

A NEED OF ENGLISH TEACHER PROFESSIONAL COMPETENCE IN 21ST CENTURY

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ABSTRACT

Professional competence of an English teacher in this century has many problems, such as lack of English teacher development program and the English teacher problems with using technology. In the literature, professional competence indicators review is infrequent done and research reported about a need of teacher professional competence is not found. Moreover, it is not relates to the notion of 21st century. So, the objective of the research is to find out the need of professional competence of English teachers in the 21st century. The method of the research is qualitative research. Data has been taken from interview to English teachers at a Vocational High School which was analyzed by three steps: reduction, display and conclusion. The need of English teacher in professional competence are (1) Being up to date towards English subject; (2) Empowering things related to develop curriculum; (3) Developing materials based on the students and school condition and situation; (4) Conducting a research; (5) Promoting ICT skills; and (6) Learning and implementing the educational foundation. Those needs can be useful to improve the quality of English teacher in the 21st century education in Indonesia.

Keywords: 21st Century, English teacher, Professional competence, A Need

Professional competence of an English teacher is an important thing to discuss. It is because in doing the duty, an English teacher should have professional competence besides other three competences. The others competences are pedagogy, personality and social. Professional competence is the ability to master in-depth and extensive learning material which can be guiding students to gain the standard competence set out in The National Education Standards (The Act of National Education Minister, 2007, 28; as

cited in Rahmawati & Nuryani, 2020, p. 189). Mistake or non-mastering the subject taught concept will be vitally affected to the students in the further, if the knowledge concepts are a prerequisite to learning the future materials or others field (Kurniawati, 2019, p. 21). Professional competence has five indicators. They are: (1) mastering the materials, structure and concept of the subject taught; (2) mastering standard and basic competencies of the subject taught; (3) developing the learning materials creatively; (4) developing their own

professionalism; and (5) using the information technology (The Act of National Education Minister of the Republic of Indonesia; as cited in Syamsinar & Jabu, 2015, p. 97).

In the reality, professional competence of an English teacher this century has come under some criticism. Firstly, it is about the development program for the English teacher. It is because the amount of English teacher development program is lack. Moreover, in this current situation whereas covid-19 pandemic spread out, mostly the development program is held through online. It affects to the ineffective teaching and learning process. It affects to the ineffective teaching and learning process (Dudung, 2018, p.11)

Furthermore, English teacher in using ICT in the classroom also has some problems. Today's the English teacher just adapt Microsoft Power Point to promote online learning. It is because in the previous, the English teacher was lazy to used Microsoft Power Point. Another problem also appears when English teacher giving learning video to students, the video comes from sources. The English teacher does not make it by themselves, because the lack of time to make it. Such as take a video, edit it and so on. So, the English teacher uses alternative way to share video to the students by using sources. British Educational Communications and Technology (BECTA) which stated that there are seven factors that affected to the low teacher competence in using ICT, two of them are: (1) teacher inadequate in following training in the field of ICT, because of the lack of time, substance in pedagogical and skill field, limit chance in learning ICT when teacher still have student status; and (2) teacher unwillingness or refusing in doing model and approach of learning development (Siahaan, 2015; as cited in Batubara, 2017, p. 56). Thus, English teacher has problem with the professional competence.

Professional Competence simply means the ability in mastering the materials to fulfill the standard base competency which has been set by the Minister of Education

(Syamsinar & Jabu, 2015, p. 97). Not only mastering the materials theoretically, but also practically. If the teacher can mastering skill and competence theoretically and practically in the learning process, they will be called as professional (Kurniawati, 2019, p. 17). Thus, professional competence means teacher ability to mastering the materials theoretically and practically in the learning process to fulfill the standard base competency which has been set by the Minister of Education.

There are many research revealed indicators or characteristics of professional competence. These are from four sources: The Act of National Education Minister (2007), Jabri (2017), Kurniawati (2019) and Rahmawati & Nuryani (2020). Based on the critical literature review, it was summarized that there are six indicator in which a teacher (an English teacher) must fulfil it to be called having professional competence. These are: (1) mastering the substance of knowledge of the subject taught; (2) mastering the standard and basic competencies of the subject taught; (3) developing the learning materials creatively; (4) developing the professionalism continually through the reflective action; (5) utilizing ICT to develop themselves; and (6) mastering the educational foundations.

