# CHAPTER 1

# INTRODUCTION

This chapter will describe the background of the research, identification of the issues, delimitation and focus of the study, research questions, aims of the research, significances of the research, theoretical foundations, previous studies, frame of thought, and research method that will give general overview of the research.

## 1.1 Background of the research

Education is one of the aspects that is very influential on the progress of the nation. It means the more educated people, the greater the influence on the nation. In terms of education, the teacher plays an important role. Teacher is important agents in facilitating or hindering the learning process (Tsourapa, 2018, p.12). As one of the components in the education process in the school, the teachers are encouraged to have broader competencies such as teaching and managing the classroom effectively. The Teacher has a main position in designing, managing and evaluating the success of learning (Nadia, 2020, p. 2). In addition, education is also required to produce productive and quality human resources. This is a big challenge for teachers in carrying out their duties, namely having an obligation to develop their professionalism.

Professional development (PD) is an effort or process that teachers need to do in improving and deepening the quality of their knowledge and how to practice it (Saberi & Sahragard, 2019, p. 1610). In order to face the increasingly advanced civilization known as the 21st century, the world is faced with intense competition in various sectors including the world of work. In this era, teachers are encouraged to organize student-centered learning. It can be an encouragement for teachers to develop their abilities so that they can carry out learning as well as possible. Therefore, the demands of professionalism on teachers must continue because being a professional teacher cannot be done through one training, but it takes a long time. Asmari (2006, p. 117) argues that Continuous Professional

Development (CPD) is needed to develop the quality of education and equip teachers with knowledge and skills in teaching.

In an effort to develop the quality of learning, the teacher as a facilitator must understand how education develops and changes. This applies to every teacher, including language teaching. As a language teacher, the teachers must know their ability to be able to convey knowledge clearly and up to date. It is well known that English is undergoing rapid change because it is a very important field in the world and an effective foreign language. This can be seen from the development of science whose sources are dominated by using English. In addition, Suherdi (2012) explains that learning in the 21st century requires various competencies in order to use high standard English (as cited in Handayani, 2017, p. 156). Thus, the changes that occur can attract teachers to pay attention to these changes so that they can teach in a way that suits the needs of the times.

In serving the importance of conducting a research in professional development, some researchers show several areas to explore English professional development involves some clusters. Those areas include Professional development for English teachers (Ivanova & Mincane, 2016, Asmari, 2016, Nugroho, 2018), Teacher Competence on Teaching Learning Process (Nadia, 2020), 4C Skills in Teaching Practice (Ainuningsih, 2018), Many previous studies show different findings. However, not all research includes the importance of EFL teacher's competences to develop the 4C skills in teaching.

It is common knowledge that English is the language most studied by various countries. Prabjandee (2019, p.1) states that there are more non-native speakers of English than native speakers. Based on this reality, English is becoming more diverse. The development in English also happened very rapidly. However, this reality brings challenges for educators in teaching in the class. The teacher in practice teaching must continue to develop. Based on the identification of these discussions, analyzing the needs of teachers in professional development

is very important. This role makes PD for English teachers an interesting thing to discuss because it relates to the quality of learning that must be improved in order to produce good learning.

In addition, to be able to carry out their duties as educators, teachers must have adequate expertise. Teachers must have competence in managing the class (Nadia, 2020, p. 4). According to Permendiknas No. 16/2007, there are four competencies that teachers must possess, namely pedagogical competence, personality competence, professional competence and social competence (as cited in Jabri, 2017, p. 62). As professional educators, teachers must have good qualifications and master these four competencies (Syamsinar & Jabu, 2015, p. 96). The position of a teacher makes these competencies important to know and have. Therefore, the ability of teachers must be developed in accordance with the times.

To achieve the demands of the times, professional English teachers need to know the development of education in this century. The process of professional development includes the development of professional skills, knowledge, values and attitudes (Kahraman & Kuzu, 2016, p. 78). This century was also marked by learning that led to skills. The abilities in this century are known as 4C skills which include critical thinking, communication, collaboration, and creativity (Amaliah, 2020, p. 3). 4C skills must be included in the English language learning process as part of the concept of curriculum revision (Scott as cited in Rizkiyah, 2020, p. 2). Therefore, to see these facts, it is necessary to conduct research whether the English teacher has made self-improvement or has closed themselves to existing changes.

