

CHAPTER I

INTRODUCTION

1.1. Background of the Research

Becoming English teachers in the 21st century must have diverse competencies, especially regarding technology, because learning in the 21st century requires every learning and teaching process to integrate technology to improve quality of learning. According to Fatimah & Santiana (2017, p. 126) stated that “technology has a pivotal role which affects to the change of the process of students learning”. Learning with this technology is not only for general schools, Islamic schools also requires teachers to master technology. In this research, the researchers found an issue that where some English teachers among several schools had not full mastered of technology.

In addition, to having the ability to master technology, there are other requirements that must be fulfilled in order to become a teacher, especially becoming English teachers. This research was investigate the requirements and characteristics of English teachers in Islamic school and some research. The researchers found another issues, namely that some Islamic schools have not made specific regulations or requirements to become English teachers in Islamic schools, the requirements are still general, such as having to pass a bachelor's degree, have competence etc.

The research reveals area of interest to explore, because of the importance of research in material development. Becoming the effective English teacher (Handayani, 2017), Becoming an English language teacher (Werbinska, 2015), Characteristics of effective English teacher (Zamani, 2016), Characteristics of good English Foreign Language teacher (Al-Mahrooqi, Syiabi & et al, 2015), The English teacher competencies (Azhar & Mardiana, 2016), 21st century teacher (Norahmi, 2017). There was no discussion of the specific requirements and characteristics to become English teacher at Islamic School in 21st century skills. It is important to figure out the specific of characteristics and requirements.

Uygun (2013) argued that the teacher has essential role in the learning of a foreign language, and students, their parents/supervisors, stakeholders, and the general public have certain expectations of teachers during the teaching and learning process (p. 306). Meanwhile, the role of teacher in learning and teaching process greatly determines the quality of the learning process which will ultimately lead to the quality of learning outcomes. In addition Shishavan & Sadeghi (2009) argued that teachers of English are no exception, and their importance in effective language acquisition cannot be overstated. (p. 130). In addition, characteristics of teacher have been studied by numerous academics and educators in the subject. Zhang & Watknis (2007) good quality of teachers are defined by some as knowledge of the subject area, proper teaching methods, and various teaching-related abilities, while others emphasize personal attributes such as instructors' "charisma," compassion, humor, originality, and honesty (as cited in Al-Mahrooqi., et, al., 2015, p. 2).

There are many ways to characterize the components that make up an effective teacher. On the other hand, Clark & Walsh (2002) argued that these components include knowledge of learners and their characteristics, understanding of educational aims, purposes, and values, and knowledge of educational situations are all examples of content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, and pedagogical content knowledge (as cited in Uygun, 2013, p. 307). The perspective on the new role is an important and interesting thing to disseminate, in particular, to education practitioners. Many things from this perspective are beneficial to our world of education. Especially for the world of teaching English in schools, this new perspective has many possibilities to be transferred into learning strategies.

Teachers' role in the 21st century is very important and this a challenge and a demand for teachers besides having to master the four competencies. Besides, Henry argued that "Teachers of 21st century have to consider the needs of their students and prepare them to meet future challenges. For creating a high-quality professional teaching force, it is important to have high-quality professional

teacher's development program" (as cited in Jan 2017, p. 51). Teachers must also be able to change the learning mindset from conventional to 21st-century learning, which must apply digital literacy. Learning environments should students and instructors will be encouraged and inspired to gain the knowledge and skills required in the 21st century (Hendon, 2016, p. 68). Teachers are required not only to work on cognitive content, because it could be that the Internet has provided that, but teachers must also be able to teach live values, culture, and character learning, which of course cannot be replaced by technological advances, teaching character values must be with a role model, and this is the role of the teacher must be able to change the approach the old approach to a new system by optimizing the part of digital technology, changing the function from a knowledge transmitter to the motor, facilitator, motivator and inspiratory (Prensky, 2008, as cited in Hendon, 2016, p. 68).

In the 21st century, I.C.T. cannot be sever rated in an educational setting, and teachers are required to master and aim to increase the effectiveness of learning. In this sense, the application of I.C.T. will lead to a sufficient understanding with the help and supports from I.C.T. elements and components, and the use of technology in education contributes a lot in the pedagogical aspects in which the application of I.C.T. will lead to a sufficient understanding with the help and supports from I.C.T. elements and components (Jamieson-Procter et al., 2013 as cited in Ghavifekr & Rosdy, 2017, p. 175). During the last decades, the use of Information and Communication Technologies (I.C.T.) has grown a lot by citizens (Cerda, Caprino, & Sellens, 2015, p.7729). This fact, along with the connectivity to the Internet via mobile phones, has developed access to media content in citizens. Integrated manufacturing activities mark 21st Century through the massive use of wireless technology and big data, which has resulted in many lost jobs.

