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The Use of Scaffolding Reading Experience in Improving Students' Literacy Development

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Abstract
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Literacy movement becomes the big issue todays in Indonesia. It has been raised because the level of literacy skills considered low. Consequently, it has led the teaching and learning second or foreign language becomes the important element in improving literacy skills especially through reading. The objective of this research was to get empirical evidence of the effectiveness of scaffolding reading experience in improving students' literacy development. This research used quasi experimental method. The subjects were 55 students in a private Islamic Junior High School (27 Students for experimental class and 28 students for controlled class). Both of classes were given different treatment. Experimental class was taught by using scaffolding reading experience and the controlled class was taught using traditional way. The research conducted the procedure: pre-test, applying treatment and giving post-test. The result of this research showed significant effect performed by the students of experimental class which was treated by scaffolding reading experience. Their post-test mean score was greater than the posttest mean score of controlled class. In addition, the application of scaffolding reading experience is effective towards the students' literacy development.

INTRODUCTION

Literacy movement becomes the big issue todays in Indonesia. It has been raised because the level of literacy skills considered low. Our students aren't being taught to read or write in ways that line up with what scholars have discovered about how students actually learn. In USA, it becomes a problem that has been hiding in plain sight for decades. The National Assessment of Educational Progress confirmed that more than six in 10 fourth

graders aren't proficient readers (Hanford, 2018). The concept of literacy is often defined as a set of social practices (Barton & Hamilton, 2000) inferable through written texts which capture social events. Clark (2013) states that literacy is central to the curriculum for English, from the initial teaching of reading and writing at primary stages of schooling through to the ability to read and write the range of academic genres or styles through which the subject knowledge of all subjects is realized at secondary level and beyond. In other words, literacy can be defined differently based on the social context of certain communities who engage in it (Herdiawan, 2017).

In case of Indonesia, the country is the second-least literate nation in the world in a list of 61 measurable countries, besting only Botswana, according to latest research that ranks the five Nordic states (Finland, Norway, Iceland, Denmark and Sweden) as the top five (Arif, 2016). Patience (2017) stated that Indonesia has a reading problem. Despite a reported 95% adult literacy rate, most available evidence suggests that the ability of the average Indonesian adult to understand and make use of written information is shockingly low. He added that Indonesia's reading problem matters because literacy is vital for navigating daily life, accessing jobs and services, and participating in political processes, and also because of the sheer pleasure and enrichment that reading can bring. Consequently, it has led the teaching and learning second or foreign language becomes the important element in improving literacy skills especially through reading.

As stated by Stone (2009) reading is fundamental goal that children must master in order to be successful in school and in life. It is most important skills between one's being literate and illiterate. Reading is an activity that has a purpose (Klingner, 2007). Smith (2004) defines reading is a thought-full activity which has relationship between print and meaning. In other word, reading is an activity that has relationship between brain and eyes, eyes seeing the print of text and the brain translated the word become a meaning. This is in line with Grabe and Stoller (2002: 13) who define reading as the ability to draw meaning from the printed page and interpret the information appropriately. Alsalmi (2011) considered reading comprehension as an interaction between what the text provides and what the reader brings to it when he reads. The readers' own previous experience is crucial to achieve reading comprehension. While, according to Blachowicz and Olge (2008) reading comprehension is process that is motivated and purposeful, skillful and strategic, and constructive. Based on those explanations, it can be concluded that reading is a process of literacy skill by which one gains knowledge by receiving and interpreting some text to get new idea from the text.

In improving literacy development, it is necessary that teachers should employ alternative strategies. The use of strategies in reading requires the reader to think about how to approach the text in order to decode and retain information (Roe and

Ross, 2006). One of the strategies in reading is scaffolding reading experience. Graves (2003) states scaffolding reading experience strategy is an effective strategy in assisting students in understanding, learning form, and enjoying what they read. Scaffolding reading experience has purpose to make the students enjoy while their doing reading text. While, McNamara (2007) states that effective teachers are likely to scaffold for engagement just as they do for cognitive strategies by providing modeling and then releasing responsibility to students. There are three sets of scaffolding reading experience, they are: pre-reading activities, during-reading activities, and post-reading activities. It is a set of activities specifically designed to assist a particular group of students in successful reading, understanding, learning from, and enjoying the particular selection (Graves and Graves, 2003).

There have been several studies revealed the strategies to improve students' reading comprehension and literacy development. Kong (2006) examined the reading strategies employed by four Chinese adult readers (all Chinese native readers and ESL learners). He reported that in general, the participants exerted a variety of strategies. Richardson (2010) conducted research investigated which guided reading strategies should be implemented to help develop comprehension skills. His research resulted that over the course of eleven weeks multiple lessons and activities tailored and implemented to fit the needs of a struggling reader, pre-reading

strategies were found to have the greatest impact on comprehension. Another result can be seen in Pishghadam and Ghardiri's (2011) research, in which they compared the effect of Symmetrical (S) and Asymmetrical (AS) scaffolding on reading comprehension of adult learners of English as a foreign language (EFL). The results of the research revealed that the groups' performance varied on reading comprehension and results indicated better performance of students who received instruction through the AS scaffolding strategy.

Similar to recent research, Safadi (2012) investigated the effect of scaffolding instruction on reading comprehension skills on 11th grade Jordanian EFL Learners. Results of the research show that there are significant differences in the subjects' achievement in reading comprehension skills, in favor of the experimental group. Moreover, Papatga and Ersoy (2016) improved literacy skill by reveal how reading comprehension skills of elementary fourth graders who have problems in reading comprehension can be improved by means of the SCRATCH program. As a result of the analyses, it was found that the reading level of the eight students who had problems in reading comprehension went up from the anxiety level to the instructional level in some forms, and even to the independent reading level in other forms; in other words, there was an improvement in the reading comprehension skills of all eight students.

Therefore, based on the explanation above, the researcher used this

kind of strategy to improve literacy development. The researcher was very interested in conducting the research entitled "The use of scaffolding reading experience in improving students' literacy development". Moreover, to focus the research, this research proposed research question: How is the effectiveness of scaffolding reading experience in improving students' literacy development?

METHOD

This research used quasi experimental design with two samples, experimental class and controlled class. The researcher conducted the research at a Private Islamic Junior high School (MTS) Bina Cendekia in Cirebon. The researcher took the two classes and uses pre-test and post-test to see the result of the treatment. There are three steps of this design that are: Administering a pre-test measuring the dependent variable, applying the treatment using scaffolding reading experience to the experimental group, and administering a post-test.

The researcher used purposive sampling where the researcher chose VIII A as experimental class and VIII B as control class. Each class consists of 30 students. The researchers developed a multiple choice pre- and post-reading comprehension test. The purpose of this test was to measure the performance of the research groups in reading comprehension. Narrative texts of equivalent length (300-400 words per passage) were selected. To meet the appropriate readability level for the students, the two texts were purposefully adopted from the students'

Reading Comprehension texts presented in Student's Book for the second semester.

Quantitative method used in this research. It made used of a collection of experimental research design. To accumulate the data, the researcher was accumulating by carrying pre-test, treatment and post-test. To know more the details of the test accomplished, as follows: in the pre-test, there were 20 items of multiple choices. The score per item was 5.0 for correct answer. The students could get 100 point if they could answer correctly to the entire question.

After conducting pre-test, the researcher gave the treatment as much as three meetings to the students in experimental and controlled with different treatment. In experimental class the researcher used scaffolding reading experience while in controlled class the researcher used grammar translated method. Similar with pre-test, the post-test also contained of 20 items of multiple choices question. The score per item was 5.0 for correct answer. From the score of this test, the researcher designed to find out the effectiveness of scaffolding reading experience as strategy in reading comprehension. Then, the findings of score in post-test compared with pre-test. In this case, the researcher will be knowing how far is the effectiveness of the class that using scaffolding reading experience and the class without using scaffolding reading experience. The data acquire from research is the results of students' test that were analyzed quantitatively. The analysis of quantitative is using statistics which is called statistical analysis or inferential

statistics. The data of this research was analyzed by using statistical computation.

RESULTS AND DISCUSSIONS
RESULT

The result of the research showed the different effect of the students' score in reading comprehension by using scaffolding reading experience strategy and without using scaffolding reading experience strategy. The data in form of students' score gained from post-test treatment and controlled class. The result can be seen as follows:

Table 1 Descriptive group statistic of Experimental and Controlled class

Group Statistics

Group	N	mean	SD	Standard error mean
Experimental	30	75	11.371	2.07614
Control	30	63	12.351	2.25505

The table 1 above shows mean of post-test experimental class score (75) and post-test-controlled class score (63), whereas N for number of students is 30, standard Deviation for treatment (11.371) and controlled (12.351). Standard Error Mean for experimental (2.07614) and controlled (2.25502). There are significant differences between post-test in experimental class and controlled class score where mean of experimental class is 75.0000 higher than mean controlled is 63.1667. Therefore, teaching learning reading comprehension through using scaffolding reading comprehension strategy is effective. The mean of total

reading comprehension test score of 30 students before being taught using scaffolding reading comprehension is (63). After getting treatment, the means score of students' reading is (75). Whereas, the mean of students without using scaffolding reading experience from (55) to (63). Therefore, the students' score is improved.

DISCUSSION

This research aimed to find our whether the scaffolding reading experience strategy can improve the students' literacy development, especially reading comprehension ability with scaffolding reading experience strategy and without scaffolding reading experience strategy in narrative text. After gaining the result of the data collection, the researcher discussed the implication of the research. The discussion in this case, deals with the research problems which discussed details as follows:

Activities in experimental group was doing pre-test, it was conducted before treatment by giving reading comprehension test. It is used to know the students' earlier reading comprehension level before the students get treatment. As experimental group, treatment was taught by scaffolding reading experience. Besides, controlled group was taught without scaffolding reading experience. Afterwards, treatment was given to the students. It is teaching reading comprehension by using scaffolding reading experience strategy. The subject was taught is about narrative text. After the students got treatment, they were more enthusiastic and enjoy learning reading comprehension. The last step was giving

post-test to the students after they got treatment. It showed that the students felt easy to answer the test than pretest. Although, there were some students still face difficulty.

The findings of posttest in experimental class were higher than posttest in controlled class although there were some students got unsatisfactory scores or some scores. It showed in the output data of statistics shows mean of post-test is 63 without using scaffolding reading experience and post-test by using scaffolding reading experience is 75 ha increased and if compared the differences both of value is 19.13. It was found the students' reading comprehension achievement being taught by scaffolding reading experience strategy had better than the students' reading comprehension achievement without being taught by scaffolding reading experience. Based on the data gained, it can be concluded that there is significant differences in the students' achievement of reading comprehension means. Accordingly, the teaching reading comprehension through scaffolding reading experience strategy is effective.

The standard deviation is to measure how much the variance of the sample. The standard deviation of post-test in experimental class is $11.37 < 75$ 11.37 and post-test in controlled class is $12.35 < 62.8$ where if the standard deviation is getting higher than the mean is not homogeneity and if the standard deviation is getting smaller than the mean is homogeny. Thus, it could be concluded that standard deviation of post-test in

experimental and controlled group was homogeny because of the sample of this research almost has the same means. While the standard error means to measure the accuracy with which a sample represents a population. The standard error mean of post-test ion experimental class is $2.076 < 75$ and post-test in controlled class is $2.255 < 62.8$ where if standard error mean is getting higher than the mean is it the sample is not representative and if standard error mean is getting smaller than the mean is it the sample is representative. Hence, the sample of this research indicated good sample or representative from population.

Based on the result of research findings and explanation above, it could be concluded that using scaffolding reading experience strategy is effective in teaching reading comprehension and literacy development as well. It proved that scaffolding reading experience strategy has significant effect to the students' reading comprehension achievement. Scaffolding reading experience is a strategy that takes the concept of scaffolding and incorporates it in a framework for guiding students' reading (Fournier and Graves, 2002: 31). Furthermore, the scaffolding reading experience is useful for curriculum 2013 where the steps of scaffolding reading experience more individual work as curriculum 2013 which focuses on students' activity.

CONCLUSION

Using scaffolding reading experience strategy in reading

comprehension text is effective and could help develop student's literacy skills. In this research showed that the significant effect was proved by the students' posttest mean score (75) of the experimental class which has treated by scaffolding reading experience strategy was greater than posttest mean score (63) of the controlled class which was not treated by scaffolding reading experience. It can be concluded that there was a positive effect of using scaffolding reading experience towards students' reading comprehension and literacy development.

Based on the conclusion above, there is any significant difference between teaching reading using and without using scaffolding reading experience at Islamic Junior School. Hence, this research could give benefit for students, teacher and the next researcher. It suggested that this research can be used as a way to improve the students' ability in comprehending a reading text. The students' should practice more, because the ability to comprehending text is not gained by a short period. It is need a long time journey to be a good. The teachers should be aware to reading ability in each student in order to the teacher can give a good solution to fix the students' difficulties in reading text. The scaffolding reading experience is one of the alternative ways to improve the students' comprehension in reading narrative text. It is useful when the strategy used by doing well steps of strategy.

For other researchers who conduct the similar field. The result of this research can be used as reference or basic information to do the further investigation.

The researcher suggests to the other research to be more creative in implementing this strategy and setting up the maximum time to get better result on the next research.

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Analyzing 21st Century Skills in Textbook Of English-Speaking Task: A Case at Vocational High School

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Abstract

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Abstract: In this Era, English textbook is still used as one of important sources in the teaching and learning process by the teachers. The contents of English textbook should fulfill students' need and cover 21st skills which are useful for students in their future life. Hence, the analysis of English textbook is essential to be conducted. This research aims to describe the general overviews of two English textbooks and to describe 21st century skills are represented in the speaking task of vocational high school textbooks. This research used qualitative research and document analysis is used as technique of collecting data. Two English textbooks published by the Ministry of Education and Culture and Erlangga have good and very good content category, which is adapted by the Cunningsworth checklist. This means that two books have the capacity to be textbooks and in vocational high school for tenth grade. Moreover, both books have almost excellent category in learning and innovation skills or 4c skills like have lot of percent of Critical thinking, Communication, Collaboration and Creativity. And also have a lot percent in Life skills like FLIPS except Leadership.

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INTRODUCTION

In this modern era, students need to expand their knowledge in order to face globalization. One of steps that can help to increase the knowledge is rich materials which are used in the teaching and learning process. Two mains statement from meaning in material by expert are anything which is used to help language learners to learn (Tomlinson, 2011. p. 2) and "anything which can be used to facilitate the learning of a language, including course books,

videos, graded readers, flash cards, games, websites and mobile phone interactions" (Tomlinson, 2012, p. 143). Material contains varied contents. For example, practice exercises or dialogue also commands to do something as a practice. According to Gomez (2019) about "Development of a 21st Century Textbooks" that textbooks or materials are of great importance for PE teachers to impart 21st Century skills to learners. Textbooks need to be localized, flexible and personalized in terms of choices, options, and other possibilities (Tomlinson, 2012). These skills that include are: (1) the proficiency in core subjects combined with 21st century concepts; (2) the 4C"s which are communication, collaboration, creativity, and critical thinking; (3) the information, media, and technology skills; and (4) the life and career skills (e.g., Gomez, 2019).

This research discussed the English-speaking task and 12 skills 21st century. According to Thornburry (2005), people produce tens of thousands words a day in average. Some of them like businessmen and politician may produce more. Before people can speak English well, they learn by using material speaking to support the ability to speak in English. One reason why students must be able to speak English in this century is to bridge the gap between education and industry. In fact, industrial requires workers to have simple English language skills. English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community (Kamonpan, 2013).

Each 21st century skill has 3 categories. It classified into three gist elements including (1) learning and

innovation skills, (2) information, media and technology skills, and (3) life and career skills (Trilling & Fadel ,2017). In Permendikbud number 21 there is a statement because students must have skills in the 21st century. Namely to form a golden generation in 2045. When study English at school, students usually use a student textbook that can support abilities to reach goals of syllabus. Task must encompass the required 21st-century skills such as students having the right kind of work attitude and professionalism through interaction and collaboration, thinking critically and creatively, promoting independent-learning as well as collaborative team-work, being able to make judgments and decisions, and understanding the effective use of relevant technology in the workplace (Fandiño, 2013). Researcher analyze the English-speaking task as suitable with 12 skills.