Regarding to the first indicator, it consists of two sub-indicators: (1) having knowledge about various language aspects in English (linguistics, discourse, sociolinguistics and strategies); and (2) mastering English in spoken and written, receptive and productive in all communication aspects (linguistics, discourse, sociolinguistics and strategies) (The Act of National Education Minister, 2007, p. 28). In the second indicator consist of three sub-indicators: (1) understanding the standard competence of the subject taught; (2) understanding the basic competence of the subject taught; and (3) understanding the learning purpose of the subject taught (The Act of National Education Minister, 2007, p. 20). The next indicator, it consists of five criteria: (1) validity criteria; (2) meaningfulness criteria; (3) relevance criteria; (4) attractiveness criteria; and (5)

satisfaction criteria (Rahmawati & Nuryani, 2020, p. 190).

The fourth indicator has many sub-indicators; (1) promoting self-development; (2) implementing classroom action research to develop the professionalism; and (3) following the development era through learning from various sources (The Act of National Education Minister, 2007, p. 21). The next indicator consists of two sub-indicators: (1) utilizing ICT in communication; and (2) utilizing ICT to develop themselves (The Act of National Education Minister, 2007, p. 21 and Rahmawati & Nuryani, 2020, p. 191). The last indicator has three sub-indicators: (1) philosophical foundation; (2) sociological foundation; and (3) psychological foundation (Murti, 2018, p. 20, and Darwis et al., 2018, p. 107).

Beside the indicators, the term of 21st century definitely affected to the professional competence. It means that the professional competence is not same with a century ago. The English teacher should do competence development. One of the English teacher should do in the 21st century is develop the teacher competences (Handayani, 2017, p. 160). Thus, teacher should upgrade the professional competence in order to gain 21st century demand. It is relates to need. In 21st century education, English teacher should know the need how to have professional competence. Need talked about the need of person or people. A need identification is an effort or a step to identify a need of person, group, people or training (Amin & Nurhadi, 2020, p. 84). Thus, by knowing the need, the person, group, people or training, it will be improving English teacher become better and better.

Due to the importance of research in professional competence of English teachers in 21st century, research shows areas of interests to explore. These areas are professional competence of teachers (Kurniawati, 2019; and Bagou & Sukung, 2020), a correlation between teacher professional competence and students learning achievement (Warman, 2015; Jabri,

2017; and Arfah & Muhidin, 2018; Kiamba et al., 2018), a critical literature review of one sub competences of professional competence (Nuryani, 2018; and Rahmawati & Nuryani, 2020) and the problems of teacher professional competence (Syamsinar & Jabu, 2015).

Based on those researches, there are criticisms need to be noted. First, it is lack of review about teacher professional competence from every indicators or sub-competences. Moreover, it is not found research reported about a need of teacher professional competence. In addition, the previous research also not including 21st notion. Thus, this research was to find out the need of teacher professional competence in 21st century.

METHOD

The method used in the study was qualitative research. The data has been taken from interview. The interview was used in order to gain the data about the need. The informants were two English teachers at a Vocational High School in Gebang district. Vocational High School was chosen because it has purpose to produce a competitive person in the career world. The informants would be named I1 and I2. The interview indicators based on the indicators of professional competence. The data from the interview results were through: reduction, display and conclusion.

FINDINGS

The finding of the need is divided into two things: the real condition and the needs. It is because the need itself depends on the reality in the field. The researcher will present the interview results first. In addition, it will be followed by the explanations. The interview result comes from two informants (I1 and I2). It has been explained in the method section.

Mastering the substance of knowledge of the subject taught

Sub-Indicator	Responses
Having knowledge about	Both informants are capable in this indicator. I1 argues that English

various english language aspects teacher mastering it well and detail. While I2 argues the implementation is when teach the students the English aspects and adapts it to the students' condition. Both informants says that English teacher needs are learn from any sources and follow training.

Mastering English in spoken and written, receptive and productive in all communication aspects Both informants are capable in this indicator. I1 and I2 says that practice English in the class. Despite I2 more flexible. Both informants says that English teacher needs are learn from any sources and practice. I2 adds to follow training.

The first sub-indicator, I1 and I2 are same, mastering the English aspects. I1 implements it with how the English teacher mastering it in well and detail. It has meaning that it comes from all communicative aspects in a lesson plan meeting. On the other hand, I2 promotes it by using English aspects in learning and by adapting to the students' condition. The need of an English teacher states by two informants (I1 and I2), is learning from any literacy. I1 explains it in detail: such as from the internet, textbooks, and English and teacher guideline books. Moreover, I2 gives more needs: the following training. It can be from a school program or independently and learning continuously and developing it.