From the statement above, the English teachers must know their abilities, student needs, learning process and development of knowledge. The researcher is motivated to conduct research to determine the competence of high school teachers and their development based on 4C skills. Therefore, the researcher

conducted a study entitled "Teachers' Effort in Developing in Teaching English based on the 4C Skills at SMAN 1 Losari Brebes".

## 1.2 Identification of the issues

Based on the explanation on the background above, this provides information for English teachers related to education in the 21st century. The researcher identified some of the deficiencies that existed in previous studies. There are things that must be considered in developing the professionalism of a teacher in training their competencies, especially 4C skills. The teachers must overcome the problem by making efforts to increase competence before applying it in teaching practice. This is because professionalism does not only emphasize management skills or learning strategies but also the attitudes and insights of teachers in knowing developments and changes in the world of education. The teachers must be innovative with various informations related to education in order to carry out effective learning in accordance with the times (Handayani, 2017, p. 157). Therefore, this study identifies what teachers do in developing their abilities as professional educators. This research found some issue such as:

1) Teacher training needs in developing their competencies.
2) Teachers need understand the application of 4C skills in learning.

## 1.3 Delimitation and focus of the research

Based on the identification of the problems described above, this research illustrates how the quality of educators in the 21st century needs to be considered for the advancement of education today. Therefore, the topic of this research focuses on the things that teachers need to do to develop their abilities in 4C skills. This is because the Ministry of Education and Culture of the Republic of Indonesia has adopted 4C skills as a revision of the 2013 curriculum development. In this research, the researcher limits research on the professional development of English teachers to 4C skills at SMAN 1 Losari Brebes. Viewed from this point of view, the research was conducted with a focus on the needs of

EFL teachers in developing their competencies based on 4C skills in senior high schools.

## 1.4 Research Questions

Based on the background and the limitation and focus of the research presented above, the research problem can be formulated as follows:

1) What is English teachers' effort in developing their competence in teaching?
2) What is English teachers' effort in developing students' 4C skills in teaching?

## 1.5 Aims of the research

The aims of this research to as follows:

1) To know English teachers' effort in developing their competence in teaching.
2) To know English teachers' effort in developing students' 4C skills in teaching.

## 1.6 Significances of the research

The significance of the research will be useful for:

### 1.6.1 Theoretical significance

The results of this research are expected to provide benefits and theoretical information in accordance with the theme of English teacher's professional development.

### 1.6.2 Practical significances

*First*, this research is expected to be useful for English teachers in processing effective learning according to the needs of students. In addition, the researcher also hopes that the results of this study can help

English teachers to find out how to develop their competencies and 4C skills to apply them in teaching practice.

**Second**, the results of this research are expected that students can have the 4C skills that students must have in learning English in the 21st century. This research is also useful for students to know the importance of mastering the needs of students according to the times.

**Third**, this research can provide benefits for future researchers regarding the needs of teachers in improving their competence and developing 4C skills. Thus, this research is useful not only practiced in teaching activities but also for writers.

## 1.7 Theoretical Foundation

This section provides a brief overview of the theories in this research. The topic of this research is teacher's competence development in Teaching English based on the 4C skill. There are two sub-sections in this chapter which include: teacher professional development and skills in education.

### 1.7.1 Teacher Professional Development

In education, the quality of teachers in teaching has a significant influence on the achievement of learning objectives. Regarding professional development, teachers are expected to be able to develop their quality of knowledge development that occurs from time to time. Nugraha & maulida argue that Teacher Professional Development (TPD) is one of the professional learning of teachers in improving their skills to be able to adapt to the problems that occur (2021, p. 445). This is an effort by educators to succeed in learning in accordance with the changing world. Bautista & Ortega-Ruíz (2015, p. 243) also stated their perspective that TPD is known as learning for the position of a teacher. It must be done because the readiness of the teacher's skills affects student achievement. Jabri (2017, p.62) states that a successful teacher is not only tasked with

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transferring knowledge, but a teacher must be responsible for transferring it effectively and successfully to produce good learning. Thus, to develop their professionalism, teachers must be involved in education, teaching and learning processes and professional development.