The Islamic educators are adults who teach Islamic subject and provide direction or assistance to students as they grow their bodies and spiritual selves in preparation for adulthood (Ni'mah, 2016, p. 13). On the other hand, apart from being required to have the ability for I.C.T. to support learning in the 21st

century, teachers in Islamic schools also usually have a spiritual soul as a figure for students. Besides Islamic studies, teachers are responsible for enriching the students' moral, intellectual, and spiritual aspects (Noviani, 2016, p. 276). In short, Islamic educators in the 21st century should master, should succeed in mastering technology, media literacy, approach to learners, mastering four pedagogies, effective communication skills.

English Teacher in Islamic Senior High School and Junior High school has the vision to build the nation's characters and different competencies. Every teacher is also another (Djamarahas cited in Noviani, 2016, p. 279). As we understand, education character is a form of human activity in which there is an educational action intended for the next generation. As Frye et al., (2002) argued that character education is a national movement aimed at fostering ethical, responsible, and caring young people via the modeling and teaching of excellent character based on universal principles (as cited in Yaumi & Husain, 2019, p. 322). The Islamic educator should have a mature and developing personality, master science and technology, master skills to arouse students' interest in science, and, are ready to develop a sustainable profession.

Meanwhile, Nurhidayah argued that English language teachers in Gunungpati sub-Islamic district's Junior High School organized educational learning, starting from the beginning, showing material, using media and methods, using technologies, communicating interactively, organizing their learning process, concluding and closing the learning (2016, p. 63). English teachers who teach in Islamic schools must have very specific competencies, not only as someone who thinks religiously but also related to the 21st century and related to English who has mastered many skills. We can say that Madrasah is an Islamic-based educational institution or school. In this sense another Islamic educational institution in Indonesia is the Madrasah, which was founded in accordance with certain rules and regulations imposed by the Ministry of Religion (M.o.R) (Raihani, 2014, p. 2).

At the Senior High education level, has a focused character building training program development. Self-development attempts to give learners with

opportunity to grow and express themselves in accordance with their individual requirements, talents, and interests, as well as school settings. Chapter IV of National Education Cabinet Minister No. 14 Years 2005, relating to teachers and lecturers, has the following provisions: 1. The academic qualification of an Islamic education teacher corresponds to U.U. No. 14 regarding teacher and lecture years 2005, which has a S.I. degree attached. 2. Pedagogical competence, personality competence, professional competence, and social competence are all part of the learning agent's standard. The government rules of R.I. No. 74 the year 2008, pedagogic competence is defined as a teacher's ability to control their students' learning, which includes an understanding of students, developing the curriculum or syllabus, planning and implementing academic education, using learning technologies, evaluating learning results, and realizing students' potential.

According to Yaumi & Husain (2019), based on their research in Islamic Senior High school that religious, honest, tolerant, discipline, hardworking, creative, independent, democratic curiosity, spirit of nationality, love of motherland, appreciation of achievement, friendly and communicative, peaceful, love of reading, environmental care, social care, responsibility are all cultural values that should be included in lesson plans (p. 326). Islamic religious education should generate a generation of moral people who will be taught in schools by Islamic religious education teachers (Sembiring, 2018, p. 423).

Asifudin argued that Islam education is an important aspect of the Moslem way of life and objective. As a result, it must be positioned as a tool for achieving a life objective. Islam education is in charge of not only developing students' abilities, but also directing and shaping their personalities in accordance with human life goals and Islamic principles (as cited in Ermawati, 2018, p. 12). Islamic values can be incorporated into teaching materials since they are in harmony with Indonesia's national education objectives, and Indonesia has a large number of Islamic-based schools (Cahyo, Muslim, et.al. 2019). Education is the agent of moral and value installation since it is a process

of infusing knowledge and culture into learners. To avoid secularism, a negative English culture, material development based on the intended culture is essential.

Based on the discussion of this research in above, investigating of teachers need on competencies, characteristics and requirements to become Islamic English teachers in 21st century is important to discuss. We know teachers at the Islamic Senior High School who are competent in teaching English. What kind of activities are carried out by these teachers so that they have good English skill. But what kind of Islamic and mastered of technology do they really need at Islamic School in this 21st century.

