TOURISM VOCATIONAL HIGH SCHOOL STUDENTS' AND TEACHERS' PERCEPTION OF FOREIGN LANGUAGES IN COMMUNICATIVE COMPETENCIES AND THE 21ST CENTURY SKILLS IN YOGYAKARTA

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Abstract

This study investigated how is the perception of high school of vocational in tourism program study students in communicating foreign language and revealed the competence in twenty-first century skills. There are about 125 respondents who participated out from 150 survey spread on the vocational high schools that held tourism program study in Yogyakarta involving the teachers and students. The data were collected through comprehensive questionnaire. The results shown that the subjects had following in common and compared result to the teachers shown that perceptual matches and mismatches between the two groups. Through One-Way ANOVA test (P<0.05), there found 7 items in communicative competence that significantly difference in students perception and 18 items on 21st century skills. Meanwhile, the perception between students and teachers, there found 9 items that significantly difference.

Keywords: *perception, communicative competence, twenty-first century competence*

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INTRODUCTION

One of tourism area that targeted by international tourists in Indonesia is Yogyakarta, even though there are several sectors already well-established in part of other provinces. Yogyakarta is the leading city among others in establishing its tourism sector. Yogyakarta is the third tourism destinations after Bali and Jakarta (Hermayati, 2007). MP3EI or Master Plan for the Acceleration and Expansion of Indonesian Economic Development which projected to 2025 is also support the The Java Economic Corridor has a development theme as "National Industry and Service Drivers", stretching from Yogyakarta as the tourism gate to Solo, Bali until West Nusa Tenggara. In statistic of tourism year 2015, the process of stars hotel productivity in Special Region of Yogyakarta (DIY) is increasing every years by international tourist.

According to Setyanto (2012), travel or tour providers should master foreign languages. They are travel agent staff, hotel staff, travel guides, and the surrounding society that are involved in tourism. Moreover, the minimum targets that should be achieved in mastering foreign language communication are: simple daily conversation related to work field, basic grammar, vocabulary and basic expressions. As a matter of fact, those tourist subjects are mostly part of vocational high schools of tourism field. They should practically master foreign languages

According to pre-interview by researcher to the teach-ers that is in vocational high school 6 and 7 Yogyakarta, it found that the tendency of vocational high school students who has already work in the job field especially hospitality or tourism businesses still need the foreign language training. As the matter of fact, the foreign language study has been already taught in school, this inspired the researcher to reveal deeply from that problems. As the researcher recognized from previous studies, there are not provided yet a complete statistic data about vocational high school student's perception of competence in foreign language especially in hospitality, tourism and travel businesses in Yogyakarta.

The pre-survey to the students is also held in Vocational High School of 6 and 7 Yogyakarta about student's attitude in using foreign languages. There are almost 83% of the students agreed to get more training in enriching their foreign language study toward the need of twenty-first century skills. There are also 87% agreed to learn foreign language is compulsory for them as vocational high school in tourism field. They also need native speakers to help them in acquiring better foreign language communication.

The solution of the problems presented above is basically to conduct a study about the suitability competencies of communicating foreign language in vocational high school with the competencies needed in the twenty-first century skills between teachers and students. Ideally, through the perception of competencies of communicative foreign language that relevant to the competencies needed in twenty-first century skills of teachers and students, it will be expected to give the similar result to the need in industrial and work practices. Finally, the result of this research is expected to give the general information to education in Indonesia specifically in vocation high school education, and its developer of interest in education in order to establish better vocational education, especially in developing and revise the curriculum of foreign language, hence will give the positive input in vocational high schools of Indonesia.

The teaching of foreign language in vocational high school is not using the same approach with the teaching in high school. The teachers should understand the use of foreign language in the learning process. The learning process, in accordance with Permendikbud Number 65 of 2013 (Menteri Pendidikan dan Kebudayaan Republik Indonesia, 2013) on the Standard of Primary and Secondary Education Process, is aimed entirely at developing the realm of attitudes, knowledge, and skills as a whole through scientific approach and strengthened by applying some learning models such as discovery or inquiry learning.