Task is a form of exercise that tests students' abilities. Task described by the big information literacy approach, includes the cognitive processes involved in defining the problem and identifying information needs. Task has an important role in the needs of students in supporting their abilities. According to Liu & Li (2012) that task complexity has been recognized as an important task characteristic in terms of influencing human performance and behaviors. The task in speaking skill should be practiced by the students.

Speaking is a daily life that we cannot ignore. People will communicate by speaking. By speaking, information will also be obtained other things. Speaking is how people can produce words and sentences that can convey what is felt. According to Thornburry (2005), people produce tens of thousands words a day in average. Some of them like businessmen and politician may produce more. Speaking is one of the language skills that learners

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should have and develop (Hughes, 2002). Thornburry (2005) stated there are six criteria of speaking task. They are productivity, purposefulness, interactivity, challenge, safety and authentic. In developing speaking skill, it should be connected with 21st skill.

According to Trilling & Fadel (2017) about "21st Century skills" that skills found in these lists are:

1. Learning and Innovation Skills: Learning to Create Together

    As 21st Century, learning and innovation skills are increasingly being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century. These are the importance of improving learning and innovation skills in English:

    1) Communication skills enables students to interact competently and respectfully with others especially across cultural, in diverse and multinational workplaces and communities in our global and digital era.

    2) Creative skill enables students to think unconventionally, question the herd, and produce astonishing work since many of the fastest-growing jobs and emerging industries rely on workers' creative capacity. The ability to speak English will also make it easier for a person to improve his creativity. According to Trilling & Fadel (2017) that creative is adaptations made regarding a matter.

    3) Critical thinking (Hard thinking) skills enables students to judge the information that comes their way every day and sometimes related with the creativity. When someone uses English well, the person can already understand what the meaning of the word in English is. So, when he is in the world of work in which there are English terms, or the use of English language rules, he will easily solve problems or solutions to be faced. The highest level in work let alone in business. This is non critical standard that divided into 12 items: fun, exciting, feels good, attention getting, popular, patriotic, free, chic, spontaneous, advantageous, easy, and deeply moving / felt.

    4) Collaboration related to cooperative relations. Collaboration is how to cooperate with friend. This skill is very useful for working in teams (Trilling & Fadel, 2017). So, in speaking task, it appears in Game and types of speaking that needs teamwork.

2. Digital Literacy Skills: Info-Savvy, Media-Fluent, Tech-Tuned

    Digital literacy is the ability of relationships to receive information through technology. All the more reason that our 21st century students need to acquire the skills to appropriately access, evaluate, use, manage, and add to the wealth of information and media they now have at their thumbs and fingertips (Trilling & Fadel, 2017, et.al). In general, digital literacy capabilities are capabilities that are based on communication such as:

    1) Information literacy: Understanding facts, figures, statistics, and data. Can convey and speak by the symbols used. According to Trilling & Fadel (2017) if students have digital information literacy skills, they

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will have media literacy skills immediately.

2) Media literacy: Understanding the methods information is published. Understand and can talk about what information is in the media.

3) Technology literacy: Understanding the machines. It will appear in task that using technology. (e.g., Trilling & Fadel. et al., 2017).

3. Career and Life Skills: Work-Ready, Prepared for Life

To prepare or faced the work and for future life, people should have this career and life skills. Especially the speaking ability to increase FLIPS as career and life skills.

1) Flexibility: Deviating from plans. (In task appear when the answer needs something deviate from planning or wide answer.)

2) Leadership: Motivating. (The task has motivated learners)

3) Initiative: Strategies, and plans on one's own (the task make student have to do without instruction). The initiative covers all student actions, in particular flexibility and leadership at Stauffer (2020) on one of an education articles. This means that the initiative relates to all skills and especially in speaking itself, appear in actions that can be seen.

4) Productivity: Maintaining efficiency (the task need student to make something new with the easier way)

5) Social skills: Meeting and networking with others for mutual benefit (e.g., Trilling & Fadel. et al., 2017).

METHOD

This part subsequently puts emphasis on the research method comprising the research design and steps of research, source of data, instrument of the research, technique of collecting data, and technique of data analysis.

This research qualitative research. Qualitative research is descriptive which the data is collected in the form of words or pictures rather than numbers (Bogdan & Biklen, 1982). So, this research is descriptive qualitative research. Descriptive qualitative is about research that explains about the data. The data get on 12 skills and frequencies that appear in two different books. After that, the chart described in detail to answer the research questions. The textbook has been analysed based on the task, especially on speaking which is used document analysis. This analysis can explain how the speaking tasks in vocational high school books include 21st century skills or not. All of research method appropriate with this research. So, researcher used this method to analysing between two books of vocational high school, Erlangga "Forward an English" and BSE books that published by The Ministry of Education and Culture of tenth grade.

There are many steps that researcher adapted from Putri, Zaim and Radjab (2014). The steps are:

1. The data was managed first by checking the completeness of the documents. This document is two books of vocational high school, "Forward an English" by Erlangga and BSE books by ministry of education and culture. All books are grade 10 of vocational high school.

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2. Researcher should identify to analyse speaking task based on all 21st Century skills as indicators (Critical Thinking, Collaboration, Communication, Creativity, Information literacy, Media literacy, Technology literacy, Flexibility, Leadership, Initiative, Productive, Social Skills) on "Forward an English" by Erlangga and BSE books by ministry of education and culture. All books are grade 10 of vocational high school.

3. Identifying speaking task on two different books also that twelve skills 21st century that appear on two books.

4. Code the task. This research used 12 skills based on 21st century skills. The categories of 12 competencies from the framework for 21st century there are

Table 1 The 12 skills for 21st century learning

No.	Learning and Innovation	Digital Literacy	Career and Life
1	Critical Thinking (Problem Solving)	Information Literacy	Flexibility (Adaptability)
2	Creativity (Innovation)	Media Literacy	Initiative (Self Direction)
3	Communication	ICT Literacy	Social Skill (Cross Culture Interaction)
4	Collaboration		Productivity (Accountability)
5			Leadership (Responsibility)

5. The data display in form of table and words. The table is about frequencies of skills that appear in two books. And last is about percentages of skills that show in chart. After that researcher explain and describe about those skills that appear on speaking task in detail it called descriptive qualitative.

6. Make conclusion.

The research was conducted in source data grade 10 of Vocational High School's book from Ministry education and culture and Erlangga. Researcher found that vocational high schools have textbooks that are very interested in discussing in terms of content as well as the skills they have produced. Two of book that use in vocational high school is tilted "Forward on English" and Ministry Education and Culture books.

In qualitative research, the instrument is researcher herself. Sugiyono cited in Athamid and Anufia (2019) states that qualitative research as a human instrument serves to focus research, to select informants as data sources, to assess data quality, to analyse data, to interpret data and to make conclusions from its findings.

The first is determining tasks that included in the speaking task according on

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the book "Language Assessment Principles and Classroom Practice" by H. Douglas Brown about speaking task based on several types of speaking tasks. After that the coding is done to make it easier for researcher to calculate the frequency of speaking tasks in both books. Frequencies analysed by coding in 12 skills 21st Century and make chart. Finally, make the reason of the task why the task contains skills that, according to the researcher, are appropriate to explain. An explanation is made why one and another speaking task appear different skills. Detailed explanation is used to know clearly about speaking tasks that produced 21st century skills.
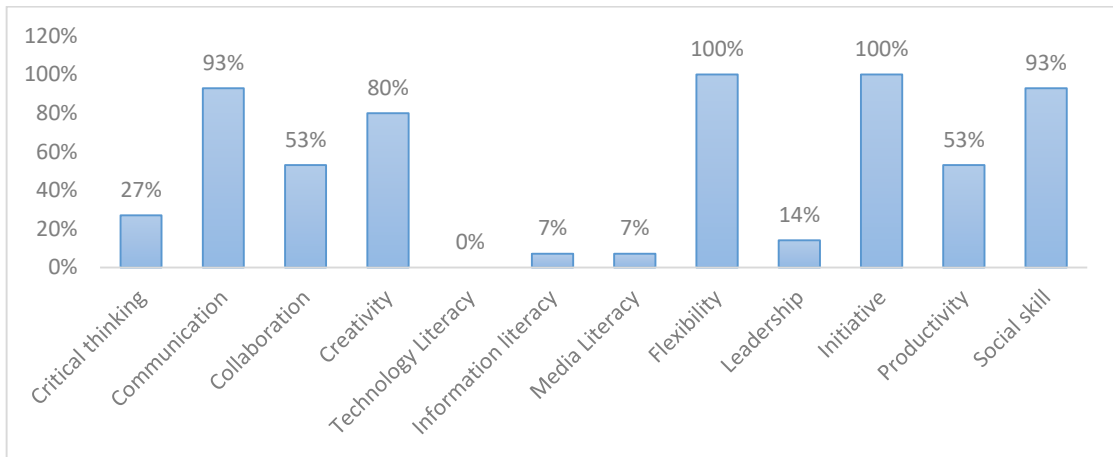
RESULTS AND DISCUSSIONS

This part discusses the skills of the 21st century represented in the speaking task of two Vocational High School English textbooks in Grade 10. The focus of this chapter is on the 21st century skills that appear in the speaking task of two Vocational High School textbooks in Grade 10. The discussion about the 12 skills that appear in 21st century (Critical Thinking, Communication, Collaboration, Creativity, Information literacy, Media literacy, Technology literacy, Flexibility, Leadership, Initiative, Productive, Social Skills) that represented in two English books that published by Ministry Education and Culture and Erlangga at vocational high school grade 10. Researcher used chart to present the frequencies and percentages for 21st century skills of speaking tasks in two English textbooks and conversion to explain category of percentages adapt from Muniroh (2018).

Table 2. The Conversion of Fulfilment Average into Seven Categories.

| Range of fulfilment score	Category
91% - 100%	Excellent
77% - 90%	Very good
62% - 76%	Good
47% - 62%	Appropriate
31% - 46%	Sufficient
16% - 31%	Inappropriate
0% - 15%	Poor

Figure 1. Percentages for 21st Century Skills of Speaking Tasks in English Textbook Published by Ministry Education and Culture

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. In the textbook that published by Ministry Education and Culture at figure 1, the researcher found 11 skills of 21st century skills that present in speaking tasks that appear in chapters. There are critical thinking skills appears 27% (Inappropriate). Communication skills and social skills 93% (Excellent). Collaboration skills and Productivity 53% (Appropriate). Creativity skills 80% (Very good). Information Literacy skill, Media Literacy skill and Leadership 7% (Poor). The last Flexibility and Initiative 100% (Excellent). Researcher did not find in the technology literacy.

Figure 2. Percentages for 21st Century Skills of Speaking Tasks in English Textbook Published by Erlangga
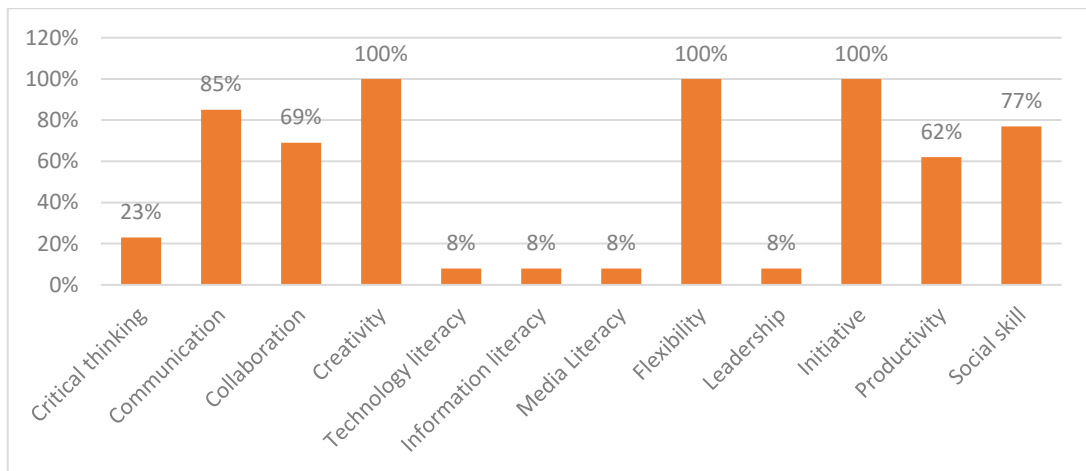
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Besides that, in the figure 2 on textbook that published by Erlangga it also found 11 skills of 21st century skills in speaking tasks that appear in chapters. There are critical thinking skills 23% (Inappropriate). Communication skills 85% (Very Good). Collaboration skills 69%

DISCUSSION

From analysis of two English textbooks, researcher found the 21st century skills that represented in both of books. According to Fandino (2013), that material must encompass the required 21stcentury skills such as students having the right kind of work attitude and professionalism through interaction and collaboration, thinking critically and creatively, promoting independent-learning as well as collaborative team-work, being able to make judgments and decisions, and understanding the effective use of relevant technology in the workplace. Based on finding, there are 11 skills of 21st century skills that present in speaking tasks in English textbook from Ministry Education and Culture. And in English textbook from Erlangga 12 skills of 21st century skills in speaking tasks. According to UU. 15/2003 that Vocational high school is a secondary education that prepares students primarily to work in certain fields, fill the job that exist in the business world and in the industrial era as a mid-level workforce in accordance with competence. Therefore, it needs for complete skills represented in learning English that it can help students to face the industrial era.

(Good). Creativity skills, Flexibility and Initiative 100% (Excellent). Technology Literacy, Information Literacy skill, Media Literacy skill and Leadership 8% (Poor). Productivity 62% (Good). Social skills 77% (Very Good).

Critical thinking tasks should include in order to make the issue more tangible for the students from problems that students are familiar with and may encounter in their daily lives (Sanavi & Tarighat, 2014). According to Saravi and Tarighat (2014), in-depth instruction in the subject matter takes place including explicit instruction on general critical thinking principles. It can be seen in the instruction of the task. For example, in text book 1 and 2 task discussion and conversation or making dialog based on situation, there are speaking task that students should to do problem solving of how student balance between dialog and situation.

Communication skill appears the most in each chapter. Goldsmith argues that 21st century communication provides the potential for "global connectedness" (Pattiwael. 2016). The representation of communication skills always can be seen as long as the tasks include vocabulary, pronunciation, intonation especially how to communicate with each other. In textbook 1 and 2, there are speaking tasks that students should show the dialog in front of class and understand the dialog by pay attention with complimenting expressions and the responses with friends and tasks that students make question with partner based on conversation A and B. It needs student to communicate each other to fill the blank

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space. Based on the percentages, Textbook 1 is better to increase the communication skills than Textbook 2.

Collaboration skill focusing on the interaction and activity between student to student and to teacher in the teaching learning process (Freniawati, Luh & Huzairin, 2015). Piaget and Vigotsky in Raharjo (2013), stated that the exchange of concepts between group members in collaborative learning so that in a group there will be a process of transformation of knowledge in each member. Based on that state, the speaking tasks can include collaborative skills as long as tasks include process of transformation of knowledge and teamwork. In textbook 1 and 2, there are speaking task that students should guessing the word and tasks that students make a list of greetings from various sources and work in pairs with friend. As the percentages before, Textbook 2 is better to increase the students to be able to work in team than Textbook 2.

Creativity appears relative based on speaking tasks. But it is very good enough. According to Triningsih and Ghozali (2018) that creativity is so important to win students' attention in the classroom. The representation of creativity skills can be seen in speaking tasks of the two books. For example, in textbook 1 and 2, there are speaking tasks that ask students to make short dialog that using student's creativity to make the relation story and ask students to can make short dialog based on picture. However, creativity in two books very few occurrences. So, this book is very less enhanced student creativity.

Information literacy and media literacy has only a few percent in textbook 1 and textbook 2. This skill of various kinds is more aptly expressed in the visual, rather than the verbal mode, hence indicating the popularity of Internet as a source of information (Nizam, Wazi & Musa, 2010). The representation of information literacy skills and media literacy can be seen in type of speaking tasks. For example, in textbook 1 and 2, there are speaking tasks that ask students to work in pair and using internet as looking for information, needs students' ability of digital literacy. The speaking tasks here ask students to can find and analyse something by using internet.