1.2. Identification of the Issues

To become English teacher at Islamic Senior High School in 21st century we need preparation to face challenges that are much bigger than the previous Era. Seeing some of deficiencies that existed of previos research, this research will make connection among the English teachers at Islamic school in 21st century with English teachers at general School in 21st century. In 21st century, the skill each teacher must prossess refer to the need and demands of the time. This research found some issues such as:

1. There is no specific requirements to become English teachers at Islamic Senior High School.
2. There is no explaining specific characteristics which describe about Islamic English teachers.
3. Lack of teacher ability in mastering technology.

1.3. Delimitation and Focus on the Research

Based on identification of the issue the research focus on “Becoming English Teachers at Islamic Senior High School in 21st Century”. This focus on this research is the characteristics and requirements of Islamic English teachers in 21st century. This research conducted on English teachers at two Islamic Senior High School in Cirebon West Java that have high motivation in teaching English. Due this research is still a few researchers who researched

and not many have discussed it, this is interesting to study because not many researchers have discussed this specifically. The specific requirements and characteristics to become an English teacher in Islamic schools have not been specifically applied, both only include general requirements and characteristics.

1.4. Research Questions

Based on the research of issues, the research questions are as follows:

1. What are the characteristics of English teachers at Islamic Senior High School in 21st century?
2. What are the requirements to become English teachers at Islamic Senior High School in 21st century?

1.5. Aims of the Research

As formulated in the research questions, the aims of the research are:

1. This research aims to identify of the characteristics to become English teachers at Islamic Senior High School in the 21st century.
2. This research aims to recognized the requirements to become English teachers at Islamic Senior High School.

1.6. Significances of the Research

1.6.1. Theoretically

The researcher hope this research will give an increase for English teachers in Islamic Senior High School to knowledge in the field of teachers competence in the 21st century, add information about how to teach in Islamic Senior High School and as policy maker to become English teachers for Teacher Islamic Senior High School.

1.6.2. Practically

The researcher hope this research will give the information if the Headmaster and teachers Islamic Senior High School reads this research it will help to know what to do and what to enhance. Provide input to the

headmaster so that they can guide teachers on what to do in becoming English teachers at Senior High School in the 21st century.

1.7. Theoretical Foundation

1.7.1 Becoming English Teachers

The formal teaching learning process is merely a step on the road to becoming a teacher. This period of 'learning to teach' is formative, but it also has the potential to be transformative by offering contexts for a plethora of changes in pre-service teachers' preferences, self-perceptions, choices, and even job-related decisions (Werbinska, 2015, p. 14). As a teacher must also be able to see the potential of each student, with an individual realm, without exception.

According to Salli (2013) argued that “there are many intrinsic, extrinsic, and sociocultural influences at work motivating individuals to become teachers: the incentive for ongoing personal development and learning, to touch and impact on the lives of others, to contribute to society, to secure a stable job and salary, to maintain a manageable workload, to name a few” (Bastick, 2000; Chong & Low, 2009; Klassen, Al-Dhafri, Hannok, & Betts, 2011, Richardson & Watt, 2005; Rinke, 2008, as cited in Sali, 2013, p. 1418).

Based on the opinion above, it can be concluded that the formal learning process for teaching is only a phase that brings a person closer to the process of becoming a teacher. In addition, as a teacher must also be able to see the potential of each student, with the individual realm, without exception. There are many intrinsic, extrinsic, workplace influences that motivate individuals to become teachers which consist of: continuous personal learning, to touch and impact the lives of others, to contribute to society, to secure stable jobs and pay, to maintain workload which can be managed.

According to Arifin (2013), there are certain requirements that must be accomplished in order to convert the paradigm of teachers into professional instructors.

1. As a teacher candidate, teachers must have a minimum qualification and competency. All instructors in Indonesia (kindergarten, elementary, junior high, high school, or equivalent) must have a relevant diploma (D.IV) or bachelor's degree (S1) at the very least.
2. They must be aware of the students' developmental stage.
3. Teachers should be provided the opportunity to attend training on curriculum implementation and learning at each level of school on a regular basis.
4. Teachers are required to use a learning strategy that can activate students (student-centered) at school each semester.

This means that each semester, teachers utilize a different learning model that is regarded successful and relevant, resulting in two learning models that they have mastered in practice within a year.

Meanwhile, Pendidikan Departemen Nasional, 2007 has also standard of teacher competence. Becoming a teachers should have teacher competence this stated by Panggabean & Himawan, 2016.

1. Pedagogical competence;
2. Personal competence;
3. Social competence;
4. Professional competence.

Based on the opinions of the experts above, pedagogical competence, personal competence, social competence, and professional competence are all attributes of a teacher.

