



**PERSPECTIVES AND PRACTICES OF THE ENGLISH TEACHER ON
ENGLISH LITERACY MATERIALS AND TEACHING AT ISLAMIC
SECONDARY SCHOOL**

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Abstract

This research aims to discover teachers' perspectives about the meaning and application of teachers towards English literacy at Islamic Secondary Schools. This research is a descriptive study with a qualitative design. This study is aimed at exploring teachers' perspectives and their origins as determined by their positions and responsibilities within the MTsN 2 Southwest Aceh Regency, MTsN 3 Southwest Aceh Regency, and MTsN 4 Southwest Aceh Regency. The study will contribute to developing the teacher's perspective of English literacy and practices of teaching English literacy material. The study used the interview method to collect data from 6 English teachers from these 3 schools. The results show that there are similarities and differences in English literacy materials for grades 7,8, 9, and similarities between SMP and English literacy. There are differences in the language used in the two types of literacy. The conclusions of this study can be concluded that the teachers have a common understanding regarding how to teach English literacy in schools.

Keywords: Perspective, Practice, Literacy & English Literacy

INTRODUCTION

Literacy is the main thing for educational success. Literacy has the meaning of the ability to read and write, where this ability is used as a communication tool by a person. According to (Jack Goody, 1968; Elizabeth Sulzby, 1986; Kuder & Hasit, 2002; Harvey J. Graff, 2006; Iriantara, 2009; Tharp, 2010; Mulyati, 2010; Setiadi 2010; Wildova, 2014; Purwati, 2017; Chairunnisa, 2018; Padmadewi & Artini, 2018) literacy is skill of reading and writing. Literacy is a person's ability to write and read. According to (Faizah, 2016; Saomah, 2017;) Literacy is the use of social, historical, and cultural situational practices in creating and interpreting meaning through writing. According to UNESCO "The United Nations Educational, Scientific and Cultural Organization" " literacy is a set of real skills, especially skills in reading and writing which are independent of the context in which the skills are acquired and who acquires them. English is one of the literacy teachings for students. English is a lesson given by educators to develop language and communication skills. The students become creative, independent, and able to solve problems using their English language skills.

The development of English in Indonesia is quite fast because English has become inherent in Indonesia. According to Richards & Rodger (1986), many people in various countries use English as a means of communication in various important international meetings. Mastery of English is very important because almost all global sources of information in various aspects of life use this language. Literasi menjadi sebuah kepentingan yang tak terelakkan karena manusia adalah makhluk sosial yang tidak lepas dari kehidupan masyarakat (Cahyaningtyas, 2017).



English has different meanings and meanings for each person. Different perceptions of English can be caused by different points of view. English language learning in schools should truly apply a literacy-based teaching approach, which emphasizes the use of language naturally and authentically to develop life skills. This kind of approach encourages students' ability to use written or printed information to develop knowledge, thereby bringing benefits to society.

English is an international language that is widely used to communicate between nations. English is a necessity for students to be able to communicate in various situations in English. Introduction to early childhood thinking skills also provides an understanding of efforts to introduce English. The aim of teaching language is so that students can use the language themselves in communication. According to Islamiyah (2011:2), the aim of learning English for children is to have the ability to develop communication competence in oral form to increase the nation's competitiveness in the global community. To be able to communicate, if there are two or more people who do it by reading, listening, speaking, or writing.

English literacy has begun to be introduced starting from the most basic education level. Many countries introduce English language learning from the most basic education levels (Tang, 2020; Gursoy et al., 2017). Seeing the development of English literacy in education, many perspectives emerge from teachers in implementing and improving English literacy. Etymologically, perception or in English perception comes from the Latin perception, from percipere, which means to receive or take. Perception is the experience experienced by a person about objects, or events that are obtained based on information and interpretation of messages.