Flexibility has lot of appeared in textbook 1 and in textbook 2. According to Kivunja (2015), that the fundamental understanding is that flexibility and adaptability lead to success whereas the lack of these skills leads to stagnation and failure. In textbook 1 task and 2, there are a lot of speaking tasks that ask students make dialog with the new story. It is about make short dialog based the other story as rules or add something and included in flexibility.

In both of books, there are less leadership skills. Yuki in Kivunja (2015), stated that leadership can make harmonious relations in the workplace, and increase effectiveness, efficiency and productivity. The representation of leadership skills appears in type of speaking tasks role play and oral presentation. In textbook 1 and textbook, there are speaking task that asks student to act as the chairman of an English workshop in the school and try to give opening statement. So, speaking tasks asks student to have a good leadership skill but the two books just have few leadership skills are also not to blame because this is formal lessons.

Initiative skill is the higher skill that appear in chapters of two books. According to Trilling & Fadel in Kivunja (2015), that management are looking for employees who are not only highly motivated but "ready to use their initiative to get things done, and prepared to be highly self-reliant". Based on that statement, initiative is very important to face 21st century. So, students should have

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this skill. The representation of initiative skills always appears in all type of speaking tasks that show action.

Productivity appears in most of chapters in two books. Trilling and Fadel stated that the productivity and accountability skills of the 21st century concentrate on three interrelated elements, namely efficiency, effectiveness and high quality of products and services (cited in Kivunja, 2015). The representation of productivity skills always appears in type of speaking tasks that produce something. For example, textbook 1 and textbook 2, there are speaking task asks student to produce the new thing. That announcement should good because to deliver information and make reader interested. So, the speaking tasks ask student to produce something high quality.

Social skill appears on a lot of chapters in two books. Students need to be taught social skills so that they can connect effectively with each other and engage with each other by using words or non-verbal means, such as gestures, facial expressions, body language or personal appearance (Kivunja, 2015). The representations of social skills always appear in type of speaking tasks related with communication. For example, textbook 1 and textbook 2, there are speaking task that make student to make question with partner based on conversation A and B. It needs student in good communicate and how to work with other. According to Business Long Journal (2015), that knowledge, intelligence, or intelligence ability is indeed a plus for someone, but if it is not accompanied or equipped with social skills, it is proven that it is not strong enough to influence or change conditions and circumstances. Here, the speaking task asks student to use communication, accent and expression as benefits for other social relationships.

Technology literacy skill does not appear in one of the two books. In Textbook 1, technology literacy does not appear. The existence of this skills is actually very important in this digital era. In the digital era, students should have digital literacy skills in order to access and identify valid sources of information (Wahyudi, 2017). Moreover, these skills are included in digital literacy learning.

From all things that have been discussed, that textbook 1 and textbook 2 have 11 skills that appear in each chapter. Based on previous research about "A Study on 21st Century Skills Integration in the English Textbook for Senior High School" by Rakhmawati and Priyana (2019), that research has result among those 12 skills, there are 4 skills that are frequently integrated in this English textbook namely critical thinking and problem-solving skill, communication skill, collaboration skill, and creativity and innovation skill. Those 4 skills are included in learning and innovation skills. This demonstrates that this textbook has incorporated all the skills that are required primarily for learning and innovation. Alismail and McGuire stated that 21st-century skills are expected to help students prepare for college and career, as 21st-century skills are not only linked to learning and innovation skills, but also to other aspects such as information, media, and technology skills, and life and career skills (cited in Rakhmawati & Priyana, 2019). From the results of that study, has in line result with this study in appearance of 4c skills (Communication, Critical Thinking, Collaboration, and Creativity). Four skills have frequent appearances in chapters. As already stated, that if a book contains 4c skills, then the textbook contains learning and innovation skills. In addition, the difference between this research and previous research is that the two textbooks in this research also have digital literacy and life skills.

Both of speaking tasks of books from Ministry Education and Culture and Erlangga have almost excellent category in learning and innovation skills or 4c skills like have lot of percent of Critical thinking, Communication, Collaboration and Creativity. And also have a lot percent in

CONCLUSION

The general overview of two textbooks, it can be seen that there are 15 chapters in the English textbook published by the Ministry of Education and Culture. Besides that, there are 13 chapters in the textbook published by Erlangga. Two English textbooks published by the Ministry of Education and Culture and Erlangga have good and very good content category, which is adapted by the Cunningsworth checklist. This means that two books have the capacity to be textbooks and in vocational high school for tenth grade.

Life skills like FLIPS except Leadership. But for all result, there are good. Related with 21st century, in both of books have poor category in digital literacy skills. Even though that skill is more important to faced 21st centur

Furthermore, there are 11 skills out of 12 skills represented in the English textbook published by the Ministry of Education and Culture and Erlangga. Both books have almost excellent category in learning and innovation skills or 4c skills like have lot of percent of Critical thinking, Communication, Collaboration and Creativity. And also have a lot percent in Life skills like FLIPS except Leadership. Related to 21st century, in both of books have poor category in digital literacy skills. Even though that skill is more important to faced 21st century. So, those two books have not been able to fully face the 21st century especially in digital literacy skills.

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Analyzing 21st Century Skills in Textbook Of English-Speaking Task: A Case at Vocational High School

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The Effect of Grammar Mastery and Learning Motivation on English Speaking Ability

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Article Info

Abstract

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Speaking is one of important parts in teaching language because it includes one of four basic language skills. The quality of a person's communication depends on the quantity and quality of the use of grammar. Besides grammar, learning motivation is very important. Students who had high learning motivation were very influential on speaking ability. The objective of this research was to get empirical evidence of the effectiveness of grammar mastery and learning motivation on english speaking ability. This research used correlational research. The subjects were 75 students of class XI in SMAN 1 Losarang and SMAN 1 Kandanghaur, Indramayu district. The instrument used was multiple choice with 20 questions for the variable of mastery of grammar and a questionnaire with 30 questions used Scala Likert for the variable of learning motivation. The results showed that there was a significant effect of mastery of grammar and motivation to learn together on the ability to speak English, this is evidenced by the acquisition of Sig. = 0.000 < 0.05 and F observe = 60,468. In addition, the students who had good mastery of grammar and high learning motivation certainly had a big influence on students' English-speaking abilities.

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INTRODUCTION

As social human, people always interact and communicate one another. The first way to do the interaction and communication is by speaking. In this case, the people express their ideas and communicate what they want orally. That is why speaking is very essential, moreover speaking english.

In education field, especially in indonesia, english is one of the subjects of learning. English is expected to support the development of english language skills. The purpose of teaching speaking skills in sma/smk is to prepare students to be able to express their ideas, ideas, thoughts, or feelings in writing well. Especially vocational graduates who are required to be better prepared because they work directly and enter the world of industry. Unfortunately, there is a popular phenomenon that occurs in speaking, vocational students are weak in english speaking. Based on the preliminary research, it has been found that many students at SMKN 1 losarang and SMKN 1 kandanghaur.

Many students want to speak english but can't do it. It's caused they think grammar is hard to understand even though they have a lot of vocabulary in their memory. The mindset factor is that to be able to speak english the most important thing is mastering vocabularies rather than using grammar. The quality of one's language skills depends on the quantity and quality of the use of grammar, the better the grammar we have, the greater the likelihood that we are skilled in language, we need to be aware and understand that class increases students in schools are determined by the quality of their language skills (guntur, 2015).

Besides grammar, student success in learning speaking is also influenced by other factors, namely learning motivation. Motivation plays an important role in students both consciously or unconsciously which can arise from within themselves or from outside themselves, to take action with the desired goal. But in essence, motivation is a psychological condition that encourages someone to want to do something. Motivation can be seen as the successful aspect when learning a target language deal with speak the language (leave, 2005)

Based on the above phenomena, this research has two objectives. First, to determine the effect of grammar mastery in speaking activities. The second, to determine the effect of learning motivation on speaking activities. Hopefully, by conducting this research, the dominant influences that cause students to not speak can be investigated and solutions to overcome problems that other english teachers from other schools may face can be found. So, the researcher will show the influence of grammar mastery and learning motivation in the classroom. This is done to achieve the objectives of teaching and learning english.

METHOD

This research used correlational research. In this research had 2 variables there were independent variable and dependent variable. Independent variable included grammar mastery (X1) and learning motivation (X2) while dependent variable was English speaking ability (Y). The research was conducted in SMAN 1 Losarang and SMAN 1 Kandanghaur, Indramayu district. The eleventh-grade students' population was 353, and 30% of it or 75 students chosen as the sample by using the random sampling technique.

The first step in this research was the researcher developed 20 questions of multiple choice for variable grammar mastery. The score per item was 5.0 for correct answer. The students could get 100 points if they could

answer correctly to the entire question. The purpose of this test was to measure how good is the student's grammar mastery.

The second step after conducting grammar mastery test, the resesacher gave the questionnare of learning motivation used Likert Scale. In this research, learning motivation was a score obtained from a questionnaire that measures several aspects such as students' interest and attention to the speaking lesson, the enthusiasm of students in carrying out their learning tasks, and the responsibility of students to carry out their tasks. Students who had high score was high motivation. The purpose of this test was to measure how high is the student's learning motivation in speaking english.

The last step the researcher made interview English-speaking proficiency. Interview which included English, content and appearance of the interview with a weighted score, description of fluency, and level of fluency. The interpretation of the total score was carried out using a conversion table. In this case, the researcher will be knowing how far is the students' speaking ability. The data acquire from research is the results of students' test that were analyzed quantitatively. The analysis of quantitative is using statistics which is called statistical analysis or inferential statistics. The data of this research was analyzed by using statistical computation

RESULTS AND DISCUSSIONS
RESULT

Data was obtained through grammar tests, questioner of learning motivation and interview English-speaking proficiency. The data was obtained from 75 students who became the study sample.

Table 1. Descriptive statistics

	N	Min	Max	Mean	Std. Deviation
Grammar Mastery	75	35	95	64.53	14.936
Learning Motivation	75	84	145	120.97	18.336
Ability to Speak English	75	60	102	83.88	11.118
Valid N (listwise)	75				

Grammar mastery data obtained from the test scores of 75 students who became the study sample produced the lowest score of 35, the highest score of 95, the average score of 64.53, and the standard deviation of 14,936. From the results of the above calculations, it can be said that the mastery of the grammar of students of the State Vocational Schools in Indramayu district is low. This is indicated by the acquisition of an average score of 64.53.

Learning motivation data obtained from the test scores as many as 75 students who became the study sample produced the lowest score of 84, the highest score of 145, the average score of 120.97, and the standard deviation of 18.336. From the results of the above calculations, it can be said that the mastery of the grammar of students of Indramayu District Vocational School is low. This is indicated by the acquisition of an average score of 18,336.

Data on the ability to speak English was obtained from the test scores of 75 students who became the study sample resulting in the lowest score of 60, the highest score of 102, the average score of 83.88, and

the standard deviation of 11.118. From the results of the above calculations, it can be said that the ability to speak English students of Indramayu District Vocational School is low. This is indicated by the acquisition of an average score of 83.88.

DISCUSSION

This research aimed to find our whether grammar mastery and learning motivation effectted on students' english speeaking ability. After gaining the result of the data collection, the researcher discussed the implication of the research. The discussion in this case, deals with the research problems which discussed details as follows:

The activity of correlational research conducted first survey was doing grammar mastery (X1) test to determine the extend of students' grammar mastery. Then conducted the second test learning motivation (X2) used Likert Scale and the last was doing interview.

It can be stated that there is a significant effect of mastery of vocabulary and grammar together on speaking skills. This is evidenced by the acquisition of sig. 0,000 <0,05 and f count = 60,468. This indicates that ho is not acceptable, meaning h1 is accepted. This means that there is a significant influence on mastery of grammar (x1) and motivation to learn (x2) together towards the ability to speak english. From the results of the above calculations the results of the multiple regression line equation can be stated by:

$\hat{Y} = 28,432 + 0.169 \text{ x1} + 0.638 \text{ x2}$.

It has an understanding that the increase in one variable of grammar mastery and motivation to learn will increase speaking skills by 0.169 for variables x1 and

0.638 for x2. It can also explain that together the variables of grammar mastery and learning motivation contributed 62.6% to the variable ability to speak english.

It can be agreed that there is a significant influence on grammar on the ability to speak english. This is evidenced by the approval of sig. 0,04 <0,05 and t count = 2,089. This indicates that ho is not acceptable, meaning h1 is accepted.

Approved the grammar mastery variable on speaking english text skills can be verified by the formula:

Ry, x1 = beta1 x koef. Yx1 correlation
Ry, x1 = 0.227 x 0.682 = 0.154

From the results of the above calculations, it can be agreed that proves the grammar mastery in improving english speaking ability is 15.4%

Mastery of grammar (grammar) is essentially an ability to master the rules in english which regulates the mastery of words in sentences. Grammar or grammar is a science that must be learned when we learn english. Coghill and magendanz (2003: xvi) stated; "grammar is a set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units ", which means separate grammar. The grammar determines the words arranged to form the unit described". It can be stated that there is a significant effect of grammar mastery on descriptive english writing skills. This is evidenced by the acquisition of sig. 0,000 <0,05 and t count = 5,586. This indicates that ho is not acceptable, meaning h1 is accepted.

The contribution of learning motivation variables to the ability to speak english can be expressed by the formula:

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Ry, x2 = beta2 x koef. Yx2 correlation

Ry, x2 = 0.607 x 0.777 = 0.472

From the results of the above calculations, it can be stated that the contribution of learning motivation in increasing english speaking skills is 47.2%.

Motivation to learn is the overall psychic driving force in students that causes learning activities to achieve a goal. Motivation to learn is the whole driving force in the student that creates learning activities that ensure the continuity of learning activities that provide direction to learning activities so that the desired goal of the subject of learning can be achieved. Motivation is closely related to student learning when learning english, especially in speaking skills if they feel unenthusiastic and have no will.

CONCLUSION

In conclusion, there are three final results of this study. First, there is a significant influence on mastery of grammar and motivation to learn together on the ability to speak english in smkn students in indramayu regency. this is evidenced by the acquisition of the sig. 0.00 <0.05 and fh = 60.468 Together the variables of grammar mastery and learning motivation contributed 62.6% to the variable ability to speak english. Second, there is a significant influence on mastery of grammar on the ability to speak english in smkn students in indramayu regency. This is evidenced by the acquisition of the sig. 0.04 <0.05 and t h = 2.089. variable grammar mastery contributed 15,4% to the variable ability to speak english. third, there is a significant effect of motivation on the ability to speak english in smkn students in indramayu regency. This is evidenced by the acquisition of the sig. 0.00 <0.05 and t h = 5.586. The mastery motivation of learning variables contributed 47.2% to the variable ability to speak english. The study concluded that with students had good mastery of grammar and high learning motivation certainly had a big influence on students' speaking abilities, especially in english.

One of the results that become a great concern to the factors that cause difficulty in speaking english are the lack of mastery of grammar, mindset of students that to be able to speak english only remember vocabularies rather than using grammar. With mastery of grammar, students can talk about anything clearly and grammatically in language. Then the learning motivation both externally and internally are very important to improve students' english-speaking ability.

For other researchers who conduct the similar field. The result of this research can be used as reference or basic information to do the further investigation. The researcher suggests to the other research to be more creative in implementing this strategy and setting up the maximum time to get better result on the next research.

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The Challenges of Pre-service English Language Teachers:
A Reflection of Their Teaching Practicum

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Article Info

Abstract

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This research was conducted to explore some of the probable issues encountered by pre-service English teachers when conducting teaching practicum (PPL) activities at schools. The research focuses on (1) how do the practitioners practice their language skills (English) and pedagogical competencies to teach at schools while conducting their teaching practicum? (2) what obstacles or challenges do they encounter during PPL at schools? The researcher employed questionnaires and interviews involving PPL practitioners, teachers and field supervisors to explore the problems faced by the practitioners. The research findings reveal that there are several potential obstacles encountered by practitioners while conducting PPL at schools. The interesting Issues revealed problems accentuating the teaching planning process, pre-teaching activities, core activities and post-teaching activities. The results of this study are indeed valuable for pre-service English teachers as evaluative paces to improve their teaching competencies and English language skills in carrying out PPL activities at schools to be professional English teachers.

