

CHAPTER I

INTRODUCTION

This chapter informs a few related subjects to introduce the systematic or the technique of conducting research, that's important to understand the background, identification, delimitation, research questions aim, significances, theoretical foundation, previous study, frame of thought, research method and research timeline related to this research.

1.1. Background of the Research

In this 21st century, teachers need new skills to teach EFL learners', especially to teach listening skills. According to several previous studies from Hamouda (2013) as cited in (Hardiyanto, Tanjung, & Suharjono, 2021) who completed a related study, they concluded that to help students improve listening skills, the english teacher must understand students' listening difficulties in understanding listening to text, and instruct effective listening strategies for help students overcome their listening problems. Just as teachers know their students are in trouble, students as subjects have an important role to play in developing listening. The success of teacher in teaching listening depends on how they can find out and solve their difficulties. If teacher know a problem affects them in teaching listening, it is easy to find a solution and the students will study hard to improve their listening.

Therefore, the role of 21st century teachers is very important and this is a challenge and also a demand for teachers that in addition to having to master the four competencies, teachers must also be able to change the learning mindset from conventional to 21st century learning which must be able to apply digital literacy, teachers are required not only to teach content cognitive (knowledge) course, because it could be that the internet has provided that, teachers must be able to teach live values learning, namely ethical, cultural and character values which of course cannot be replaced by current technological advances, teaching character values must be a role model and this is the role of the teacher, the teacher must be

able to change the old approach into a new one by optimizing the role of digital technology and changing the role from a knowledge transmitter to a mentor, facilitator, motivator, and inspirer (p,17-19).

In the context of education in Indonesia, it has long been in the spotlight various perspectives and points of view. One of the highlights against the low quality of education in Indonesia is partly related to teacher competence and teacher professionalism. This presumption is indeed reasoned because studies have shown, that the teacher is one of the dominant influencing factors student learning. Taking from Marselus (2011) more than that study conducted by John Hattie from the University of Auckland shows that student achievement is determined by about 49% from the student's own characteristic factors, and 30% comes from the teacher factor. It is for this reason that the government always strives to improve teacher competence through improvement programs and professional development.

Therefore, knowing more about what skills should be developed during the learning experience is important. By providing students with opportunities to interpret and construct meaning and present data in meaningful ways to their instructors and peers, instructional technology is associated with increased academic achievement and may increase student motivation for school work.

Research in this area involves Effective Teacher In 21st Century Classroom (Urusa Ansari, 2013), Difficulties to Teach Listening (Natasha Walker, 2014) and Strategy to Teach Listening (Nu Nu Wah, 2019). The study about effective teacher in 21st century classroom ranges from unclear the effective teaching requires that the teacher should have full command on the subjects as shown from (Urusa Ansari, 2013). In addition, to use of the effective teaching listening, teacher should know difficulties to teach it (Natasha Walker, 2014). However, the need of teacher to solve the difficulties was not addressed. How teachers should be to teach students in listening skills, and what they need to be successful in teaching listening in the 21st century were missing in this research (Nu Nu Wah, 2019). In the case of the current research, need analysis may be attractive for further examination. It is critical for students, teacher and

stakeholders to understand those need from unclear the effective teaching requires that the teacher should have full command on the subjects.

Meanwhile the facts, that a whole previous research did not mention the specific skills of teachers at the age of 21st century, although it is necessary to concentrate on the specific skills to make teachers understand the parameters or their needs of what is required for certain skills in teaching, because each skill has different requirements. As said by Rost in Hien (2015) as cited in (Darti, Asmawati, & Andi, 2017) learning foreign languages very important because it provides language input. As input skills, listening plays an important role in students' language development.

This research is to analyze and clarify what skills are actually needed by teachers in teaching listening in 21st century, such as how the strategy is applied by a teacher in teaching listening, how the teacher in choosing media where the teacher acts as a facilitator who operates the media, how to design the learning process sustainable learning for students, and all aspects needed by teachers in the 21st century in teaching listening. Then, 21st century teachers need to remember the desires of their students and teach them to fulfill the demanding situations of the future.