The second sub-indicator is answers by I1 and I2 are "Yes". I1 implement when an English teacher speaks English in English class, even though the percentages are 50% and 50%. I2 says that practice English in class. Despite I2 more flexible in order to students easy understand the English materials. I1 and I2 are argues that learn from

applications and any source. For example, speaking and listening applications. I2 adds to following training.

Mastering the standard and basic competencies of the subject taught

Sub-Indicator	Responses
Understanding the basic competence	Both informants are capable in this indicator. I1 and I2 argues that English teacher mastering it in detail. Both informants are says the need is syllabus. I2 give addition need that is comprehend the student condition.
Understanding the basic competence	I1 and I2 are capable in this indicator. Both argues that English teacher mastering it in detail. Both informants are says the need is syllabus. I2 give addition need that is comprehend the student condition. On the other hand, I1 add the need that is anual program.
Understanding the learning objective	Both informants are capable in this indicator. I1 and I2 argues that English teacher mastering it in detail. Both informants are says the need is syllabus. I2 give addition that the need are using English skills and surrounding resource in order to achieve the learning objective.

Standard competence is quite the same as core competence. Core competence is used since 2013 the curriculum has replaced standard competence. In this case, it uses core competence because the informants follow

the 2013 curriculum. The first sub-indicator, I1 and I2, are the same to understand the core competence. I1 answers that core competence was from the government and usually seen from cognitive levels. In contrast, I2 explains that as a teacher usually has guidelines (curriculum), core competence must be adapted to the conditions without exiting from the line. Simply, core competence is flexible. For example, in the current situation, the core competence can be simple. I1 states that the English teacher needs to master this sub-indicator through syllabus. Furthermore, I2 see it in the broad context. The need is to know the core competence. In addition, using English teacher skills and surrounding resources to achieve core competence.

The second sub-indicator is answers by I1 and I2 “Yes”. I1 adds that it is the duty of an English teacher. I1 states that the implementation is to look at the basic competence and analyze the need in order to reach the basic competence. The needs are the strategy, power point, LKPD or worksheet of students which the chief of curriculum has been prepared by them annually. Quite similar, I2 states that an English teacher has guidelines (curriculum) which is the English teacher doing the learning process based on the curriculum. Yet, the English teacher must adapt to the situation and condition without exiting the line. In short, it is being flexible. For instance, in this pandemic situation, the English teachers can simply do it. I1 states the need is syllabus and the annual program. Moreover, I2 understand it in the broad context. The English teacher needs to know basic competence, using the skills of an English teacher and surrounding resources to achieve the basic competence.

The third sub-indicator is answers by I1 and I2 “Yes”. I1 states that the learning objectives are how the students can speak and write in English. For instance: learning introduction. Another example is how students write in English. The answers from I1 are actually close to the students’ ability, which is quite wrong. On the other hand, I2 states that as an English teacher actually has guidelines (curriculum), which is the English

teacher run the learning process based on the curriculum. Yet, the English teacher must adapt to the situation and condition without existing the guideline. In short, it is flexible. For example, in this pandemic situation, the English teachers could simplify it. I1 states the English teacher needs are: look at the syllabus, the annual program and semester program which have been made. It is the aim of mastering the learning goal, because it is a tool. I2 see it in a larger context: how the English teacher knows the learning goal and empowering the English skills itself and surrounding resources in order to achieve the learning goal.

Developing the learning materials creatively

Sub-Indicator	Responses
Validity criteria	Both informants are capable in this indicator. I1 and I2 argues that English teacher search sources of learning from various sources. For instance, it can be from books and internet. I1 are says the need are lesson plan, syllabus, and students’ potential and implement activity to build critical thinking of the students. I2 argues that English teacher need to search sources of learning from various sources.
Meaningfulness criteria	Both informants are capable in this indicator. I2 adds English teacher should adapts to the students condition. I2 says that English teacher need to know students characteristics, students’ environment and school condition. On the other hand, I1

says the need is various media

Relevance criteria I1 and I2 are capable in this indicator. Both argues that English teacher duty to determine whether the materials have been relevance with the students or not. I2 adds that English teacher should look at to school condition too. I2 says that English teacher needs to know how to develop the materials, know the students' abilities, school condition. I1 says that the needs are lesson plan, supplementary books, learning media and internet.

Attractiveness criteria I1 and I2 are capable in this indicator. I1 states in term of interesting media. While, I2 says how to build relation between English teacher and the students. Both informants says English teacher need to make the materials does not boring and motivate the students willing to learn. Such as games, video and so on.