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INTRODUCTION

Conducting teaching practicum (PPL) for students of Tarbiyah and Teacher Training Faculty (FITK) is one of main activities that must be carried out by all students as professional teacher candidates. In general, the purpose of implementing teaching practicum is to provide real involvement for FITK students regarding actual situations and conditions of the teaching and learning process in the classroom. Therefore, the students are able to train and develop their teaching skills and pedagogical competencies in teaching practicum process. In addition to that, the students are also not merely required to practice their skills and competencies obtained while learning at campus but also must be able to analyze the real problems encountered so that they are able to prepare and anticipate difficulties when becoming a teacher later.

To meet the increasingly challenging strains, English Language Teaching Department (ELTD)/ Jurusan Tadris Bahasa Inggris (TBI), which is one of the departments at FITK, orient its students to conduct PPL in order that they must be competent in locating

and implementing mastery of English skills and pedagogical competence obtained at campus comprehensively and professionally at schools. Fundamentally, Hashona (2014) reinforces that when implementing PPL a student must be aware of, evaluate themselves, and have the desire to change for the better quality in the real situation, students' understandings, teaching and learning methods, and to possess noble attitudes and personalities. Therefore, Al-Maliki (2016) asserts that PPL activities can be used as a basic reference to assess whether students are ready and eligible to be professional teachers' candidates.

This issue is also in line with Mutlu (2014) who states that the implementation of teaching practicum is the most significant component and is at the heart of the development process of becoming an educator. Thus, in the face of the real fields and situation, all students (prospective educators) will certainly acquire currents complications and various problems that must be solved. Hence, through PPL students can also analyze how far the boundaries and description of the teacher's work they will carry out later.

In addition to that, Debreli (2016) revealed another important thing related to knowledge and teaching experience through PPL, namely the beliefs of the practitioners related to learning and learning in the classroom to the changes they gained before implementing PPL. According to him, it is believed that this change benefits the development of teaching skills and competencies.

In fact, teaching practicum (PPL) activities of conducted by ELTD students at schools still encounter some issues and might not run perfectly as expected even though ELTD students have been prepared and equipped with knowledge, skills and teaching experience when they are in campus. Based on the results of preliminary research conducted by previous researchers through interviews to those who have conducted teaching practicum, school tutors, and Field Supervisors, it revealed several potential impediments experienced by the practitioners. In general, there are two main constraints related to language skills (English skills) and pedagogical competencies of ELTD practitioners.

Based on interviews with several school tutors and Field Supervisor (*Dosen Pembimbing Lapangan*), language skills are still serious obstacles experienced by PPL practitioners. Some expressed their uncertainty over the linguistic competence of the practitioners when teaching in class. According to them some PPL practitioners still have teaching competencies and English language skills that are not standardized both in oral and written skills. Whereas teaching competency and English language skills are the main modalities of PPL practitioners as prospective English educators because they are role models for their students in class.

Meanwhile, the results of interviews with alumni volunteers revealed that the biggest obstacle they experienced when teaching in class was classroom management (classroom management). They revealed that inviting students to be actively involved in every activity of the learning process was very draining the energy and time of the students in the class. Therefore, class management which is a small part of the competence of this pedagogy becomes a serious problem for them.

In addition to the preliminary research conducted by researchers, several potential obstacles and crucial gaps between the campus and the school regarding the experience of PPL practice have been examined by other researchers beforehand. Nashruddin (2015) revealed important matters related to the significant gap between what students learn when studying to become prospective educators with ideal and quality competence and what is needed by practitioners in school. First, the English Tadris (TBI) majors still have not adequately adjusted matters related to the

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needs of the practitioners to do more for getting better performances

According to Hosana (2014) and Genca (2016), the guidance of Guru Pamong /school Teachers and DPL which is very effective will have positive implications in PPL activities, which will improve the teaching abilities of students practicing. In line with that, in the implementation of PPL in schools, students are required to get guidance from supervisors and tutors. The task of supervisors and tutors emphasizes more on the educational aspects, which play a role and provide color in the formation of competencies and professional attitudes of prospective teachers / education personnel.

More specifically, the supervisors are tasked with carrying out the guidance of PPL activities in the form of syllabus and RPP guidance, establishing effective communication with practitioners and the school, monitoring practice activities, as well as being part of the PPL practice examiner (PPL Guide, 2017).

Mahmoudi & Ozkan (2016) stated that there are four obstacles that are most often experienced and trigger stress by the practitioners when teaching in class. The first is related to the less optimal role of tutor teachers and supervisors. The second, class management is less effective done by practitioners when teaching in class. The three things related to school administration are too many. Finally, related to the affective factors of the practitioner.

According to Trujillo & Hernández (2018) prospective educators will be able to develop their pedagogical competencies through teaching practices in their classrooms. They explained that teaching practices could develop practitioner's competencies related reflections on understanding related to the educational context. There are three important patterns he obtained including: a) prospective educators will have competence related to class conditions; b) absorb the skills and competencies learned from the tutor teacher and the supervisor; and c) development related to language learning and teaching.

Relevant research on the role of the PPL supervisor can be found in the Al-Maliki study (2016). The study reported 10 experiences of PPL supervisors in using the PPL practice assessment format / prospective English teachers in Oman. This qualitative research, driven by interpretive phenomenological studies, conducts individual semi-structured interviews with the supervisors. Their understanding of both practice and theory is presented and discussed in relation to the relevant literature on good and standardized assessment practices.

Al-Maliki (2016) found that the supervisor had their respective criteria when assessing PPL practices. In fact, having an assessment criterion that certainly helps supervisors and tutors to have a clear assessment focus and be able to evaluate practitioners for their improvement is indeed the aim of school-based teaching practicums. In addition, the researchers found that providing feedback to improve the performance of the practice participants was very important. In addition, standardization of judgment is also important in providing feedback. Whereas the tutor teacher's task in detail is to guide practitioners in preparing PPL programs in schools both regarding teaching programs and outside teaching programs, facilitating practice in obtaining school documents such as curriculum, learning resources, etc., guiding practice in making syllabus and PPL monitoring practitioners' activities while at school, as well as being a test practitioner together supervisor (Guide PPL, 2017).

Judging from the role and function of both the supervisor and tutor, it can be said that the tutor and supervisor are the spearhead in achieving the goal of establishing practice competencies is through PPL activities, so that the quality of graduates will

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be influenced by the quality of the process and the coordination of the parties involved and responsible in PPL activities. Meanwhile, from the point of view of the practitioner, a study was conducted by Kuswandono (2014). He tried to find out the motivation that was reflected from the practices during the PPL. His research collected empirical data through reflective journals practicing PPL, questionnaires, individual interviews, focus group discussions, and autobiographies. This study examines the problems faced by practitioners, namely their motivation to become teachers. Kuswandono (2014) found that most participants did not seem to have intrinsic motivation to learn in their field even though they were entering the final stages of their final year. It is interesting to note that part of their reflection is not to become a teacher.

METHOD

To obtain accurate and reliable data and information, certain research methods are needed in accordance with the characteristics of the problem to be solved. The method in this study employed a survey design that explores a problem by means of qualitative and qualitative data collection that includes various relevant information sources. The subject of this research was carried out by the method of purposive sampling, which is probing people who are most able to provide information about all information related to this research. The subjects of this study were all students conducting teaching practicum (PPL) of the Tadris Bahasa Inggris English Department in semester 7.

To obtain data truths, researchers also conducted data triangulation and cross checks by involving English tutors from junior high, high school / vocational school and Mts / MA and Lecturer Field Guidance (DPL) from the Department of TBI.

This research was conducted for 4-5 months in the city and district of Cirebon. Data collection in this research was carried out through questionnaires and in-depth interviews in order to explore more information from informants conducted to students practicing PPL Jurasan TBI which is the main source. For data triangulation, interviews were also conducted with English tutors and field supervisors. In addition, other data are also obtained through analysis of learning documents both administrative and daily teaching activities / journals of students' practice. These data are used as supporting and complementary data of primary data of relevance to the research needs.

To obtain the data needed researchers used several instruments including; 1) Questionnaire is open and closed to all students practicing on TBI's PPL; 2) in-depth interviews with all key informants by approaching and scheduling in advance so that the information obtained is truly reliable; 3) Document analysis / analysis, namely reviewing / studying students' administrative documents and documents from tutors and supervisors. (4) Focus group discussion (FGD) is conducted to representatives of tutors and field supervisors.

Quantitative and qualitative information and data collected through questionnaires, in-depth interviews and document review / analysis are then processed by organizing the data. For data analysis, the questionnaire will be processed statistically by looking at the respondents' answers and the results obtained are then calculated according to the purpose of the research. Whereas qualitative data and important matters will be recorded and organized (field notes, interview transcriptions, and researchers' notes) and analyzed through stages of data collection, data reduction, data presentation, and drawing conclusions

RESULTS AND DISCUSSIONS

From the results of data analysis conducted by researchers, it is found that the

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results are very interesting and important to be explored more deeply, especially the results that are very relevant to the purpose of this study. Especially the obstacles students put into practice when teaching at school. The results include constraints related to pedagogical and professional competencies / areas of study (language) perceived and faced by students when carrying out PPL activities at school.

Pedagogical Competence

Interesting issues related to the obstacles faced by students include; stages of teaching preparation (preparation of lesson plans), stages of skills to begin lessons, stages in the learning process, and stages of closing / evaluating learning activities.

Teaching Preparation (preparation of Lesson plan/RPP)

Obstacles or problems faced by students in the preparation phase of teaching / preparation of lesson plans, there are five obstacles that are most difficult for most students to practice. Nearly 64-68% of students still experience problems related to the understanding and implementation of the latest curriculum and syllabus changes and the completeness of assessment instruments. Another obstacle, between 57-58% of the volunteers stated that they were still experiencing problems related to the selection of learning resources / media that were appropriate for the learners and the suitability of the techniques and learning objectives. This is also in line with what was expressed by most of the tutor teachers and the field supervisor.

Skills to Start Lessons

Serious problems experienced by the practitioners through the reflection that is delivered, which is related to the activity of opening lessons, including apperception activities and conveying the objectives and learning indicators. The results show that 17-22% of the practitioners stated that they did not experience significant obstacles in this regard. While 24-47% of students stated that

they needed repairs and needed repairs and only a small proportion of students in practitioners still felt that they experienced obstacles in the activity. The data obtained from the tutor teacher and the supervisor of the field reinforce these which states that they do not see a big obstacle when observing the practitioners.

The Learning Process

From the research results of the researchers, there are some important things that are still experienced by the practitioners during the learning process in the classroom including the related approach / learning strategies, questioning skills or interaction between the students, and the use of instructional media in the classroom.

Learning Approaches / Strategies

From the data obtained, more than 80% of students stated that they still experience obstacles in carrying out learning in accordance with the competencies (goals) to be achieved and the characteristics of students and they need improvements to be more skilled with it. In addition, 53% of student practice shows that implementing learning in sequence also requires improvement and practice. Class mastery is also a skill that needs to be improved because it is still considered an obstacle by more than 70% of practicing students. Another issue considered which is constrained by the practitioners is how to foster active participation and positive attitudes towards students. This was stated by 45% of students practiced.

The last thing is related to the use of a variety of appropriate learning methods and techniques. There are only less than 9% of practitioners that are not constrained related to the method of learning techniques while teaching. Based on the results of interviews with tutors and supervisors. It is true that the foregoing shows that practitioners still face many obstacles related to learning approaches / strategies in class. Therefore, much wider opportunities are needed and appropriate

improvements so that students are able to minimize these obstacles.

Questioning Skills and Interactions

From interviews with some of the tutors, they stated that most of the practitioners had no problems with interaction skills with students in the class. This is confirmed from the results of the questionnaire which revealed that only 32% of students were constrained in relation to the clarity of giving instructions to students. Another interesting thing shows that only 12.4% practice had difficulty in terms of clarity of giving the substance of the questions given by practitioners. Giving bridges thinking and turn to students does not become a serious obstacle for the practitioners because only 10.3% of them stated that they were problematic or constrained. Appreciation and enthusiasm for students' answers is also not an obstacle for students when they teach and only 6% stated that they were constrained in this regard.

The Use of Instructional Media

Based on the results of interviews with tutors and supervisors, most did not experience major obstacles in the use of instructional media in the classroom. In detail the results of the questionnaire distributed to students of practice, showed that only 14.4% of the practitioners stated that they really needed improvements related to skills in using instructional media, 6% were constrained to show an interesting impression in the use of media, 13.4% who stated constrained related to the compatibility of the media with indicators and teaching materials and the use of media effectively and efficiently. Finally, only 15.5% of students experienced problems related to students' involvement in the use of instructional media in the classroom.

Learning Evaluation Activities

It is not only related when pre-activities and core activities are important in the learning process. Stages or learning evaluation activities are also very crucial because of the instructional activities for teachers to determine and assess learning outcomes that have been implemented. The results show that less than 30% of the practitioners are constrained in reflecting or drawing conclusions by involving students. While related to the accuracy of the assessment instruments, 56.7% of the volunteers stated that they were constrained in adjusting and making the right instruments so that they still really needed to improve these skills. It is also similar (55.7% of practice is constrained) related to skills in compiling instruments in accordance with indicators of competency achievement. While 41% and 47% practitioners assume still experience obstacles related to activities monitoring students' progress during the learning process conducting final assessments according to competencies.

Professional Competencies / Language skills (linguistics)

As the candidate of professional English teachers, teaching skills are not the merely important skills required to be mastered. The language skills (English) are also very significant and crucial as an indication that a student majoring in English is ready and standard to become a qualified and competent teacher in his field. In this case the competence of this field of study includes the quality of mastery of the material (English language) and the quality of mastery of English in class.

Teaching Material Mastery

The results showed that only a small proportion (between 7-9%) had experienced serious constraints related to the use of instructional substance teaching materials in class, the satisfaction of teaching materials with relevant knowledge in teaching, using concepts and explanations that were easily understood and conveying material and examples with clear and tiered. Instead, 13-20% of the practitioners believe that they are not at all constrained in terms of mastering linguistic material while teaching in class although most practitioners still claim that

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they need a little improvement and more opportunities to develop. This is justified by the data obtained from the interviews of tutors and supervisors who stated that the practitioners did not have substantive constraints related to the quality of mastery of teaching material (language).

The Quality of English Language Mastery in the Classroom

Based on data collected from several sources related to mastering English in class, 37% of the practitioners still experience problems related to the use of clear and precise English instructions, 46% of them only need a little improvement and practice and the rest do not need improvement in that regard. In addition, the data collected also revealed that 12.4% of the practitioners were constrained in using fluent and fluent English, 34% still needed improvement, 43.3% of the practitioners needed a little improvement and 10.3% did not need improvement.

CONCLUSION

In profiling professional and competent teacher candidates (Pre-Service Teachers), teaching practicum (PPL) in schools is a very crucial activity for Tadris Bahasa Inggris students, the Faculty of Tarbiyah and Teacher Training (FITK) to train and explore their competencies in the real educational environment. Some difficulties felt and experienced by the practitioners when doing PPL at school become a very substantive and effective experience to equip practitioners to be ready to jump into the real context. Then, tangible limitations related to the implementation of PPL faced by practitioners are expected to be accommodated so that it can improve the readiness of prospective teachers, especially TBI students before conducting PPL at school. However, obstacles or challenges faced by practitioners can only be resolved in the form a virtuous system and the well-thought-of collaboration from related parties

such as the campus (FITK and Field Supervisors, as well as the practitioners) and the school (PPL coordinators and tutors).

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Students' Perception towards the Use of Smartphone in Learning Activities

(Title of article in English should describe the main content of manuscript, be informative, concise, and not too wordy (12-15 words only), and does not contain formulas.)

