

CHAPTER I

INTRODUCTION

This chapter serves to explain and discuss the foundation of the research. It contains of background of the research that explained about the problem and the reason the researcher choose the topic, identification of the phenomenon, limitation and focus of the research, questions of the research, aims of the research, significances of the research, literature review, previous research, framework of thought, and research method.

1.1 Background of Research

In the teaching and learning process, the teacher's role is very important, because the teacher is one part. Teachers are one of the professions needed by the world of education to educate the nation's life (Holisah, 2019, para. 1) Teachers are like educators, mentors, directors, coaches, assessors and evaluators (Shabir, 2015, p. 221 & Holisah, 2019, para.1) Therefore, teachers are required to have certain criteria and requirements to become a teacher. This is also intended for all pre-service teachers who are given the task of teaching practice in schools. They are required to pass several teaching practices from campus, including Micro Teaching and have taught in voluntary associations teaching in certain areas. All the activities they have done are training their ability to teach. However, practice in the field is not enough, pre-service teachers must learn several competencies in teaching, namely pedagogy, personality, social, professional, intertwined with each other (Shabir, 2015, p. 25). These competencies help teachers in carrying out their duties in the world of education. Likewise, English teachers must have all these competencies, besides that they must also have language skill. One of these competencies is pedagogic competence which plays an active role in the teaching and learning process. English teachers usually have difficulty controlling learning in the classroom. One of the difficulties that appear is English teacher only presents monotonous learning (Wardiah, 2020, p. 60). For this reason, English teachers or pre-service teachers who understand pedagogical competence will find

it easier to manage learning from beginning to end very well and be able to face 21st century learning.

The 21st century is a time where science is developing rapidly in all fields. One of them is education, finally the education system takes advantage of the sophistication of Information and Communication Technology (ICT) which makes the world narrower (Lim & Oakley, 2013, p. 1) and many parties want to improve their quality to face this era (Lim & Oakley, 2013, p. 2). They all want to be great people; therefore many of them go to school with the aim of being able to keep up with the developments of this century. Here the role of educators, including teachers, is very important in preparing superior human resources. However, it is not easy for people who are in the world of education, one of whom is a teacher; they even face obstacles in teaching in the 21st century. For example, teachers face more diverse clientele, complex and difficult subject matter, standardized learning processes and also demands for the achievement of students' higher thinking skills (Darling, 2006). This is due to a major transformation in social, economic, political and cultural aspects driven by the rapid development of science and technology (Hargreaves, 2000). For this reason, studying the 21st century can help determine how teachers are in the 21st century. The 21st century teacher is a teacher who is skilled in teaching, able to build relationships between teachers and schools with the wider community and a learner as well as an agent of change in schools (Hargreaves, 2000, p. 1). Moreover, 21st century teachers are not only teachers who can teach well, but teachers who are able to become learners throughout their careers to increase the effectiveness of the learning process with students over time; able to work with, learn from, and teach colleagues in an effort to deal with school complexities and teaching challenges; teach based on professional teaching standards to ensure the quality of learning; and have direct communication and effective use of technology with parents to support school development (Hargreaves, 2000, p. 2).

Based on 21st century teachers previously, it indicates a teacher who is skilled in teaching to be able to build relationships between teachers and schools with the

wider community. Then, 21st century teachers take special training to improve the quality of teachers in facing the 21st century where technology is developing rapidly followed by an environment that is more advanced than the previous century (Latham, 2016). Therefore, pre-service teachers must also understand the characteristics of 21st century teachers in supporting the teaching process in schools. This will make it easier for them to adapt learning in the 21st century by using sophisticated technology-based learning media. In addition, pre-service teachers need to prepare several things related to technological developments in the learning process and are included in pedagogical competencies, ranging from curriculum-related materials, mastery of learning theories and principles, use of technology-based learning media, development of student potential and character, to providing assessments to students as a result of learning. From this explanation, the researcher finally knows the importance of knowing the profile of a 21st century teacher, especially an English teacher and pre-service English teacher about how they can adapt the pedagogical competencies they have learned and apply to the teaching and learning process in the 21st century which is very useful for researchers to examine further into the area.

