching in the 21st-century. This research just focus on pedagogical, professional, and digital literacy competency. Because the pedagogical competence, professional and digital competence are the most important competencies and totally influence in teaching speaking skill. Meanwhile, personal and social competences are more appropriate and focus on student's characteristics. However, it does not mean that social and personal competence is not influence in teaching speaking skill, but pedagogical, professional, and digital literacy competence are most influence to teaching speaking skill. This research does not investigate kindergarten, primary or elementary, and junior high school, but investigated at senior high school. Therefore, the respondent in this research just takes 2 English teachers and 6 students who are 11th grade of one of Senior High School at Cirebon city. This research also focuses on teaching speaking skills. The teacher in this research is focus on English teachers exactly. Thus, this researcher tries to investigate the implementation of the English teacher's pedagogical, professional, and digital literacy competency when teaching and learning speaking skill activities in the 21st-century, and analyze the English teachers' needs to fulfill it.



#### 1.4. Research Questions

The formulation problem of the research, the researcher tries to divide it into 2 research questions:

- 1). How is the implementation of the English teacher's pedagogic, professional, and digital literacy competence in teaching speaking skills in the 21st-century?
- 2). What are the English teacher's needs to fulfill the English teacher's pedagogic, professional, and digital competence in teaching speaking skills in the 21st-century?

#### 1.5. Aims of the Research

The aims of this research round up descriptions about research destinations that would like to reach from the research. There are two aims in this research:

- 1). To investigate the pedagogic, professional, and digital literacy competency of English teachers in teaching EFL speaking in the 21st-century are implemented at school
- 2). To analyze the needs of the English teacher's to fulfill pedagogic, professional, and digital literacy competency in teaching speaking skills in the 21st-century

#### 1.6. Significances of the research

This research is expected to bring out some significant results, both theory and practice:

#### 1.6.1. Theoretically significance

The result of this research expected can identify the competencies of English teachers in teaching speaking are implemented at school in the 21st-century. Besides that, hopefully this research can broaden perspectives on English teacher's need in teaching speaking skills in the 21st-century.

#### 1.6.2. Practically Significance

The result of this research is expected useful or can be used actually in the field for the English teachers, students, and other researchers:

##### 1.6.2.1. For English teachers

The English teachers can consider these results of this research as a measurement or benchmark for the English teacher's competencies in teaching speaking skill in the 21st century.

##### 1.6.2.2. For the students

The students who want to be the candidate of English teacher would know some of criteria to be competent teacher especially English teacher, especially in teaching speaking that appropriate with the 21st-century.

##### 1.6.2.3. Other researchers

To give additional information for other researcher who want to conduct further research on the related field.



## 1.7. THEORETICAL FOUNDATION

This section will present and discuss the topic and the literature that exists in this research and there will be general concepts and theories which underlie this research. The topics that exist in this research are talked about 21st-century skills, teacher competencies, and teaching speaking skills from some experts.

### 1.7.1 The Concept of the 21st-Century

The 21st-century is the current development that appears starting from 2000 years until 2100 years. The 21st-century is called the knowledge-based century, economic-knowledge century, information technology century, globalization, and industrial revolution 4.0 (Redhana, 2019, p.2239). The global awareness of the 21st-century is influencing all aspects of the world. According to Jan (2017, p.50) stated that, “The 21st-century is rapidly changing one in every dimension of human such as economically, socially, and technologically”. In an aspect of education, there are skills in 21st-century that as goals for the education sector to adapt to this new century. According to Rehana (2019, p.2240) defined that, “21st-century skills are needed by someone to be successful face challenges, that life increasingly complex and full of uncertainty as well as in the world of work”. Thus, the researcher can conclude that 21st-century skills are a skill in 21st-century that important thing and needed by all of humanity to adapt to the current development to get success in any aspect.

According to Trilling&Fadel (2009, p.48) stated that, “the core subjects and interdisciplinary 21st-century themes are besieged by the three sets of skills most require in the 21st-century such as learning and innovation skills, information, media, and technology skills, life and career skills. Moreover, Trilling&Fadel (2009, p.49) stated that, “critical learning skills and innovation that consist of 4C like critical thinking and problem-solving, communication and collaboration, and creativity and

innovation is one of set in 21st-century skills". Meanwhile, according to Wagner (as cited in Sulistyaningrum, Winata, and Cacik, 2019, p. 144), there are 7 ability or skills in 21st-century skills that consists of critical problem-solving skills, collaboration, and leadership skills, ability to adaptation and agility, initiative and entrepreneurial spirit, effective communication, ability to access and analyze information, curiosity, and imagination. Thus the skills in the 21st-century are an increase from the previous century, especially in technology, media, and strategy in any aspect. Those 21st-century skills are important to apply and are created as a goal in teaching and learning to create successful teaching and learning that appropriate with the current development.