1.2. Identification of issue

The focus of this research is to explore and analyze of the significance of teacher needs for an English teacher who teach listening in 21st century because there are still few researchers concentrating on this stuff and teaching listening is still important to analysis. Mendelsohn (1994) as cited in Gilakjani & Hamdani (2011) stated that listening plays an important role in communication because, of the total time spent communicating, listening takes 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% (p. 977).. Harmer (2008) states that we have already used the term 'facilitator' which is designed to help students learn. It is the duty of English teachers to teach their students how to be good listeners.

The importance of listening in language learning and teaching is demanding language teacher to help students become effective listeners. (Maria,

1998), For example, suppose the school sets one day a week to use English, so students will be familiar with the listening process. students will be familiar with the listening process. Puspita (in Hasyuni 2004) states that suitable materials can make students want to learn. Which material match students must be attractive, at the appropriate students' level difficulties, and presented in various activities In concluding, the teacher is better off to see students' interest in learning to listen with several types of activities (p.4).

In addition, different innovative technologies are being implemented in the fast evolving 21st century as Bahardovar & Omdivar (2014) said that technological devices have been used as ways to help students develop their language skills, such as listening skills (p. 9). Hamouda (2013) stated that the factors that cause students' listening comprehension problems categorized into various sources including the problems associated with listening texts, listening problems related to tasks and activities, listeners problems relating to listeners and teacher methodology. So, that's it ways to find out teacher's need in teaching listening from three main areas: the listening factor, listening material and physical arrangements. Also serve as a guide for teachers to overcome listening comprehension.

1.3. Delimitation

This research is to analyzing the teachers needs to teach listening skills in the 21st century and not touch some related parts such as other fields or skills such as reading, writing, speaking with this research to stay focused on investigating the needs of teachers to achieve the objectives of this study. and achieving effective teaching processes as Hernawati (2017) states that effective teaching is a high demand for our education in this country in the 21st century, and research shows that teaching effectiveness is the most important factor in student achievement based on school. (p. 211). Analysis of teacher needs in the 21st century means the entire need for teachers to teach in the 21st century and does not touch on some parts such as students, media, methods or evaluation that are related to this research. So this research will not discuss others skills such as

speaking, writing or reading and will only focus on listening as the concern to analysis the teachers need to teach listening in the 21st century by providing the result of this research which will show the teacher need in teaching English based on journal or others research that using as the source.

1.4. Research Questions

Based on the context and delimitation of the above issue, this research tries to answer the following questions:

- 1) What is the teaching of EFL in listening in the 21st century?
- 2) What do teachers need in EFL teaching listening in the 21st century?

1.5. Aims of the research

Based on the background above, the aims of the reserch can be formulated as follows:

- 1) The purpose of this research is to explore the teaching of EFL listening in the 21st century
- 2). This research is to determine whether or not the needs of teachers in teaching listening at the moment who able to meet the criteria as professional teachers inside the 21st century.

1.6 Significant of the research

The mastery of listening skills in English is a priority for many second language of foreign language learners and it is very essential for teachers to teach their students the mastery of listening skills. Hopefully, the result of the research is expected to be helpful for the following:

- 1) For English teachers, this research can provide additional knowledge and experience on how to improve students' listening skills.
- 2) For students, this can be a positive effort to improve their listening skills.

For other researchers, the results of this research study can be used as a reference. conduct other research related to this research study.

- 3) To the Department of English Education, the results of this study

learning can encourage other students of English Language Education to undertake similar research.

4) For other researchers, the results of this research study can be used as a reference

1.7. Theoretical Foundation

This theoretical foundation related to the purpose of this research which investigate the 21st century and 21st skills, teaching English as a foreign language, teaching listening, needs in teaching listening that as the foundation of this research.