In this study, the teacher's perspective is to bring English literacy to Islamic Secondary Schools. By exploring teacher perspectives and their origins as determined by their positions and responsibilities within the MTsN 2 Southwest Aceh Regency, MTsN 3 Southwest Aceh Regency, and MTsN 4 Southwest Aceh Regency. The study will contribute to developing the teacher's perspective of English literacy and the practice of teaching with English literacy material. This study shows that experienced and inexperienced teachers have different performances in teaching.

LITERATURE REVIEW

Teacher is the main key to the success of the education system. According to Tilaar (2001), teachers play a very important role in efforts to develop human resources through education. Likewise with the lessons given by teachers to their students. So the teacher's perspective on the world of education, especially literacy, has a big influence on students' understanding and the application that students will carry out based on what they have learned from their teacher, where this will happen according to the teacher's point of view in giving lessons. Therefore, in this study, researchers interviewed 6 English teachers from 3 different schools to obtain the perspectives and practices implemented by teachers regarding English literacy. In this research, several things will be explained by the researcher regarding the title that has been chosen. These are as follows:

Perspective

Perspective is a person's way of looking at understanding or giving meaning to the information they obtain. According to Sujarwo (2020), perspective is a way

of looking at a problem or phenomenon that occurs. The word perspective comes from the Italian *prospettiva* which means view picture. Perspective is also the process of selecting and organizing responses that come from outside an individual. Furthermore, Sujarwo added that the perspective itself is divided into various types, one of which is the learning perspective. The learning perspective refers to the education sector in which educators and students are involved. In the learning perspective, there is a teacher's perspective which explains the learning process and the teaching process that takes place in the classroom.

The Perspective of the English Teacher

The English teacher's perspective on English literacy is the teacher's point of view in interpreting and how teachers apply English literacy in schools. According to Sujarwo (2020), the teacher's perspective on learning is the teacher's perspective on a problem that occurs in the learning process and the teaching process that takes place in the classroom. The learning process is carried out in different ways by each teacher and this occurs according to the teacher's perspective in carrying out the learning process. So that the development of students' abilities in the material taught and students' ability to communicate occurs by the way the teacher carries out the learning process.

Learning

Learning is a process of interaction between students and educators and learning resources in a learning environment (Chalil, 2009). Learning English is one part of optimizing children's growth and development holistically in the language aspect. In the learning process there is interaction between the teacher and students, from this interaction there are results that are achieved, namely learning objectives. The achievement of learning objectives can be seen in the teacher's success in teaching. In the process of learning English, 4 skills need to be achieved, speaking, reading, listening, and writing skills. So that learning outcomes can be seen from mastery of these skills.

According to Pannen (1995), teaching materials are subject matter that is systematically arranged, where the material is given by the teacher to students in the learning process. Teaching materials are things given by teachers to students to achieve educational goals. Literacy is one of the things that teachers provide to students at the educational level. Literacy has various types, one of which is English literacy. English literacy is an individual's ability to process information and knowledge for life skills. In the world of education, English literacy is very important because it enables students to access, understand, and use information effectively in various situations. According to Cahyaningtyas (2017), literacy is an interest that humans cannot let go of because humans are social creatures who have a life in society. English literacy is the ability to read, write, speak, and listen in English. According to John C. Richards (2012), English literacy is the ability to read, write, and use English in various contexts. English literacy allows students to develop better literacy skills so that their ability to access and use information effectively increases.

METHOD

This research is a descriptive study with a qualitative design. Qualitative research is often effective when the main objective is to explore, explain, or clarify (Leavy, 2017). This research describes and describes data related to the current

situation, attitudes, and views that occur in a society. In this case, researchers collect data in the form of detailed stories from informants and express them as they are according to the language and views of the informants. The objects of this research were English teachers from MTsN 2 Southwest Aceh Regency, MTsN 3 Southwest Aceh Regency, and MTsN 4 Southwest Aceh Regency. 6 teachers from the three schools were studied, of which there were 3 English teachers from MTsN 2 Southwest Aceh Regency, 2 English teachers from MTsN 3 Southwest Aceh Regency, and 1 English teacher from MTsN 4 Southwest Aceh Regency. The researcher chose teachers as the research object because the researcher wanted to know the viewpoints and practices that were applied by English teachers at the MTsN on English literacy and because the researcher wanted to know what needed to be done and developed in English literacy in the future.