1.7.2 Definition of English Teachers

English has become the international lingua franca, and there is a fantastic trend of people studying English all around the world (Uygun, 2013, p. 306). Although the teacher is the most important school-based element in student progress, what constitutes "effective" or "professional" teaching remains unclear (Tucker, et.al, 2020 as cited in Tichenor 2005, p. 89). The word "English teacher" refers to someone who speaks English and is a teacher. The phrase "English teacher" refers to someone who teaches English (Lawer, 2015). English instructor also doesn't mean someone who teaches the English language in the U.S.; it means someone who teaches English native speakers to read and write in classes called English classes.

English teachers are very open to becoming a very prospective, global-minded profession because it is very much needed by the entire world population. However, that prospect must of course be achieved with good English language competency and global orientation. These outcomes help learners improve their learning, life, and work performance. English teachers are under a lot of pressure to ensure that their pupils have a high level of English proficiency while dealing with English subjects. This is because English has a high value in the twenty-first century, which necessitates a wide range of skills in order to use the English language effectively (Suhardi, 2012b as cited in Handayani, 2017).

1.7.3 Characteristics of Good English Teachers

A great teacher is someone who a pupil remembers and values for the rest of their lives (Zamani, 2016, p. 72). Teachers have lasting effects on the lives of their students, and students are motivated to greatness by the best teachers. As a source of advice on their education and careers, students also rely on their university professors. Zamani (2016) argue that the good teacher should be motivating, succeed in inspiring, should have to the power to inspire, patients, should remember that every students is different and should be gentle and fair (p. 73).

Over the course of decades, the concept of a good teacher has been investigated from a variety of angles, although the majority of these studies have been performed in Western contexts and have tended to look at teachers across disciplines (Zhang & Watkins, 2007 as cited in Al-Mahrooqi, 2015, p. 1). “Good teacher is one that has been approached from a number of angles” (Al-Mahrooqi, 2015, p. 2). The knowledge of the subject matter, proper teaching methods, and various teaching-related abilities are all examples of good teacher traits, while others emphasize personal attributes such as instructors' "charisma," compassion, humor, originality, and honesty (Zhang & Watkins, 2007 as cited in Al-Mahrooqi, 2015, p. 2).

Effective teacher characteristics attempts were made to uncover constructs in a long list of effective teacher attributes (Park et al., 2006 p. 237). Interviews with college teachers revealed the qualities of effective teachers, and 167 participants (administrators, chairpersons, college teachers, and students) were asked to identify and rank three significant teaching traits (Lang et al., 1993 as cited in Park et al., 2006 p. 237). “The mean ratings were higher for student respondent’s three characteristics, such as knowledge of world events and studying and teaching students in the ways they learn best, received higher average ratings from teacher respondents, while the remaining 13 characteristics, such as understanding the subject well and allowing students to learn independently, received lower average ratings” (Park et al., 2006 p. 237).

1.7.4 The Characteristics of English Teachers in Senior High School at Islamic Senior High School

Teachers' characteristics are qualities that can be measured using exams or obtained from their academic or professional records (Sanda, 2013, p. 43). English is a global language that may be used to communicate with native and non-native speakers all over the world, particularly in the field of education, where all university students require English to do

research and acquire knowledge (Haryanto & Mukminin, 2012, as cited in Qomariah, 2018, p. 42). According to Ashton (1996), these variables could include personal attributes such as mental ability, age, and gender, as well as "experiential" qualities such as certification status, educational background, and previous teaching experience (as cited in Sanda, 2013, p. 44).

The characteristics that make up an excellent teacher can be described in a variety of ways. These elements include topic knowledge, general pedagogical knowledge, curricular knowledge, pedagogical content knowledge, learner knowledge and characteristics, educational aims, priorities and principles, and understanding of educational environments (in Clark and Walsh, 2002 as cited Uygun, 2013).

The necessity to teach English in a way that is consistent with Indonesian culture and morals, which means that teachers must provide English teaching materials that are consistent with Indonesian morals, values, and culture (Cahyo, et al., 2019, p. 290). Teachers should set a positive example for their students. The essence of general Islamic principles and imbedded characters in the national curriculum are the same. Teachers cite a lack of English language teaching materials in an Islamic school, which include a textbook, limited vocabulary, a lack of Islamic culture and discourse, poor teacher inventiveness, and technical in administrative issues (Cahyo, et al., 2019, p. 290).

Religious, trustworthy, respect, diligent, fairness/justice, caring, integrity, responsible, honesty, citizenship, courage, and integrity are character education qualities that operate during the implementation of the subject in the classroom (Yaumi & Husain, 2019, p 321). In addition, there are eighteen cultural values that are: religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic curiosity, spirit of nationality, love for motherland, appreciation of achievement, pleasant and communicative, peaceful, love of reading, environmental and social responsibility (Yaumi & Husain, 2019, p. 325).