1.7.1. 21st Century Teacher

According to AACTE and P21 (2010, p. 11), teachers are important elements in carrying out the teaching and learning process, especially in modern times education and in preparing 21 century students to face great challenges the modern world. Teachers are a guarantee for ensuring positive results which will be obtained and controlled by students after the teaching process and learning has been done. The teacher is seen as a core processor for cultivate input (students) and then produce successful and skilled one's students as the output of the learning process. Hence, teachers need improve their skills in subject matter, classroom management, and pedagogical knowledge to enhance the achievement of their students (Quint, 2011, p. 3). Given the important role of teachers today, there are a lot concerns come to consider how quality teachers could be improve the nature of the teacher himself and the burden of the future as educator.

1.7.2. Listening Skills

Teaching a language is essentially taught to communicate. Therefore, language teaching is to improve students' ability to communicate both oral and written forms. But, to be able to communicate well, students must have language skills. Listening is one of the skills in language teaching that should be taught,

before speaking, reading and writing (O'Connor, 1998). Material for listening skills would be interesting to learners in accordance with their level. Ur (1984) states that the exercises for 'listening skills' are more effective if they can understand what have been demonstrated. Therefore, it is advisable to involve students with different types of input, such as' video, audio, text, animation, etc. Furthermore, it is stated that the elements that may be involved are the message, speaker, listener and the setting. The types of activity in 'listening skills' are 'dialogue' which includes 'unscripted dialogue' and 'scripted dialogue', 'authentic dialogue', and 'monologue' that can be used to practice when using media in the classroom (Holden, 1983). Such activities can be carried out to predict the speech, interpret the words, phrases, and sentences, identify the relevant matters, and to know the intention of the speaker (Willis, 1981). Preliminary research has been conducted by Ampa (2015) in two groups of undergraduate students of Muhammadiyah University with the purpose to get respondents' opinions about the interactive multimedia learning materials using Wondershare Quizcreator. The research was conducted through questionnaire to the students and interview to the lecturers. The overall results show that most of the students (79.06%) are interested in the materials and consider that these materials can facilitate them to learn listening skills. The lecturers also support the use of the materials in teaching the English listening skills.

1.7.3. Needs in Teaching of Listening skills

Brown (2007) states that teaching is showing or helping someone to do it learn how to do something, give feelings, guide in learning something, impart knowledge, cause to see or understand. Listen too has been from a more distant perspective in recent years when at Variation is not only with understanding, but also with language learning (p, 127).

Teaching needs more teachers to serve students. One of the main principles in teaching listening, it supports "Language material Used to be used to understand listening comprehension should not be presented visually first. "Good listening lessons go beyond the primary task of listening itself related activities

before and after listening. It means teaching Listening must be beyond comprehension, then action.

There are several principles in teaching listening skills that need to be known by teachers (Brown, 2007). First, listening should get the main attention in the initial stages of ESL instruction. This means to learn English; students must be familiar with the listening process. Second, listen should maximize the use of material that is relevant to the real life of students. Can let students know how important the material is in real life. Third, listen should maximize the use of native language, because students find it difficult to do it understand if the teacher uses difficult words. Fourth, listening must vary material in terms of speaker gender, age, dialect, accent, topic, speed, noise, level, and genre. The purpose of the principle is to get students interested material given at each meeting. Fifth, the teacher must always ask students to listen to the purpose of listening and ask them to demonstrate it understanding in assignments. It can practice their listening skills. Sixth, language material intended to be used for listening comprehension training may not be used Presented Visually First. Students must be familiar with audio first.

Furthermore, teachers must pay attention to the principles in teach listening. As mentioned above, one of the principles in teaching listening is listening is the teacher always asks students to listen to the purpose of listening. So, he could teach listening to students more effectively if he had already known the purpose of listening. One way to do this is to use simple one's dialogue to show how they might listen differently depending on its destination.

It can be concluded that teaching listening means delivering material by providing an understanding of the language system. It also involves how we apply knowledge of this language system to understand or convey the meaning and way we apply certain skills to understand and convey meaning. It must be practiced continuously so that we will get more used to listening and finally we can master it.

1.7.4. Teaching Listening at Senior High School

English in Senior high school is directed to develop several skills so that graduates become able to communicate in English at a certain literacy level. Therefore, the teaching and learning process must be in accordance with the objectives. That the objectives are stated in “Standar kompetensi dan kompetensi dasar” (SKKD).