In the teaching and learning process, teachers have profiles to show their educational background, especially for English teachers and pre-service English teachers. For pre-service English teachers, they may not have the profile of a teacher, but they have sufficient experience and training in teaching. This experience and training is obtained when they practice teaching and have taught in an area. They make simple lesson plans according to the textbooks they hold, ranging from materials, methods, even learning strategies where they have learned in pedagogical competence. Therefore, pre-service English teachers already have sufficient provisions in teaching. However, when pre-service English teachers teach by applying the pedagogical competencies they have learned, they face some obstacles and difficulties which are quite common in the classroom. Several previous studies are clustered. They are profile of English teachers (Michelle & Benson, P, 2014) , 21st Century teacher training (Kyange & Msiska, M, 2016),

21st century teacher roles (Assalihee & Boonsuk, 2019), how teachers teaching in the 21st century (Handayani, 2018), strategies of pre-service English teachers in learning (Pegy, 2013), the issues of pre-service English teachers when teaching English (Alghamdy & Jayanti, 2018), the importance of teacher pedagogical competence in the process of learning (Halim, 2019), and the needs of using technology information as a learning media in pedagogical competence (Maro, S & Krismiyati, 2015)

Based on the previous research, it found that there are some have not concerns to the needs of this research. Firstly, 21st century learning is lacking in the research that causes unclear parameters of the 21st century in teachers' profiles (as shown in Michelle & Benson, P, 2014). Secondly, the obstacles faced by pre-service English teachers in the 21st century (as shown in Alghamdy & Jayanti, 2018). Thirdly, the needs of Pre-service English teachers who learn pedagogical competencies only mentioned one need (as shown in Maro, S & Krismiyati, 2015). There are will be describe in the following explanation.

First, the lack of 21st century research has led to the ambiguity of 21st century parameters in teacher profiles. This criticism appears on the teacher profile, it is only about the teacher profile in general. However, in this case there are no parameters that indicate the teacher profile in the 21st century, only showing the teacher profile principle. It should display a profile of pre-service English teachers who have experience and training in teaching accompanied by pre-service English teachers who must often interact with more experienced teachers. This makes pre-service English teachers gain a lot of knowledge to be applied in their teaching activities. This is evidenced by research from (Andani, 2019)

Second, the obstacles faced by pre-service English teachers in the 21st century. In this case, the teacher faces some difficulties; including administration, time allocation, and class management. Starting with administration, here the teacher must replace all the components in the lesson plan due to a change from

the government regarding the learning method that was originally teacher-centered to student-centered. The teacher must properly adjust the content of the lesson plan, such as; materials, media that are in accordance with the 21st century in the teaching process. Furthermore, the allocation of time which in this case is very less time for students to learn English and also pre-service English teachers who cannot take advantage of time in class. How time is wasted for pre-service English teachers to pay attention to students in participating in English lessons, students also need enough time to master English lessons. The last is class management, where pre-service English teachers do not use their creativity in making class lessons more fun and can attract students' attention. In the 21st century, many technologies have been spread, including for learning media in the classroom. Pre-service English teachers can use online media or show videos from online sources. To overcome the problems above, pre-service English teachers should learn more and ask teachers who are senior or more experienced in teaching in the classroom. As an example; learn to more quickly adapt curriculum changes and how to better design them according to student needs, learn to apply or create new methods to keep students interested and able to develop their abilities by using technology to support their teaching process for the 21st century. This is evidenced by research from (Fauziati, 2020).

Third, the need for Pre-service English teachers who study pedagogical competence only mentions one need. This has answered the need for pedagogical competence by pre-service English teachers. However, it only explains one aspect of the teaching and learning process. It only focuses on the use of information technology as a learning medium. In fact, supporting the teaching and learning process is not only information technology media, but also includes methods, materials, experiences, attitudes and so on. Moreover, in developing the pedagogical competence of pre-service English teachers, there are many components or indicators to achieve learning goals in the 21st century. Therefore, the current study wants to observe the needs of teachers with non-English educational backgrounds.