The 21st-century in education field becomes part of educational thinking and planning for the future. The characteristics of the 21st-century according to (Hernawan, in Hidayat and Patras, 2013, p.1) such as the increased interaction between world citizens both directly and indirectly, the more available and accessible information, the widening of intellectual horizons, the emergence of currents of openness and democratization both in politics and economics, the cultural distance between the old and the younger generations, increasing awareness of the need for world balance to be maintained, increasing awareness of economic interdependence, and blurring certain cultural sovereignty boundaries because the information is unstoppable. Meanwhile, according to Wijaya et al., (2016, p.263), "the 21st-century marked by development information technology is very rapid as well as the development of automation where a lot of work that is routine and repetitive work begins to be replaced by machines, both production machines, and a computer, and one of the most salient on the 21st-century is the interconnected world of science increasingly so that the synergy between science and technology becomes getting faster". Thus, the 21st-century is related to the technology.

The characteristics of the 21st-century are different from the previous century exactly, especially in the education field. In the previous century, most educational institutions did not use technology in teaching and learning. The teaching and learning systems also have changes or additions both in strategy, skills, goals, challenges, etc. In the 21st-century commonly there is a 21st-century in the economic field, social field, civic field, etc., while education field in the 21st-century including 21st-century teaching, learning, skills, literature, assessment, and technologies, etc. Then teaching and learning in the 21<sup>st</sup> century has 4C skills that are important. According to Erdogan (2019, p.114) stated that, “the partnership for the 21st-century skills presents the 4C (communication, collaboration, creativity, and critical thinking)”. Those 4C skills can be as a guidance to apply in teaching EFL class for the teacher. The definition as below:

#### 1.7.1.1. Communication Skills

Communication skills are important skill for people. According to Wambui, Kibui, Gathuthi (2012, p.2) stated that, “the definition of communication is as giving, receiving or exchanging ideas, information, signals or messages through appropriate media, enabling individuals or group to persuade, to seek information, or to express emotion, and emphasize listening, writing, and body-language skills as an important aspect too of communication”. However, communication skill does not only about vocabulary or grammar, but also includes the ability to communicate clearly and appropriately depending on situation, people, topic, time and place. Moreover, Septikasari and Frasandy (2018, p.116) stated that, “communication skill expected the teacher have to communicate well to students continuously in various circumstances, have to familiarize their students with communicate well with each other’s, both with students and teacher”. A communication skills in the 21st-



century exactly will closely related to technology or ICT utilize to support the communication skills.

#### 1.7.1.2. Collaboration Skill

A collaboration skill is an important thing in order to create practice work. According to Robbert (as cited in Septikasari, 2018, p.110) defined that, “collaborative is an adjective that refers to working in a group of two or more to people to achieve a common goal, while respecting each person’s contribution to the whole”. Practicing collaboration can helps students to learn that probably every person have different ideas, knowing problem solving and determine the aim of action. Moreover, Septikasari and Frasandy (2018, p.116) explain that the teacher have to can encourage students to collaborate with their friends when exploring information and constructing meaning, in doing a job the teacher is able to teach students how to appreciate the strengths and abilities of each person and how to take care and adapt appropriately to them.

#### 1.7.1.3. Creativity Skills

Creativity skills are important skills for teachers and students to have because by creativity the students or teachers can create effective way and new idea or innovation for achieve the goals. The Oxford University Press ELT (as cited in Erdogan, 2019, p.120) defined that, “creative activities is as tools that the students can use it to put what they have learned into a new ways”. A creative skill is closely related to innovation. The English teacher must have creative skills to create different way in teaching and have to develop student’s creativity skills. Septikasari and Frasandy (2018, p.116) explain that the teacher have to can provide good mental stimulation, are able to create a conducive environment, and have to can

participate in developing creativity students and developing teacher creativity their self.

#### 1.7.1.4. Critical Thinking Skill and Problem Solving Skills

The English teacher must have critical thinking and problem solving skills to achieve high order thinking of the students, thus the English have to develop student's critical thinking and problem solving skills. John Dewey in Alec Fisher (as cited in Septikasari and Frasandy, 2018, p.110) define that "critical thinking is an active process by which a person **thinks** about things in depth, propose question for yourself, find relevant information for yourself instead of receiving things from other people". From the definition, the indicator of critical thinking skill is about a person can think deeply.

#### 1.7.2. The Concept of Teacher Competencies

The definition of competency according to Olga (2012, p.150) stated that, "competency is important to an educator's in order to get excellence, thus teachers must have a diverse set of competencies to face today's complex challenges". English teachers have more challenges and responsibilities than in the previous century. The importance of responsibilities and challenges the English teacher's to develop their competencies in the 21st-century. According to Saripudin (2014, p.68) stated that, "the teacher role is a central in the teaching and learning process, therefore the ability of a teacher to carry out his duties has a large impact on the quality of education in schools". There are the factors that affect teacher's competence such as the background of the teacher, work motivation, habits or attitudes of the teachers, lack of understanding and mastery of teaching materials and methods, the outlook of the teacher about their profession, low salary, and school

headship (Saripudin, 2014, p.67). However, the teacher's competencies are developing in the 21st-century. Majid (as cited in Yulianti, 2014, p.631) stated that, "the competence by the teacher will show teacher's quality in teaching and learning activities". Thus the teacher competency is important thing in teaching and learning process.