In this study, the researcher used the interview method to collect data from 6 English teachers from these 3 schools. This data analysis is presented qualitatively and sorted inductive. The results of the stages applied to obtain data where the results of interviews that have been conducted will be presented transparently one by one. Interview data be displayed first, then observations and supported by data from supporting documents to strengthen the main data (Creswell, 2017).

RESULT AND DISCUSSION

Based on the results of the interview, it can be seen that the viewpoints and applications carried out by English teachers at the MTs level have similarities and differences. This can be seen in the following interview results:

Teachers' perspectives on English literacy

Understanding of literacy and English literacy (Q1 and Q2)

Teacher 1: Literacy is an individual's ability to read and write, speak and calculate, and solve problems at a certain skill level needed in everyday life. English literacy, still It's also not much different from Indonesian language literacy, it's just language literacy. English is a different language, but the meaning remains the same.

Teacher 2: According to Miss, when we read something, after that we apply it in writing and we can explain what we have read. If this is special just in English, right, if English there will be speaking, right? reading, and writing, so let's just focus on English.

Teacher 3: Reading, yes, that's what I think. In my opinion, the deep reading program English.

Teacher 4: Literacy is the activity of reading, understanding, reasoning and then conveying it Back in English. Yes, it's the same. The only difference is literacy Generally we use Indonesian when we read the text later in English.

Teacher 5: Literacy is the activity of reading, understanding the reading, and then being able to tell it to return. In my opinion, it's the same as the definition of literacy, only the difference is in the language.

Teacher 6: In my opinion, literacy is the understanding that is obtained from the results that have been read. In my opinion, English literacy is the same as understanding this literacy is only different in the language context.

Based on the understanding of T1, T2, T3, T4, T5, and T6, the definition of literacy is an individual's ability to read and write, speak and calculate, and solve problems at a certain skill level that is needed in everyday life. Meanwhile, the definition of English literacy according to the six English teachers is the same as

the definition of literacy, only different in the language context. English literacy is an ability that allows someone to understand, write, and use English in various situations (Brandt, 2016). From the understanding of T1, T2, T3, T4, T5, and T6, literacy and English literacy have similarities and also differences.

Based on the understanding of English teachers, it can be concluded that literacy and English literacy have similarities. Literacy understanding and English literacy by T1, T2, T3, T4, T5, and T6 are the same. This can be seen from T1's understanding of the meaning of literacy and English literacy "Literacy is an individual's ability to read and write, speak and calculate and solve problems at a certain level of expertise that is needed in everyday life. "As for English literacy, it's still not much different from Indonesian literacy, it's just that English literacy is a different language, but the meaning is still the same." Meanwhile, according to T1, T2, T3, T4, T5, and T6, the difference between literacy and English literacy lies in the language.

Teachers' perspectives on the importance of literacy

Understanding of the importance of literacy (Q3)

Teacher 1: Very important, because literacy is one of the methods that can make students more active and creative. Yes, to convey ideas and the ideas in expressing the various things they want to convey.

Teacher 2: Yes, it's important. It's important because it's impossible for students to just write and write just read but he doesn't understand and can't explain to others

Teacher 3: It's important because as you said earlier, literacy is part read it right.

Teacher 4: Yes, for us teaching at MTsN schools, it's important. Because this is one section, because there are 4 points taught in the lesson demand the same curriculum. So one of them is reading, so it's automatic to understand the reading text, children must read it first.

Teacher 5: It's important for all students, yes. Yes, because children read a lot so we know a lot, and we can tell it to people around us. I mean we can transfer knowledge to others.

Teacher 6: Yes, it's important, it's called literacy, we need understanding in reading. Moreover, English literacy is beneficial for everyone, right?