Referring to 21st century learning, accelerated pre-service English teachers have qualified skills, such as having experience, expertise, training, and knowledge. Teachers can control the teaching and learning process creatively, innovatively, effectively, and efficiently in developing their pedagogical competencies. Therefore, pre-service English teachers find it easier to convey the knowledge they have acquired. Many issues arise that pre-service English teacher who have well enough pedagogical competence and can apply it correctly become good English teachers in the classroom. There are several indicators that must be studied by pre-service English teachers about pedagogic competence, and that will be the needs of those in pre-service English who do not know these indicators so that they find it difficult during teaching and do not achieve learning objectives. Thus, this study goin to investigate the problems that arise in pre-service English teachers about their pedagogical competencies in 21st century learning and find answers to what needs they must learn from pedagogic competence in supporting English language learning in the classroom.

1.2 Identification of Issues

In this section, the researcher going to mention and identify any issues that arise in the research entitled "Analysing the Needs of Pre-Service English Teacher Pedagogical Competence in the 21st Century" including;

- 1) English teacher only presents monotonous learning.
- 2) Teachers face more diverse clientele, complex and difficult subject matter, standardized learning processes.
- 3) The lack of 21st century research has led to the ambiguity of 21st century parameters in teacher profiles.
- 4) Teacher must replace all the components in the lesson plan due to a change from the government regarding the learning method.
- 5) The allocation of time which in this case is very less time for students to learn English.
- 6) Pre-service English teachers who cannot take advantage of time in class.

- 7) Pre-service English teachers do not use their creativity in making class lessons more fun and can attract students' attention.

1.3 Delimitation

This research focuses on pre-service English teachers to prepare and conduct the teaching and learning process. This study uses parameters in 21st century learning. This is carried out on Pre-service English teachers who teach in Junior High Schools, because they still lack the knowledge and skills in managing the classroom well and also they find it difficult to present and deliver material to students and still in the learning process to understand the knowledge about teaching (Eriyanti, 2018, p. 27). Therefore, this study to analyze the object of the research is Pre-service English teachers.

1.4 Research Question

- 1) What are the characteristics of pre-service English teacher of pedagogical competence in the 21st century?
- 2) What are needed by pre-service English teachers to have pedagogical competence in the 21st century?

1.5 Aims

- 1) To recognize the characteristics of pre-service English teacher of pedagogical competence in the 21st century.
- 2) To recognize the needs of pre-service English teachers to have pedagogical competence in the 21st century.

1.6 Significances of Research

The result of the study is expected to be used theoretically and practically:

Theoretically

- a) The results of this study are expected to increase Pre-service English teacher skills in using several needs of pedagogical competence in the teaching and learning process.
- b) As a reference to other researchers who want to study about the needs of Pre-service English teacher more intensively in using pedagogical competencies.

Practically

- a) The results of this study are suggested to see what the needs of Pre-Service English teachers are in teaching English through pedagogical competencies.
- b) Looking for the needs of Pre-Service English teachers seen from the practicing and understanding of pedagogical competence while teaching English.

1.7 Theoretical Foundation

1.7.1 21st Century

The 21st century is a century where various informations can be obtained by all people around the world without exception. Science and Technology (Science and Technology) is also developing so rapidly, now there is no limit to space and time for each human being to seek information and communication (Syahputra, 2018, hal. 2). The rapid development of science and technology has an impact on global challenges and competition faced by every country, especially Indonesia. The creation of quality human resources is needed to overcome these challenges and global competition. The existence of quality human resources is expected to be able to compete with the wider community, especially in the world of education (Syahputra, 2018, hal. 3)

Education is an important factor for society, for the progress and decline of the quality of society or the nation is very dependent on the education available to the nation (Shah, 2007). Meanwhile, according to Sujatmoko (2011) education is a program that contains an objective component, namely the teaching and learning process between students and teachers so that it will improve human resources

(HR) for the better (Sujatmoko, 2011). In this case, the teacher's role is very important in helping the teaching and learning process. Especially in the face of the 21st century where all technology is developing rapidly. Therefore, teachers need competencies to train their abilities in teaching, especially in the face of the 21st century which requires understanding technological developments and being able to apply them in the learning process. Thus, the researcher will explain what teacher competence is and its types in the next section.