Teacher competency is influence in successful learning is teacher's competency. According to Boyatzis (as cited in Skorkova, 2016, p.227) stated that, "competency is competency as an underlying characteristic of a person which produce excellent performance in a job". Meanwhile, Skorkova (2016) defined "competency as a person's ability to perform a certain activity, quality, skills, and ability to do something competently" (p.227). Furthermore, according to The European Commission's Cedefop glossary (Cedefop, 2014) defined the differences between competency and skill, "competency is the ability to apply learning outcomes adequately in a defined context that including education, work, personal or professional development, whereas skill is the ability to perform the tasks and solve problems". Competency is not just about cognitive elements; it also encompasses functional aspects as well as interpersonal attributes and ethical values. Meanwhile, skill is related to the idea, thinking, and creativity in carrying out tasks or work. The researcher can conclude that competency is the ability or competence of a person that consists of skills, knowledge, behavior, and professionalism.

#### 1.7.2.1 Teacher's Competency in the 21st-Century

The competencies of someone are different from each other likewise the competencies of a teacher will be different from the competencies of other teachers. The importance of learning programs digital literacy competencies among teachers and students provide a positive impact on understanding and skills in using digital media, especially for media education (Asari et al., 2019, p.98). The teacher has to notice those criteria to face the 21st-learning.



However, this research refers to Law Number 14 of 2005 concerning Teachers and Lecturers, article 10 paragraph 1 which is the teacher competence as referred to in article 8 including professional, social, personal, and pedagogical competence.

#### 1.7.2.1.1. Pedagogical competency

Pedagogical competency is the ability manages students in learning, which consist of mastery students and developing students to realize their full potential, designing and implementing learning, and evaluating study results. According to Susilo (as cited in Murniati et al, 2013, p.4) defined that, “pedagogical competence is the competence of teachers to organize the education of students”.

According to The Ministry of National Education through the Directorate General of Quality Improvement of Educators and Education Personnel, the sub-competence of pedagogical competency there are 7, such as mastering the characteristics of students, mastering learning theory and the principles of educational learning, curriculum development, activities educating learning, evaluation and assessment, communication with students, and develop potential students. Richard (as cited in Faidal et al, 2020, p.43) stated that, “pedagogic competence is an aspect of teacher’s knowledge and skills, including assessing language skills, teacher’s awareness, classroom management, interaction, teaching language skills, and using appropriate approaches, methodologies, techniques, and strategies”. There are differences sub-competencies by some researchers, but still there are correlations from each other. However, the researcher set the component of pedagogical competency refers to The Ministry of

National Education through the Directorate General of Quality Improvement of Educators and Education Personnel.

Pedagogical competency is related to teaching process. Moreover, Nessipbayeva (2012) stated that one of competency of modern teacher is having teaching skills. Teaching skill of the teacher is an important thing to create successful teaching and learning. According to Pratama and Awaliyah (2016, p.23) stated that, “the teaching strategies in speaking such as discussions, brain storming, storytelling, information gap, interview, reporting, playing cards etc”. However, there are many of strategies in teaching and the strategies in teaching have developed in every time according to creativity of the teacher.

#### 1.7.2.1.2. Professional competency

According to Jamal (as cited in Hakim, 2015, p.3) defined that, “mastery learning materials are extensive and comprehensive, overlaying mastery content in curriculum and philosophically the substance of scientific subjects is the definition of professional competency”. According to the Regulation of the Minister of National Education No.16 of 2007, the sub-competency of professional competency such as mastering the material, structure, concept, and scientific mindset that supports the lessons learned, mastering competency standards and basic competencies of subject of that are capable, develop creatively enable learning materials, develop professionalism in a sustainable manner by taking reflective actions, and utilize ICT to communicate and develop themselves.

To overcome several teacher challenges or problems, the teacher have to confident, do not fear of teacher’s negative feedback, enrich of vocabulary, and do not fear of making

mistakes. Moreover, Aktuna and Hardman (2018, p.1) defined that, “to achieve professionalism English language teachers (both native English speaking teachers and non-native English-speaking teachers) need to gain competence in disciplinary content knowledge about the nature of language, language learning, and language teaching as well as pedagogical content knowledge regarding teaching strategies, need to engage in reflective activities and classroom-based research as part of developing teacher qualifications in order to be able to make a connection between these bodies of knowledge and their practice and continue their professional development, need to achieve the ability to use English that gives them the skills to analyze and explain the language, and English teachers need to reflect local needs and constraints as well as response to the role of English as a lingua franca”.