Based on understanding T1, T2, T3, T4, T5, and T6, literacy is important because it has a good impact on understanding. Like understanding T6 "Yes, it's important, it's called literacy, we need understanding in reading, especially with English literacy, it's beneficial for everyone, right?" According to Cahyaningtyas: 2017, "Literacy is an inevitable necessity because humans are social creatures who cannot be separated from community life." From the teachers' understanding of the importance of literacy, it can be concluded that T1, T2, T3, T4, T5, and T6 have the same understanding. Based on this understanding, it can be concluded that literacy is important because it can enable students to convey ideas, be able to explain what they read, and be able to understand the content of what they have read.

Teacher's perspective on English literacy material

Understanding of English literacy material (Q4)

Teacher 1: English literacy tends more towards, for example, making dialogue, then there's the writing.

Teacher 2: English has speaking, writing, reading. If reading is the narrative text, descriptive text, or report text.

Teacher 3: Reading comprehension, yes, it could be about text.

Teacher 4: Reading comprehension, such as texts

Teacher 5: English literacy, text discourse, in story form.

Teacher 6: Like narrative text, recount text

Based on understanding T1, T2, T3, T4, T5, and T6, English literacy material is in text form. Like T2's understanding that "English has speaking, writing, reading. When reading, there is a narrative text, descriptive text, and report text." English literacy includes the ability to read, write, and speak English, as well as the ability to think critically and understand English (J. David Smith; 1998). From this statement, it can be concluded that this English literacy material is in the form of text which includes reading, writing, and understanding activities. Based on statements T1, T2, T3, T4, T5, and T6, it can be concluded that the understanding of the 6 teachers is similar regarding English literacy material. The understanding provided by these teachers shows that English literacy material is in the form of text.

Teacher's perspective on material that is liked and disliked and material that is easy to teach

Understanding of material you like and don't like and material that is easy to teach (Q5)

Teacher 1: When talking about material that you like and don't like, it depends on how we convey and present material. It's back again like mom said it was difficult and easy depending on how we carry that material.

Teacher 2: For example, according to Miss, students are the first way we teach. The method is not boring for students like the game method miss apply. Like this, like present tense, present continuous.

Teacher 3: If according to their mother what she likes is about, oh what she doesn't like is about tenses. They like verbs and nouns like that. In my opinion, it's more like that was a real thing, right?

Teacher 4: So for example speaking, when speaking is only made for certain classes just be enthusiastic later. If their listening is zero, why? Because lack of vocabulary what he hears he doesn't understand. So finally his literacy in this text area does not work. If specifically for language, what?. This is the type of "Text" that we can easily teach in narrative form.

Teacher 5: It seems like the kids like everything because we teach the basics. Like the introduction, they introduce themselves like their children. Like a monologue, text form.

Teacher 6: The material that I like is narrative text because the text is in the form of a story and what's not to like? So far I haven't seen any student disinterest in the material I teach. Vocabulary material.

Based on understanding T1 and T2, what material they like and what they don't like depends on how the teacher presents it. Meanwhile, material that is easy to teach according to T1 depends on the way the teacher teaches, such as T1's understanding "It goes back to what you said earlier, whether it is difficult or easy depends on how we present the material." According to T2, material that is easy to teach is grammar, "Like this, like present tense, present continuous". Based on T1 and T2's understanding of material they like and don't like and material that is easy to teach, it can be concluded that there is a difference in understanding of this matter. Meanwhile, based on understanding T3, T4, T5 and T6, the preferred materials are narrative, descriptive, and vocabulary texts. Material that is not liked

and material that is easy to teach is by the way the teacher carries out the learning process and presents the material.

The conclusion from understanding T1, T2, T3, T4, T5, and T6 regarding material they like, dislike and material that is easy to teach depends on the way the teacher presents the material and students' interest in English literacy. As T1 understands, "If we talk about material we like and don't like, it depends on how we present and present the material. It goes back to how you said earlier, whether it's difficult or easy depends on how we carry the material. So this does not only depend on the material and the teacher who teaches, but also on students' interest in English literacy. Based on statements T1, T2, T3, T4, T5, and T6, it can be concluded that there are differences in understanding regarding this matter.