Teaching listening in high school is one of the most difficult tasks to teach teacher. This is because to have successful listening skills, teachers have to spend money more and teachers should ask students to practice more. His frustrating for students because there are no rules like teaching grammar. (Kenneth, 2011). In fact, many students did the listening test wrong because they were not familiar with that part. Listening skills must be balanced with other language skills so that students get the maximum skills.

Therefore, the ideal listening class in Senior high school should provide practice and hint. Students need practice in listening to know the meaning as well as some instructions on how to do it effectively. Puspita (in Hasyuni 2006: 4) states that suitable materials can make students want to learn. Which material match students must be attractive, at the appropriate students' level difficulties, and presented in various activities. In concluding, the teacher is better off to find out students' interest in learning to listen with several types of activities. If no, students will be bored and no longer interested in learning. Other than that, The material must be relevant to the students' real life, so that they can get the best of it understanding. We can conclude that teaching listening in high school should be appropriate with the intention of. It must be supplemented by the best made materials continuously so that students will get used to listening tasks. In addition, files Teachers should prepare some interesting activities for students later interesting by listening.

1.7.5. The Nature of Listening Skills

Listening is a form of communication that people do everyday. Research has shown that adults spend 45% -55% of their daily life communication listening

more than other forms of communication such as speaking (Hergie,2011, p. 177). This research has been equipped with evidence that listening has an important role in human life, especially in communication, it is impossible for someone not to do these activities. In general, listening is the process by which the listener is close to the speaker to receive, interpret, and understand information. This may seem easy and simple, but it is not as easy as it seems, because listening not only requires ears to receive information but also requires prior thought and knowledge to properly interpret and understand spoken input. In Rost's book, listening is defined as a communication process which includes four types of orientation, namely receptive, constructive, collaborative, and transformative orientation. The term "receptive orientation" means accepting what the speaker is really saying while "constructive orientation" means constructing and representing meaning. Whereas the term "constructive" means negotiating meaning with speakers and responding, whereas in the term "transformative" means creating meaning through involvement, imagination and empathy (Rost, 2011, p. 197).

1.8. Previous Studies

There are some studies related with the use of teachers needs in teacher listening skill. Natasha Walker (2014) LISTENING: THE MOST DIFFICULT SKILL TO TEACH, Characteristics and Development teacher of 21st century (Hafsah 2017), teachers' attitudes in the direction of the development of 21st century skills in EFL teaching (Tsourapa 2018), Nu Nu Wah (2019) Teaching Listening Skills to English as a Foreign Language Students through Effective Strategies.

Listening The Most Difficult Skill to Teach (Natasha Walker 2014) discuss about Teaching effective listening skills, given the complexity of these skills, may seem like a daunting, even daunting task. Second, identifying the roots of misunderstanding in listening comprehension can be problematic, due to the wide range of strategies used and the many factors involved in interpreting verbal messages.

Characteristics and Development teacher of 21st century (Hafsah, 2017) discuss about a beneficial & productive system of teacher reimbursement characteristic as an vital lever for attracting properly-certified and tremendously stimulated human beings to the teaching career and locating the end result that the quality of teachers determines the first-rate of training and linked with country's improvement

There are some studies related with the use of teachers needs in teacher listening skill. The first is X Factor in Understanding Listening Comprehension Skills a study done by Hamouda (2013), Abidin (2013), Anadapong (2011) who completed a related study, they concluded that to help students improve listening skills, the language teacher must understand students' listening difficulties in understanding listening to text, and instruct effective listening strategies for help students overcome their listening difficulties. Just as teachers know their students are in trouble, students as subjects have an important role to play in developing listening.