Moreover, professional competence of English teacher in teaching speaking skill is mastery of the subject matter where the teacher must have speaking skill also. According to Goh and Burns (2012, p.50) stated that, “the characteristics of a second language speaker are has good pronunciation, speaks standard English, speaks in a manner indiscernible from a native speaker, can speak fluently and with few or no grammatical mistakes, can communicate well with native speakers, confident when speaking, knows when to say the right things and says them in the most effective way, can be understood easily by others, can speak effectively and clearly in various situations, in bilingual settings knows how to code-switch from the first to the second language, according to circumstances can speak fluently and clearly on broad topic”. According to Goh and Burns (2012, p.49), “the teacher need to understand what speaking competence needs to



teach speaking effectively, which is speaking competence is the ability to use various strategies to offset for gaps in knowledge and not effective speaking skills”. Thus many of aspect that have to pay attention by the English teacher in teaching speaking skill.

Moreover, the second language speaking competence there are 3 such as, communication strategies, knowledge of language and discourse, and core speaking skill (Goh and Burns, 2012, p.53). However, the researcher set the characteristic of professional competency from some expert. The first is refers to the Regulation of the Minister of National Education No.16 of 2007. Secondly, the researcher also refers to Goh&Burns (2012) as compliment. The researcher just takes 3 sub-competences in professional competency, that are mastery of material, structure, concepts, and scientific mindsets, be able to develop professionalism, be able to use information and communication technology (TIK) to communicate and develop themselves, and show characteristics of a competent second language speaker.

#### 1.7.2.1.3. Digital Literacy Competency

The digital literacy skill can be including in professional competency, because one of indicators in professional competency is about ICT that appropriate with digital literacy. However, the digital literacy competency is more complex. The digital literacy competency are important for the English teacher in 21st-century to have. According to Napal Fraile, Penalva-Velez & Mendioroz Lacambra, 2018, p.12) define that digital competency is the ability to use Information and Communication Technology (ICT) in innovative, critical, and responsible way. Moreover, digital literacy also includes skills in critical information, the ability to take advantage of the diversity of

digital media, and data processing (Thorell et al as cited in Tai et al, 2017, p.12). Thus, the use of ICT is part of Digital Competency. Learning using internet should be more helpful for students in terms of application and theory (Saraswati, et al, 2021, p.71). The component of digital literacy there are competence using digital devices, competence finding digital information, knowledge and skills competencies using digital device, and competence of attitudes using digital devices (Bawden as cited in Atmazaki, Indriyani, p.1012, 2019). Thus, in teaching and learning, the teacher must have skills using digital device, finding digital information from various resources, competence of attitude using digital device, knowledge and skills competencies using digital device.

In competence using digital devices, there are the indicators that are the teacher can use computer and cellular hardware correctly, install and uninstall the required application software, understand the basic functions of the components of digital devices that the teacher use, scan disks to find and clean viruses, move files through various devices, for example CD, DVD, USB, smartphone, save files online, create and update web pages, and understand various types of digital devices. Then, in competence finding digital information from various resources, the teacher search for various learning resources through digital devices, has a mobile application for learning, use an online dictionary, using the Mendeley application, Zotero etc. To quote information, get learning material through Wikipedia and blogs, download E-books for learning purposes, read scientific articles to get information about the latest research, read news through several online sites, get information about daily activities through popular articles, and use various information shared by fellow users. In

knowledge and skills competencies using digital device, the teacher download, upload, and edit photos, audio, and video, make presentation via power point, make mind mapping with the application, make videos for learning media, make online games for learning, create a blog to share your own work, change various desired data formats online for example word to pdf, and use various applications to create multimedia.

In competence of attitude using digital devices, the teacher use digital devices for learning purposes, know about the use of copyright, evaluate various devices and information obtained from digital sources, express opinions, views, and perspectives through social media, knowing that technology is not always neutral and can create bias, find out about the dangers of illegal downloads, assess the reliability of information presented through media technology, knowing the age suitability of using digital devices, avoid cyber bullying behavior, selecting information and content indicated as predictors, knowing social responsibility when acting using various digital devices, and willing to learn more about digital technology. According to Saraswati, et al (2021, p.74) explain that to mastery digital literacy in speaking, the students use media (e.g Youtube, blogs, etc) to search material related to speaking. Thus, the English teacher in teaching speaking skill can use media that appropriate with speaking in order to create appropriate teaching with technology which is related to the 21st-century. The researcher set the characteristic or indicators of digital literacy competency from Bawden (as cited in Atmazaki, Indriyani, 2019), but the researcher does not take all indicators for this research.