Teacher's perspective on challenging literacy material

Understanding of challenging literacy material (Q6)

Teacher 1: Yes, perhaps what is a bit difficult for children is writing

Teacher 2: The material, which is challenging for Miss is the lesson about experience or experiences.

Teacher 3: What's challenging is if, for example, we ask them to read a text, they are not familiar with influential people in the world for example, like, they don't understand.

Teacher 4: What is challenging is that the type of text is "Report".

Teacher 5: Challenging? Descriptive text but doesn't seem too challenging either

Teacher 6: The anecdote text is challenging

Based on statements T1, T2, T3, T4, T5, and T6 regarding challenging literacy material, it can be concluded that material related to writing and reading is challenging material. Because these two skills encourage students to be able to write, understand, and write down what they have understood, however, students' interest in English literacy is still lacking, making this material a challenging material for teachers to implement. Like T3's understanding, "What is challenging is if, for example, we ask them to read a text that is not familiar to them, for example about influential people in the world, for example, they don't understand." So from understanding T1, T2, T3, T4, T5, and T6 regarding this matter, it can be concluded that the challenging literacy material is related to reading and writing skills. The conclusion from the understanding of the six teachers is that there are differences in understanding regarding challenging literacy material, such as material related to reading and writing skills.

Teacher's perspective on similarities or differences in English literacy materials for grades 7, 8, and 9 and similarities between MTsN and SMP English literacy materials

Understanding of similarities and differences in English literacy materials for grades 7, 8, and 9 and similarities between MTsN and SMP English literacy materials (Q7 and Q8)

Teacher 1: Oh, it's different. Because the material is also different and the level we provide the material is different. So they have similarities in the dialogue above, only at each level, the presentation and delivery of the material will be slightly different just at his level. MTsN and SMP are the same level, the education is the same level, and automatically the material is the same.

Teacher 2: Different, yes, the material is different, right? If class 3 is even more in-depth, in 8th grade, sometimes he just explains it briefly just. The titles are

different, but the points are probably the same.

Teacher 3: What's challenging is if, for example, we ask them to read a text. For example, they are not familiar with influential people in the world, like, and they don't understand. The same because of the curriculum the books used are the same as MTSN and SMP.

Teacher 4: Yes, there's automatically a difference. Make it as if it has been divided, for example if it is divided what is the text for class 1, then later, for example, descriptive text later on displays the text which is rather simple, simple, short. Same because it uses the curriculum issued by the Ministry of Education and Culture. So it's automatically the same, what? We also adopted the one at the Ministry of Education and Culture there, so in general it is the same because the reference we take is the same.

Teacher 5: Yes according to the level, wait for the term when it is 8 it will increase again literacy as well as in grade 9 has also increased again. In terms of reading earlier, they both read the text or studied the text. SMP and MTsN the material is the same

Teacher 6: The similarity is in the material which is continued in the next class. I think it's the same, maybe what's different is in the teacher's method convey the material

Based on the statements of understanding T1, T2, T3, T4, T5, and T6, English literacy materials for grades 7, 8, and 9 have differences. Like T2's understanding "It's different, the material is different, right? In grade 3, it's even more in-depth, in grade 8, sometimes he only explains it briefly. "The titles are different, but the points are probably the same." English literacy material for grades 7, 8, and 9 has differences in the presentation of the level of material given to students, but the material is continuous with the three grade levels. Based on this understanding, it can be concluded that T1, T2, T3, T4, T5, and T6 have the same understanding of English literacy material for grades 7, 8, and 9.