### 1.7.1.1 English Language Teaching

According to Cahyanti (2012, p.12) English is a foreign language which has an international position. This means that English is a language that must be mastered by all people. This is not rare information to hear. Amid technological advances, English has become the main language used in various aspects of this century. By mastering English, someone has many opportunities in the global era. This certainly makes learning English very attractive to many circles.

English language teaching (ELT) is a significant field because of its function in the international world (Asmari, 2016, p. 117). English is not a rigid thing but a flexible language. Language will change with the times. This is an important task for English teachers so that they are always up to date. An English teacher is everyone who is responsible for developing students' language skills such as organizers, interviewers, and tutors (Harmer as cited in Ardianto, 2019, p. 4).

In teaching, the teacher tries to guide, direct and provide opportunities for students to practice English. As facilitators, teachers are obliged to ensure learning that can be understood by students and run effectively because the quality of teachers greatly affects the process and outcomes in learning (Gore as cited in Utami et al, 2017, p. 246). Based on the facts, the role of the English teacher as an educator needs to be considered. It is because in the rapidly developing ELT field, teacher development is an important basic element (Asmari, 2016, p. 117).

### 1.7.1.2 Professional Development

Professional development is the foundation of teacher quality in improving the teaching and learning process of students (Asmari, 2016, p. 117). Professional development aims for the success of the teaching and learning process and curriculum reform (Tanang et al, 2014, 135). Developing the quality of professionalism of a teacher has become a basic need. This phenomenon clearly states that the understanding and knowledge that teachers already know about teaching English to students must be adapted to the 21st century (Phongsirikul, 2107 as cited in Prabjandee, 2019, p. 4). As educators, teachers must also continue to equip themselves by developing teaching skills. Rechard and Farrell (as cited in Asmari, 2016, p. 118) stated that:

> "The aims of professional development are to become a long-term concept of building teacher understanding in teaching and the duties of a teacher. These objectives may include: Understanding the process of language development, understanding the role of the teacher according to the type of student, understanding decision making in teaching, reviewing theories and principles of language teaching, developing an understanding of teaching methods, and determining students' perceptions of classroom activities."

In addition, Supriadi (1998 as cited in Tanang et.al, 2014, p. 134-135) explains that to become a professional teacher one must have five things, including:

1) Committed to students and their learning.
2) Mastering the material being taught and how to convey it to students.
3) Responsible for evaluating student learning outcomes through various means.
4) Able to identify about what is done and learn from experience.
5) Be a part of the learning community in the profession

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Language learning can run effectively starting with the quality of educators in facilitating learning and mastery of teacher insights. Handayani (2017, p. 156) revealed that the demands of teachers in teaching are as high as the demands of the times. In this concept, professional development has a very important role in the success of education. Therefore it is very necessary for teachers to increase their knowledge and abilities by continuing to train their professionalism.

**1.7.1.3 Teacher Competencies**

The term teacher competence has several opinions. Darsono defines competence as a collaboration of knowledge, skills, creativity and a positive attitude in a performance (Shelly et al, 2020, p. 56). In addition, RI Law no. 14/2005 explains that competence is the ability to implement knowledge, skills, and attitudes that teachers must have, inspire and master in carrying out their obligations (Jabri, 2017, p.64). Competence also refers to the ability of teachers who have been acquired through education (Qodriyah, 2016, p. 8). From these definitions, it can be concluded that teacher competence is the ability of teachers to carry out their duties in the field of education by applying several indicators of the characteristics of professionally competent educators.

Mulyasa (2007 as cited in Qodriyah, 2016, p. 9) states that there are six aspects contained in the concept of competence, among others:

1) Knowledge. It refers to the awareness of the cognitive field. For example, a teacher must be able to identify the needs of students and provide teaching according to their needs.