### 1.7.3. The Concept of Speaking

Speaking is a process of communication between a person and another person or a group of people for expresses a thought, feeling, or idea verbally to give some information (Budiarmo, 2017, p.295). Meanwhile, Astutik and Aulina (2017), define that, “speaking is a delivery of intent like someone’s idea, thought, or idea to others with use spoken language so can be understood by other” (p.79). Speaking is a thing or activity that we usually do in daily life. This is important to understand and mastery. The ability to speak or pronounce, not only about the language features such as intonation, stress, rhythm, etc, but also the process of information and express speaker’s thoughts, ideas, and feeling. From those theories about the definitions of speaking from some experts, the researcher can conclude that speaking is the oral ability to communicate with others to deliver the meaning or purposes of the speaker. The aspect of speaking according to Puspita and Rosnaningsih (as cited in Mora, 2019, p.161) there are fluency, comprehension, grammar, vocabulary, and pronunciation. These aspects are totally important to notice when the teacher teach speaking skill because these aspects will guide and help the teacher even the students when would improve the speaking skill.

Meanwhile, the core speaking skills there are 4 such as pronunciation, speech function, interaction management, discourse organization (Goh, and Burns, 2012, p.59). Pronunciation means produce the sounds of the target language at the segmental and supra-segmental levels. Specific skills in this core skill such as request (permission, help, clarification, assistance, etc), express (encouragement, agreement, thanks, regret, good wishes, disagreement, complaints, etc), and explain (reasons, purposes, procedures, processes, cause and effect, etc). Then give (instructions, directions, commands, orders, opinions, etc), offer (advice, suggestions, condolences, alternatives, etc), describe (events,

people, objects, settings, moods, etc), and others. Interaction management means regulate conversation and discussion during interaction.

#### **1.7.4. The Concept of Teaching**

There are differences and development in teaching and learning in the previous century with the 21st-century. In traditional teaching and learning, identified as transmission model which is the teachers become the transmitter and the source of the knowledge for students, and does not guide students to achieve the 21st-century student outcomes. Teaching is totally important because it can affect the quality of learning outcomes. According to Rajagopalan (2019, p.6) stated that, “teaching is a scientific process with three primary components such as content, feedback, and communication”. Teaching is the activity that transmits the information or knowledge by someone to someone else. The teachers in good teaching means already have teaching skills. Nurnazmi (2018, p.141) stated that “teaching skills are sufficient professional competencies as complex, as an integration of the various teacher competencies as a whole and thorough”. However, there are many countries including Indonesia that have been affected by the covid-19 pandemic. This situation affects all aspects of life. In the education field, especially in teaching and learning, many schools and teachers apply online learning. According to Dea, Cendana, Daeli (2021, p.173) stated that, “online learning is a learning depends on the internet network in its implementation that supported by suffice infrastructure and facilities”. Thus the teacher must have creativity in teaching, develop their competency, and strategy to create successful learning although in a covid-19 pandemic situation.

#### 1.7.4.1 Teaching Language in the 21st-Century

Teaching language between the previous century and the 21st-century has developed. Technology is close to the 21st-century. Thus teaching language in the 21st-century must also adjust the language teacher with the language that is often used in technology and can use technology in teaching language to make it easier and more effective. Nichols (as cited in Syahputra, 2018, p.1279) gives the 4 principles of learning in the 21st-century, “instruction should be student-centered, education should be collaborative, learning should have context, and schools should be integrated with society”. The teachers have to apply these principles which are important to be applied in teaching activity in the 21st-century. Palmer (2014), in teaching speaking skill the teacher need to use digital tools and sites for showcasing speaking and for practice, use mini-speech to practice key skills, multiple-trait speaking (poise is appearing calm and confident, voice, eye contact, gestures, speed, and life is putting passion into the voice), understanding delivery, provide a thinking map, and ask students to be specific and concrete.

The differences between teaching language in the 21st-century and the previous century influence the teachers in teaching. Amalia (2017, p.27) stated that “in the 21st-century, teaching language should refer to thematic which means students learn the theme certainly but in it contains linguistic elements, for example of an interdisciplinary theme could contain material technology, biology, social, cultural, and others, however, the focus is on learning language through the content, thus not only focusing on studying the order language or linguistic aspect separate but it becomes one unit”. At this point, the teaching language in the 21st-century should focus on mastery of interpersonal, interpretative, and presentational. Teaching speaking skills is not an easy for English



teachers. The learning materials have to provide a design more authentic to go through challenges where students can collaborate to create solutions to solve lesson problems (Wijaya et al., 2016, p.264). Thus, the authenticity of the teaching is the important thing for the teachers have to apply in their teaching.

### 1.8. Previous Research

This section presents the previous research from researchers that closely related the study to this research. They are 1) Nessipbayeva, O (2012), 2) Norahmi (2017), 3) Ashraf, Ahmadi, and Hosseinnia (2017), Jan (2017), and 4) Restu, Atmowardoyo, Akil (2018).