2.7.1 21st Century Teaching

2.7.1.1 21st Century Competencies

"A competency is more than just knowledge or skills. It involves the ability to meet complex demands, by drawing on and mobilizing psychosocial resources (including skills and attitudes in a particular context. For example, the ability to communicate effectively is a competence that may draw on an individual's knowledge of language, practical I.T. skills and attitudes towards those with whom he or she is communicating." (OECD, 2003, p. 4 as cited in Ontario, 2015, p. 9). Key competencies can be identified on the basis that they make a measurable contribution to educational attainment, relationships, employment, and health and well-being outcomes, and do so for all individuals, not only those in a specific trade, occupation, or walk of life (Rychen, 2003, pp. 66–67 as cited in Ontario, 2015, p. 11).

“Critical thinking, communication, teamwork, and creativity and invention are the most significant 21st century talents identified in worldwide frameworks that have been proved to bring measurable benefits in numerous aspects of life” (Ontario, 2015, p. 12). “21st century learning is about changing the types of problems students solve (real-life and authentic), 21st century learning and technology, students are driving the learning and taking it deeper (asking questions, finding answers, thinking critically and being creative), and classroom-based social media use is increasing student collaboration” (Handayani, 2017, p. 156).

In learning with 21st century skills, teachers must motivate students to follow the process learning well. “Century skills 21 which is called 4C” as stated by Astuti, et al., 2019.

1. Communication.
2. Collaboration.
3. Creativity.
4. Critical thinking.

2.7.1.2 Characteristics of 21st Century Teacher

Teachers of 21st century have to take in account the needs of their students, prepare them to meet the challenges of future. (Jan, 2017, p. 51). “A 21st century teacher has many characteristics that distinguish him from the traditional teacher: teacher have to think globally, teachers have to develop sensitivity towards cross-cultural differences and diversity, teachers have to be technologically knowledgeable, teachers have to build partnerships and alliances beyond classrooms, and teachers have to share learning inside the four walls” (Jan, 2017, p. 51).

According to Churches (2009) “the characteristic of 21st century teachers are: the adaptor (Teachers can adapt the curriculum), the visionary (Teachers must see the potential of the use of tools and web technologies in their class), the collaborator (Teachers collaborate with technology tools and with students), the risk taker (Teachers take risks and sometimes surrender to the students' knowledge), the learner (Teachers become the best of life-long learners), the communicator (Teachers are fluent in tools), the model (Teacher should be the model to teach moral value to students), the leader (21st century teachers are leaders since they are a champion of I.C.T. integration process)” (as cited in Handayani, 2018, p, 158).

2.7.1.3 The Requirement of English Teachers in Islamic Senior High School: Requirements

One of the most important aspects of human life is education. In education, humans can learn many things and knowledge to answer the demands of the times and the increasingly challenging currents of globalization. According to Naziev (2017, p. 1) argued that “education is the socially organized and regulated process of continuous transference of socially significant experience from the previous generations to the followings”. In order to meet these demands and changes, each individual is asked to prepare himself as early as possible which is processed through the stages of education. The progress of the world of education is very

dependent on the management of education, teaching staff, students and the facilities used in the education. English is one of the international languages needed in communication and has a very important role in establishing relations with other nations in this era.

English teachers may specialize in one subject, but they still have to meet the same general education exam requirements as other middle and high school teachers. Each state has specific requirements or certifications, which can take special exams, general exams, or both. According to Pransiska (2016, p. 252-254) stated that “there are some essential requirements in to become English teacher for young learner such as, curriculum, teacher competency, media and method”. To become English teachers must have specific requirements or certification. On the other hand, this stated strengthened by argued “this has the connotation that most people interpret that someone who has a teacher education certificate is considered capable of teaching because he already has experience in teaching” (Isnaini, 2015, p. 113).

In this technical requirements, there are general ones, namely having a teacher education certificate, and if not having a professional certification through the Teaching Deed program. This has the connotation that most people interpret that someone who has a teacher education certificate is considered capable of teaching because he already has experience in teaching. In this technical requirements, there are general ones, namely having a teacher education certificate, and if not having a professional certification through the Teaching Deed program.

1.8. Previous Research

In this research there are several previous researches related to the topic. It is discussed and show to compare and find which areas of research have not been studied by previous researchers in this research.

The first previous research is conducted by Werbinska (2015) entitled “Becoming an English language teacher: Continuities and Discontinuities. The

aim of this research is to report a three-year phenomenographic study conducted on seven EFL Polish teachers with the focus on presenting how they experience different aspects of language teaching at three crucial stages”. Based on research, as a result of the research, “the subject of how teacher identity is established is raised, as teachers are continually exposed to continuities and discontinuities”.