1.7.2 Teachers' Competencies

Competence is the roundness mastery of knowledge, skills, and attitudes that are displayed through the performance achieved after completing an educational program (Situmorang & Winarno, 2008, p. 17). Besides, according to Echols and Shadly (2000) competence is a collection of knowledge, behaviors, and skills that teachers must possess to achieve learning and educational goals (as cited in Musfah, 2012, p. 12). Competence is obtained through education, training, and independent learning by utilizing learning resources.

Competence is basically a description of what a person can do at work, as well as what forms of work can be seen. To be able to do a job, a person must have the ability in the form of knowledge, attitudes and skills that are relevant to the job field of work (Suyanto & Jihad, 2013, p. 39). A person is called competent in his/her field if his/her knowledge, skills and attitudes, as well as the results of his/her work are in accordance with the standards (measures) set and/or recognized by the institution/government (Musfah, 2012) In the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, it is explained that competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by a teacher or lecturer in carrying out professional duties (as cited in Mulyasa, 2013, p. 25). Based on some of these opinions, it can be concluded that the definition of teacher competence is the knowledge, skills and abilities that a teacher should be able to do in learning carry out their work.

According to Sudjana, the competencies that must be mastered and applied by professional teachers in teaching students or students in the classroom include: mastering subject matter or subject matter, managing teaching and learning programs, managing classes, using media or learning resources, mastering educational foundations, managing teaching and learning interactions, assessing student learning achievement, recognizing the functions and services of guidance and counseling, recognizing and administering school administration, as well as understanding and interpreting research results for the purposes of teaching (as cited in Hadis & Nurhayati, 2012, pp. 19-20). Teacher competencies include pedagogic competence, personality competence, social competence and professional competence (Suprihatiningkrum, 2014).

1.7.3 Pedagogical Competence

Pedagogy is etymologically derived from the Greek words, *paedos* and *agagos* (*paedos* = child and *agage* = deliver or guiding) therefore pedagogy means guiding children. The task of guiding is inherent in the task of an educator. Therefore, pedagogy means all the efforts made by educators to guide young people into mature and mature human beings (Payong, 2011, pp. 28-29). Pedagogical competence is a technical ability in carrying out duties as educators, teachers and mentors. Pedagogical competence is the ability of teachers with regard to understanding students and managing learning that educates. This competency includes the ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize their various potentials (Situmorang & Winarno, 2008, p. 23).

Pedagogical competence is the ability of a teacher in managing the learning process of students. In addition, Wahyudi (2012) states that in this pedagogical competence a teacher must be able to mastering the characteristics of students from physical, moral, social, cultural, emotional, and intellectual, learning theory and principles educational learning, developing related curriculum with subjects/fields of development that are taught, organizing learning that educate,

utilizing information technology and communication for learning purposes, facilitating the development of participants' potential students to actualize various potentials which are owned, communicate effectively, empathically, and polite with students, conducting assessments and evaluations for learning interests, and take reflective action to improve the quality of learning.

1.7.4 Pre-service English Teacher

In the current educational situation, an educator must further improve the quality of teaching and learning in the development of his profession. It applies to all teachers from all fields including English teachers who highlight foreign languages in the learning process. For this reason, English teachers are required to master several teaching skills.

Pre-service education is the stage of preparing education personnel to acquire the necessary knowledge, skills, and attitudes before serving. This pre-service education usually exists at the university and is included in lecture activities. For example, when studying at IKIP or the Faculty of Tarbiyah and Teacher Training. Before they are assigned to become educators, they must first study the science of teaching. Then, after they understand the science, they get opportunities in teaching training on campus, in the community, even at school. They get this to practice their teaching skills. After graduating, they begin to serve as teachers, they must not be static but must be dynamic, that is, they must develop in accordance with the development of science and technology in general, especially in the field of the teaching profession or education. They must develop in carrying out their duties. To develop a profession or skill during this term of office, additional education or training is required, which is called in-service (Pratiwi, 2011, p. 35).