Quoted from (Billet, 2011), through (Sudira, 2016) he identified at least four objectives to establish TVET: (1) the preparation for working life including informing individuals about their selection of an occupation, (2) the initial preparation of individuals for working life, including developing the capacities to practise their selected occupations, (3) the ongoing development of individuals throughout their working life as the requirements for performance of work transform over time, (4) provisions of educational experiences support-

ing transitions form one occupation to another as individuals either elect or are forced to change occupations across their working lives.

There is also a special approach teaching and learning process to treat in vocational high school. They are andragogy to heutagogy approach for vocational education. The concept of Andragogy for vocational education was originally developed by Malcolm S. Knowles that an andragogy approach is recommended as a way of enabling more meaningful outcomes for individuals (Knowles, 1980). In this approach, learners freely choose their learning goals and make independent decisions about what, how and when they want to learn. However, to gain maximum benefit from the approach, learners also need to be self-directed, autonomous and responsible for decision-making. They need to use their experiences as a learning resource (Knowles & Crawford, 1990). Typically, learners with an andragogy orientation expect the teacher to provide an environment that enhances learning and to have limited control over the process of learning. (Knowles & Crawford, 1990) mentioned that andragogy types categorized as these: (1) their self-concept moves from one of being a dependent personality toward being self-directed human being, (2) they accumulate a growing reservoir of experience that becomes an increasingly rich resource for learning, (3) their readiness to learn becomes oriented increasingly to the developmental tasks of their social roles, and (4) Their time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly, their orientation toward learning shifts from one of subject-centeredness to one of performance centeredness.

According to Lee, Wahidiat, & Khurniawan, (2017) the opportunity for students to get foreign language in vocational high school is limited to 2-3 hours per week or around 80 hours in a year, which is reduced by final examination and holidays.

Meanwhile, the Directorate of Vocational High School Management (2017) (Direktorat Pembinaan Sekolah Menengah Kejuruan, 2017) has decided the TOEIC (Test of English for International Communication) as the standard of English competence for vocational high school's students. It is targeted for vocational high school students to accomplish a minimum score of 405 in TOEIC (Intermediate Level).

The term Communicative Competence was introduced by Hymes (1964) criticized the term of competence that Chomsky (1965) proposed was too narrow. According to Hymes (1964) the creativity determined by Chomsky's rule in the development of grammar of children aged 3 or 4 years does not adequately explain the social and functional rules of language. Therefore, Hymes (1964) calls communicative competence as an aspect of competence that allows us to convey and interpret interpersonal messages in a particular context. Savignon (1983, p. 9) says that communicative competence depends on the cooperation of all participants involved.

At first Canale (1988) identified three distinctive components of communicative competence: grammatical competence, sociolinguistic competence and strategic competence. Grammatical competence includes one's knowledge of lexical items, morphology, syntax, semantics, and phonology in a language. Sociolinguistic competence encompasses the knowledge of rules governing the production and interpretation of language in different sociolinguistic contexts. Lastly, strategic competence is defined as one's capability to sustain communication using various verbal or non-verbal strategies when communication breakdowns occur. This model was updated again by Canale by proposing a four-dimensional model of communicative competence: grammatical, sociolinguistic, discourse, and strategic competence.

The twenty-first century marked the century of openness or the age of globalization, meaning life human beings in the twenty-first century undergo fundamental changes that are different from the order of life in the previous century. It is said the twenty-first century is the century that ask for quality in all efforts and work of man. By itself the twenty-first century asks for resources quality human beings, produced by professionally managed institutions resulting in superior results. The all-new demands call for variety breakthroughs in thinking, drafting, and actions.