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Article Info
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Abstract
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The current study investigates students' perception regarding the role of Smartphones in English language learning at MAN Buntet Pesantren. The researcher applied descriptive qualitative method for this research. The data gathered from interview, online questionnaires and document analysis. The result shows that mobile device that being used mostly is smartphone. In the classroom activities it being used to play music, translating, training speaking and listening, and browsing. Meanwhile, outside the classroom it is being used to conducting distance learning, for delivering materials, and collecting the assignment. The obstacles of implementing MALL are low connectivity, unsupported phone, high cost, risk of distraction, and risk of cheating. The last is students' perception towards MALL was seen from the ease of use and usefulness of mobile device. In short, they seems to have good perception.

INTRODUCTION

Use of mobile technology started in 21st century and it gave birth to Mobile-Assisted Language Learning (MALL) which refers to learning languages via mobile devices/phones. Mobile Learning makes learning more private and individual matter as well as it makes learning possible in formal and informal situations. Students are found using Smartphone for learning translation and retranslation, reading online books, and practicing their communication skills via smartphones (Kukulska-Hulme & Shield, 2008). As smartphone offers private learning opportunities in the same way it offers collaborative learning opportunities too. Students are now more able to engage in online discussions on social media like facebook, discussion forums and they are able to practice and learnt better pronunciation through English language

learning Youtube channels. These social aspects help promote collaborative learning among ESL learners (Baruah, 2012).

The implementation of new technologies in English language teaching of 21st century has gained considerable to the importance both in literature and in classroom practice. The issue was caused by the rapid growth of technology from time to time (Kukulska-Hulme & Bull, 2009, p. 16). One of the current developments in 21st Century English Language Education is the use of mobile devices. It becomes a part of learning tools which helping teachers and students along the learning process inside and outside of the classroom. Mobile-based learning will makes more students centred learning activities. Thus, students become more active in learning process and teachers will have a role as a facilitator that will guide students to research.

Using mobile assisted language learning in English language teaching can create new a style of teaching rather than old fashioned direct instruction (McQuiggan, Kosturko, & Sabourin, 2015, p. 3). For example, let us take a look in a case where students often find difficulty in learning vocabulary and how to differentiate among verb, adjective, adverb, and noun, in this case MALL can help students by providing easy accessibility to find the words that they needed. In teaching learning process faces many problems, for example, when the teacher explained some topics, some of students look bored, annoying their friends, they could not keep silent, etc. Furthermore, mobile assisted learning English activity is one of way how to solve the problem. Thus, education will less stressful, more relaxed, and more enjoyable, bringing a long list of educational.

Despite the existence of research focusing on many aspects of MALL in language teaching, the literature still lacks sufficient research describing the implementation of MALL inside and outside the classroom which is now happen because of pandemic period, due to fill in the gap and expect to give a new insight the researcher tries to explore the way of implementation of mobile devices in the senior high school inside and outside the classroom. The findings can be a foundation for further observation in similar and different areas and further questions can be directed to what are the strategies that can be applied in m-learning of 21st century era.

The pandemic era also change the condition of our life. People start to be pushed into a new normal system which is creates some changes in the aspects and parts of their life. The changes in the educational system is, teachers and students should conduct the teaching and learning process through distance learning by using the mobile technology. Thus, it was one of the reason the researcher did this research to explore the way of teaching through the distance learning.

Two main characteristics of mobile devices are portability and connectivity. As for connectivity, designing the mobile system must have capability of being connected and communicated with the learning website using the wireless network of the device to access learning material ubiquitously including short message service (SMS) and mobile e-mail. Portability enables learners to move mobile devices and bring learning materials (Miangah & Nezara, 2012, p. 310).

Salmon's (2002, pp. 179-180) states that there are five stages of

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implementing MALL outside the classroom are follows:

a. Step 1 Access & Motivation: The first step involves helping new students become familiar with the online setting by learning how to use the course software and having instructional activities that are relevant.

b. Step 2 Online Socialization: The second step involves building the foundation for a vibrant online community by using short m –tivities that cultivate trust between students.

c. Step 3 Information Exchange: During this step, instructors should utilize online m-tivities that promote discovery learning. Students need assignments that give them opportunities to explore and share knowledge in class discussions. Instructor will realize that this step is completed when students are successfully processing information and become more proactive in their learning.

d. Step 4 Knowledge Construction: The advent of this step marks the development of m-tivities that focus more on helping students use higher order thinking skills and become independent learners. Students must have projects that help them to learn how to construct their own personal knowledge.

e. Step 5 Development: This step represents the development of new cognitive skills that enable students to learn to monitor and evaluate their thinking.

METHOD

The descriptive qualitative method was used in this study. Qualitative research, according to Fraenkel, Wallen, and Hyun (2012, p. 426), is study that looks into the quality of relationships, activities, circumstances, or materials. The purpose of this study was to look at how teachers and students used mobile devices in the classroom. The descriptive qualitative method was used to create this study. It is defined as a study that focuses on the structure, attitude, or conduct of a group of people (Ary, 2002, p.25).

Interviews, open-ended surveys, and documentation are all methods for gathering data. In qualitative research, where the focus is on the nature of experience, the interview is frequently seen as a core method (Heigham & Croker, 2012, p, 183). Open-ended questionnaires are those that ask respondents to respond in their own words in a designated space (Heigham & Croker, 2012, p, 201). According to Creswell and John W (2012, p. 223), a valuable source of information on a place or participants in a study is public and private documents, which can include newspapers, minutes of meetings, personal journals, letters, lesson plans, photographs, and so on.

The researcher analyzed the data collected from the interview and questionnaires utilizing Miles and Huberman's (2014, p.14) three stages of data reduction, data display, and data conclusion drawing/verification. The first, data reduction, is the process of writing summarizing coding, teasing themes,

creating clusters, partitioning data, writing memoranda, and selecting data from the researcher's transcriptions. The second is data display, which is a structured, compressed collection of data that allows for decision-making and action. The last, is conclusion drawing and verification. In this phase, drawing and verification, as result of analysis which present preliminary belief, is still tentative and would be changed if there is no evidence to prove the data collection at the next step. Then it were tested for reliability and validity through triangulation.

RESULTS AND DISCUSSIONS
Students' Perception towards the Use of Mobile Technology in Learning Activities

The Technology Acceptance Model (TAM) was adopted by Davis in Sung Mi Song to describe students' perceptions of the use of mobile technology in learning activities. According to Davis, there are two factors that have a significant effect on behavioral intention to use a technology: perceived ease of use and perceived usefulness.

a. Mobile Technology Makes Teaching and Learning Activities Fun, Interesting, and Easier
From the questionnaire that have shared to the students, they stated that using mobile device in the learning process and activities is a good movement. They think that by using mobile technology can create a fun and interesting learning activities. The integration of mobile technology in learning activity promotes different types of learning activities than conventional learning which not using technology. By using mobile technology, the teacher can add interesting ways of doing explaining the material, for example by showing

videos through the laptop, playing music, and etc.
b. Mobile Technology can Accessing Information Quickly
One of the results concerning about students' perception toward the use of mobile technology especially mobile phone in English learning activity is students' stated that mobile technology is a useful tool. Mobile technology can help them in doing the assignment easier. They can utilize mobile technology especially mobile phone to find the materials that they need for completing the assignment and task that was given from the teacher.
c. More Productive Activities
Technology is a system that can facilitate educators and students to learn more broadly, and also more variety. By doing different kinds activities, students become more productive in doing kinds of practices and exercises. They can experience lots of assignment projects with utilizing mobile devices and its applications.
d. Improving Students' Skills
Most of the students think that mobile technology can improve their four skills (reading, writing, listening, and speaking). Those students perceive that mobile technology allows them to practice their English more. They stated that kind activities which are can improve their skills is mostly by utilizing mobile phone.

In the students' perception of the implementation of MALL, it can be concluded that the students' perception toward the use of MALL in English learning was mobile device is ease and usefulness to use MALL in English learning. The students revealed that they think mobile technology makes the teaching and learning activities fun and interesting. It was because they utilizing mobile technology to support in doing

some activities. By using mobile technology, the teacher can add interesting ways of doing explaining the material, for example by showing videos through the laptop, playing music, and etc. Most of the students revealed that integrating mobile technology, can gaining their motivation in studying English. They already accepted it by using mobile technology to help them in learning English. It also makes the learning process easier because they have access to the internet to help them find some materials that they could not find from the book. In fact from the result of interview and questionnaires there is a gap that students who doesn't have good access and good mobile device think implementing MALL is quite complicated?

The other perception of students is they believe that mobile technology can help them to get the information quickly. For example, when they need to find unfamiliar words they just need to types the words in the offline or online dictionaries, then they will get the meaning of it just in split second of time. It doesn't need take a long time, like when students use printed dictionary. One of the most useful think that the students claimed is it is easy to know an unfamiliar word by looking for the online dictionary, but practically in the classroom, the teacher did not allowed the students to use smartphone just for finding an unfamiliar words, thus they need to look for it without the knowing of the teacher. In the research that was conducted by Porabad in 2016, he said that the students of his research think that using mobile device has possibility to the immediate feedback from the teacher, while in this current research, there is no students who think about this matter.

Technology is a system that can facilitate educators and students to learn more broadly, more and also more variety.

The different kinds of activities should increasing the skills of reading, writing, listening, and speaking. From the result of teacher interview here are the transcription. By doing different kinds activities, students become more productive in doing kinds of practices and exercises. They can experience lots of assignment projects with utilizing mobile devices and its applications. For example students being told to make short conversation video about invitation.

Most of the students think that mobile technology can improve their four skills (reading, writing, listening, and speaking). Those students perceive that mobile technology allows them to practice their English more. They stated that kind activities which are can improve their skills is mostly by utilizing mobile phone. The students told that before the pandemic period, For increasing students' speaking and listening, she instruct the students to use ELSA Speak and watching video from teacher's recommendation as the media of self-learning. While for teaching reading and writing, teacher use some kinds of exercises for example by asking them to find the references of the materials that being discussed and write down the summary. They may also use Grammarly for checking their writing. Although, the students said that their skill was improved, the evidence of the interview and screenshot shows that they still having difficulties in doing conversation by using simple English language.

Although they seem have good perception of the usefulness of mobile technology, they also think that mobile technology sometimes has difficulties. From the result of the interview in the findings, the students often do complaining about low connectivity and the signal that was not stable. The other problems shown in the findings is

unsupported phone. From the interview of the students, there is a few of them that have old fashion mobile phone, so they often get trouble in using it. Those are similar to the issues that shown in the journal written by Kangsawad (Kangsawad, p. 79). Other technological problems and difficulties in mobile learning include technical problems of operating the device. That was the opposite perception of the students' perception on Hui Chung (2015) research, he revealed that learning using mobile phone is not restricted by the time.

CONCLUSION

Students and teachers have encountered several difficulties in implementing MALL. The first is that there is a lack of connectivity. The second identifier is unsupported phone, which indicates that students frequently encountered issues with their mobile phone's technical errors, such as lagging and insufficient memory storage. The third point is high cost; this refers to the cost of an internet package, which is quite costly. The fourth risk is distraction; students are frequently distracted by notifications or while playing video games while studying English. The last one is risk of cheating. When students use their smartphones in the classroom, they are more likely to cheat on assignments or tests.

The students about the implementation of MALL in the learning process it shows that they tend to have good perception of utilizing MALL in the learning process a tool to support the activities. The perceptions was taken from the sight of ease of use and usefulness.

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Analyzing Pre-Service English Teacher Needs in Developing Social Competence in 21st Century

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Article Info
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Abstract
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This research was conducted to analyze the needs of pre-service teachers in entering the field of education as a provision so that pre-service teachers can better prepare themselves and can find out how to become successful teachers. The researchers applied a qualitative case study approach. Data for analysis were collected from critical literature reviews and interviews. The focus mentioned in previous studies was not specifically directed at the needs of pre-service teachers. In this study, it is explained how to become a successful teacher in the 21st century and know the needs of social competence in the 21st century. The result shows that there are six indicators of social competence in the 21st and the needs for pre-service teachers are able to have every indicator of social competence. They are: (1) Reflecting inclusivity, objectivity and fairness, (2) Understanding how to communicating effeciently and effectively, (3) Having cultural sensitivity and knowing how to deal with diversity, (4) Contributing to the educational of development in schools, (5) Mastering ICT in order to increase educational quality, and (6) Having positive attitudes, behaviors, and ethics, as well as a clear sense of how to dress and speak the language.

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INTRODUCTION

Social competence is very important and must be possessed by a pre-service teacher in addition to the other 4 competencies, namely pedagogical competence, professional competence, personality. This competency is considered very important and must be possessed by a pre-service teacher because the teacher itself is a part of society where the community is a consumer of education so that whether teachers or schools must be

able to communicate well and effectively with the community, if not then schools or teachers who cannot communicate well with the community tend to be left behind, considering that educational institutions and teachers as a forum to be able to prepare a student as a good member of society and be able to face future problems. Social competence affects the performance and success of teachers in learning and teaching process in their class (Chu, Lee, Notari, Reynolds & Tavares, 2017, p.110).

A good 21st century teacher is conscious of the career prospects that will be in the coming years for their students, and are always advocating for forward thinking and preparation to ensure all students will not be left behind. In the preceding age, teachers have recently faced even greater challenges. English teachers should be conscious in this century that they can effectively lead their students to master high English standards so that they can make the best use of ICT to optimize their contribution to humanity and other creatures in the universe's wellbeing, peace , and prosperity (Suherdi, 2012, p. 4).

Bedir (2019) concluded that education in the 21st century shows more importance in advancing pivotal skills. He also stated that such skills are necessary for learning and maintaining learning that does not meet the needs of contemporary students on the ground that the program was not originally intended to meet the requirements of societies. In addition, 21st century education should concisely provide students with compulsory skills with which they can work to succeed in the globalized world. Levine believed that the

most important point of getting professional teachers is pre-service teacher preparation. Essentially, teacher preparation systems are forced to include resources and set a clear situation for prospective (pre-service) teachers in which they can train pedagogically and get used to potential demands for preparation (Bedir, 2019).

However, the focus that mentioned in the previous research not specifically directed to pre-service teacher needs. Those researcher did not focus on identifying the need for pre-service teachers in the 21st century to develop social competence. Several researches also did not explain how the development of past and present social competences. As a result, researcher must find out what was not included in previous research The factors that influence successful pre-service teacher in the 21st century also were missing from those researches. Identifying the need for pre-service teachers in the 21st century to develop social competence is to be able to overcome the challenges and to pursue the goals in the 21st century education, it is therefore fundamental to prepare the future teachers to master some sorts of skills. With regard to this idea, (Bedir, 2019) claimed that pre-service teacher education is the most crucial point of having skillfully qualified teachers. Essentially, the teacher education programs are compelled to provide opportunities and to set the future (pre-service) teachers into a particular situation in which they can pedagogically practice to get used to the future education needs.

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In this research, there are some clusters related to previous studies including: Pre-service Teacher (Fajriyandi 2018, Azhar 2016, Nurfaidah 2016), Social competence (Nadia 2020, Sundari 2012) The previous research related to this study described and discussed in this part. There are a variety of researcher in various clusters. The first previous study is conducted to observe by Fajriyandi (2018) from Department Of English Education Faculty Of Language And Literature Education Universitas Pendidikan Indonesia Bandung. The objective of the research are : 1) Examining the opinions of pre-service teachers on EFL learning Tactics, 2) To analyze the instructional methods of Pre-service teachers' EFL learning strategies. The results of this recent study offer some implications to the course Yeah. Designers. First of all, for two reasons, the idea of language learning strategies should be introduced into the English curriculum: 1) The strategies are believed to make the acquisition of English simpler, more effective, and more competitive. 2) The use of language learning strategies will facilitate students' learning autonomy, like being able to assess learning goals, to identify the contents and their development, to choose methods and techniques, and to evaluate the procedures of acquisition. Therefore, this research focuses on the pre-service teacher perception and the research doesn't mention the pre-service needs analysis itself.

The second previous study is conducted to observe by Azhar (2016). The aim of this study was to find out about the teachers' competencies in MA Madani Alauddin, Pao-Pao, which is only divided into pedagogical and professional skills. The findings also indicated that the professional competence of teachers affected SBM implementation. Furthermore, this research only focuses on profesional competence even though the title says teacher competence is not only professional competence, and does not mention other competencies such as social competence.