The second previous research is conducted by Handayani (2017) entitled “Becoming the Effective English Teachers in the 21st Century: What Should Know and What Should Do?”. This previous research focuses on become the effective teacher and the need of 21st century teacher. Based on this previous research, it can be concluded that “being effective English teacher in the 21st century is demand to prepare students for better and successful achievement in learning, life and work”. The result of this research, “it is vital to throw more light on the conclusions of this research concerning what matters English teachers should know: 21st century skills and learning, successful English teacher qualities and skills, effective English teacher duties, and numerous initiatives to actualize excellent English instructors”.

The third previous research is conducted by Adnan (2017) entitled “Being English Teachers in Malaysian Islamic Schools: Identity Narratives from a Five Year ‘Life Journey’”. This research article is based on a long-term project to investigate these tough issues and provide light on English instructors' real-life experiences in Malaysia's national Islamic schools. Based on the research, the result is this “the empirical study is a direct challenge to the Malaysian education system's prevalent unfavorable attitudes about (privately-run) Islamic schools”.

The next previous research is conducted by Hidayati (2016) entitled “English Language Teaching in Islamic Education in Indonesia: Challenges and Opportunities”. In this previous study was discussed that in its current growth, Islamic education, which continues to play an important role among Indonesians, has integrated English, as well as other secular sciences and technology, as part of its curriculum. This prior paper discussed how important

Islamic education is to Indonesians, how E.L.T. has developed in Indonesia, the obstacles it faces, and the potential it offers in the context of Islamic education in Indonesia.

Based on previous research above, each of those the research, has gap of the study. Then those previous research can help this research as booster for the researcher to research this study. In this research will complete and combine several gap on the previous study. This research will investigates becoming English teacher in 21st century in Islamic Senior High School.



1.9. Frame of Thought

The object of this study becoming English teacher in 21st century: a need analysis in Islamic Senior High School. The research structure is illustrated below this.