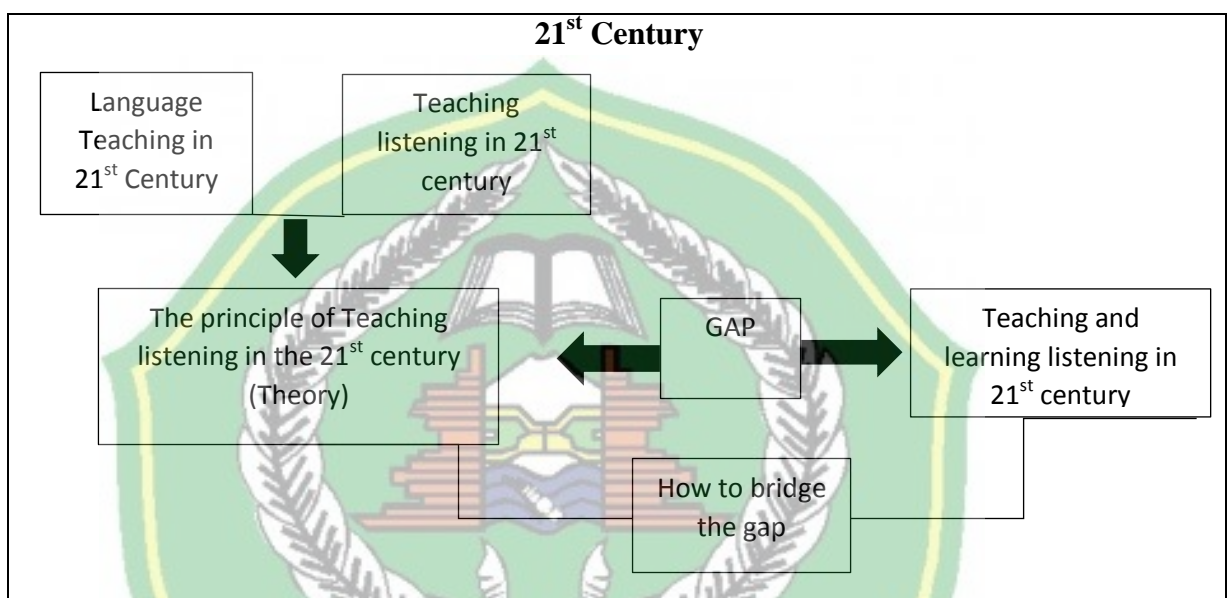
Teachers' attitudes closer to the development of 21st century skills in EFL teaching (Tsourapa, 2018) talk which skills teachers recall necessary to be evolved and which equipment they assume are suitable which will develop certain skills. This research findings, the majority of teachers have fantastic attitudes towards the development of 21st century abilities. The research showed that instructors might be inclined to employ various educational generation equipment in order to cater for the development of 21st century competencies in the EFL class, which include blogs, wikis, social networks, Webquests, digital Storytelling, electronic mail, the word processor and videos.

The Students' Perspectives of 21st-Century Teachers (Norahmi, 2017) are identifying the issues regarding the demands of creative, innovative, and professional teachers are certainly on the concern of stakeholders and practitioners in education. Substantial efforts were conducted by the government to meet the 21st-century teachers having the four competencies required for being a teacher and coping with the needs of modern education. This research finds that that most students expected the 21st-century teachers to have skills in teaching and in

connecting it with the development of today's technology and today's student characteristics.

1.9. Frame of thought

The elements of this analysis include 21st century teaching, 21st century language teaching, and 21st century EFL listening teaching as the primary object of research in the 21st century. To understand how each variable relates to each other the framework of thoughts outlined in the definition below.



The transformation of teaching process in the 21st century entailed the teachers to acquire or to know they needs in teaching listening in 21st century, how to apply they teaching with follows the development of technology.

1.10. Research Method

The method of this research involved research design and steps of research, sources and type of data, data collection technique and data analysis techniques that discuss below.

1.10.1. Research Design and steps of method

This research using qualitative research with the critical literature review

to explore and understand the data by describing points in comprehensive and deep. By using qualitative research, the process of describing data descriptive and try to make the reader deeply understand the context of data and each part of this research. Then, the final written report of this research has a flexible structure and shows the results by descriptive analysis to make all stuff in this research obvious.

Based on the above statement, the research is explained by qualitative approach who are involved collect data to answer the research questions formulated in the problem statement. explains a method that is articulate and convincing in language (Creswell, 1998 p. 14).