Based on T1, T2, T3, T4, T5, and T6's understanding of English literacy material, the MTsN and SMP levels have similarities because the levels of the two schools are the same. As T1 understands, "MTSN and SMP are at the same level, the education is at the same level, and the material is automatically the same". MtsN and SMP are schools that have the same level, namely junior high school. So from the teachers' understanding, it can be concluded that the English literacy material in the two types of schools has similarities. Based on this, it can be concluded that T1, T2, T3, T4, T5, and T6 have the same understanding regarding the similarities in English literacy material at MTsN and SMP levels.

Teacher's perspective on the difference between English literacy and Indonesian literacy

Understanding of the difference between English literacy and Indonesian literacy (Q10)

Teacher 1: Regarding English literacy, it is still not much different from language literacy Indonesia, but English literacy is a different language, however the meaning remains the same.

Teacher 2: English literacy includes reading, speaking and writing. What do you mean, if you are already literate in English, the focus will be on English don't forget to relate it to anything else.

Teacher 3: For example, literacy is direct, they can understand it because of it's our

language. But if English literacy is a people's language, so they are I don't understand a bit.

Teacher 4: Yes, it's the same. The only difference is that we will use general literacy in Indonesian, we will read the text later in English.

Teacher 5: There is no difference, in my opinion, the difference is only in language.

Teacher 6: In my opinion, English literacy is the same as the definition of literacy just now It's just different in the language context

According to T1, T2, T3, T4, T5, and T6, English literacy and Indonesian literacy have similarities and differences. The similarities lie in the meaning and context, while the differences lie in the language. Indonesian language literacy uses Indonesian, while English literacy uses English. Like T1's understanding, "In English literacy, it is still not much different from Indonesian literacy, it's just that English literacy is a different language, but the meaning is still the same." Based on the understanding of T1, T2, T3, T4, T5, and T6, it can be concluded that there are similarities in the understanding of the six teachers regarding the differences between English literacy and Indonesian literacy. So the conclusion is that English literacy and Indonesian literacy have differences in the language used in the two types of literacy.

Teacher's perspective on difficulties in teaching English literacy

Understanding of difficulties in teaching English literacy (Q12)

Teacher 1: So all the elements of speaking are challenging because there are students who lack the courage to appear like introducing themselves and their families.

Teacher 2: According to Miss, the students experienced difficulties or challenges during teaching here, yes, some students are less interested in language lessons in English, well, this is a challenge for Miss when teaching literacy English.

Teacher 3: There is because if they don't understand there's a lot of vocabulary they don't know, so that's why we sometimes run out of time to explain the vocabulary or explain dictates, read it first.

Teacher 4: Yes, automatically the difficulty is vocabulary

Teacher 5: In my opinion, there is no difference, there are no obstacles. Because the students have an interest when I teach.

Teacher 6: It's in the students' interest, they still have interest in English not enough.

Based on statements T1, T2, T3, T4, and T6 regarding the difficulty in teaching English literacy, it is found in students' interest in learning English literacy. Because based on the teachers' understanding, students' interest in English literacy is still very low, which becomes an obstacle in the literacy teaching process. Like T2's understanding, "According to Miss, the difficulties or challenges are in the students while teaching here, yes, there are students who are less interested in English lessons, so this is the challenge for Miss when teaching English literacy." So that students' interest in learning becomes a challenge for teachers in carrying out the teaching process. Meanwhile, based on T5's understanding of the difficulties of teaching English literacy, there are no difficulties, because there is student interest in learning English literacy with this teacher. Like T5's statement of understanding, "In my opinion, there is no difference, there are no obstacles. Because the students have an interest when I teach." The conclusion from understanding T1, T2, T3, T4, T5, and T6 is that there are differences in understanding regarding the difficulties in teaching English literacy. Based on the

teachers' understanding, the key thing in this case is students' interest in learning English literacy.

Teacher's perspective on the difference between English literacy and Indonesian literacy

Understanding of the difference between English literacy and Indonesian literacy (Q10)

Teacher 1: Regarding English literacy, it is still not much different from language literacy in Indonesia, but English literacy is a different language, however, the meaning remains the same.