According to Trilling & Fadel (2009), they focus into critical learning skills and innovation. In the explanation of critical thinking and problem solving skills student should be able to (1) reason effectively, (2) use systems thinking, (3) make judgement and decisions, and (4) Solve problems. Meanwhile, commu-

nication and collaboration skills, student should be able to and communicate clearly and collaborate with others. For the next aspect is creativity and innovation skills which also carry some factors for student to do, such as (1) think creatively, (2) work creatively with others, and (3) implement innovations.

Table 1.   Communicative Competence by Canale and Swain

No	Communicative Competencies
1	Grammatical Competence It refers to the extent that mastery of the language code has occurred, including vocabulary knowledge, word formation, syntax, pronunciation, spelling and linguistics semantics. A person demonstrates grammatical competence by using a rule not by stating a rule.
2	Sociolinguistic Competence It requires an understanding of the social and cultural context in which language is used which involves: (1) the role of the participants; (2) the information they share; (3) the function of interaction
3	Discourse Competence It is concerned with the interpretation of isolated sentences but the connection of a series of sentences or utterances to from a meaningful whole such as: (1) Speaking (dialogues, conversation and monologues); (2) Writing (memos, letters, ads). It also refers to the mastery of "how to combine grammatical forms and meanings to achieve a unified spoken or written text".
4	Strategic Competence It refers to the mastery of verbal and non-verbal communication strategies we employ during the breakdown in communication or when we lack any of the competencies to communicate effectively, also used to enhance the effectiveness of communication

In conclusion, there are three main skills in twenty first century such as learning and innovation skills, digital literacies and life career skills. Those three skills have specific components as branches to set up the framework of capability that needed in twenty-first century skills.

According to Slameto (2010) perception is a process that involves the entry of messages or information into the human brain. Through perception, human constantly connect with their environment. This relationship is done through the senses, namely the sense of sight, hear, touch, taste and smell.

Table 2.   The twenty-first century by Trilling and Fadel

No	Twenty-First Century Skills
1	Learning and Innovation Skills - Critical thinking and problem solving (expert thinking) - Communication and collaboration (complex communication) - Creativity and innovation (applied imagination and invention)
2	Information, media, and technology skills - Information literacy - Media literacy - Information and communication technology (ICT) literacy
3	Life and career skills - Flexibility and adaptability - Initiative and self-direction - Social and cross-cultural interaction - Productivity and accountability - Leadership and responsibility

Devidoff (1987) stated about perception is a cognitive process are inter-connected. Devidoff begub the survey of cognition with perception because perception is the point where cognition and reality meet and perhaps the most basic cognitive activity out of which all other emerge. Perception is the meaning of input or responses received by someone whose meaning is influenced by knowledge and experience (Alpian & Suryaman, 2016). To get the positive results from the perception that is actually owned by the student himself then knowledge and experience built at the stage of recognition and object learning or related material must be positive too.

In relation to perception of students and teachers to communicative competence and twenty first century skills is the recognition of subject learning that they get or convey toward the use of foreign language in classroom based on the experience they built in their daily activities teaching and learning of school, whether it is a perception of positive, match or mismatch, or disagreement.

RESEARCH METHOD

This present research is conducted through quantitative method and explanatively with survey approach. The purpose of this method is to describe systematically a situation or area of interest, factually and accurately (Isaac & Michael, 1981). Explorative means to answer all the questions that has been formulated in that research questions. Some of the data using hypotheses which means it use the hypothesis as the instruction/ guide in the research on certain research questions, then the research sequentially describe clearly towards the research questions that has been identified long before the researcher work on the survey.

The data collection was done by using a questionnaire containing variable items used in the study. The steps followed include: (1) identifying problems; (2) clearly delineating and defining the problem; (3) defining research objectives and benefits; (4) conducting literature study; (5) determining the research mind set and question; (6) constructing the research design that includes population, sample, sampling technique, instrument; (7) collecting data; (8) organizing and analyzing data; and (9) writing the research report.

