Teacher’s Ability of English in MI Masyhudiyah Giri Kebomas Gresik: The Initial Method and Technology

Mas Darul Ihsan
Department of Letters, Faculty of Literature, University of Gresik, Indonesia
Correspondence: Letter Department, Faculty of Literature, University of Gresik, Jl. Arief Rahman Hakim 2B, Gresik, Indonesia.
Email: masdarulihsan2@gmail.com

Abstract. This research is to know the teacher’s ability of English in MI Masyhudiyah Giri Kebomas Gresik: the initial method and technology. It is a qualitative research, through questionnaire, interview and secondary data, teachers’ lesson plan. The researcher uses the theory from [1], [2] and [3]. The finding and discussion, first, the teacher ability of English to inculcate a native speaker like linguistic competence that the teachers never use English as language competence and communicative competence in the opening of teaching and learning process, the communicative competence and the ability to shows lips-reading skill to be imitated by the students and the ability to control the communication gap in the classroom because they do not able to use English, especially speaking skill in the whole teaching and learning process, and prefer to use Bahasa Indonesia. Second, the teachers’ ability of English there will be an interference of English from the first language that the teachers never use the English ability to communicate with children and make imitation pronunciation, combination pronunciation and fluency in English because they do not have the English ability. Third, the teacher ability of English connected to the technology to answer the society need and method that the teachers often and always use the teaching materials, prepare the lesson plan in the beginning semester and have the punctuality submission on lesson plan. The suggestions are to improve teacher ability of English to inculcate a native speaker like linguistic competence and the interference of English from the first language.

Keywords: Teachers’ ability of English, native speaker like, interference, first language acquisition, technology and method.

1. Introduction

Madrasah Ibtidaiyah or Elementary School (MI) Masyhudiyah is a school located in Gresik. It is in the city center of Gresik, exactly at Kebomas, Gresik. It is a private school and due to its location, there are some aspect of teaching need considering in improving the teaching ability especially about English, English seen as a language considered as a tool of communication, method and its technology application.

English is replacing other languages as the second language taught most frequently and intensively in school. The perceived social and economic rewards associated with English have propelled parents to demand earlier and more intensive teaching of English [4]. Talk about language will discuss also about the competence. The competence of language brings people who speak more than one language affect sensitivity of bilingualism. It is the concept form origin of language to other, purposed language, from Bahasa Indonesia to English. English becomes second language or foreign language learning in Indonesia. Today, teachers do not only play the main role to classify the skill especially English in an academic atmosphere, school, but also face specific problem. The problem of English in academic purposes happens through the problems among not only from teachers to teachers but also from teachers to students. Then, the problem of specific problem of English can be seen from the method in teaching English and its application through technology. The sense of technology becomes a compulsory aspect in teaching especially in Indonesia. It is because Indonesia goes to industrial revolution 4.0.

Studying English includes method and technology brings the awareness of the language community and knowledge in the discipline. In this research, the teacher’s ability of English in MI Masyhudiyah becomes something interesting to be the background ideas through the method and technology. It is because, first, teacher ability of English is to inculcate a native speaker like linguistic competence in the target language and the current ‘communicative’ methods of second language teaching generally view language as a means of bridging an ‘information gap’. Communicative language learning also assumes that by bridging a series of information gaps, learners will ‘naturally’ develop their linguistic knowledge and skills, ultimately to the point...
where they will acquire native-speaker competence [1]. Second, teacher ability of English there will be an interference of English from the first language [2], and the third, the teacher ability of English connected to the technology to answer the society need [3] and method.

The previous research about teacher’s ability of English came from, first, [5]. The title of the research is “teacher use of codeswitching in the second language classroom: exploring optimal use”. The result shows that the studies do not provide conclusive evidence that code switching is better than trying to achieve comprehension by remaining in the second language, and there is the idea of something makes emerge. It is what emerges is an increasing possibility that banning the first language from the communicative second language classroom may in fact be reducing the cognitive and metacognitive opportunities available to learners. The study some evidence that some items of vocabulary might be better learnt through a teacher providing first-language equivalents. It is because this triggers deeper semantic processing than might occur by providing second-language definitions or paraphrase. Second, it is [6], the title of the research is “role of a teacher in English Language Teaching (ELT)”. The result shows that the teacher should play various role such as learner, facilitator, assessor, manager and evaluator and this must fit with the aspects of learning method.

Consequently, from the above consideration, with the new broader contributions, the aim of this research is to those not only for the English teachers, non-English teachers, the academic entity (lecturers and students) but also to the institutions, as guidances to take some policies to school in teaching English or use English as communication tools. Then, research title is “Teacher’s Ability of English in MI Masyhudiyah Giri Kebomas Gresik: The Initial Method and Technology.”

2. Teacher’s Ability of English

2.1 Teacher ability of English in inculcating like native speaker

Modern language education usually has their own goal embedded explicitly in the teaching process. Such as curriculum, peer teacher and revised national curriculum. The teacher’s ability must connected to those aspects includes the teacher’s ability of English. The communicative language teaching has always demanded that the classroom has purpose [1]. Further, English language teacher will nevertheless recognize in the content of the book of what the teacher already do includes interest in cultural activities and individual experience.

English teacher contribute to intercultural communicative competence. [7] says that communicative competence can be defined as the general ability to use language accurately, appropriately, and flexibly. The first component is grammatical competence, which involves the accurate use of words and structures. Concentration on grammatical competence only, however, will not provide the learner with the ability to interpret or produce L2 expressions appropriately.