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Teacher 4: Yes, it's the same. The only difference is that we will use general literacy in Indonesian, we will read the text later in English.

Teacher 5: There is no difference, in my opinion, the difference is only in language.

Teacher 6: In my opinion, English literacy is the same as the definition of literacy just now It's just different in the language context

According to T1, T2, T3, T4, T5, and T6, English literacy and Indonesian literacy have similarities and differences. The similarities lie in the meaning and context, while the differences lie in the language. Indonesian language literacy uses Indonesian, while English literacy uses English. Like T1's understanding, "In English literacy, it is still not much different from Indonesian literacy, it's just that English literacy is a different language, but the meaning is still the same." Based on the understanding of T1, T2, T3, T4, T5, and T6, it can be concluded that there are similarities in the understanding of the six teachers regarding the differences between English literacy and Indonesian literacy. So the conclusion is that English literacy and Indonesian literacy have differences in the language used in the two types of literacy.

Teacher's perspective on skills that students are expected to achieve and things that need to be improved regarding English literacy

Understanding of skills that students are expected to achieve and things that need to be improved regarding English literacy (Q13 and Q15)

Teacher 1: Speaking, yes, according to Mrs. Speaking. Because of that, because speaking is very popular use it and it is very useful of course for students. According to mother vocabulary, vocabulary. Because language capital is vocabulary, when we talk, the main capital is words, so that's the main thing is vocabulary huh?

Teacher 2: Miss, the important thing is, according to Miss, the student can speak. As a person teachers when those we teach can speak "What is your name?, Where are you from?" they already understand, and he can explain about themselves. According to Miss Speaking, her speaking is still lacking here.

Teacher 3: I think speaking skills are real. Yes, there is something like giving vocabulary which is more.

Teacher 4: What is required in literacy is all existing skills, this is for example in English, automatically he can read well, so what's the pronunciation? What's the intonation? That's a demand first in reading. Maybe this needs to be improved in

my opinion Indeed, the first thing in English is vocabulary skills

Teacher 5: I think the important thing is that children memorize the vocabulary we teach and little by little the children understand what we teach. There are more of us teaching children with reading. Continue to memorize the vocabulary, English is just vocabulary.

Teacher 6: More about understanding what is being said. I think his interest, mastery of vocabulary, and understanding of the material at each stage

Based on T1, T2, T3, T4, T5, and T6 regarding the skills that students are expected to achieve and things that need to be improved regarding English literacy are vocabulary mastery, reading skills, speaking skills, and understanding of the material. Based on the understanding of the six teachers, these four things are very useful for students in the future. Like T1's statement of understanding "Speaking, according to Mrs. speaking. Because of what, because speaking is very used and very useful of course for students. According to the mother, vocabulary is yes, vocabulary. Because the language capital is vocabulary, when we speak the main capital is words, so the main thing is vocabulary, right?" The skills contained in English literacy material are useful for students if they are mastered well because they can enable students to communicate well using English. Based on understanding T1, T2, T3, T4, T5, and T6, it can be concluded that mastery of vocabulary, reading skills, speaking skills, and understanding of material are things that students are expected to achieve.

Teacher's practice on how to teach English literacy

Understanding of how to teach English literacy (Q9)

Teacher 1: It depends on the material to be taught, sometimes the demands of the material are different.

Teacher 2: Well, that's the Miss method, when they listen while Miss reads and they write how to read it the way Miss says it.

Teacher 3: If I give you the difficult vocabulary first, it will be done indirectly they read or understand the text and can understand

Teacher 4: Automatic way of reading, the first thing is to read first after reading and searching vocabulary that is difficult for them.

Teacher 5: We teach them 1 text then the children listen and then we read and come back then there will be a question there, and the children will answer it.