The population of this research is selected from state vocational high schools in Yogyakarta, with the following criteria: (1) holding tourism, tourism business, and hospitality programs; (2) applying Curriculum 2013; (2) adopting foreign language test (TOEIC, iBT or other optional foreign language tests); (3) owning partnership with hotel or travel companies in Yogyakarta; (4) having foreign language teachers; (5) the population is 523 vocational high students majoring in tourist travel businesses, hospitality, and tourism programs at SMKN's in Yogyakarta.

Table 3. List of vocational high school as the subject of research

No	Vocational School	Address	Students	
			P	S
1	SMKN 4 Yogyakarta	Jl. Sidikan 60. Yogyakarta	182	50
2	SMKN 6 Yogyakarta	Jl. Kenari No. 4, Yogyakarta	180	50
3	SMKN 7 Yogyakarta	Jl. GowonganKidul JT III/416	160	40
	Jumlah		532	140

The number of samples in this study as many as 140 students determined according to the table of Krecjie Morgan and established using the proportional random sampling technique. The three vocational high school samples are vocational high school 4 Yogyakarta, vocational high school 6 Yogyakarta, and vocational high school 7 Yogyakarta.

Besides the students as research subjects, this study also took the sample of 16 teachers of SMKN 4, 6 and 7 Yogyakarta who are practically teachers of foreign languages in the three schools. Because the teacher population was less than 100 people, the sample was then taken from the entire population which was the saturation sampling.

The significant (2-tailed) level used in this research was 5%. According to Sugiyono (2013) the minimum requirement that fulfills validity is r> 0. 30. Therefore, the correlation between Items and total score need to be less than 0. 30 (<30), or else it will be stated as invalid. Supranata (2005, p. 59) states that the manual analysis of data is formulated as follow:

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}}$$

Description:
r : Correlation Coefficient
Σxy : multiply of x and y
Σx : total score x
Σy : total score y
$\Sigma x2$: total score of squared x
$\Sigma y2$: total score of squared y
N : total score sample

Testing the validity of the contents of the instrument was also done by comparing the suitability between indicators and instrument grids with the instrument already made by an experienced expert. It aimed to make each Item of the instrument appropriate to answer the data to be sought.

The score result of reliability instrument for communicative that amounted to 25 statements is 0,839. Then for twenty-first century competence that amounted to 41 statements is 0,845. Thus, from those instrument reliability test, we can conclude that both of instruments are reliable.

Requirement of pre data analysis is using normality test and homogeneity test. This is stand out as pre requirement to use One-Way ANOVA test and Mann Whitney test because both are non-parametric statistic (Bluman, 2012).

Table 4. Table of Specification for Communicative Competencies

Variable	Indicator	Predictor	Item No (+)	(-)
Communicative Competence	Grammatical Competence	Phonological, Lexical, and Structural	1, 2, 3, 4, 5, 6, 7, 8, 9	
	Sociolinguistic Competence	Understanding and producing utterances	10. 11, 12, 13, 14, 15	
	Discourse Competence	Combining grammatical forms and meanings to write text in different genres	16, 17, 18, 19, 20. 21	
	Strategic Competence	Using relevant language contents such as language functions	22, 23, 24, 25, 26	
		TOTAL	26	0