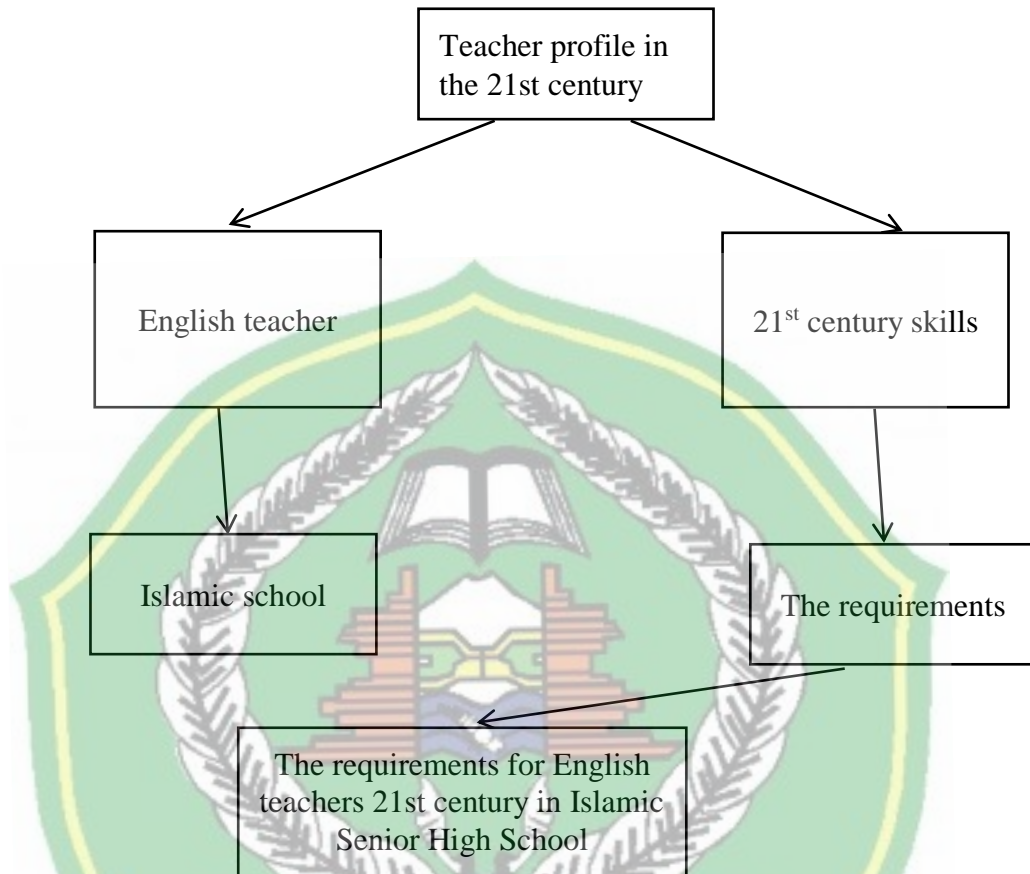


Figure. 1.1 Frame of Thought

From the frame of thought the research above refers to the title of this research, namely Teachers profile in the 21st century. Begin from 21st century as the important of aspect in this Era. English teacher as a role of in growing and improving 21st century skills. Islamic Senior High School as a place that students need in the program to improve the skills they have in the 21st century.

1.10. Research Method

1.10.1 Research Design and Steps of the Research

This research the approach employed is qualitative approach. “Qualitative research is an interpretative approach, which attempts to gain insight into the specific meanings and behaviors experienced in a certain social phenomena through the subjective experiences of the participants” (Palmer & Bolderston, 2006, p.16). Research design are familiar with the framework research is commonly called research plan of data collection. Qualitative research start from the data, utilizes existing theories as explanatory material. “Qualitative research is best suited to address a research problem in which you do not know the variables and need to explore” (Creswell, 2012, p. 16). This research use qualitative method and this data will be analyzed using critical literature review and interview. “Critical literature review is above all a process by which a researcher surveys the literature available in a field of study at a certain point in time” (Eladi, 2015, p. 168). In addition, the primary purpose of a critical literature review is to critically analyze the present state of knowledge on the issue under research in order to identify knowledge gaps that need to be addressed (Carnwell, & Daly, 2001, p. 57). Interview is a meeting of two person to get information through question and responses (Esterberg, 2002, as cited in Sugiyono, 2017, p. 114). “The purpose of interview is to contribute to a body of knowledge that is conceptual and theoretical based on the meaning that life experiences have for the interviewee” (Bloom & Crabtree, 2006, p. 314).

“Research designs are research plans and procedures that cover decisions ranging from general assumptions to comprehensive data collection and analysis methods” (Cresswell 2009, p. 3). Research design are divided into qualitative approach, quantitative approach and mix method. This approach in the research used a qualitative method. The methods of this research there are some steps, that is: identifying a research topic, selecting participants, collecting data, analyzing the data, and interpreting disseminating results (Lodico et al., 2006, 266-267). In this study use two source data, namely are primary data and secondary data. The primary data usually obtained the data is directly from the

original source. The primary data are data that have been observed, experienced, or recorded close to the event (Musetiarini, 2020, p. 37). The primary data was chosen because the author require data collection by answering research question between the author and respondent. The secondary data usually obtained the data through intermediary or indirect media. The secondary is written success of that interpret or record primary data. Data of this research are taken from written materials namely books, thesis, journals, and articles related to the topic (Musetiarini, 2020, p. 37). The secondary data was chosen because the author need data collection by visiting libraries, study centers and reading many books related to their research.

1.10.2 Sources and Type of Data

1.10.2.1 Stage 1 Critical Literature Review

The data was taken from some books, journals, articles related to the research English teacher in the 21st century based on the Islam Senior High School needs. "A critical literature review can only be completed by focusing on a judgment structure. A critical literature review, unlike other types of literature reviews, cannot be carried out by writing notes and using bibliographic referencing software search engines, but by relying on a decision structure that analyses the theoretical context of the articles, their conclusions, and one that provides the paper with a logical structure" (Gheondea-Eladi, 2015, p. 167 as cited in Nashruddin & Mustaqimah, 2020).

Data retrieval is carried out from accurate data sources. In this study, data retrieval through library research. "Library research is a theoretical study, references and other scientific literature related to the culture, values and norms that developed in the situation under study" (Sugiyono, 2012 as cited in Sari, et al., 2020, p. 43). The data have been taken from journals related to this research. In this study also uses a literature search. "Literature search is done to identify appropriate methodology, design of the study; population sampled and sampling methods, methods of measuring concepts and techniques of analysis" (Grewal, et al., 2016, 635). On the other hand, doing a literature

search is a step-by-step guide to conducting a literature search on any topic in the social sciences..

“In the past physical literature exploration is an important component of any systematic review search process in searching the local as well as national library for books, journal, etc., was the usual practice” (Grewal, et al., 2016, p. 635). Meanwhile, literature search undertaken the data by using electronic databases, cell-phone, and computers. Literature search available for database which used by the researcher are.