2) Comprehension (understanding), refers to the cognitive and affective in each individual. The teacher can examine students' understanding of the characteristics and situations that occur.

3) Ability (skill) is something that the teacher has in choosing tools or teaching aids that can assist teachers in teaching to provide convenience for students.

4) Values, is a standard of behavior that is psychologically believed to be integrated in a person. For example, a teacher can be good in learning such as honesty, democracy, openness, and others.

5) Attitude, refers to feelings or reactions to something such as happy, not happy, like, dislike.

6) Interest, is a person's tendency to do something he wants.

From the six aspects above, it can be explored in depth that it includes four important competencies for teachers, namely pedagogic, personality, professional and social competencies. Awareness of competence demands teachers to have the courage to face the times. In this 21st century, professional teachers must have competence (Syamsinar & Jabu, 2015, p. 97). The Regulation of the Minister of National Education of the Republic of Indonesia No. 16/2007 states that teachers must have pedagogical competence, personal competence, professional competence and social competence (Syamsinar & Jabu, 2015, p. 95).

**1.7.1.3.1 Pedagogical Competence**

Pedagogical competence is the teacher's skills in managing learning which includes student understanding, designing and implementing learning, evaluating learning, and developing students to use their various potentials (Nadia, 2020, p. 4). Basically, this competency is a concept that takes the role of the teacher's skills in learning management. Thus, this competence becomes the most important aspect in the learning process. This competency refers to three aspects of teacher skills, namely designing learning, carrying out the learning process and assessing students (Qodriyah, 2016, p.10).

Nadia states that there are several indicators that are included in pedagogic competence, including: mastering the characteristics of students, mastering learning theory and the principles of educational learning, curriculum development, activities educating learning, develop potential students, communication with students, and assessment and evaluation (2020, pp. 34-35). Some of these indicators are part of the teacher's benchmarks to become good educators for students and create a better learning environment. In addition, Gunawan (2014 as cited in Ardianto, 2019, p.10) states that teachers must master pedagogical competence in teaching which includes several aspects:

1) Knowledgement students' basic needs.
2) Students character comprehension.
3) Curriculum development.
4) Learning plan development.
5) Interactive learning process.
6) Tools and Medias management.
7) Management of technology.
8) Students' tallents development

### 1.7.1.3.2 Personal Competence

Personal competence is a person's ability to cultivate himself. This competency can be described as personal quality, responsibility, creativity, critical thinking, cooperation, tolerance, empathy and moral values (Febriana, 2016, p.27). A teacher needs to have this ability to create superior education. Mulyasa stated that there are several aspects of personal competence that a teacher must possess, namely: personality steady, stable and adults; discipline, wise, and charismatic; being a role model for students, and noble (as cited in Nadia, 2020, p. 35).

### 1.7.1.3.3 Professional Competence

Professional competence is the teacher's ability to master learning material that has been determined by the minister of education (Syamsinar & Jabu, 2015, p. 97). This competence also includes the ability to use tools or media for quality learning purposes. In this case, the teacher must have the ability to plan and implement lessons. Jabri (2017, p. 62) states that teachers must have good professional competencies such as understanding the curriculum, teaching materials, concepts, methods and knowledge related to the material to be taught.

The following are indicators of professional competence based on the Regulation of the Minister of National Education of the Republic of Indonesia (as cited in Nadia, 2020, p. 36):

1) Mastering the materials, the structure and the concept of the subject taught
2) Mastering standard competency and basic competencies of the subject taught.
3) Developing the learning materials creatively.
4) Developing their own professionalism.
5) Using the information technology

In addition, Bantang (2008 as cited in Syamsinar & Jabu, 2015, p. 96) stated that there are several points for teachers related to professional competence, including:

1) Mastering the subject taught Planning the lesson
2) Managing the class
3) Being able to use instructional media
4) Understanding the students' characteristics
5) Being able to select the appropriate materials
6) Being able to conduct an action research

The indicators above are part of the teacher's guidelines to achieve good professional competence. Although the statements given are different, they are related to each other. To achieve these provisions, the teachers must have awareness in trying to become competent teachers