Satisfaction criteria I1 and I2 are capable in this indicator. Both informants says materials should be appropriate to the need of students. I2 states that the needs are understanding the students characteristics, the students environment and school condition. While I1 says

needs are questions and how to implement it.

The first sub-indicator, I1 and I2 are the same, developing materials creatively based on validity criteria. I1 implement it by how the English teacher searches for the sources of learning. Usually, it is taken from books and compared with the internet. Furthermore, it also adds that searching for the materials which cannot change. For example, grammar tenses. It cannot be changed. Similarly, I2 also states that the grammar pattern is fixed. However, I2 sees that materials always develop, except grammar pattern. For example, texts can be developed by seeing the students and the existing resources. I1 states that an English teacher needs to look at the lesson plan, syllabus, and students' potential. In addition, I1 in the beginning of learning usually uses English fully, but the following uses Indonesian language. For instance, when teaching "passive voice", the learning it uses English but in the following, it uses Indonesian language. It is the aim to make students think critically and in the end is solve the problem through learning from various resources. On the other hand, I2 states when seeking the materials will be from various sources. It means not only from textbooks.

The second sub-indicator from developing materials creatively based on meaningfulness criteria. Both informants answer "Yes". I1 gives an example of teaching phone messages by using meaningfulness criteria. Students can practice phone messages and then the English teacher gives feedback. Usually, students have weaknesses in pronunciation, vocabulary and grammar. However, it should also be adapted to the students. I1 states that an English teacher needs materials which contain pictures, power point, video tutorial in order to students understand the materials briefly. In contrast, I2 explains that teachers' needs are to know students' characteristics, students' environment and school condition.

The third sub-indicator is answers by I1 and I2 "Yes". I1 states that it is English duty to determine whether the materials have

been relevant to the students or not. For example, teaching conditional sentences must not teach all types. It depends on the students' condition. For example, in sixth class, an English class teaches first type. In addition, in the next class, an English class teaches the next type. I2 do not explain the implementation. I2 mentions needs are lesson plans, supplementary books, and the internet. For implementation, the needs are pictures, mind mapping or others in order to engage the students. Furthermore, I2 only states that English teacher needs to know how to develop the materials, the students' abilities, and school condition. All of them are to achieve material relevance.

The fourth sub-indicator is answers "Yes" by I1 and I2. I1 explains that English teacher can implement matching materials as interest as possible in order to be comprehended by the students easily. It can also be in the groups' work, if the highest score will be give reward. It is actually reflects past events when before pandemic. The answers are not quite acceptable. I2 explains from a different perspective. It is about how the English teacher builds relationships with the students' hearts. It will make the students willing to learn whatever the model of learning used by the English teacher. The needs based on I1 are video and games. It is actually reflected to previous learning before the pandemic. I2 gives another perspective which is different. The needs are not to be boring and to motivate the students. Not boring means English teacher should be able to avoid letting the students read English text at the beginning of learning. Motivate the students can promote in various ways: games, song, story and so on. It is also the same as before the pandemic.

The last sub-indicator is answers by I1 and I2 "Yes", which are materials that are appropriate to the students' needs. I1 explains that Vocational High School can achieve the learning goal easily rather than Senior High School. The satisfaction criteria can be seen from the students' results. I2 does not give the implementation of this sub-indicator. I1 explains of the needs are questions and how

to implement it. Implementation can use games, asking and so on. It can be make students enjoy the learning. It quite non acceptable answer because reflect the condition before pandemic. Contrary, I2 states the needs are understand the students' characteristics, the students' environment and school condition.

Developing the professionalism continually through the reflective action

Sub-Indicator	Responses
Promoting self-development	I1 and I2 are capable in this indicator. Both informants says English teacher must develop themselves. For example, joining to IN House Training (IHT) twice year. I1 states the needs are are lesson plan and syllabus. I2 states the needs are willing to be better and can develop themselves through any program.
Implementing CAR	Both informants are not doing research. But, in the reality English teacher definitely solve the problem towards the learning process, but unstructured and does not write it as a research. The needs are students' problem, solution and others supplementary. I1 adds the need is budget.
Following the development era	Both informants are capable this indicator. English teacher can be

learning from any sources. I1 says that the needs are internet, new books and old books. I2 adds that English teacher need to be up to date on what happening now.

era. Quite similar, I2 states an English teacher can learn from any sources. English teacher need to be up to date, not only in terms of English, but also on what is happening now. For instance, English teacher can be seeking what mobile games are trends today's. It is the aim of building relationships with the students' world. Thus, the English teacher can use it when chatting to students.