In pre-service education, before becoming a teacher, a person will be educated in various knowledge, attitudes, and skills needed in his future work. Because of their unique duties, teachers are always role models for their students, even for the

surrounding community. The educational process does not just appear, but must be fostered since prospective teachers start their education at teacher education institutions (Sagala, 2010, p. 109). Various efforts and exercises, examples and applications of applying knowledge, skills and even professional attitudes are designed and carried out as long as prospective teachers are in pre-service education (Hamalik, 2008).

1.8 Previous Studies

This previous research is one of the references for researchers in conducting research so that researchers can enrich the theory used in reviewing the research conducted. From previous research, the researcher did not find a study with the same title as the research title of the researcher. However, the researcher raised several studies as references in enriching the study material in the research of researchers. The following are previous studies in the form of several journals related to research conducted by researchers in Table 1.1.

Table 1.1 Previous Study

Previous Study

Names	Title	Results
Syahrul, 2016	The Analysis of Pedagogical Competence of the English Teachers'of the Second Grade Students at Mts Negeri 1 Jeneponto in Teaching English.	1) Analysis of Teachers' Pedagogic Competence in Teachin English was very good in teaching English at the second grade students of MTsN Binamu. It was found in teachers' result on interview. 2) The analysis of students' perception on the teachers' pedagogical competence was in

medium category. It was found in students' result in mean score of students' perception about teachers' pedagogic competence in teaching English.

The differences: This study examines students' opinions about English teachers in using their pedagogical competencies when teaching in junior high schools and emphasizes learning outcomes, while the researchers examines what the needs of pre-service English teachers are in developing their pedagogical competencies.

Names	Title	Results
Andani, 2019	Teachers' Perception on the Pre-Service English Teachers' Competence.	The pre-service English teachers' pedagogical competence were good. They just were weak in classroom management. It means the pre-service English teachers' pedagogical competence at Islamic Junior High School in Muaro Jambi were good.

The differences: Research conducted by Andani discusses the teacher's perception of pre-service English teachers, while the author discusses about pre-service English teachers.

Names	Title	Results
Fauziati, 2020	The Effective 21st -Century Pedagogical Competence as Perceived by Pre-service English Teachers.	The pre-service teachers perceived that the 21st-century pedagogical competence primarily focuses on two major dimensions. Firstly, they postulated the teachers' capability of integrating technology in classrooms. Secondly, their perception was focused on teachers' ability to exploit and adjust methods and materials to meet the situational context and needs in order to furnish student with skills appropriate to their future real-life careers

The differences: The research conducted by Fauziati focuses on the development of technology. How pre-service teachers use technology as a learning medium in the 21st century is different from researchers who will examine all indicators of pedagogic competence in the 21st century.