### 1.7.1.3.4 Social Competence

Social competence is the ability of teachers to behave towards students, headmaster, fellow teachers and people in the educational environment, parents, and society (Febriana, 2016, p. 27). This competency refers to certain situations where positive or negative interactions occur from a teacher, student, or community. Gedviliene (2012, p. 26) states that this competence is an art of human expression in interacting based on what a person has learned during his life. Nadia (2020, p. 38) mentioned that the indicators used in the social competence of teachers include the ability to communicate and interact effectively with students, fellow teachers and education personal and the parents/guardians of the students and the community.

### 1.7.2 Skills in Education

Education is a teaching and learning process that aims to acquire knowledge and skills. Education has an important role in developing skills, attitudes, values and knowledge to form a good generation of the nation in the future (Erdogan, 2019, p. 114). This is because 21st century skills as knowledge and skills aim so that students can compete in the progress of the global era (Scott as cited in Joynes et al, 2019, p. 12). Alfin Troffler argues that education is a big challenge because students need to be directed to think more creatively and innovatively and be able to solve problems by thinking critically (as cited in Rifin et al, 2019, 59). 21st century learning is developed with a student-centered learning approach. In this case students are directed to be more active and effective in learning.

In education today, students must be prepared for learning that leads to 21st century skills (Handayani, 2017, p. 156). 21st century skills as knowledge and skills to be able to compete in the progress of the global era (Scott as cited in Joynes et al, 2019, p. 12). These are new competencies needed to contribute to a knowledge society.

According to Trilling & Fadeli (2009, pp. 24-85), in the 21st century there are three sets of skills that are most needed, namely:

1) Learning and innovation skills. This first set includes Critical thinking and problem solving, Communication and collaboration, and Creativity and innovation (Trilling & Fadel, 2009, p. 49).

2) Information, media, and technology skills which include information literacy, media literacy, and information and communications technology literacy (Trilling & Fadel, 2009, p.65).

3) Life and career skills which include flexibility and adaptability, initiative and self-direction, social and cross-cultural interaction, productivity and accountability, and leadership and responsibility (Triiling & Fadel, 2009, pp. 75-84).

**1.7.2.1 4C skills**

In the 21st century education especially in Indonesia adopts several skills that must be possessed. The Ministry of Education and Culture of the Republic of Indonesia has selected 4C skills in the development of the 2013 curriculum revision as a concept for the development of 21st century education (Rizkiah, 2020, p. 2). This shows that to keep up with global changes, educational curricula must also be adjusted. Ainuningsih (2018, p. 1) explains that the challenge of education is combining 4C skills in learning which includes critical thinking, creativity, collaboration and communication skills.

#### 1.7.2.1.1      Critical thinking

Critical thinking is the ability to identify problems in depth. Trilling & Fadel (2009, p. 50) argues that critical thinking includes the ability of individuals to reason, pose and solve problems, analyze, evaluate and reflect. In practicing it, the teacher can ask students to provide arguments or ideas. Then the teacher will evaluate students' ideas by providing feedback. To stimulate them to think critically, the teacher can also ask students questions. Then students will be directed to solve the problem. In evaluating these activities, the teacher identifies students' ideas to provide conclusions. Meanwhile, reflection can be done by inviting reflection regarding the information students have received during the learning process.

Herrmann (2015) also states that the ability to think critically requires knowledge, facts and data (as cited in Erdogan, 2019, p. 121). In this case students must be able to make decisions and assess something based on what they have learned, use logical reasoning with the situation, and analyze the existing system. In addition, in the process of critical thinking, evaluating and identifying student skills can be done by comparing ideas from each student, providing direction when students have difficulties, and reflecting at the end of the activity (Ainuningsih, 2018, p. 14).