The research had been conducted by Nessipbayeva (2012) entitled *The competencies of the modern teacher*. This research discusses the consideration of teachers' competencies that should demonstrate by the teacher, 21st-century instructional skills that including students' skills, levels of teachers' professional growth, teachers' pedagogical culture, pedagogical innovations, and 21st-century teaching competencies. The teachers in this research are a teacher in general. The result of that research, the teacher must demonstrate the competencies such as effective classroom management, effective teaching practices, effective assessment, and technology skills. The researcher gives examples of each competency in detail enough.

The research that had been conducted by Norahmi (2017) entitled *"21st-Century Teachers: The Students' Perspective"*. In this research discuss student's expectation or perception to the 21st-century teachers to have skills in teaching, connecting it with the development of today's technology and today's student characteristic, and teacher's competencies such as pedagogy, personality, sociality, and professionalism. The teachers in this research are teachers in general. The result of that research is based on the student's perspectives. The teachers are expected to have competencies, make up-to-date teaching to attract students in learning. Smartphones or gadgets utilize

and internet networking in learning also can attract students so that hoped they can get information quickly. Then the teacher is also expected to have a good personality using learning media or technology in teaching. It makes students feel interested in teaching and learning activities, and the teachers are expected to be able to mastery manage the class well.

The other research that had been conducted by Ashraf, Ahmadi, and Hosseinnia (2017) entitled “*Integrating 21st-century skills into teaching English: Investigating its effect on listening and speaking skills*”. This research discusses the use of 21st-century skills in teaching English to investigate its effect or influence on listening and speaking skills. Based on the result of that research, the researcher can conclude that the 21st-century skills had a significant influence on students listening and speaking. The 21st-century skills play a facilitative role in listening and speaking. Then, knowledgeable teachers will best transmit 21st-century skills to the pupils. By shaping appealing and fascinating settings, the use of 21st-century skills in English Foreign Language (EFL) classes can enhance the learning mechanism. They are suggesting that the teacher should establish better conditions in every step of the language acquisition process to increase its widespread application.

The research entitled “Teacher of 21st-Century: Characteristics and Development” by Jan (2017) discusses teacher development, teacher preparation, 21st-century teacher, Indian teacher, characteristics of the teacher. The teacher in this research is teachers in general. The talking about Teacher-Induction and continuous professional development is also discussed in this research. In this research, the researcher synchronizes teachers with current development that is 21st-century, because the quality of education and nation’s development depends on the quality of the teachers.

The research conducted by Restu, Atmowardoyo, and Akil (2018) entitled “*The profile of effective EFL teachers: A descriptive study at Senior High Schools in Gowa*”. This research aims to find out the profile of effective EFL teachers based on four competencies as stated in Permendiknas number

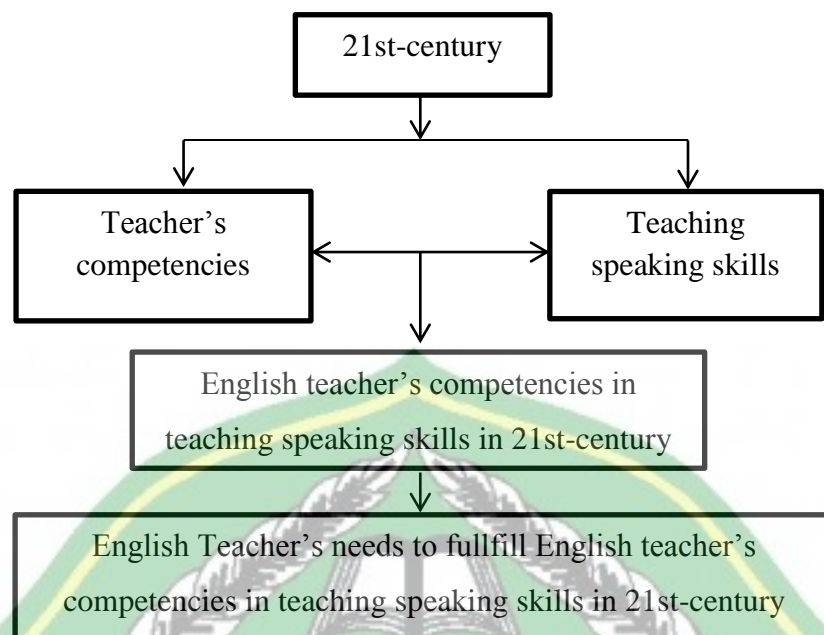
12th 2007 at the Senior High School level, which are pedagogical, personal, social, and professional competence. The results of this research are given the characteristics of effective EFL teachers in each competence of those competencies. However, the EFL teacher in this research are senior high school EFL teachers and does not specific to teaching speaking skills, thus this research investigates all skills or subjects in EFL teaching and learning. The 21st-century is also not found in this research.