Table 5. Table of Specification for the Twenty First Century Competencies

Variable	Indicator	Sub Indicator	Predictor	Item No (+)	(-)
Twenty-first Century Competence	Learning & Innovation	Critical Thinking & Problem Solving Skills	(1) Reason effectively (2) Use system thinking (3) Make judgements and decisions (4) Solve problems	1, 4, 5, 6, 7	2, 3
		Communication and Collaboration	(1) Communicate clearly (2) Collaborate with others	8, 9, 11,12, 13,14, 15	10
		Creativity and Innovation	(1) Think creatively (2) Work creatively with others (3) Implement innovations	16,17, 18	
	Digital Literacy	Information Literacy	(1) Access and evaluate information (2) Use and manage information	19, 20. 21	
		Media Literacy	(1) Analyze media (2) Create media products	22, 23	24
		ICT Literacy	Apply technology effectively	25, 26, 27	
	Career and Life	Flexibility and Adaptability	(1) Adapt to changes (2) Be flexible		28, 29, 30, 31, 32
		Initiative and Self-Direction	(1) Manage goals and time (2) Work independently (3) Be self-directed learners	33	34, 35, 36
		Social and Cross-Cultural	(1) Interact effectively with others (2) Work effectively in diverse teams	37, 38, 39	
		Productivity and Accountability	(1) Manage projects (2) Produce results	40. 41, 42,43, 44,45, 46	
		Leadership and Responsibility	(1) Guide and lead others (2) Be responsible to others	47, 48, 49	
			TOTAL	37	12

RESEARCH RESULTS AND DISCUSSION

The research is conducted in 3 state vocational high schools of Yogyakarta that holds hospitality and tourism businesses program. There are vocational high school 4 Yogyakarta, vocational high school 6 Yogyakarta, and vocational high school 7 Yogyakarta. The three schools have been identified and categorized applying curriculum 2013; held the hospitality and Tourism businesses; adept the foreign language test such as TOEIC, iBT, TOPIK, HSK and other optional foreign language test; and has their own Edotel (Education Hotel), Technopark and partnership to Association of the Indonesian Tours and Travel Agencies (ASITA). The three schools recog-

nized as high ranked state school in vocational high schools that has tourism program in Yogyakarta and has their own specialities to maintain their schools best reputation.

The data that has been collected through quantitative way is covered to total of 137 respondents from teachers and students. The teachers are amounted to 12 person with all different background teaching such as English, Japanese, Mandarin, French, German, and English language. The students are amounted to 125 person with various program studies such as hospitality, tourism businesses, culinary art, and fashion. The respondent from vocational high school 4 are mostly from tourism businesses program study with colourful languages taught in class such as English, Japanese, and Mandarin language. Meanwhile, from vocational high school 6 is more mixed-up respondents such as tourism travel businesses, culinary art, fashion and hospitality program, they also have varieties of languages that are taught such as English, German, and France language. Therefore, in vocational high school 7 is only have single language to teach in classroom, it is mainly English and only hold tourism business as the program study.

The findings of the quantitative data from communicative competence provide valuable insight into the information of students. These findings can offer a framework for a better understanding of learner needs as well as for the need of innovation in teaching methodology to vocational high school students so as to enhance learners' communicative competence. The following is a summary of the keywords in the first description of communicative competence:

1. Grammatically students are seems shy to use foreign language outside from classroom. In phonological side, they need to have self-confidence and practice more even though it is not grammatically correct, it is an urge for them to apply the foreign language conversation outside the classroom. Thus, they have confidence in constructing an analysis through the words.
2. Regarding motivation, the students were very interested in learning target cultures and called for innovative teaching methods for target culture courses.
3. Students are tend to work on memorizing new vocabularies, which in this case, is using a whole cognitive application rather

than to practice it out. To encounter that, mostly students use that capacity of memorizing to convert it as their style or strategy in learning foreign language and not to communicate it instead.

4. School that only has one subject in learning foreign language given a genuine attitudes toward producing their communicative competence, meanwhile other schools that has multiple foreign language learning given mixed data from students.
5. Students seemingly like to hear the teacher explanation word by words. This is one example of traditional way of teaching that capitalizing to teachers-centeredness and causing to students' passive learning.

The students focused mainly on receptive skills rather than productive skills. This points to, in part, their deficiency in their communicative competence.