#### 1.7.2.1.2  Creativity

Creativity is a way of thinking using various techniques in making useful ideas and concepts, describing, analyzing and evaluating ideas to get maximum results (Sipayung et al, 2018, p. 440-441). Creativity is based on something that almost everyone has. Creativity can be fostered in a learning environment by cultivating questions, patience, openness to ideas, and learning from mistakes (Trilling & Fadel, 2009, p. 57). It can be developed through practice

over time. In teaching practice, the teacher can stimulate students to collect ideas. Then the teacher gives the opportunity for students to be able to search for information using digital materials such as video and the internet (Ainuningsih, 2018, p. 17)

### 1.7.2.1.3 Collaboration

Collaboration is an activity carried out with other organizations to achieve common goals flexibly and effectively (Ainuningsing, 2018, p. 16). Collaboration can be developed with existing experiences at school and outside of school. This ability can be processed by giving assignments through groups so that it will result in cooperation in doing it. In this case the teacher functions to create groups and monitor students to work together. Classification of students can be done in an interesting and unique way. This collaboration activity has several advantages such as training students to work effectively, respect each other, help each other, and is responsible for carrying out joint activities.

### 1.7.2.1.4 Communication

Communication is a person's ability to express thoughts clearly orally or in writing (Joynes et al, 2019, p.9). These skills include the ability to convey information, command, and motivate others clearly. Ainuningsih (2018, p. 15) argues there are three aspects of communication skills, namely: (1) oral communication includes the use of intonation, volume, language according to the level of the student, and the meaning of language. (2) Written communication such as conveying messages in writing, use of grammar and correct spelling. (3) Non-verbal has several aspects such as facial expressions, eye contact and body language.

## 1.8 Previous Study

In research, researchers need several references to facilitate research implementation. The research will discuss information from several previous theories. Therefore, there are previous studies related to this study.

The first research is taken from Handayani (2017) who conducted the research entitled "*Becoming the Effective English Teachers in the 21st Century: What Should Know and What Should Do?*". His research said that teachers must prepare themselves for the 21st century because effective teachers must try to adapt education to the times. In this century, many aspects have been influenced by technology. In addition, the skills that characterize this century include finance, business, economics, education, health literature and others. To become an effective English teacher, teachers need to understand the skills of the 21st century, the characteristics and roles of teachers in this century. Teachers can determine steps to be taken such as developing competence, ICT literacy and attending educational training.

The second research is taken from Ainuningsih (2018) who conducted the research entitled "*An Analysis of 4C Skills Incorporation in Students Teaching Practice of English Teacher Education Department UIN Sunan Ampel Surabaya*". That research said that 21st century skills such as 4C skills are very important to learn. Therefore, the aim of this research is to find out how 4C skills can be applied in the learning process. Apart from this the problems that students face in this century have also been identified. As the result, most teachers have applied 4C skills into learning. However, in this case students have many difficulties. It can be seen from the majority of students' low scores and difficulty interacting in English.

The third research is taken from Sabilah & Suat (2020) who conducted the research entitled "*Initiating formulaic design to increase teacher's professional development (TPD) for 21st Century teaching*" (*Journal of teacher professional education*). That study discusses the needs of students in facing education in the

21st century. Teachers are required to provide learning based on the progress of times that leads to skills. However, not all teachers recognize the importance of skills in this century. In fact, there are still many teachers who find it difficult to implement. The result of this study show teacher professional development is very necessary to be able to fulfill the characteristics of this century.

Based on this discussion, the researchers found gaps from those studies. In the first research, it explains the steps that teachers can take to adapt to the 21st century. However, the explanation regarding the skills needed by students in this century is not discussed in depth. In the second research, there is a possibility that students will not accept properly the application of 4C skills in learning due to the teacher's lack of understanding of skills in this century. In the third research focuses on professional development in the 21st century. However, teacher needs must be identified in order to improve the quality of teachers appropriately. Thus, the researcher will discuss more deeply related to EFL teachers' need in developing the 4C skills.