The third previous study is conducted to observe by Nurfaidah (2016). The research aims of this research, there are : 1) to examine the elements of reflection that are realized during field teaching practice by EFL Pre-service teachers, 2) to find the levels of reflection of the pre-service teachers of the EFL as Revealed during field teaching practice in their reflections, 3) to recognize the issues relating to the expertise of teachers that prompt EFL pre-service teachers to reflect during the practice of field teaching; and, 4) To reveal how the problems of EFL pre-service teachers in reflection are elements of In the light of reflection, reflection and degrees of reflection are interconnected Contexts for training. The results of the study are intended to contribute to both the theory and application of reflective teaching studies with respect to the teaching practices of EFL pre-service teachers in Indonesian classroom environments. Therefore, this research focuses on pre-service, doesn't mention 21st century.

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The fourth previous study is conducted to observe by Nadia (2020). The research aims to analyze the pedagogical competence of teachers in teaching English with the following research objectives in order to examine the extent to which teachers are competent in pedagogical competence, personality competence, social competence and professional competence in SMAIT Iqra' Kota Bengkulu. In addition, their need professional teachers who have good competency qualifications for the results of the analysis of the competencies held by the teacher and proven on student learning results. Therefore, this research focuses on to investigate the extent to which teachers and the research doesn't mention what the teacher needs to complete their competence.

The fifth previous study is conducted to observe by Sundari (2012). This research aims to explain how teachers in Public Senior High School 2 Kebumen has mastered the competence of pedagogy, social competence, and Career competence. Furthemore, Research findings indicate that most teachers at State Senior High School 2 Kebumen have mastered pedagogical skills, social skills and technical skills. Therefore, this research focuses on only knowing whether they already have the 4 competencies or not, doesn't mention how to developing competence itself.

The sixth previous study is conducted to observe by Vail (2010). The aim of this study is to identify the characteristics of teachers in their teaching and professional practice that

enable them to implement change and adopt the 21st century skills framework. Furthemore, The result is the ever-changing strain of the economy and the labor force The curriculum, transparency, and educational support structures in American schools and schools The abilities required for success in the 21st century must be reflected. Therefore, this research focuses on Teaching in the 21st Century, doesn't mention teachers need for developing Competence.

This research has similarities and differences on the basis of previous studies. In describing the teacher competency framework, and using the descriptive form Qualitative, previous research is also similar. The distinction lies in the analytical object. The growth of their competence was not addressed in previous research, this study would use a need analysis, this study focuses only on the needs of pre-service teachers in the development of social competence in the 21st century.

METHOD

The researcher uses a case-study qualitative methode, the qualitative research method explains social phenomenon by using qualitative data, such as interviews, documents and observation. Creswell (2012) stated that qualitative research is best suited to address a problem of study in which the variable is not known and needs to be explored. The data for analysis was collected from questionnaire and interview. The steps in the current research are adapted from Lodico, Spaulding, Voegtle (2006) and Nashruddin and

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Mustaqimah (2020), there are two stages in the research that are stage 1 that answer research question number one including the identification of a research topic or focus and literature review, while phase 2 that answers research question number 2 includes the selection of participants, the writing of foreshadowings and literature review.

The sources of data are from journal, books, English teachers in SMK Wahidin and students in the 8th semester in IAIN Syekh Nurjati. For collecting the data, the researcher read some journals, books and doing the interview. Furthermore, for analysing the data, the researcher uses several steps from Nashrudin & mustaqimah, (2020) and Creswell (2012).

RESULTS AND DISCUSSIONS

This section present the finding and discussion of the research. The researchers find out there are six indicators of social competence in 21st century obtained from journals, and the needs for pre-service teacher to have every indicator obtained in interview to techer and pre-service teachers.

REFLECTING INCLUSIVITY, OBJECTIVITY AND FAIRNESS

In relation to reflecting in the literature review it was found that a pre-service teacher must reflect inclusivity, objectivity and fairness. According (Rafli, 2017; Ulfa, 2018; Ahmad, 2019) The teacher must have an inclusive attitude, that does not differentiate between students based on their abilities and limitations, meaning that they are open to the differences that other people have in their interactions. Teachers must be able to interact and mingle with students or peers, or even members of society with different backgrounds in terms of gender, religion, ethnicity, race, social status, economy, and so on.

the researcher conducted that so far the prospective teachers have not felt any obstacles in being objective, fair and inclusive. However, if there is a problem, the solution (example: disability) is that prospective teachers must learn many things about students with special needs, provide more intense treatment so that students can follow lessons well, such as starting with learning methods or strategies that are in accordance with the abilities and needs of that students. From the result of the research above it can be said that what is needed by pre-service teachers to have an inclusive, objective and fairness attitude is open minded, frendly, non-discriminatory, an exemplary attitude, and requires regular coaching to improve the ability of teachers both in emotional intelligence.

UNDERSTANDING HOW TO COMMUNICATING EFFECIENTLY AND EFFECTIVELY.

In relation to reflecting in the literature review it was found that a pre-service teacher must understanding how to communicating effeciently and effectively. According (Husain, 2016; Rafli, 2017; Menrisal, 2018) Teachers can communicate well in a polite, empathetic and effective manner both orally and in writing. Effective communication requires teachers in communicating with others to pay attention to their basic needs,

tendencies, interests and aspirations, as well as the values they hold. Communicating empathically means communication that supports the communicator to feel what the recipient of the message must feel. Teachers can communicate empathically with others and they can explore and try to feel what other people feel or experience what they feel. Empathic and polite attitudes can be applied in this way of criticizing, reprimanding, and giving advice.

The researcher concluded that so far these prospective teachers have tried to be able to communicate well and effectively with students through the implementation of a communicative language learning approach. what suits the student's situation. and conducting questions and answers are expected to help streamline the learning process. However, sometimes the location of understanding lies in the students themselves are different. However, prospective teachers have not implemented communication with parents because they have not experienced it. This attitude is considered important because the activity of explaining a material or communicating with students is a substantial matter in the learning process because in this process it is related to the process of transferring knowledge from teachers to students and to support effective learning. Thus, teachers must have their own character and way of communicating with students so that students can easily remember them. Meanwhile, what is needed by pre-service teachers to have the ability to understand how to communicate efficiently and

effectively includes speaking skills, how to communicate well, and broad insight.

HAVING CULTURAL SENSITIVITY AND KNOWING HOW TO DEAL WITH DIVERSITY

In relation to reflecting in the literature review it was found that a pre-service teacher must having cultural sensitivity and knowing how to deal with diversity. According (Faizah, 2016; Rafli, 2017; Ahmad, 2019) Cultural sensitivity is increasingly valued and identified in terms of differences and sensitivity to students' cultural values (Brown, 2001, p. 430). This to cross cultural context is suppurtel by the Minister cif Natismal Education Regulationn No. 16 year 2007, which elucidated that having cultural sensativity and dealing with diversity requires teachers to be inclusive, behave critically, and not discriminate on the basis of gender, ethnicity, physical appearance, family background, and socioeconomic status.

Meanwhile, distributing book packages and online meetings with the Ministry of Religion. It could be like learning the local language where the school is located. This attitude is important and needs to be learned to make it easier for us who teach at the school, and understand the environment. In addition, because adaptation to the new environment is necessary anywhere, anytime in order to adapt to people in the new environment. When they are able to adapt, they can propose or run programs to improve the quality of education in accordance with the environment. There are several obstacles including: when adapting to school residents (teachers, principals, security

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guards, etc.) who incidentally have different environmental backgrounds and experiences from ours, other obstacles experienced starting from the local language, and understanding the habits of the new environment. The solution is to first understand the environment, social culture and programs at the institution. After understanding and studying the character of culture or the use of language in the school environment, after that learn to adapt to the environment by blending in and understanding them. Meanwhile, what is needed by pre-service teachers to have the ability to have cultural sensitivity and knowing how to deal with diversity is a sense of wanting to blend in with all the people at school, willing to adapt to the workplace environment, and also requiring great self-confidence skills so that they can easily adapt to a new work environment.

CONTRIBUTING TO THE EDUCATIONAL OF DEVELOPMENT IN SCHOOLS

In relation to reflecting in the literature review it was found that a pre-service teacher must contributing to the educational of development in schools (Fauzi., Arianto & Solihatin, 2013; Mahanal ,2014; Kirom, 2017) One form of educational development is character development. character is a characteristic of a person that is manifest in attitudes, feelings, thoughts and his deeds. Characters are formed through the results of observation, imitation, identification of individuals in the family, the immediate social environment and the wider social environment including the ethnic community. The teacher is the key to preparing Indonesian students in the 21st century. The teacher's contribution lies in strengthening the character education of students to be responsive to all challenges. A teacher becomes a role model of character education, moral education, and cooperation. Teachers do not only act as educators, but also as facilitators, catalysts, and motivators for students.

The problem is that sometimes the situation and environmental conditions around the school are contrary to the contribution that this teacher gives, or it could be because our time is met with different situations from before, namely online based learning so it is not far from the problem of internet connection and short time or sometimes children still don't care about the little things that have been mentioned earlier. When consulting with other teachers, sometimes they don't understand and don't dare to ask again. The solution, after all, the teacher should be able to work around how to develop student character in a pandemic situation. Maybe by working with parents at home to always be willing to guide children during this pandemic. or it could be by continuing to tell and remind students of good things until the student's character can develop. On the other hand, what is needed by pre-service teachers to have the ability to contribute to the educational of development in schools by enriching the knowledge of pre-service teachers themselves, there is inspiration about the development that is carried out, for example creating an English speaking community in schools. And the most important thing is the need for great awareness for every pre-service teacher to

want to have a sense of contributing to the school, finally by honing teacher skills.

MASTERING ICT IN ORDER TO INCREASE EDUCATIONAL QUALITY

In relation to reflecting in the literature review it was found that a pre-service teacher must mstering ICT in order to increase educational quality. According (Husain, 2016; Tekege, 2017; Astini, 2019) Teachers are required to mastering ICT in order to keep up with the current era and be able to improve the quality of education. In the world of education, ICT also plays an important role for the success of the teaching and learning process, ICT can open wide access to knowledge with a wide range of information dissemination, quickly, effectively and efficiently.

The results from the interviews that the researcher conducted, it can be concluded that they have not yet mastered it, but have been able to utilize ICT during the learning process. Utilization by using video & PPT for material delivery, video call/google meet for speaking practice and google form for assignments. Mastering ICT is considered important, because as prospective teachers or teachers, they must be able to adapt to technological advances and learning methods in each era. So as not to be a boring teacher. And also because today is sophisticated. Whatever it is, it must be related to technology that can make things easier if used properly. However, the use of ICT has obstacles such as access or the network is sometimes unstable and students complain about internet quotas, another obstacle when the distance learning process is distance learning, students pay less attention so they do not understand the material presented. This can be overcome with a solution, namely for teachers to facilitate wifi in schools in order to facilitate the learning process via online, then for students free quotas are facilitated. Furthermore, what is needed by pre-service teachers to have the ability to master ICT in order to increase educational quality is to diligently learn to operate technology, for example when they want to create an online class, pre-service teachers must have their own initiative to host and operate it themselves.

HAVING POSITIVE ATTITUDES, BEHAVIORS, AND ETHICS, AS WELL AS A CLEAR SENSE OF HOW TO DRESS AND SPEAK THE LANGUAGE.

In relation to reflecting in the literature review it was found that a pre-service teacher must having positive attitudes, behaviors, and ethics, as well as a clear sense of how to dress and speak the language. According (Tekege, 2017; Hermansyah, 2019; Sulfemi, 2019) The teacher is an example for students, students will assess and see what behavioral characteristics are shown by the teacher. The teacher's appearance is a form of self-image that emanates from the teacher so that it becomes a good means of communication between the teacher and students during the teaching and learning process. the teacher can be a driving force for students 'enthusiasm for learning or vice versa can become one that weakens students' enthusiasm for learning. This depends on how the teacher looks to his students, both inside and outside the classroom.

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knowledge of pre-service teachers themselves, there is inspiration about the development that is carried out, and the most important thing is the need for great awareness for every pre-service teacher to want to have a sense of contributing to the school, finally by honing teacher skills. Furthermore, what is needed by pre-service teachers to have the ability to master ICT in order to increase educational quality is to diligently learn to operate technology, for example when they want to create an online class, pre-service teachers must have their own initiative to host and operate it themselves. What pre-service teachers need is to always be up to date, especially with institutions or certifications regarding computer skills, computer use. Finally, what is needed by pre-service teachers to have the ability to have positive attitudes, behaviors, and ethics, as well as a clear sense of how to dress and speak the language is self-awareness, self-motivation as a good teacher, and also pre-service teachers must be able to control one's own emotions.

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Digital Literacy in 21st Century: A Portrayal of An Online Efl Class in Indonesia

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Article Info	Abstract
	The dominance of technology in everyday life emphasizes the importance of digital literacy for people all over the world. Demand for digital literacy integration penetrates all aspects, including the teaching and learning process in Indonesia. Many researchers have already explored digital literacy in the classroom and observed it in English classroom-based learning. However, to depict more what factors are needed to develop digital literacy in online EFL classes are not many, mainly in the Indonesian context. To investigate the case, this study employed a qualitative case study approach using the following instruments; a semi-structured interview with a knowledgeable English teacher in utilizing technology, online classroom observation, and documentation. The data were then analyzed, interpreted, and presented using descriptive explanation. First, it was found that students used various digital tools and performed several digital literacy elements (cultural, cognitive, communicative, and critical) in English online learning. Nevertheless, the lack of technology sources and students' readiness in utilizing technology are regarded as barriers to implement digital literacy in practice. Second, to develop digital literacy in English online learning, students are required to use various digital tools and to recognize a variety of features across digital tools, communicate appropriately with teachers and classmates through digital tools, as well as use technology to evaluate information. So, the guidance from the teacher regarding aspects of digital literacy, and students' involvement in multiple digital environments are considered as the needs of students to develop digital literacy in the 21st century.

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INTRODUCTION

Presently, people live in a universe where technology develops and grows at an incredible rate. In this regard, technological development has been steadily increasing over time. In the digital age, digital technology is increasingly becoming a more and more essential part of our lives. People use many types of technologies in a variety of fields of life. All people from any kind of field can take a huge advantage from digital technology. Today, most young people's lives revolve around smartphones and other technologies and grow up with these technologies almost in everyday life. The necessity for technology use is increasing that digital literacy is needed. Furthermore, in order to adapt well in the digital age and participate effectively in 21st century learning, that digital literacy is totally needed. Digital literacy is vital that every human being should master in this day and age (Suhendra et al., 2019, p. 1214). The need for digital literacy integration affects all sectors of life, including the teaching and learning process in Indonesia. Furthermore, today, Indonesia is becoming one of the coronavirus-affected countries. The virus's spread has remained a source of concern up until now. Almost the entire field, including the education field has been affected by the Coronavirus outbreak. The teaching and learning processes were significantly altered as a result of this phenomenon. The school shifted school learning into online learning. Then, until now, most schools in Indonesia have implemented long-distance classes with the help of digital technology to anticipate the spread of the Covid-19. To participate fully in long-distance learning, students need to utilize various digital tools that are usually used in the teaching and learning process. Students must be digitally literate in order for teaching and learning that incorporates technology to be successful (Tang & Chaw, 2016, p. 62).

Recognizing its importance, many studies on digital literacy have been conducted within Indonesian context. For instance, Suhendra, Iswara, and Sartono (2019) explore teacher's perspective on learning-based digital literacy. Elementary school teachers view digital literacy as more important to be mastered in life,

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including in the teaching and learning process. In this recent year, the importance of mastering digital literacy is just as crucial as understanding language. Meanwhile, Pratolo and Solikhati (2020) investigated digital literacy implementation of junior high school teachers and teachers' strategy to cope with the challenges in implementing digital literacy. They are explored that EFL teachers used computers and smartphones as digital literacy sources in the digital literacy classroom, teachers in school district faced some challenges in practicing digital literacy in the classroom and the teachers always prepared for the backup activity as teachers' strategy to cope with the challenges in implementing digital literacy in English classroom. Then, Sagita et.al (2019) investigated the students' digital literacy skill to solve learning problems and suggested that it is still needed the improvement of students' digital literacy skills, especially in aspects of composing knowledge and aspects of evaluating and criticizing the content of information. Nonetheless, the findings so far have not clearly addressed the description of an Islamic junior high school students' digital literacy implementation in online learning and the need to develop students' digital literacy skills. Thus, this research was conducted to dig deeper into information about what factors are needed to develop students' digital literacy. in detail, this research attempts to answer the following questions: (1) how is the implementation of digital literacy skill of Islamic junior high school students in online EFL classes?, and (2) what factors are needed to develop students' digital literacy in EFL classes?