Resources	Web Addresses
Search Engine	
Google	http://www.google.com
Google Scholar	http://www.scholar.google.com
Library Genesis	http://libgen.is
Academia	http://www.academia.edu
SAGE Publication	http://us.sagepub.com
Research Gate	https://www.researchgate.net

Table 1.1. Elektronik Databasses

1.10.2.2 Stage 2 Interview

Data collection through interview is carried out with an indirect data collection technique. This research will ask some predetermined questions with specified in the interview schedule. The interview schedule is the list of questions that will be asked face to face to the respondent. The researcher will send some question to interview for English teacher in Islamic Senior High School. Here the researcher just give time to a few English teacher to doing an interview. Thus, there will be get a data from the respondents (English teacher) to construct this research in the form of interview data. The questions are related to the statement of the issue.

1.10.3 Data Collection Techniques and Instrument

1.10.3.1 Stage 1 Critical Literature Review

RQ1: What are the characteristics of English teacher at Islamic Senior High School in 21st century?

To find out the characteristics of English teacher at Islamic Senior High School in the 21st century, related the articles, journal, and book. This criteria might help the researcher that will analysis the characteristics of English teacher at Islamic Senior High School in the 21st century that should meet the inclusion and exclusion criteria.

Inclusion	Exclusion
a. Should be published between period 2001 and 2020.	a. Past English teacher in Islamic Senior High School (before the 21st century).
b. Related to English teacher in the 21st century.	b. Journal which not involve a learning and teaching.
c. Related to Islamic Senior High School in the 21st century.	
d. Journal indexed nationally or internationally.	

Table 1.2. Inclusion and Exclusion Criteria RQ1

In addition, journals are typically associated with a DOI or an ISSN number. Articles are assigned a Digital Object Identifier (DOI) and journals are assigned an International Standard Serial Number (ISSN), which includes the archival practice of article archiving (Suiter, & Sarli, 2019, 464, as cited in Nashruddin & Mustaqimah, 2020).

1.10.3.2. Stage 2 Interview

RQ2: What is required to become English teacher at Islamic Senior High School in the 21st century?

To find out the required to become English teacher at Islamic Senior High School in the 21st century, the researcher must conduct interview with English teacher in Islamic Senior High School. This research will ask

some predetermined questions with specified in the interview schedule. The interview schedule is the list of questions that will be asked face to face to the respondent. The interviews can be open-ended questions. The instrument will be used for collecting data. The respondents are the English teacher in Islamic Senior High School of Cirebon. The questions are related to the statement of the issue.

1.10.4 Data Analysis Technique

In this research, the researcher adjusted in data analysis technique to data collection techniques. Only data collection will be found based on the technique, the step listed below are common for studies (Lodico, et al., 2006, p. 301-302).

1) Preparing and organizing the data

The first task for data analysis is to make sure that data are in a form that can be easily analyzed. Depending on the time and resources available, researchers may aim for different levels of depth in preparing their data. The technique in this research is critical literature review for collecting the data and interview for English teacher in Islamic Senior High School.

2) Reviewing and exploring the data

This step is review and exploring the data begin by reading through the various literature. Meanwhile, the researchers need many experience and knowledge to each response. In addition, the researcher can be analyzed correctly according to indicators.

3) Coding data in categories

“Coding is the process of identifying different segments of the data that describe related phenomena and labeling these parts using broad category names” (Lodico, et al., 2006, p. 305). In addition, the researcher added code in critical literature review method. The researcher set code by using “J” that the meaning is “Journal”. Meanwhile, in interview the researcher set code in interview method by labelled “T1” that the meaning is “Teacher”.

No.	Code	Names
1	J1	Journal 1
2	J2	Journal 2
3	J3	Journal 3
4	T1	Teacher 1
5	T2	Teacher 2

Table 1.3. Coding Data and Categories

4) Reporting and interpreting data

The next step is reporting and interpreting data are conducted to provide various insights from journal and respondents to concerning their ability in answering the question in interview and critical literature review which indicates of knowledge on each aspect.

5) Conclusion process

The last step is process making a conclusion depend on the research findings. This research need to answer the aims of the result of this research.



1.11. Research Timeline

	Activities	Month														
		August					September				October					
		1	2	3	4	5	1	2	3	4	1	2	3	4	5	
1	Preparing research proposal	■														
2	Consultation and revision of research proposal		■	■												
3	Asking agreement to the principal of the school for doing survey				■	■										
4	Choose population and sample						■									
5	Data collection using observation and questionnaires							■								
6	Analyzing data from questionnaires															
7	Making data conclusion												■			
8	Finalization of research													■		
9	Thesis examination															■

Table 1.4. Research Timeline