## 1.9 Frame of Thought

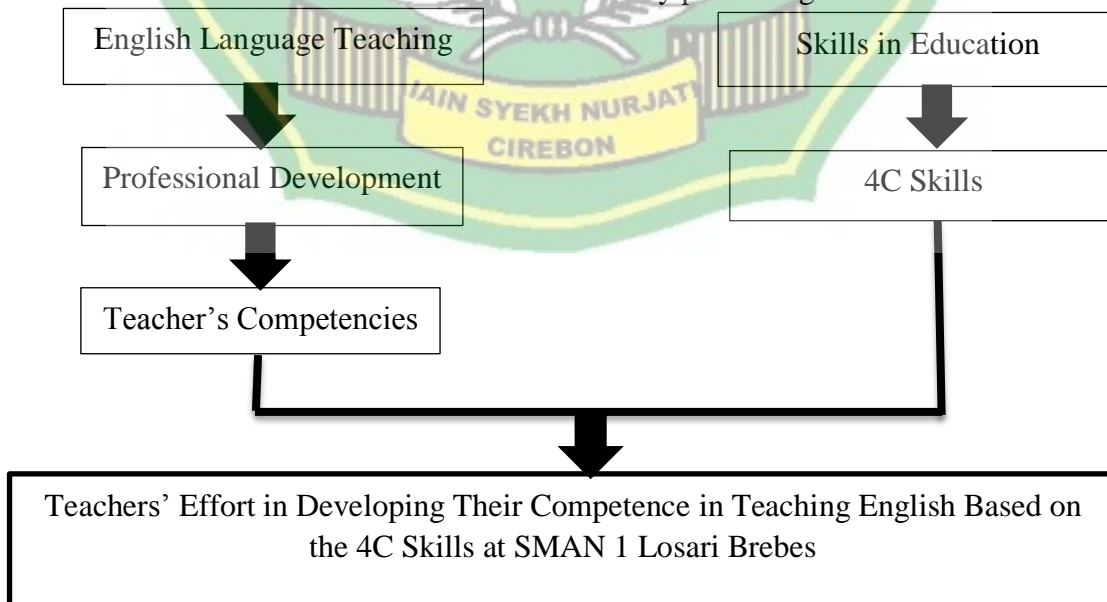The framework of this research is illustrated by presenting the chart below:



*Figure 1. The framework of this research.*

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## 1.10  Research Method

In this section, the researcher explains how the data has been collected. There are several steps in this research method. They were as follows: research design and steps of the research, sources and types of data, data collection techniques and instruments, data analysis techniques and research timeline.

### 1.10.1  Research design and steps of the research

The researcher uses qualitative as a method in this research. Qualitative research is a scientific activity carried out in a structured and controlled on phenomena that occur in society which includes social, behavioral and action. The characteristic of this research design is that it is flexible or changes based on field conditions (Sugiyono, 2019, p. 205). The researcher uses this method because the data is in the form of words, pictures, and not numbers. This research is descriptive in nature in which qualitative analysis needs to be considered in detail.

This research uses case study design to analyze the data. A case study is a study to find data, take meaning and get an understanding of a case. The researcher chooses this design to focus intensively and in-depth research on a particular object. Data will be obtained from several relevant sources. In case study, the researcher develops an in-depth analysis of a case such as events, activities and processes (Creswell, 2014, p. 32). There are several stages used in conducting research adapted from Lodico, Spaulding, Voegtle (2006) and Nashruddin & Mustaqimah (2020):

1) Identifying a research topic or focus. The topic was determined at the beginning of the study. The researcher identifies a topic or focus of research based on experience or reading that is relevant to the topic.

2) Manage and maintain good field relations. The researcher must choose a research location and a field of study in accordance with the topic to be studied.

3) Selecting participants. Research subjects can provide information on phenomena or problems that occur. Researchers can select participants to get important information in this study by using the questions that have been made to select participants.

4) Collecting the data. The data collection of this research is the same as in general. The researcher will use various data collection techniques so that the result of researches are valid.

5) Analyzing the data. Any data collected cannot be immediately concluded. The data collected must be analyzed through several predetermined stages.

6) Interpreting and disseminating results. In this case the researcher enters the final stage, namely making conclusions from the research results in narrative form. Researchers can also interpret by linking the results of this study with past research.