The first sub-indicator is answers by I1 and I2 "Yes". I1 says that in school there is usually IHT twice a year. The materials are usually lesson plans, syllabus, about learning (example: strategy) etc. The implementation is that the English teacher can get a certificate. I2 states that being an English teacher must be developing their self. It means the English teacher don't be stagnant. I1 sees from the need in IHT program, such as lesson plan and syllabus. On the other hand, I2 explains two things that English teacher need: willingness to develop and promote any kind of development program. However, I2 adds that willingness to develop themselves is the key to this sub-indicator.

The next sub-indicator is answers "Not yet" by I1 and I2. Both of them have the same opinion that actually solves the problem of learning problem. However, I1 and I2 do not promote it become a research. I1 states the needs are: a problem, the right solution, the method, the great amount of budget. Quite similar, the needs are students' problems, solutions and other supplementary. The supplementary itself explains by I2, such as pre-test, the accurate method and assessment.

The last sub-indicator, both the informants are answers "Yes". I1 explains that usually searches on YouTube a material, if the level is high, and then it will seek another source. It can be video in the form of animation or person. I2 explains that English teacher can learn from any sources. The source does not have a meaning only a book; it could be asking another English teacher from another school. I1 explains the needs that are the internet, new books and old books. In the old era, only use LOT, but now use MOT and HOT because of the demand of the

Utilizing ICT to develop them

Sub-Indicator	Responses
Utilizing ICT in communication	I1 and I2 are capable in this indicator. Both informants says English teacher usually uses email, zoom, and gmeet. I1 says the need ICT tool. I2 adds ICT skills as the need.
Utilizing ICT to develop themselves	I1 and I2 are capable in this indicator. Both informants says that English teacher demands to be fluent using mobile phone. For instance, using "speech" application to develop speaking skill. I1 says the needs are: internet connection, mobile phone and laptop. On the other hand, I2 says the needs are the tool and human skill to use it.

The first sub-indicator that is utilizing ICT for communication is answers by I1 and I2 "Yes". I1 states are usually email, zoom and gmeet. It depends on the condition and situation. I2 states that today's ICT is needed to communicate. I1 states that the needs are: internet connection, mobile phone and laptop. In contrast, I2 states that an English teacher

should have ICT skills. For example, how the English teacher communicates through a mobile phone if the English teacher does not know how to use it. Thus, I1 see it in terms of the tools, while I2 see it in terms of human resource skills to use the tools.

The last sub-indicator is answered by I1 and I2 “Yes”. I1 implements it by using a “speech” application to develop the skill of listening and speaking and also learning TOEFL questions. I2 explains that in today’s era, willing or not, an English teacher demands to be fluent using a mobile phone. Mobile phone like a source of knowledge: whatever the questions, there will be answers. It can be asked by typing or recording a voice tool. I1 states that an English teacher needs an internet connection, a mobile phone and a laptop. Moreover, I2 explains in a large context that English needs are the software and human skill to use it.

Mastering the educational foundations

Sub-Indicator	Responses
Philosophical foundation	Both informants are capable to this indicator. I1 and I2 are saying that English teacher should adapt with the existing condition. I1 adds that English teacher is explaining to the students about the importance of education. I1 and I2 say English teacher need to learn from various sources and implement it.
Sociological foundation	I1 and I2 are capable in this indicator. I1 says English teacher gives the students the aim of learning English for social situation. While, I2 says human are changing. It means the communication of English teacher will be different between students in old era and

today’s era. Both informants say that the needs are the theoretical understanding and implement it.

Psychological foundation Both informants are capable to this indicator. I1 and I2 are saying English teacher ideally must understand the students individually. The needs are mastering psychological and implement it. By understanding the students’ characteristics.

The first sub-indicator is answered “Yes” by I1 and I2. I1 states that it tends to motivation. The implementation explains to the students that education is important and enlarges knowledge. It is because when people learn in school, they actually can enlarge their knowledge before. I2 explains that the theory has been learnt, the practice adapts to the existing conditions. I1 states that an English teacher needs to learn from various sources and implement them. Meanwhile, I2 states that the need an English teacher who is willing to be a long-life learner.