In the 21st century, literacy skills are one of the most crucial skill sets to be mastered by people worldwide. Some studies have defined digital literacy in several ways. According to Gilster, *digital literacy* means the ability to effectively understand and use information from various digital sources (Bawden, 2001, p. 18). In the 1990s, the concept of digital literacy was applied to perform the capability to both read and understand hypertext (Suhendra. et al., 2019, p. 1209). Suhendra. et al. (2009) stated that digital literacy is the awareness and abilities of individuals to apply, evaluate, analyze digital resources appropriately (p. 1210). Digital literacy requires the understanding of digital tools, critical thinking skills, and social engagement (Hague & Payton,

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2010, p. 19). Further, Mantiri et al. (2019) clarified that being digitally literate is having the knowledge and ability to use various technology tools for various purposes (p. 1301). Simply put, digital literacy is one of the 21st-century skills that allow people to understand, use, analyze, and evaluate any technology tools and various digital resources appropriately and strategically for various purposes in everyday life.

According to Belshaw in his book, *The Essential Elements of Digital Literacies* (2014, pp. 43-58), digital literacy has eight essential elements, including cultural, cognitive, constructive, communicative, confident, creative, critical, and civic. The eight essential elements are essential and interrelated to each other.

1) Cultural element; it covers the ability to behave appropriately online, move effectively between different environments, and understand when the appropriate time and place to use various digital tools are (Belshaw, 2014, p. 45). It means that when people slip across different tools, people need to change how they act and how they interact with others. For example, the way people communicate on WhatsApp group chat should be different from how they chat with their friends on WhatsApp personal chat.

2) Cognitive element; it focuses on comprehending the concept of computer literacy which entails the capacity to use multiple platforms, devices, and software as well as recognizing various features across digital tools (Belshaw, 2014, p. 47).

3) Constructive element; it refers to the ability to build and utilize someone's work that is stored digitally in responsible manner and invariably giving them credit for what they contributed to the project. It is also necessary to be knowledgeable about Copyright rules and the various types of Creative Common Licenses in order to be Constructive (Belshaw, 2014, p. 49).

4) Communicative element; it covers the ability to communicate through digital technologies and understanding and also applying specific norms and beliefs across

all digital devices (Belshaw, 2014, p. 49). To carry out proper communication, students can send the messages that are to the point, use good grammar, avoid abbreviations or inappropriate slang words and know the perfect time to send those messages (Ribble., et al, 2004, p. 8).

5) Confident element; it involves understanding and capitalizing upon ways in which the digital world differs from the analog. Developing the confident element of digital literacy involves solving problems and managing one's own learning in digital environments (Belshaw, 2014, p. 51).

6) Creative element; it is about using digital technologies and techniques to create or achieve new things ("not necessarily original") that somehow add value (Belshaw, 2014, p. 53). Fostering the creative element of digital literacy in the classroom involves applying element of creativity to subject knowledge, such as using digital technologies to perform audio-visual

presentations (Hague & Payton, 2010, p. 24).

7) Critical element; it is all about analyzing the power structures and assumptions that underpin literacy practices. Learning how to manage our personal literacy practices and considering how this affects our security and privacy is a necessary component of developing digital literacy (Belshaw, 2014, p. 56).

8) Civic element; it is about being able to use digital skills to help society and be a more considerate citizen, such as participating in civic acts using public and private digital service. Individuals must understand their digital rights and responsibilities as they grow in civic element. As digital technology users, we all have the responsibility to use various digital technologies in appropriate manner and the rights to privacy, security and freedom of expression in the digital world.

In sum, someone mastering digital literacy can use technology strategically to discover and evaluate information, connect and collaborate with family and friends,

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produce and share authentic materials, and use the internet and technology tools to achieve various goals, including academic, professional, and personal goals. The digitally literate person can search and gather reliable information from various kinds of search engines and applications. The digitally literate person also can evaluate and analyze any kinds of information that floods on the internet and can differentiate between tangible information and fake information. Many researchers have examined at digital literacy in classroom-based learning but not in online learning, it becomes more crucial for students for being digitally literate when conducting online learning. All the students need to develop their digital literacy skill to be able to participate actively in online learning. Based on that issue, this study tries to identify what factors are required to improve students' digital literacy skills.

METHOD

The research employed a qualitative case study approach to obtain an exhaustive understanding on the implementation of digital literacy and the needs for digital literacy development of EFL Junior High School Students in the 21st century. The research is conducted in an Islamic junior high school, particularly in first grade. The qualitative data were obtained from a face-to-face interview with a knowledgeable English teacher in utilizing technology and online classroom observation. A semi-structured interview was carried out to obtain the information on how digital literacy is implemented in EFL classroom and problems faced by students in doing digital literacy activities. Furthermore, online classroom observation was carried out to gain actual data about digital literacy activities performed by the students. Besides, documentation was also utilized to complete the data. The data were then analyzed, interpreted, and presented using descriptive explanation.

RESULTS AND DISCUSSIONS

The result of the study explored how the students implemented digital literacy and the barriers faced in implementing digital literacy, and also the needs of students to develop their digital literacy skills.

1. **The implementation of digital literacy during online English learning**

    Based on the result of class observation and interviews with the research subject, it was found that both teacher and seventh-

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grade students used computers and smartphones as digital sources. The findings also showed that teachers and students utilized various digital tools as learning media in English classrooms. Many different types of digital tools were employed as media in English online learning to meet learning objectives. In the teaching and learning activities, the teacher and students utilized various applications on their gadgets such as WhatsApp, Zoom Cloud Meeting, and YouTube. Besides, both teachers and students also used Learning Management System (LMS) in conducting online learning. The concept of using various platforms such as LMS, WhatsApp, and video conferencing supports the idea of Agustina and Nandiyanto (2021) that LMS, group chat feature in WhatsApp, and video conferencing such as Zoom meeting can facilitate distance learning (p. 97).

In the teaching and learning process, particularly in opening stage, the English teacher utilizes an audio feature in WhatsApp to communicate with students. This finding reinforces the prior study of Wiratomo and Mulyana (2020) who revealed that WhatsApp is an excellent tool for discussion and communication in the online learning process (p. 70). The English teacher opened the class through WhatsApp audio feature by saying greetings, stating the lesson's purpose, explaining the activities that the teacher and students will do in the lesson, and also motivating the students to stay enthusiastic about learning even though the learning process is carried out online by providing an overview of the advantages of learning the lesson to be learned. Besides, teachers and students also used WhatsApp as a means in accommodating students' assignments. The teacher asked the students to take a photo of their notes and send it via a private chat on the WhatsApp application. Teacher and students use WhatsApp as a medium of learning since it is pretty easy to operate and the majority of

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students have used it before. The use of digital tools by teachers and students shows that teachers and students mostly use the WhatsApp application. This finding supports the previous investigation of Djamdjuri & Kamilah (2020) who reported that almost all teachers and students use WhatsApp in the process of online learning (p. 69). Then, the teacher and students used LMS as a part of learning media since it is part of school policy. The teacher and students utilize various features in LMS to conduct an online learning. For instance, the teacher asks the students to fulfill their attendance by completing the institution's learning management system data.

Furthermore, the finding also shows that Zoom Cloud Meetings and YouTube applications were used by teachers and students to deliver English materials. The teacher explained the teaching materials, and the students were asked to observe and scrutinize the teachers' explanations about the materials. The English teacher explained the

teaching materials virtually through an online meeting application with an instant screen sharing concept named Zoom Cloud Meetings. Then, on another occasion, the English teacher also used YouTube as a medium of learning. The teacher recorded a video about the explanation of the lesson then uploaded the video on his YouTube channel. Then ask the students to watch the videos. The availability of YouTube video as a means for learning English online during the times of Coronavirus outbreak is really beneficial for students (Simanjuntak et al, 2021, p. 157). It enables students to watch English materials repeatedly, anytime and anywhere.

The findings also shows that teachers and students performed several digital literacy activities in conducting online learning. Some digital literacy elements which are performed by the English teacher and EFL students in conducting online English learning. Those digital literacy skills are as follows:

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a) **Cultural element**

The cultural element is involved when the teachers ask the students to use a variety of digital tools while also being able to customize how they interact within these tools. However, several students do not apply this Cultural understanding in the English classroom. It is shown by students who do not know how to interact through the group chat room. Several students were sending non-class-related messages to the class group messages several times. Some students sent video links that were not related to learning materials, as shown in the Figure 1.

b) **Cognitive element**

Students' ability to utilize a range of digital tools is totally involved when both teacher and students used various devices as learning media in an online English classroom. Most of the students were able to operate the devices that were used as learning media. However,

students' ability to utilize digital technologies for learning purposes is not evenly distributed among them. To illustrate, several students are still confused in conducting CBT in the Learning Management System (LMS) and joining audio in Zoom Cloud Meeting application and requested extensive instructions from their teachers after experiencing difficulty in conducting middle test examination online and joining online meetings in Zoom applications.

c) **Communicative element**

During times of pandemic, when the teaching and learning process is mostly handled digitally, the teacher utilizes the feature of group chat rooms as a means to communicate with their students. Online communication is a bit different than communication in a face-to-face setting. In online communication, people, particularly teachers and students commonly communicate via written text

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where the body language cues and immediate feedback from the interlocutor is missing. Therefore, to ensure the messages that we send are received correctly, it is significant for students to comprehend some common rules or norms in online communication. Nevertheless, the researchers noted that a number of students do not reflect have the ability to communicate with their teacher in an appropriate manner online. It may be seen in the way students communicate with their teachers, which is similar to how they communicate with their classmates. The students used many abbreviations, inappropriate slang words, stickers and emojis in their communications to their teacher in online group discussions such as WhatsApp group as shown in figure 2. Even though communication via social media such as WhatsApp has become

commonplace, students still have to pay attention to the existing ethics or norms when sending text messages to the teachers. If the group members want to send or reply to messages, they need to pay attention to some rules, for example communicate politely by using proper spelling and grammar (Jumiatmoko, 2016, p. 62).

d) Critical element

A lot of the information on the internet is credible. However, it is undeniable that much the information on the internet is misleading and fake news. This digital literacy element was involved when students receive and share any kind of information. Students need to make sure the information they share and receive is correct. Unfortunately, it showed that the students' ability to ensure the trustworthiness of the information that they share seems like it has not been mastered by all the English students yet. It is indicated by

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a number of students that still share the fake news in WhatsApp groups, as shown in figure 3.

Further, the findings showed that the students in an Islamic junior high school experienced some crucial barriers when implementing digital literacy in English classrooms. The research's findings highlighted two main problems faced by both teachers and students in implementing digital literacy in EFL online learning in an Islamic junior high school. The first problem is the school has a lack of technical support in utilizing technology sources. The school has insufficient support in internet connectivity since the school limits the internet quota usage due to avoiding spending significant funds. The implementation of digital literacy in EFL classrooms must be supported by adequate infrastructure. Pratolo & Solikhati stated that adequate infrastructures have a significant role in enhancing learners' skills in utilizing various types of technology (2020, p. 1511). Thus, to implement digital literacy run smoothly, then, the schools need to provide sufficient connectivity and equipment, such as the availability of computers in a school that match the number of student needs and smooth internet connection. Similar to Pratolo & Solikati 's statement, that a school should provide high-performing technology to enhance students' digital literacy skills (2020, p. 1511).

The second problem is students are not ready to access technology. The students are not yet ready to implement digital literacy in EFL learning since some students do not have technology sources such as computers or gadgets as technology sources. It is caused because they live in a boarding school that forbids them to bring the devices or limits them in using the devices. Consequently, it is hard for them to follow online learning and experience digital literacy. Some students found the

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difficult to join the class on a schedule that mostly runs in the morning until noon since they get a turn to use the gadget on weekends for students who live in the boarding school. Consequently, they missed a live meeting that their teacher held. Besides, students are not yet ready to access technology because of the poor internet connection. Some students have adequate devices, but they lack internet data since they come from low-income backgrounds. They do not have enough money to purchase an internet data package. Consequently, it is difficult for them to access the internet and experience digital literacy. Meanwhile, during the coronavirus pandemic in an Islamic Junior High school, the English classroom is conducted online through various applications on the smartphone that can be operated on if the users connect to the internet. Therefore, online learning or distance learning only works if both teachers and students have internet

access. A similar conclusion was reached in previous research of Handarini & Wulandari that online learning requires adequate facilities, such as devices and internet networks (2020, p. 502). The internet network holds a significant part as the facility to promote online learning's quality. With a sufficient internet connection, the students can access any application used as a medium of learning, and then the teaching and learning activities can run well. On the other hand, if the students do not have sufficient internet connection, they can run into trouble and get less effective online learning. As revealed by Djamdjuri & Kamilah that online learning might feel less effective because there are problems with internet signals and data connection (2020, p. 69).

Further, students are not yet ready to access technology because of the lack of students' ability to utilize technologies. Not all students have the skills in operating devices like gadgets to use as a medium in the English

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online learning process. Most students can operate computers or gadgets for playing games, watching YouTube videos, and connecting with others, but in utilizing smartphones in online learning, their skills are still limited. Thus, it creates the opportunity to implement digital literacy in EFL learning slightly. Having the digital competencies such as utilizing technology sources creates more opportunities for students to take effective and efficient online learning. This belief reflects the conclusion in prior research of Shopova (2014) that students' digital literacy development is pivotal to increase the effectiveness and efficiency of the learning activities (p. 1).

2. **The Needs Of Students To Develop Digital Literacy Skills**

Based on the analysis, it can be concluded that there are several things that are needed by students to develop digital literacy in English classrooms; (1) the availability of adequate School Infrastructures, (2) Teachers' guidance, and (3) immersed into digital environments.

a) **The adequate school infrastructures**

Considering the problems that there are some students who find the difficulties to experience and develop their digital literacy in English classroom since they lack technology sources, then, the availability of technology sources is genuinely needed. Adequate school infrastructures play essential roles in the success of digital literacy implementation in the classroom (Pratolo & Solikhati, 2020, p. 1510). Adequate school infrastructures allow students to get digital literacy experiences. The schools should expand access to digital technology for all students by increasing the availability of high-quality digital technology (Scottish Government, 2016, p. 19). The school facility has crucial roles in solving students' access to the school system and to enhancing students' digital literacy experiences. Thus, it is needed

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an effort from the school to improve high-performing technology sources with stable internet connection that all of the students can openly access. So, the students who cannot access the technology and internet in their home, can come to the school and utilize the computers provided by the school to take online learning and develop their digital literacy skills. In many ways, digital technologies and online resources have enhanced studying more powerful. The integration of technology in the classroom has beneficial impacts on students' motivation and confidence, as well as on their ability to improve their technology skills (Costley, 2014, p. 9). Therefore, the school needs to provide adequate school infrastructure for students to enhance students' technology skills and help the students experience digital literacy especially in English classrooms.

b) **Teachers' guidance**

Considering that several students in the English classroom do not reflect having digital literacy skills and knowledge, then, besides the school providing technologies that can accessed by all the students, it is no less important to involve students in discussion on digital literacy. Students require the direction from educators in order to achieve the understanding and skill of digital literacy. The teacher needs to socialize how to behave online and introduce students with the guidelines for using multiple platforms devices in the English classroom. As stated by Sharp in her study (2014, p. 77) that students should be taught digital rules of behavior that spells out what is and is not acceptable in terms of technology use. The students need to require guidance or direction from their teachers regarding any aspects of

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digital literacy in order to enhance their digital literacy.

c) **Immersed into digital environments**

Belshaw (2014, p. 48) stated that the all elements of digital literacy can be developed through immersion. It means that to acquire digital literacy, it can be through being immersed in numerous online environments and fostering students to use a variety of devices, applications, and features. Furthermore, Hague & Payton (2010, p. 21) claimed that developing digital literacy in school context refers to provide the opportunity for all students to utilize digital technologies that support the encouragement of their digital literacy skills and help them to achieve their learning objectives. Therefore, students need to immersed into digital world to develop their digital literacy skills. Hence, to foster and expand the use of technology by students, the English teacher need to

empower students to engage in the digital world and incorporate digital technology into teaching and learning activities. As a result, it is necessary for teachers as classroom manager for planning and organizing method of teaching that support the encouragement of students' digital literacy.