In addition, qualitative research is multi method in focus, involving as interpretive, naturalistic approach to its subject matter”. It is meant that qualitative research studies thing in natural setting, attempts to make sense, or interprets the phenomena in term of the meaning. Denzin & Lincoln (1994:2) as quoted by Benz & Newman (1998:14)

After the designing of this research presented, to knowing a whole process or steps to conduct this research are need to consider as the outline or the huge concept of this research. The steps in the current study are adapted from Lodico, Spaulding, Voegtler (2006) and Nashrudin and Mustaqimah (2020).

- 1) Identifying a research topics or focus
- 2) Conducting review literature (critical literature review)

1.10.2. Sources and types of data

This research investigates and using various sources of data to build up this research becomes good research. Multiple sources mean, this research not only analyzes data by one source but concern another source related to the issue.

The source of data of the stage is literature search. In order to obtain the sources of the data in particular, the literature review was carried out. Furthermore, a literature search provides a systematic and well-organized search of already published data to assess the depth of reasonable references to a specific problem (Nashrudin and Mustaqimah 2020, as cited Grewal, Kataria, & Ira, 2016, p. 635).

Whether sources are online or print based, there are many different types of sources that used in this review of literature (Lodico, Spaulding, & Voegtle, 2006, p. 31). Including the following:

- 1) Articles in professional journals
- 2) Government and technical reports
- 3) Conference proceedings and papers
- 4) Reference books
- 5) Monographs
- 6) Books (general circulation)
- 7) Master's and doctoral theses
- 8) Web sites

Those kind of sources are helpful as references to help researcher to find out appropriate references to fulfil and reach the goals of this research.

1.10.3. Data Collection

The critical literature review theory to conduct the data collection technique took the statement from Nashrudin and Mustaqimah (2020) which stated that selecting a journal takes into consideration many technical parameters, such as indexing status, impact factor score (journal or author), and journal activity. (as Cited in Suiter, & Sarli, 2019, 462). The indexing status of the journal is a standard for evaluating the journal's content. In other words, to be included in reliable bibliographic databases, a journal that is indexed by the national or international index system needs to go through a screening process.

This research conduct the theory stated above which means the data analysis technique by using critical literature review with consideration of many parameters indexing status by seeing that the journal is indexed by national journals such SINTA (Indonesia indexing database), SCOPUS, and Google Scholar. The impact factor score considered by number of citations in that journal and journal operation can be considered by the kind of Digital Object Identifier (DOI) assigned to articles or an International Standard Serial Number (ISSN) is assigned to the journal.

1.10.4. Data Analysis

This is a qualitative analysis employing critical literature review. The steps of doing the review is as follow (Efron & Ravid, 2019, p. 6 as cited in Nashruddin & Mustaqimah, p. 5):

1. *Choosing a review topic and formulating a research question*

The method starts by defining the research subject, narrowing it down by sharpening its emphasis, followed by the issue of formulation research (Efron & Ravid, 2019, p. 38 as cited in Nashruddin & Mustaqimah, p. 5) to conduct a literature review. Three points of interest were categorized, *Personal interest* may emerge from everyday life, *Practical interests* may arise from issues of policy, programmatic changes, opportunities, or problems encountered in practice, *Intellectual interests* motivated by a desire to understand in depth the theoretical perspective (Efron & Ravid, 2019, p. 40 as cited in Nashruddin & Mustaqimah, p. 5). In this article, the topic of the research is understanding critical review, focusing on opening possibilities of integrating different fields into ELT research.

2. *Locating and organizing research sources*

There may be rich sources or literature (e.g. books, journals, documents, conferences, papers) either found in electronic databases or libraries with the accuracy and trustworthiness of the knowledge discovered online (Efron & Ravid, 2019, p. 59 as cited in Nashruddin & Mustaqimah, p. 5). The need for having keywords are considerable for choosing and finding literature related to topic interest and research question. Most importantly, a research question may help the researcher to decide a keyword. Deciding keywords for searching related sources is possibly use the systematic list of a synonym (e.g. thesaurus) (Efron & Ravid, 2019, p. 63 as cited in Nashruddin & Mustaqimah, p. 5). In this article, the main key words are critical literature review, *EFL learning research*, and *interdisciplinary study*.