Meanwhile in twenty first century competence, there are several interim summaries that can be concluded in this competences as follows:

1. Students' dependency to teachers are highly happened regarding in assessing their capability in learning. In contrast to that, they have their own method or style in solving their own problems in learning foreign language.
2. One school that has only one subject of foreign learning in classroom has anxiety to pronounce the communication of the target language.
3. Students has confidence to face the challenge of reality in work in using foreign language by creatively to use their knowledge foreign language and transfer it to their field of work or internal practice.
4. Students rely themselves a lot in using technology of ICT, to access online translation and checking some information. However, their capability in debunk the hoax or untrusted news information still lack and needs more coordination from the teachers.
5. Students seems visionary about their future, and seeing the foreign language learning can help their future job.
6. Regarding of self-directing, the students has the foremost strategy to encounter that with their own style in classroom, yet their initiative toward using it outside the classroom seems still in a low chance.

7. Most of students like the idea of after-school clubs or extracurricular foreign language to increase their capacity of social and cross cultural learning.
8. The students have some capacities in increasing their productivity and accountability to learn foreign language.
9. Positive attitude towards leadership and responsibility are also found the result of the research from the students.

Overall from the result of the research that quantitavely has been collected through the students questionnaire which consisted of two themes with sub competences, the analysis of students data shows that most students has their own style in learning foreign language. On the communicative competencies which has 25 items, the results showed that the students have most capabilities in memorizing some new words with their own style and strategy. However, they are lack in self-esteem to try it out from the classroom. There was also found that the schools still teaching the students in a traditional way which is really contrast to the curriculum 2013 or communicative purposes. Meanwhile, in twenty-first century competence that showed 40 items, the student's dependency to teachers is still highly occurred from the students.

Another fact is the perception data comparison between student and teachers. The Mann Whitney U Test results show that of these 66 Items in total, there are nine items that are statistically significant different. Those items can be seen in Appendix B-5. This comparison is intended to figure out the mismatch of concept between students and teachers.

The following figure shows the mean and comparison between students and teachers on questions of communicative competence:
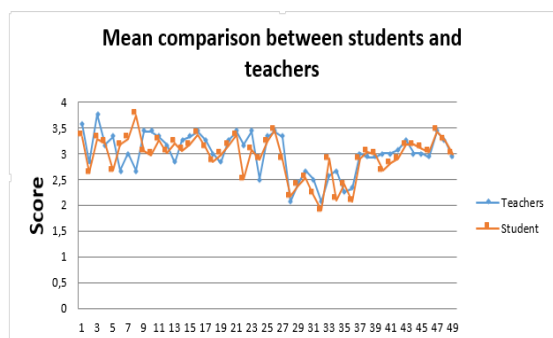

Figure 1. Communicative Competence Comparison

There are only two items identified in this finding. They are found on the grammatical com-petence as follows: Item 5 (P<0. 024) and Item 8 (P<0. 006).
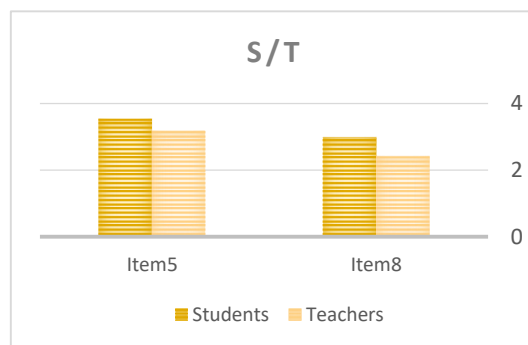

Figure 2. Items of Significant Difference on Communicative Competence

From the result of Mann Whitney u-test, the findings show that the area of disparity occurs in grammatical competence. Both of the items have this significant disparity. Item5 (see also Appendix B-4) is scored more highly by the students than by the teachers, indicating that the students show their perseverance in understanding every single word from foreign languages they hear. They have this motivation to learn more about foreign languages based on their intrinsic needs. The proof has synced to other items such as other strategic competence indicators where they would do their best to learn a foreign language. It is expected from the teachers to be aware of this positive attitude and facilitate them properly.