The research that was conducted by Hakim (2015) entitled *“Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and Social) On the Performance Of Learning”* discuss about 4 competency that refers to some of experts. The purpose of this research is to analyze the contribution of teacher competencies in pedagogical, personal, social, and professional competence on the performance of learning. The result of this research shows that partially the 4 competency has influence in improving learning achievement. However, the teacher as respondent in this research does not specify whether the science teacher or mathematics teacher or language teacher.

Meanwhile, this research finds out four aspects, such as the 21st-century, teacher's competencies, teaching speaking skills, and need analysis. Thus, this research tries to seek the competencies in teaching speaking skill of English teachers are implemented at school and the English teachers needs to fulfill the English teachers competencies in teaching speaking skill in the 21st-century. However, the competencies that investigated in this research are 3 competencies, such as pedagogical competency, professional competency, and digital literacy competency.



### 1.9. Frame of thought



**Figure 1.1. Frame of thought**

Initiated from the current development is 21st-century that is increasingly sophisticated, makes all aspect affected or influenced. There are the themes in 21st-century such as 21st-century learning, teaching, skills, assessment, etc. The 21st-century influenced teacher's competencies indirectly. The teachers have to transform and increasing their competencies to be able to teach that appropriate with 21st-century skills because the teachers are one of the important elements that influence the quality of teaching and learning then influence student's outcomes. This research focuses on English teacher's competencies. Then, investigate English teacher's competencies are implemented in teaching speaking skills are important thing, because speaking skills is too useful for the students in their life. This is the duty for English teacher. The English teachers have to develop their competencies in teaching speaking skills. However, this research just focus on 3 competencies, those are pedagogical, professional, and digital literacy competence. In order to fulfill the English teacher's

competencies, it will be important thing to analyze the needs of English teacher to fulfill those competencies in teaching speaking skills. Thus, this research finds out the English teacher competencies in teaching speaking skills in the 21st-century that implemented at school and the needs of English teachers to fulfill the competencies.

## **1.10. Methodology of the Research**

This section examines various research methodologies and research methods employed by information systems.

### **1.10.1 Research Design and Steps of the Research**

This research uses a qualitative approach to delivering the result of this research, in order to be clear and easy to understand for the reader and more detailed. According to Sugiyono (2012, p.1) stated that, “a research method used to examine the condition of the object naturally is called qualitative research”. The research design in this research is case study. Cresswell (2014, p.14) defined that, “case studies are a design of ressearch found in many fields, especially evaluation, which the researcher develops an in-depth analysis of case, a program, event, activity, process, one or more individuals”. Thus the researcher chooses case study research design to the English teacher's competencies and their experience would be identified and describe in some detail as process or individual to get the English teacher competencies in teaching speaking skills at school in the 21st-century and the English teacher needs to fulfill their competencies in teaching speaking skills in the 21st-century.

The researcher use steps in this research according to Cresswell (2012, p.7), which is the first step is specifying a purpose for research, the second one is collecting data, the third one analyzing and

interpreting the data, and the last step is reporting and evaluating research. Thus for the first step, the researcher identifies the topic that needs to be resolved that research, developing a justification for studying, and the importance of the problem or topic and or issue. After knowing the topic for the research, the researcher reviews the literature that appropriates or related to the research topic. Then if the topics are still general or broad, the researcher needs to specify a purpose for research to focus on the specific topic to be studied and not too broad to other topics. After specify the purposes of the research, the researcher collecting the data of the research. The techniques for collecting data and instruments are selecting the sample or the participant, obtaining their permission to study them, and gathering information. The data collections in this research are from the interview. Then when the data are collected, the researcher analyzes and interpreting the data to make sense of the information by the participants in this research. The last is reporting and evaluating research. It means that after conducting the research, the researcher develops a written report and distributes it to select audiences that can use this research and get the evaluation.

#### **1.10.2. Sources and types of data**

The term of data sources is subjects from which the data can be obtained (Arikunto, 2010, p.129). The source of data there is the premier and secondary data. Primary data is the source of data to collectors, while secondary data comes from a source that does not directly provide data to data collectors” (Sugiyono, 2012, p.402). This research use primary data. The primary data source in this research is from 2 English teachers from one of Senior High School at Cirebon City and 6 students in 11th grade. Then, the type of data in this research is qualitative data. This research uses qualitative data in the result of



primary data about the English teacher's competencies are implemented in teaching speaking skill in the 21st-century and the English teachers needs to fulfill their competencies in teaching speaking skill in the 21st-century, because it is more appropriate with the result if in verbal words and to the result of this research can be understood by readers easily.

### **1.10.3. Data collection techniques and instruments**

One of the methods in data collection using techniques or methods that used by researchers in order to collect the data is the term of the data collection techniques (Riduwan, 2010, p.51). According to Arry, et al (2010, p.453) defined that, "the primary instrument for collect and analyze the data in qualitative studies is the researcher itself as human investigator". An observation and interview is the data collection techniques that used in this research.