3. *Selecting, analyzing, and keeping notes of sources*

The literature analysis method involves the reader and the researcher to organize a list of reviews for reading. This ensures that only relevant knowledge is extracted from the chosen sources to create your own original literature review

(Blumberg, Cooper & Schindler, 2008 as cited in Efron & Ravid, 2019, p. 74). Creating criteria for literature selection may be useful for the discussion of a targeted specific review. In this study, the inclusion and exclusion criteria are not explicitly demonstrated (Efron & Ravid, 2019, p. 63 as cited in Nashruddin & Mustaqimah, p. 5).

4. Evaluating research articles

When some initial steps of the literature review have been taken by the researchers, the literature that has been addressed to your research field is critically evaluated. It is important to write a literature review to take a critical position towards the sources examined and recognized their limitations, as well as their strengths (Efron & Ravid, 2019, p. 63 as cited in Nashruddin & Mustaqimah, p. 5). In addition, critical literature review may involve critically evaluate the title, abstract, introduction, literature review and research question (Efron & Ravid, 2019, p. 63 as cited in Nashruddin & Mustaqimah, p. 5). In this current study, all possible resources are examined with the limit to find an example of critical literature review that can be replicated.

5. Structuring and organizing the literature review

The researcher needs to use the strategy of the synthesis matrix in this process. This method requires an interactive process in which the researcher discusses their study of individual sources and groups them together in a grid to define literature themes and topics (Whittemore & Knafl, 2005 as cited in Efron & Ravid, 2019, p. 123). In this article, the structures are as in the finding and discussion section (Nashruddin & Mustaqimah, p. 5).

6. Developing arguments and supporting claims

"The argument should not just echo the thoughts of authors whose writings you have reviewed, but rather advance or expand what is known and present it from your own unique perspective" (Efron & Ravid, 2019, p. 156 as cited in Nashruddin & Mustaqimah, p. 5). However, the researcher's idea or argument is less credible if no supporting evidence or claims from theorists, scholars, policy, etc. The quality of evidence requires some critical points, accurate, precise, authoritative, representative, current and relevant (Booth, 2008, Machi &

McEvoy, 2012 as cited in Efron & Ravid, 2019, p. 160). In this article, the arguments are built inherent in the finding and discussion section (Nashruddin & Mustaqimah, p. 5).

7. Synthesizing and interpreting the literature

Synthesizing requires the process of unifying the separate elements of each analysis into logical points to create a consistent case, theory, and conclusion (Pope, 2017 as cited in Efron & Ravid, 2019, p. 177). This step can be started by grouping the sources, comparing, and contrasting sources (Efron & Ravid, 2019, p. 160 as cited in Nashruddin & Mustaqimah, p. 5) based on related research area and purpose. In this study, the process is not shown for the limit of the research article (Nashruddin & Mustaqimah, p. 5).

8. Putting it all together

The development of a successful and thorough literature review should be critically involved in these processes. The last but not least in this analysis is that all arguments are rolled up and rechecked through the text for accuracy (Nashruddin & Mustaqimah, p. 5).

The method of gathering qualitative data needs to be displayed. For both researchers and others the show will be very useful. Display is a publication that describes the item under analysis. Furthermore the process of data reduction is intended to filter, pick and sort the necessary data, organize it in a fair and logical order and relate it to relevant aspects. The result is a conclusion about the object under study. In complete, qualitative data processing activities include the stages (a) data reduction, (b) data display, (c) data analysis, (d) concluding and verification, (e) increasing the validity of the data, and (f) provide narrative analysis results. (Suradika, 2020, p. 27).

1.10.5 Research timeline

No	Activities	Month														
		October					November				December					
		1	2	3	4	5	1	2	3	4	1	2	3	4	5	
1	Preparing research proposal															
2	Instrumental development of research proposal															
3	Data collection															
4	Data analysis															
5	Describing data analysis															
6	Revisions															