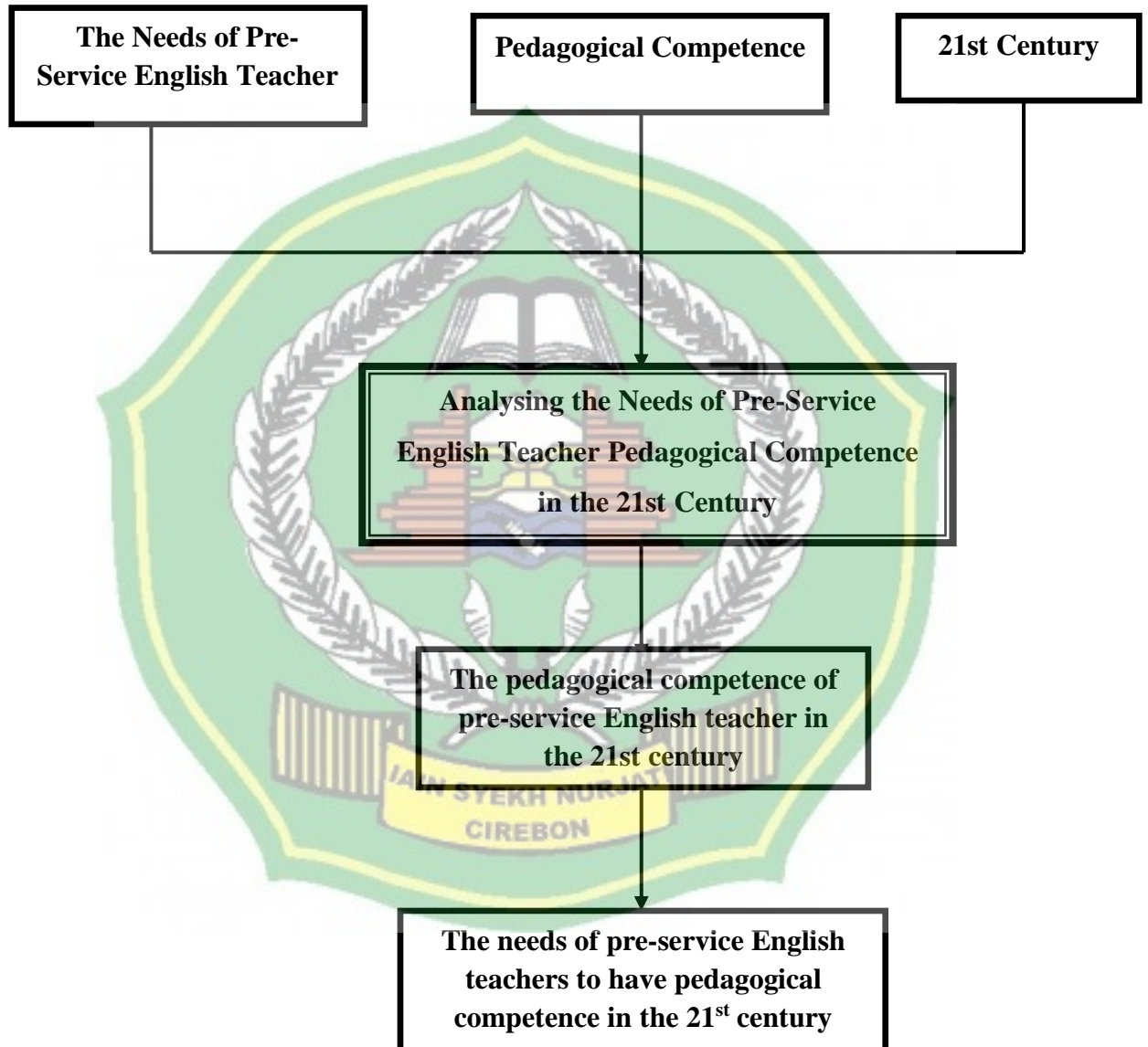
1.9 Frame of Thought

Based on the background and the questions of the research. It is framing some ideas starting from needs of pre-service English teachers, pedagogical competence development, and 21st century. Then, the researcher goes to the more specific terms about the needs of pre-service English teacher to have pedagogical competence in the 21st century. Those topics are the main object of this research.

To clarify how each element relate each other, the frame of thought in this study is illustrated in Figure 1.1

Figure 1.1 Frame Of Thought

Frame of Thought



The initial framework of the researcher's thinking is to determine the need for pedagogic competence for pre-service English teachers. This research was conducted because of the current condition of some pre-service English teachers

who do not yet know the indicators of pedagogic competence, and if they going to teach it will cause various kinds of difficulties, especially in managing classes in the 21st century. Therefore, the researcher starting this research step based on theories such as what are the indicators in pedagogic competence, characteristics of pre-service teachers in English, and learning in the 21st century.

In this study, researchers focus on the needs or indicators of pedagogic competencies that help pre-service teachers in teaching in the 21st century. As we know that rooting in the 21st century is not easy, a century where technology is developing rapidly and all fields are already using technology and information. Therefore, it is necessary to understand the pedagogical competence for teachers, especially pre-service English teachers.

1.10 Research Method

A scientific paper uses methods and techniques in research with several problems that will be used as material for study or discussion. The research method is closely related to the procedures, techniques, tools, and research designs that will be used. The method is an absolute requirement used in order to be able to see into a study. The researcher uses a method that is descriptive qualitative method, which aims to create an accurate picture of the facts in the field and the characteristics contained in the object of research.