**1.10.2 Sources of data**

The data source or object of this research was taken at SMAN 1 Losari Brebes. This research data focuses on teacher competency development and the application of 4C skills in learning. There were 2 English teachers and 6 students who were interviewed for data collection. The two teachers were teachers in the next class and the six students were from the eleventh grade.

**1.10.3 Data collection techniques**

In qualitative research, the researcher collects the data through interview. Data collection technique is the main goal in conducting research to obtain data. The technique used must be appropriate to the type of data collected and the data sources. This technique is the exchange of information or ideas between the interviewer and the interviewee through question and answer.

The interview is a technique used by researchers to find research problems by conducting a preliminary study. Researcher can also use predetermined questions by telephone or other media. Esterberg (2002 as cited in Sugiyono, 2016, p. 233) argues that there are three types of interviews, namely: structured, semistructure and unstructured interviews.

1) Structured interview. This technique can be used to collect data if the researcher already knows the information to be obtained. Data collectors prepare questions to be asked by respondents and alternative answers have been prepared. The researcher can also ask the same question to several informants.

2) Semistructure interview. The implementation of this interview is carried out more freely than structured interviews and is included in the in-dept interview category. This technique is used by a researcher to obtain data more openly such as asking for opinions or ideas from informants. Therefore, in conducting interviews, the researcher must focus on listening and carefully recording what was conveyed by the informant.

3) Unstructured interview. In this technique data collection is carried out freely or flexibly. In a sense, the researcher does not need to use a set of questions to serve as an interview guide. This interview will be used to obtain more in-depth and complete data.

Based on the types of inteview, the researcher collected the data for this research by using semi-structured interview. This technique will be carried out with an English teacher and students at SMAN 1 Losari Brebes. The interview will be conducted using several questions that have been provided by the researcher. In addition, the researcher will also investigate the information in depth by asking questions as needed.

### 1.10.4 Data Instrument

In qualitative research, the researcher is the main instrument. The researcher as human instruments function to focus research, select data sources, collect data, assess data quality, analyze data, interpret data and make conclusions (Sugiyono, 2016, p. 222). In addition, the persistence of researchers is needed because it can affect the quality of research results (Nugrahani, 2014, p. 115). Thus, it is important for the researcher to prepare herself for conducting research.

### 1.10.5 Data analysis techniques

Data analysis is a very important process in research. The data obtained in the study using various techniques such as observation, interviews and documentation will be analyzed. In this process, the data collected in the form of pictures, recordings, transcripts, or anything else must be checked. The process of analysis is a difficult thing, there are important points that need to be done before analyzing research data that is the analysis method must be formulated correctly.

In this research, the researcher followed some steps by Siyoto & Sodik (2015) in analyzing the data. The steps consist of data reduction, data display and Conclusion or verification

#### 1.10.5.1 Data reduction

In this process, interview and documentation data will be collected, selected, focused on important things and discarding unnecessary data (Siyoto & Sodik, 2015, pp. 122-123).

#### 1.10.5.2 Data Display

After carrying out the data reduction process, the data will be presented using a table to group the data and explain it into narrative form (Sugiyono, 2019, p. 249). The presentation of this data is done to see the whole picture or a certain part (Siyoto & Sodik, 2015, p.123).

In this stage, the researcher classifies and presents data in an organized and structured manner to draw conclusions.

### 1.10.5.3 Conclusions or Verification Data

Conclusion or verification is at the core of the data obtained. This process is the final stage in data analysis. This can be done by investigating relationships, similarities and differences to get meaning in the research data (Siyoto & Sodik, 2015, p. 124).

## 1.11 Research Timeline

This research requires a long time in the process related to data collection. Therefore the researcher allocate about 4 months in completing writing.

| No | Activities | Month | | | | |
|----|-----------|----------|-------|------|-----------|----------|
| | | February | March | June | September | November |
| 1 | Identifying a research topic or focus | | | | | |
| 2 | Manage and maintain good field relations | | | | | |
| 3 | Selecting participants | | | | | |
| 4 | Collecting the data | | | | | |
| 5 | Analyzing the data | | | | | |
| 6 | Interpreting and disseminating result | | | | | |