Besides, Item 8 also shows the same positive motivation where the students can practice themselves through self-talk in front of the mirror. In relation to these findings, it is suggested that the teacher be more active to encourage the positive energy of their students and to involve them into commitment to better learning foreign languages.

In relating to the comparison data from students and teachers, the teachers are expected to be aware to what students' needs. Even though students are capable in high thinking order, the teachers is suggested to be aware toward students' positive attitude and facilitate them rightfully and the teachers should avoid the traditional ways of teaching. Regarding to vocational high school students need that has to be related with twenty-first century compe-tences, both students and teachers like the idea of grouping in learning foreign language. This

competence is the core of learning to collaborate with others for their future job will much require to involve and engage in teamwork.

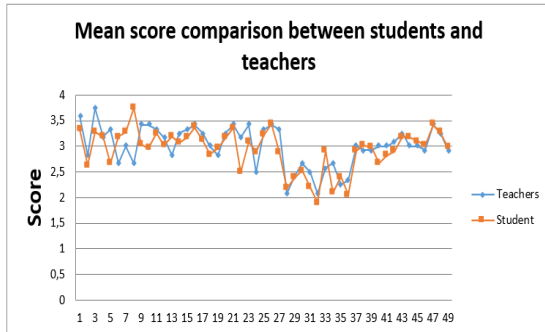Meanwhile, below is the result of the twenty-first century competences perception.

Figure 3. Twenty-First Century Comparison

There are seven items resulted from Mann Whitney u-test on teachers' and students' answers.
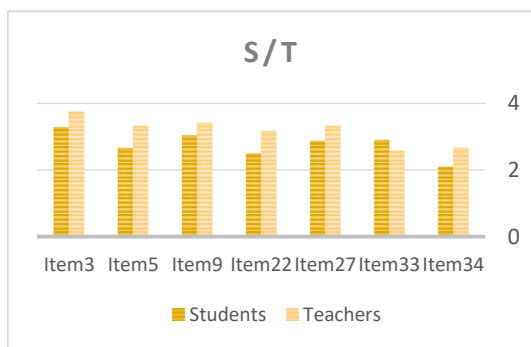

Figure 4. Significant Different Items on Twenty-First Century Competence

Learning and Innovation

Critical thinking and problem solving: Item 3 (P < 0.002) and Item5 (P < 0.003)

Surprisingly, on Item3, the teachers' perspective scores are higher than the students'. This indicates that teachers still depend on traditional ways of teaching. In the twenty-first century competence, students have to increase their own critical thinking and they can identify the extent of their knowledge foreign languages. On the other hand, they are already aware and capable of high thinking so that they can measure their own capacities aside from teachers' scores.

On Item 5, the teachers and students agree that the authority in foreign language learning classes is in the teacher's hand. The students respect the teachers and can critically

think when they have to ask their teachers questions. Typically, in the twenty-first century competence this will impact on their future jobs to respect their supervisors later at work, but not losing their competence in critical thinking not to let down their leaders in company or any acquaintances they work with.

Communication and collaboration: Item 9 (P<0.028)

Both of the teachers and students like the idea of grouping in learning foreign languages, which shows a positive attitude toward the twenty-first century competence. This competence is the core of learning to collaborate with others for they require to involve and engage in teamwork for their future job.

Digital Literacy

Media literacy: Item 22 (P < 0.001)

From the teachers' perspective, this has a slight difference; the teachers' score is higher than students'. The teachers believe that the students are more capable of making a summary from a film they watch together in the classroom verbally or written in foreign language. On the contrary, the students relatively do just well on that respected competence, but they still feel a little bit anxious in using a foreign language from the media they are use.

According to the research of Surjono & Susila (2013), it is suggested by the researchers to use media in learning English as foreign language because it is boosted the learning achievement until 70% rather than using conventional method.