The second sub-indicator is answered by I1 and I2 “Yes”. I1 is to implement it with how the English teacher gives the students the aim of learning English for social situations. For instance, English teacher ask the students the reason why they learn English. Despite that, there are students who are interesting and not interesting. The English teacher adds that in today’s era, wanted or not, it is demanded to be able to speak English in order to avoid being deceived by others who can speak English. On the other hand, I2 states that humans are changing. It means the communication of an English teacher will be different between students in the old era and today’s era. I1 states that the need is to habit the students use English in daily activities. I2 states that the English teacher needs to understand theory and the implementation.

The last sub-indicator is answered by I1 and I2 “Yes”. I1 states that an English teacher should know a student who is following a course. In addition, English teacher and some students are good or bad. Yet, a bad attitude is natural or unnatural. I2 explained that English teacher ideally must understand the students’ characteristics individually. For example, in English class there are 30 to 35 students; the English teacher must understand the characteristics. However, it is hard to know individually. It can be imagined if you must understand individually. It is tiring. For instance, an English teacher teaches five classes, automatically teaching the students in a quantity of 150 to 175 people. Instead, an English teacher must know the most common characteristic in one class. I1 states English teacher needs are mastering psychological foundation and implement it. If an English teacher finds a trouble student, it can be doing some steps. For instance: reminding, remembering and so on. If the students are not getting better, the students have to instruct them to come to school and get some treatment. The final thing is transferring it to the guardian class. I2 states that understanding the students’ characteristics, such as learning type: auditory, kinesthetic and so on.

DISCUSSION

The first indicator indicates that the English teacher can bring the subject taught to the English class. The needs reflect that English teacher and the government are the key to maintaining and developing this indicator. For instance, English teachers keep up to date on the English subject from various sources. The activities of reading, such as non-printed or printed materials, subscribing to a journal or magazine are a good way to keep up-to-date with new themes and ideas of the field (Davison, et al., 2012; as cited in Priajana, 2017, p. 42). In addition, the government also needs to give a contribution to holding training on this indicator. The Ministry of Education, Science and Technology (MoEST) should provide continuous training seminars and workshops

for practicing teachers and support to study to improve the subject content mastery (Kamamia, Ngugi, & Thinguri, 2014, p. 647).

The second indicator from two informants has three sub-indicators (core competence, basic competence and learning goals) which are needed to comprehend by an English teacher in order to develop the curriculum. Mastering towards standard and basic competence becomes a prerequisite for a teacher to develop the curriculum in the education unit degree (Kurniawati, 2019, p. 21). A thing that is to be noted is that the curriculum development does not ignore the students and school condition as well as does not exit from the government instruction.

The third indicator shows that English teachers have been developing the learning materials creatively based on criteria of validity, meaningfulness, relevance, attractiveness and satisfaction. The main need is to understand the students themselves. The process of developing the learning materials is choosing learning materials and processing them based on the students’ development level (The Act of National Education Minister, 2007, pp. 20-21). Another need is to understand the school conditions. The documents needed are a lesson plan, syllabus, and various resources. The important need is to implement it in English class.

The fourth indicator shows that two informants are not yet capable of conducting classroom action research (CAR). Despite the benefits from conducting research, teachers are rarely inclined to embark on that journey (Buendía & Macías, 2019, p. 102). Even though, the school supports the research. It means the school will be funded by it. However, the research has not been implemented. But, the English teacher surely consciously implemented the part of CAR (there is problem and solve it), but did not follow the research steps fully.

The fifth indicator shows that both informants are able to utilize ICT for self-development. The need to fulfill is ICT skills and tools. However, in a related result - sub-indicator scientific and technological foundation – I2 still needs ICT skills in

making animation. It means there is a need to enhance the ICT skills of English teacher because of today's demand to fulfill it. It is necessary for a teacher to be able to use media technologies in teaching in order to face 21st century education (Fatimah & Santiana, 2017, p. 133).

The last indicator shows that the English teacher is able to fulfill it. The main needs are to know the theory and implement it in English class. Professional teacher should be able master the educational foundation in order to implement good, accurate and effective learning (Darwis, Batari, Niswaty, Kasmita, & Baharuddin, 2018, p. 107). Thus, English teacher should be able to promote it.

CONCLUSION

It can be concluded that there are five needs of English teacher to have professional competence in 21st century. They are: 1) being up to date towards English subject; (2) empowering things related to developing the curriculum; (3) developing materials based on the students and school condition and situation; (4) conducting a research; (5) promoting ICT skills; and (6) learning and implementing the educational foundations.

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