CONCLUSION

The dominance of technology usage in our daily activities emphasizes the significance of digital literacy for most of the world's population. In the school settings, the implementation of digital literacy in English classroom was actualized by using and utilizing WhatsApp application, Google form platforms, Learning Management System, Zoom Cloud Meetings, YouTube and online quiz platforms to accommodate students' assignments. Furthermore, in the process of implementing digital literacy in English classroom, the students faced with two main problems, including (1) the lack of school facilities and (2) students not ready to access technology. Further, in order to build their digital literacy skills, students must be involved in the digital

environment. As a response, it is necessary to provide every student with the chance to use digital tools, as well as teaching and learning methods in the classrooms that involve components of digital literacy.

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Teaching English to Children at MI Tahfidz Nurul Huda Japuralor, Cirebon

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Article Info	Abstract
	Since the implementation of the decentralization policy in education management in 2001, many local governments (PEMDAs) have decided to teach English as a local content (Mulok) at the elementary school level (or even in kindergarten). This local government initiative is problematic because the implementation of this mulok is not accompanied by special efforts to prepare some important aspects such as English teachers to teach in elementary schools and some supporting facilities. This research was conducted within 2 months (from January - February 2022). They were an English teacher at MI Tahfidz Nurul Huda Japuralor and some students of MI Tahfidz Nurul Huda Japuralor. The subjects were selected using Purposive Sampling techniques. This article discusses an overview of teaching English to children in MI Tahfidz Nurul Huda Japuralor, teachers' perception toward teaching English to Young Learners, and Parents' persepectives on learning English.

INTRODUCTION

Madrasah Ibdidaiyah (MI) Tahfidz Nurul Huda Japura Lor, Pangenan, Cirebon is a formal educational institution at the elementary level under the auspices of the Nurul Huda Foundation, Japura Lor, Pangenan, Cirebon. MI Tahfidz Nurul Huda is intended for students who have a strong interest and determination to memorize the Qur'an and study Islam and science at the same time. As a National Standard School (SSN) the MI Tahfidz has included English lessons at class 4. Students from grade grade IV receive English lessons as local content (mulok).

This is because international communication requires English as an international language, so that in education in Indonesia, the ability to speak English is one of the skills that

must be mastered by students from the early ages.

The era of globalization requires us to master English both orally and in writing. These demands make parents compete to send their children to schools with international or national standards plus where the medium of language used as the medium of instruction is English.

English has become a very important communication medium in the world because of its position as an international language as well as the language of technology. With the increasingly globalized world and increasingly rapid technological advances, it is undeniable that mastery of the English language is one of the keys to get better job opportunities or success. Based on this, Indonesia as a part of the world community is aware of the importance of mastering the English language. Therefore, the teaching of English has long been applied in the world of Indonesian education.

English has long been an inseparable part of the education system in Indonesia which was initially only given to higher education levels, but over time the need and popularity of English has increased which resulted in the curriculum for teaching English to change. With the aim of improving the ability and mastery of English for students, the government finally began to introduce English lessons at a lower level of education, namely at the primary school or even kindergarten.

It was this awareness that finally made the government issue a policy through the Ministry of Education and Culture of the Republic of Indonesia (Depdikbud RI) No. 0487/1992, Chapter VIII which states that SD can add subjects to its curriculum. This policy ultimately underlies the inclusion of English subjects as part of local content in elementary schools.(Nisa, 2020, p. 192).

Many languages around the world have similarities, for example in syntax (syntax), grammar (grammar), even vocabulary (vocabulary) where they have the same origin, such as Dutch and German, Indonesian and Malaysian, or French and Spanish. However, English and Indonesian are very different, where each language has German and Austronesian roots. With so many differences, it is a challenge for native Indonesian speakers to learn the more complex intricacies of English. (*Perbedaan utama antara bahasa Inggris dan bahasa Indonesia | British Council Indonesia Foundation*, n.d.).

The connecting tool between one human and another in interacting is with a language. Language is a communication tool that can be used to convey desires, intentions, thoughts from one individual to another. Communication will be easier or smoother if the language used between the speaker and the speech partner has many similarities or can be said in the same language or one type of language.

The difference in the area where we live turns out to give rise to a different (diverse) language. Mountains, rice fields, rivers, forests are some examples of geographical factors that drive this difference. For example, region A and

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region B are bordered by a large river, it is rare for interactions between the two communities to occur, language variations can occur when the languages of the two regions are studied.

There arises a science that studies language not only in its internal scope (linguistics), but also in relation to its external scope (sociolinguistics), namely individuals as members of a society. In sociolinguistic studies, language variations are studied. Variations that are based on or attributed to speakers, linked to region, linked to time, etc. Language scholars (linguists) differ in classifying languages based on the focus of their discussion. There are those who classify language based on politics and based on its acquisition (Chaer and Leonie). These two topics will be briefly described in this paper.

The types of language based on acquisition are mother tongue (first language), second language and foreign language. Meanwhile, the type of language based on political attitudes that will be described is the national language.

English is considered as the foreign language in Indonesia. As the mother tongue is the equivalent of the English term *native language*, which is a linguistic system that is first naturally learned from the mother or family by the child. For example, the native language of the people living on the slopes of Mount Merapi is Javanese and the mother tongue of the natives on the shores of Lake Batur is Balinese.

It has been mentioned above that other languages that are not their mother tongue are learned by children, so that other language is called a second language. This second language can be the national language, the official language of the country, the official regional language, or also a foreign language (not the native language of the indigenous people). For example, a child living in Yogyakarta learns Javanese as the first language taught by his parents, then when he enters school, the child is taught Indonesian at school, so in this case Indonesian can be said as the child's second language.

Young children do not come to the language classroom empty-handed. They bring with them with an already well-established set of instincts, skills, and characteristics which will help them learn another language. We need to identify those and make the most of them. For example, children: are already very good at interpreting meaning without necessarily understanding the individual words; already have great skill in using limited language creatively; frequently learn indirectly rather than directly; take great pleasure in finding and creating fun in what they do; have a ready imagination; above all take great delight in talking.(Laidlaw, 1995, p. 3).

There are some pillar requirements for effective teaching English to Young Learners. *Pillar 1*: Accomplished English teachers should know who children are; *Pillar 2:* Accomplished English teachers should know how children learn; *Pillar 3*: Accomplished English teachers should know how children learn a language; *Pillar 4*: Accomplished English teachers

should know how children learn English a Foreign Language (Musthafa, 2010, pp. 120–123).

METHOD

This research was conducted within 2 months (from January - February 2022). There were 2 people chosen as the subjects of this study. They were: an English teacher at MI Tahfidz Nurul Huda Japuralor and some parents of MI Tahfidz Nurul Huda students Japuralor. The subjects were selected using Purposive Sampling techniques. Purposive Sampling is a technique of determining the sample with certain considerations. The reason for selecting the two samples is because of the accessible factor; the access was easier, the atmosphere was more conducive, therefore the researchers could obtain more comprehensive data (Sugiyono, 2013).

This research used a descriptive qualitative approach. Qualitative research method is a research method based on the philosophy of positivism, used to examine natural object conditions (as opposed to experiments) where the researcher is the key instrument, purposive and snowball sampling, data collection techniques, data analysis inductive/qualitative, and the results of qualitative research emphasize more meaning than generalization (Sugiyono, 2013).

Furthermore, the data used in this study were primary and secondary data. Primary data were obtained directly from respondents (English teacher, students

and a staff) by using observations, and interviews as the instruments. While secondary data were taken from some references related to this study. Then it was compiled and analyzed the phenomena that occurred, then drew the conclusions from the study.

RESULTS AND DISCUSSIONS

English Teaching and Learning at MI Tahfidz Nurul Huda Japuralor – Pangenan – Cirebon

In Indonesia, interest in teaching English to young learners has been steadily growing in recent years. Many parents believe that by studying English from early stage, their children will get a better future. They believe that by introducing English to their children as early as possible, it will bring their children to have a better carrier (Pransiska, 2016, p. 250).

In Cirebon, West Java, some MI and SD put English in their curriculum although in early childhood education new curriculum, for example the 2013 curriculum, do not included English as their attention, but every MI and SD has its own authority to expand their curriculum. Some kindergarten such as SDIT Al-Irsyad Lemahabang, MI Tahfidz Nurul Huda Japuralor, MI Nidhomiyah Japurakidul and many more.

English is a big business. The ability to speak English is important for one's competitiveness. By having good English skills, good competitiveness, which is useful for our country too. But that doesn't mean we have to forget Indonesian, which has become our national language (Maduwu, 2016).

There are some importance of teaching English to young learners such as the earlier the onset of foreign language learning, the greater the chances for language proficiency. The learners have great opportunity to have native-like pronunciation; improving overall school performance and superior problem-solving skills; Development of lifelong ability to communicate with more people; Better understanding of other cultures.(Prayatni, 2019, p. 106).

Teaching English to Young Learners (**TEYL**) is a way to introduce English as a foreign language to young students. While children may not have an understanding of why it is important to learn a second language, there are many reasons that answer the question, "Why teach English to young learners?" For instance, creating a fun and positive learning environment can equip kids with a strong foundation for success in more advanced courses later in their academic careers.("Why Teach English to Young Learners," n.d.)

One of the most important aspects of teaching English to young learners is creating an enjoyable and creative learning atmosphere. To most children, learning English is just another activity in their average day. Though it will take time for them to understand the future impact of what they are learning, the basic skills that these kids learn will prepare them for more advanced language courses.

Pransiska gave an opinion and quoted by Cahyati that young learners are like sponges, they grasp everything we

say and how we say it. There has been a growing awareness acknowledging that teaching English to young learners is not as simple as we once thought. It is not a matter of teaching a list of simple vocabulary. It needs optimal condition and requirements that would enable young learners to further their learning, and eventually the aim of TEYL would be achieved. Some requirements that need to be consider are the curriculum, teacher competency, media and method used (Pransiska, 2016) (Cahyati et al., 2019, p. 110).

The observation revealed that English teacher should:

1. Have good qualification in teaching English. It considers that to create qualified students starts from qualified teachers. There are still many English teachers who just teach young learners by translating English vocabularies into Bahasa Indonesia, or vice versa, rather than using English to communicate it in the classroom.

2. Have a good class management. Teachers as the main actors in carrying out the learning process in the classroom so far still lack the skills in managing the classroom. Most of them are more concerned with aspects of the content of the lesson to be conveyed. As a result, due to lack of classroom management skills, the class becomes out of control so that the subject matter to be delivered is not effective (Ardiansyah, 2019, p. 95).

Some teachers tend to just sit down without going around the classs in almost all the learning time. This must be avoided.

3. Teachers should push the students speak in EFL by using classroom language or at least speak in their second language so that the students do not find difficulties in trying speaking English. Most of the students speak Javanese as their mother tongue which influence the way they speak English as a foreign language and it is as an external factor in independent variable that can change one language to the other language and it makes some obstacles when someone learns the other languages

Besides, the concept of Students' mother tongue interference can be viewed as a transfer that affects learning both negatively and positively. It means that there is possibility for the learners to produce some mistakes or errors in learning a second language especially English. This idea is supported that there is high probability of cross-linguistic influence in second language acquisition and this influence may produce some errors which are caused by negative transfer. Furthermore, mispronunciation and grammatical errors are the most common types of interference between the mother tongue and the target language. In so doing, the language interference in pronunciation means as a result, Interference refers to the problem that students present in oral speech activities in aspects related to the correct pronunciation of English sounds (Subandowo, 2017, p. 206).

Regarding to this, English teachers in MI Tahfidz Nurul Huda should maximize classroom interactions in order to achieve better results in teaching and learning English. When the teachers are about to teach, they should greet students regularly. According to the observation, teachers sometimes did not greet the students when the class is started or ended.

In fact, greating and other routine activities give a warming up and help students to be more familiar with English. Teachers also should make more efforts in teaching English. Based on the observation, not all of the teachers had a good proficiency in teaching English and had teachers training background. Regarding the teacher's lack of competence, it is wise for the school to provide opportunities for the teachers to improve their teaching competences such as providing them in service teachers training so that it will improve the EFL education at MI Nurul Huda Japuralor to be better.

Teachers Perception Toward Teaching English to Young Learners

The literature on teaching English to young learners has identified a number of pressing challenges. One is that English is often introduced as a compulsory subject at primary school without due consideration of who will teach it. In some countries a severe shortage of trained primary school teachers of English is reported. Teachers

may therefore find themselves teaching English either without adequate training in teaching young learners in general or in teaching English to young learners in particular. The situation is especially acute in poor or rural areas (Copland et al., 2014, p. 2).

English is being introduced to ever more and ever younger children and in many countries around the world English is now compulsory in primary education (Nikolov, 2009a; Pinter, 2006). However, curricula and practices are often being developed in an ad hoc way because there is little appropriate research to inform fundamental policy decisions (Garton et al., n.d., p. 3).

Moreover, knowledge and understanding of teaching practices in the field of young learners is, at best, sketchy. There are a number of books that bring together worthwhile studies of small research projects, often led by local university researchers

The widespread introduction of English in primary schools has been described by Johnstone (2009:33) as 'possibly the world's biggest policy development in education'. Even in countries such as Poland, Hungary and Croatia, where a choice of foreign languages is offered at primary level, English is overwhelmingly the first choice(Garton et al., n.d., p. 4).

As garton et al quoted on the same page, there are a number of reasons for this trend:

1. The widespread assumption that earlier language learning is better (Nunan, 2003); (Hu, 2007).

2. The response to the ever-increasing demand for English as a result of economic globalisation (Enever et al., 2009); (Gimenez, 2009); (Hu, 2007) . Such a demand leads to pressure on governments from international economic forces to ensure there is an English-speaking workforce.

3. The pressure from parents in the national context who want their children to benefit socially and economically from learning English (Brock-Utne & Holmarsdottir, 2004); (Enever et al., 2009); (Gimenez, 2009).

Parents' Perspectives on Learning English

Parents have high hopes for their children so that they can develop and master English. Parents are people who are elders, which include mothers and fathers who are the main examples and interpretations of society, the world and life for their children (Frindam, 2010).

English is a universal language that is used by almost all nations in the world. Many countries require English to be one of the compulsory subjects taught in schools, especially to children who will become the nation's successors. The provision of English learning to children is carried out not directly, but gradually. Learning English is done in many ways, such as in the form of songs, games, pictures, and so on so that children don't feel bored with English lessons.

The view of the majority of parents about mastering English is very positive. According to them, it is very necessary to

master a foreign language, especially English for children, because currently English is an international language that the majority of countries in the world use and learn as a tool to communicate. They also believe that giving English lessons can make children find jobs easily in the future. In line with the views of parents, according to teachers learning English for children is appropriate because children are in their golden age so that children are able to understand lessons more easily than adults.

CONCLUSION

English Teachers should have good qualification in teaching English - It considers that to create qualified students starts from qualified teachers; have a good class management – teachers should know when they need to sit down or go around the class to make sure that the students know well what to do; and push the students to practice English in the classroom by using classroom language.

The interference is the indication of dominant transmigration from the other cultures. Mother tongue or second language, Javanese for example, as the language which caused phonic interference and this interference causes changing English pronunciation in their intonation and articulation. Another factor is frequency of speaking Javanese as students' daily activities.

Based on the observation, not all of the teachers had a good proficiency in teaching English and had teachers training background. Regarding the

teacher's lack of competence, it is wise for the school to provide opportunities for the teachers to improve their teaching competences such as providing them in service teachers training so that it will improve the EFL education at MI Nurul Huda Japuralor to be better.

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