1.10.1 Research design and steps of the research

In this research, researcher used qualitative research methods because the data did not need to use statistical measurements. Qualitative is a research method that produces descriptive data in the form of speech or writing and observable behavior from the subject itself (Nugrahani, 2014). According to Creswell (2009) statistics are not used in qualitative research to analyze data; instead, the researcher analyzes words (eg transcripts from interviews) or images (eg photos) (Creswell J. W, 2009, p. 19). This research also uses critical literature review and case studies as research designs because researchers want to know someone's

experience in teaching and connect existing theories related to existing problems; analyze the needs of pre-service English teachers in developing their pedagogic competence in the 21st century. The steps in the current study are adapted from Lodico, Spaulding, Voegtle (2006) and Nashruddin and Mustaqimah (2020). There are two stages in the study.

Critical literature review is a systematic, explicit and reproducible method to identify, evaluate and synthesize research works and ideas that have been produced by researchers and practitioners (Okoli & Schabran, 2010). The benefits of using critical literature review is to place the findings of previous studies in the context of the findings that have just been found (Afiyanti Y , 2017) The purpose of critical literature review is to make an analysis and synthesis of existing knowledge related to the topic to be studied to find gaps for the research to be carried out. Writing review literature has several stages / steps. Polit & Hungler divides the stages into five, namely (1) defining the scope of the topic to be reviewed, (2) identifying relevant sources, (3) reviewing literature, (4) writing a review and (5) apply the literature to the study to be conducted (as cited in (Rahayu et.al, 2019).

Another research design is a case study. According to Stake (1995) states that the case study is a research strategy in which researches carefully investigate a program, event, activity, process, or group of individuals (as cited in (Creswell, 2009) Cases are limited by time and activity, and researches collect complete information using various data collection procedurs based on predetermined times. The stages in a case study include ; theme selection, reading literature, formulating research focus and problems, data collection data improvement, data processing, data analysis, data analysis process, theoretical dialogue, triangulation of findings, conclusion of research results, research repots(Nugrahani, 2014). Therefore, researchers will use this research design to analyze the needs of pre-service English teachers in developing pedagogic competencies in the 21st century.

1.10.2 Sources and Types of Data

Critical Literature Review obtains data from electronic libraries (Nashruddin & Mustaqimah, 2020), including:

Resources	Web Addresses
<i>Search Engine:</i>	1. https://www.google.com/?hl=id
1. Google	2. https://scholar.google.com/
2. Google Scholar	
<i>International electronic source of database:</i>	1. https://www.eric.ed.gov/
1. ERIC	2. https://www.tandfonline.com/
2. Taylor & Francis	3. https://www.researchgate.net/
3. Research Gate	4. https://www.academia.edu/
4. Academia	5. https://sk.sagepub.com/
5. SAGE Knowledge	6. https://www.sciencedirect.com/
6. Science Direct	
<i>Indonesian electronic source of database:</i>	1. http://e-resources.perpusnas.go.id/
1. Perpustakaan Nasional (Perpusnas)	2. http://id.portalgaruda.org/
2. Indonesian Publication Index (IPI)	3. http://sinta.ristekbrin.go.id/
3. Indonesian Publication Index (IPI)	

In case study, Asmussen & Creswell presents data collection through a matrix of sources of information for its readers. This matrix contains four types of data, namely: interviews, observations, documents and audio-visual materials for columns and specific forms of information such as students, administration for rows (as cited in (Wahyuningsih, 2013, p. 5). Submission of data through this matrix is intended to see the depth and number of forms of data collection, thus showing the complexity of the case. The use of a matrix to be useful when applied in an information-rich case study.

1.10.3 Data collection techniques and instruments

This research use data collection techniques and instruments depend on the steps in the current study are adapted from Lodico, Spaulding, Voegtler (2006) and Nashruddin and Mustaqimah (2020). There are two stages in the study;

In the critical literature review, there is a data collection technique, namely by initial screening. According to Lavarakas (2008) describes preliminary screening is an initial process where elements will be evaluated to determine whether they qualify for research (as cited in (Nashruddin & Mustaqimah, 2020)). This process lies in the identification of the abstracts first, where the abstracts of journals and articles to be checked to ensure that they meet the criteria. In terms of defining criteria, researchers can try to narrow down the criteria, which later be facilitated by inclusion and exclusion. Inclusion and exclusion criteria are a way of promoting researchers with a clear decision-making framework for researchers regarding the relevance of the included word. Inclusion refers to something that should be in the journal. On the other hand, exclusion refers to things that are outside the contents of the journal. In other words, articles, journals, and books to be critically analyzed must meet the inclusion and exclusion criteria.