#### **1.10.3.1. Data collection techniques**

The data collection techniques in this research are observation and interview. According to Widoyoko (2014, p.46) stated that, "an observation is the observation systematically and the elements that appear in a phenomenon are recorded on the object of research". An interview is a dialogue conducted by the interviewer to obtain information from the interviewee (Moeloeng, 2010, p.248). This research use observation is to be able to observe directly in the observation place about how English teacher competencies in teaching speaking skills are implemented at school in the 21st-century. This research also uses interview techniques because it is appropriate to gain the respondent's answer about the English teacher's need to fulfill competencies, and for additional data from the students about the English teacher competencies are implemented in at school in the 21st-century. The respondents are 2 English teachers from one of

Senior High School at Cirebon City, and 3 students in 11th grade who have been taught by the 2 English teachers, thus there are 2 English teachers and 6 students.

#### 1.10.3.2. Instruments of the research

The instrument that utilizes in this research is observation by observation checklist and interview by questions for interview. Moreover, according to Sugiyono (2018, p. 194) stated that, “the interview can be conducted in a structured or unstructured way and can be conducted face-to-face or can be by telephone”. However, the interview in this research uses an unstructured way to obtain in-depth information about the respondents and is not rigid. Sugiyono (2018) defined that, “unstructured interview is the free interview where the researcher does not use interview guidelines that have been systematically and completely arranged for data collection, and the interview guidelines used are only an outline of the problems to be asked” (p.197). The researcher also has the criteria’s to select the respondents as below:

Component	Structure
Accreditation school	1 school that good grade
English Teacher	The teacher who has taught for a long time (minimum for 5 years) The teacher who wants to be interviewed
Students	The students who in 11th grade The students who wants to be interviewed

**Table 1. 1 Criteria of the Respondent**

#### 1.10.4. Data analysis techniques

This research utilizes the qualitative data analysis technique. The instrument to analysis the data utilize observation checklist and interview including interview guide, voice recorder, and stationary such as pen and booklet and from the result of observation. According to Sugiyono (2012, p. 246-252) give the activity in data analysis in qualitative research such as:

##### 1.10.4.1. Data reduction

The way to reduce data is by selecting, make a summary or brief description, classifying into patterns by making transcripts, research to confirm, shorten, create focus, make unimportant parts then draw conclusion. Thus the data of research are selected in order to gain the specific information and set aside the data that does not involve to the topic in this research.

##### 1.10.4.2. Display data

Display data is a collection of information arranged in order to provide the possibility of drawing conclusion and drawing conclusion of action. In order to data display does not deviate from the main problem, the data display can be realized in the form of matrices, graphics, networks or chart to provide a guide for information about what is going on. The data is display in accordance with what is being studied.

##### 1.10.4.3. Conclusion drawing or verification

Drawing conclusion is an attempt to find or understand meaning, regularity of patterns of explanation, flow of cause and effect or proportion. The conclusions drawn are immediately verified by looking at and questioned again while looking at the field notes in order to gain a more precise understanding. Besides that, also can done by discussing in order to the data obtained and the interpretation of the data has validity in order to the



conclusion drawn are solid (Bungin, 2010, p.70). Thus, to analyze the data, the first step is the researcher collects all the data from the observation checklist and interview with 2 English teachers and 6 students. Then, the researcher reduction the data that not appropriate or not related to the topic of this research. It means that the researcher concluding, selecting the main things, focusing on the important things, search themes and pattern and discard unnecessary things (Sugiyono, 2018, p.338). After display the data that has been reducing and then display the data structured and organized to the reader's understanding easily. The last is verification or concluding. It means that the researcher reviews or concludes the result of data that can answer the research question. In this research, the data are collected from the result of observation and interviews. Thus, to analyze the first data and the secondary data use data analysis techniques in qualitative research that had been collected by observation checklist and interview.

#### **1.10.5. Research Timeline**

Time allocated for this research around 3 weeks for instruments used by the researcher for collecting data. The interview was conducted at different times since the interview needs a lot of time to be done personally. Therefore, it takes about 2 months to complete the data collection. The research timeline of this research delivers in table form as follow:

No	Activities	Month														
		Agustus					September				November					
		1	2	3	4	5	1	2	3	4	1	2	3	4	5	
1.	Preparing research proposal															
2.	Instrumental development of research proposal															
3.	Instrumental try out of research proposal															
4.	Revision of research proposal															
5.	Asking agreement to the principal of the school for doing survey															
6.	Survey in the school environment using observation and interview															
7.	Analyzing data from observation and interview															
8.	Sorting data from the result from the observation and interview															
9.	Making data conclusion															
10.	Finalization of research															

Table 1. 2 Research Timeline