Teacher 6: Invites students to look for good narrative text forms from existing books and also from the internet

Based on T1, T2, T3, T4, T5, and T6, how to teach English literacy is by the demands of the material to be taught. Like T1's understanding "It depends on the material to be taught, sometimes the demands of the material are different." Each lesson carried out will be presented differently by each teacher. So the way to teach English literacy cannot be seen based on the demands of the material, but also based on what students need first before moving on to the material being presented. Based on the understanding of these teachers, it can be concluded that there is a common understanding regarding how to teach English literacy. The teachers provide the material that students need for the first stage before moving on to the actual material.

Teachers' practice on differences in the way teachers teach English literacy between MTsN and SMP

Understanding of differences in the way teachers teach English literacy

between MTsN and SMP (Q11)

Teacher 1: According to you, it's definitely different, yes, and this depends on the teacher and the teacher's method of doing it to present the material.

Teacher 2: That's it, it depends on the teacher according to Miss.

Teacher 3: In my opinion there isn't, it's the same because they are at the same level and the same the only difference is the school's status.

Teacher 4: Nothing, how to teach depends on the teacher.

Teacher 5: MTsN and SMP are at the same level so I don't think there is any difference, right? It just depends on the teacher.

Teacher 6: I think it's the same, it's just different in the person and the way they convey it material

According to understanding T1, T2, T3, T4, T5, and T6, the way teachers teach English literacy at MTsN and SMP levels lies in the teacher and the way the teacher teaches. Because each teacher has different strategies and presentations of the material they teach. Like T6's understanding "I think it's the same, it's just different in the person and the way he conveys the material." So the two types of schools have different ways of teaching carried out by their teachers. Based on the understanding of these teachers, it can be concluded that there are similarities in the understanding of the six teachers regarding the differences in the way teachers teach English literacy.

Teacher's practice on how to measure students' achievement of understanding

Understanding of how teachers measure students' achievement of understanding (Q14)

Teacher 1: How to measure, from what we have taught we will give you exercises in the form of questions or practice.

Teacher 2: To measure her achievement, Miss gave you practice, Miss gave it in free text in story form.

Teacher 3: In my opinion there isn't, it's the same because they are at the same level and the same the only difference is the school's status.

Teacher 4: From the questions we give, it is related to the text we are studying. For every text not every meeting.

Teacher 5: The Mother asks the children to answer the questions, from the text there are children's questions answer that question. Yes, every time you finish 1 discussion.

Teacher 6: Through PBL and Scientific methods, material, in the middle of the semester and at the end semester

Based on the statements of understanding T1, T2, T3, T4, T5, and T6, the way to measure students' achievement of understanding is by providing an assessment after completing the discussion of the material. Like statements T4 and T5, "The questions we are given are related to the text we are studying. For every text, not every meeting.", "Mother asked the children to answer questions, from the text there were questions for the children to answer these questions. Yes, every time we finish one discussion." Based on the understanding of the six teachers, it can be concluded that assessment is the teacher's way of measuring the achievement of students' understanding of the material provided by them. The assessments given are not only written but also oral. The assessments carried out by these teachers are material, in the middle of the semester and at the end of the semester.

DISCUSSION

The findings show that there are differences and similarities in English teachers' understanding of the meaning and practice of English literacy. The teacher's perspective on learning is the teacher's perspective on a problem that occurs in the learning process and the teaching process that takes place in the classroom Sujarwo (2020). In this study, teachers' understanding of English literacy was answered through interviews conducted individually. The interview results show that T1, T2, T3, T4, T5, and T6 have differences and similarities in understanding. The differences and similarities in understanding are found in the perspectives and practices carried out by the six teachers regarding English literacy.

CONCLUSION

This research aims to discover teachers' views about the meaning and application of teachers towards English language literacy at the junior high school level. Every perspective and application of English literacy carried out by the teacher increases the quality of English education and also increases students' interest in English. This can be seen from the strategies used by English teachers in implementing English literacy in their schools. Teachers' understanding of literacy and English literacy is the key to success in pursuing English literacy. Based on the teacher's point of view, English literacy is very important for students and teachers alike. Because this literacy can increase students' interest, thinking power, and application of each content of English literacy provided by the teacher.

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