ICT literacy: Item 27 (P < 0.010)

This item also shows a slight divergence between the two groups. Even though they have the same idea about the ability to identify hoaxes when accessing information, it seems that the idea of ICT literacy in schools that use foreign language materials is rarely found in teaching and learning stuff. However, this needs to be explored more by the authorities in education that debunk hoaxes in the part of ICT literacy, and they need to be presented in schools for their part of critical thinking as well.

Career in life

Initiative and self-direction: Item 33 (P < 0.042) and Item 34 (P<0.003)

On Item 33, students are feeling more active to use their foreign language when communicating with their peers and teachers. In this case, the teachers also give the same positive answers. Although some of the teachers may not have time to observe every single student, the students still clearly show their confidence when they learn in peer groups.

Regarding Item 34, the teachers have low trust on their students in practicing foreign language outside the classroom. This finding shows the importance of outside classroom observation where students need to improve their initiative to use foreign languages. Related to the twenty-first century, this skill is strongly linked with working independently where students have to monitor, define, prioritize and complete tasks without direct oversight and also to be self-directed learners. It is expected that the teachers understand this competence so there will be no more 'teacher-centered' teaching and learning which is far more like a traditional way.

Overall, from the result of the analysis of the data that quantitatively have been collected through the students' questionnaire which consists of two themes with sub competencies, the analysis of students data shows that most students have their own style in learning a foreign language. In the communicative competency questionnaire which contains 25 items, the results show that the students have most of the ability to memorize some new words in their own style and strategy. However, they lack self-esteem to try it out in the classroom. It is also found that the schools still teach the students in a traditional way which is really in contrast with Curriculum 2013 or communicative purposes. Meanwhile, in the twenty-first century competence questionnaire which contains 40 items, the student's dependency on their teachers still occurs in a high frequency. It is found by Sartika, Puspita, & Imranuddin, (2018) that the syllabus based on the communicative approach would help the students use the language as a means of communication in every aspect of working condition in the classroom or hotel.

In relation to the comparison of the data from students and teachers, the teachers are expected to be aware of what their students need. Even though the students have higher order thinking skills, it is suggested that the teachers be aware of their students' positive attitude, facilitate them rightfully, and avoid the traditional ways of teaching. With regard to vocational high school students' needs that should be related to the twenty-first century competencies, both students and teachers like the idea of grouping in learning foreign language. This competence is the core of learning to collaborate with others and will be much required to involve and engage in teamwork for their future job.

CONCLUSSION

According to the result of the research and discussion, it can be conclude as follows.

First, student competencies of communicating foreign language that taught in vocational high school are following communicative competencies that divided into 4 sub-competencies. They are grammatical, socio-linguistic, discourse, and strategic competence. The students are categorized problematic with using it out from the classroom and peers.

Second, students competencies of communicating foreign language based need on twenty-first century skills that taught in vocational high school are following twenty-first century competence that divided into 3 sub-competencies. They are learning and innovation, digital literacy, career and life competencies. The students are categorized good enough to utilize information and technology, solving their own problem and using creativity toward it, and working in collaboration with others.

Third, there are seven items that showing student's significant differences by the One-Way ANOVA Test across three schools for communicative competences. Besides, there are eighteen items that showing students' significant differences for twenty-first century competence.

Fourth, there are two items that identified as significant difference by the Mann-Whitney U Test between students and teachers across three schools for communicative competence. Therefore, there are seven items that identified as significant difference for twenty-first century competence.

According to the result and discussion, the suggestion for this research is explained as follows:

Fisrt, to the foreign language teachers, this research is expected to be the input to for teaching and learning foreign language, either in classroom or out from the classroom as the vocational students or vocational high school needed.

Second, there needs to be a quality and match andragogy teaching to the foreign language learning for vocational high school students rather than focus on pedagogy.

Third, it is expected from the curriculum holder to create a forum to the entire of foreign language teachers and regularly evaluate the vocational high school needs based on twenty-first teaching and learning on the curricula.

Fourth, it is suggested to do future observation toward discrepancy and mismatch perception between students and teachers.

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