The data collection of case study research data can be obtained from several techniques, such as interviews, participant observation, and documentation (Rahardjo, 2017, p. 17). The researcher is the key instrument, so that he alone can measure the accuracy and adequacy of the data and when the data collection should end. The researcher also determines the right informants to be interviewed, when and where the interviews are conducted.

Yin revealed that there are six forms of data collection in case studies, namely (as cited in (Wahyuningsih, 2013):

- 1) Archival records consisting of recordings, services, maps, survey data, rosters, personal records such as diaries, calendars etc.
- 2) Interviews are usually open-ended.

The interview data was transcribed using a technique called as "semi transcription" (Edmonds & Kennedy, 2017, p. 323), in which the transcription does not give a complete representation of the interviewees' statements (Nashruddin, 2020, p. 84). The main aspects of the respondents' responses to the questions were transcribed in order to make the responses more accessible (Nashruddin, 2020, p. 84). The interviewer (researcher) can provide the main ideas of the talk because she understands the context of the content of talks and interviews effectively. Grammatical errors and word misuses from the participants' talks can be minimized using this technique (Nashruddin, 2020, p. 84)

- 3) Direct observation.
- 4) Participant observation.
- 5) Physical or cultural equipment, namely technological equipment, tools or instruments, art work, etc.

1.10.4 Data analysis techniques

According to Sugiyono (2008), data analysis in qualitative research is a process of categorization, description, and synthesis (Sugiyono, 2008) Also, in the qualitative data analysis technique there is a term data reduction which is a simplification, classifying, and removing unnecessary data in such a way that the data can produce meaningful information and make it easier to draw conclusions (Sukmadinata, 2007). In short, data analysis is the process of simplifying data in the form of a description that has been collected. The steps in the current study are adapted from Lodico, Spaulding, Voegtle (2006) and Nashruddin and Mustaqimah (2020). There are two stages in the study;

There are several stages in analyzing data in critical literature review (Nashruddin & Mustaqimah, 2020), including:

Step 1: Selecting the keywords and database

Step 2: Searching the database such as ERIC, Academia, Research Gate, Perpustakaan Nasional (Perpusnas), Science Direct, Taylor.

Step 3: Reviewing the abstract.

Step 4: Sorting the journal, article, and thesis.

Step 5: Conducting a detailed review of Journals

Case study using some stages for analysing data from (Rahardjo, 2017), includes;

- 1) Researchers read the entire transcript to obtain general information from each transcript,
- 2) These general messages are compiled to retrieve specific messages,
- 3) From these special messages, the general pattern of data will be known. Furthermore, the data can be grouped by orde occurrence, category, and typology. As always deep qualitative research, case study data analysis begins with researchers in the field, when collecting data and when all the data has been collected

1.11 Research Timeline

The research conducted at a junior high school in Cirebon, West Java, Indonesia. It takes about 4 months to complete the data until finish the research. The following is the table of plan in conducting this research:

Table 1.2 Research Timeline

Research Timeline

No	Activities	Time Allocated
1	Developing research proposal	10 th of August – 26 th of August 2021
2	Revision of research proposal	27 th of August – 30 th of August 2021

3	Asking agreement to the principal of the school for doing survey	24 th of August – 25 th of August 2021
4	Survey in the school to take sample of participants	12 th of September 2021
5	Prepare things that related to the research instruments	15 th of September – 19 th of September 2021
6	Start to do observation toward participants with doing the recording activity of their communication practice.	20 th of September – 26 th of September 2021
7	Analysing the data from observation	27 th of September 2021
8	Interpreting the observation data	1 st of October – 4 th of October 2021
9	Conducting interview	5 th of October – 8 th of October 2021
10	Survey with using questionnaires	9 th of October 2021
11	Analysing data from interview and questionnaires	10 th of October 2021 – 26 th of October 2021
12	Making data conclusion	28 th of October – 2 nd November 2021
13	Finalisation of research	1 st of November – 5 th of November 2021