[8] make a connection between speaking like a native speaker and language competence. In their book, they say that, the origin term competence or deep structure proposed by [9] and distinguished from language in actual usage, which term performance. Native speakers are said to be accessing a mind-internal grammar, which is taken to constitute largely unconscious linguistic knowledge, known as competence. In a detail, the study of language often leads to questions over what defines intelligence, as exhibited via language competence and performance. The role of experience is primarily to select from amongst the child’s innate repertoire the bits that will be operative in the competence that they come to employ.

In a same sense, Savignon in [2] say that, communicative competence is relative, not absolute, and depends on the cooperation of all the participants involved. Further, [2] say that, one of the aspect of language competence is strategic competence, it construct the exceedingly complex. It is as the verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence. In short, it is the competence underlying the ability to make repairs, to cope with imperfect knowledge, and to sustain communication through paraphrase, circumlocution, repetition, hesitation, and guessing as well as shift in register and style.

The method produced few students who could speak intelligible English (less than 10 percent) and even fewer who could lip-read (around 4 percent) [7]. Again, [1] proposes the opportunity that the students should have: first, the students should appreciate the similarities and differences between the students’ own and cultures of the communities/countries where the target language is spoken. Second, the students should identify with the experience and perspective of people in the countries and communities where the target language is spoken. Third, the students should use the knowledge to develop a more objective view of their own customs and ways of thinking.

In a context of teacher in controlling the communication gap. The students are given the access to information, and then in pairs or groups, the students can exchange the information. Information gap activities were intended to ensure ‘genuine’ or ‘authentic’ communication. Any exercise or procedure which claims to
engage the students in communication should include some transfer of information or opinion, and one of the
main jobs of the teacher is consistently seen as setting up situations where information gaps exist and
motivating the students to bridge them in appropriate ways. [1].

From the above discussion about the concept of teacher ability of English in inculcating like native
speaker, can be concluded that the teacher ability of English needs: 1) language competence. 2) Communicative competence. 3) The ability to shows lips-reading skill to be imitated by the students, and 4) the ability to control the communication gap in the classroom.

2.2 Teacher ability of English as an interference of English from the first language

As a second language, English is the target language. Second language ability is not situated in the
learner’s mind but in a multitude of sociocultural and institutional settings and in a variety of discursive
practices to which the learner has been exposed throughout his/her life. Gerson in [10]. Further, the concepts
are: 1) the developmental analysis of mental processes. 2) The social origin of human mental functions. 3) The
role of language in the development of human cognitive functioning.

Further, Johnson in [10] proposes some approaches in acquiring English second language acquisition:
1) Language learning is not universal or linear but localized and dialectical. Language performance and
language competence cannot be separated because they are in a dialectical relationship. 2) Language is not
viewed as a linguistic code but it is viewed as speech embedded in a variety of local sociocultural contexts. 3)
The learner is not viewed as a limited processor that cannot attend to both form and meaning at the same time.
Therefore, information-gap tasks such as structured input activities or spot-the-difference-in-pictures tasks are
not considered to be useful for the appropriation of new voices or for the appropriation of language viewed as
speech. In continue, 4) to acquire the target language is to acquire discursive practices (speech genres)
characteristic of a given sociocultural and institutional setting. 5) Discursive practices typical of a given
sociocultural setting are not limited to verbal signs. They also include nonverbal signs such as gestures, facial
expressions, and other semiotic signs such as computers, graphs and maps. 6) Cognitive and second language
development are not separated in this model. They are in a dialectical relationship; one transforms the other.
7) Interaction between new voices and old voices is essential for the learner’s language and cognitive
development. 8) The development of second language ability is viewed as the process of becoming an active
participant in the target language culture. The participation metaphor should replace, not complement the
existing acquisition metaphor.

The concept of teacher ability of English as an interference of English from the first language comes
from the understanding in the concept of getting or acquiring the language from the first language, Bahasa
Indonesia, to the target language, English.

In acquiring the first language as [2] says that:
1) Everyone at sometime has witnessed the remarkable ability of children to communicate.
2) Children make specific attempts to imitate words and speech sound they hear around then the children
utter the first word. Then, the first word have multiplied considerably by the children and have
appeared into two-word and three-word sentences.
3) The production tempo of words increases as more and more spoken everyday with the combination of
two and three-words sentences uttered.
4) The fluency continues into internalization increasingly complex structures, expand the vocabulary and
sharpen communicative skill, especially in the school children not only learn what to say but what to
do as the children learn the social functions of the language.

Further [2] writes the approaches in studying the first language acquisition. First, behavioristics
approach. This approach sees the language is a fundamental part of total human behavior, and behaviorist, the
one who runs believe in the behaviorist approach, examined it as such and sough to formulate consistent
theories of first language acquisition. The behavioristic approach focused on the immediately perceptible
aspects of linguistic behavior; a behaviorist might consider effective language behavior to be the production
of correct responses to stimuli. Second, nativist approach is to study of child language asked some of the deeper
question. The term nativist is derived from the fundamental assertion that language acquisition is innately
determined, that we are born with a genetic capacity that predisposes to a systematic perception of language
around, resulting in the construction of an internalized system of language.

Third, functional approach, it is an increase constructivist approach to the study of language that
language is the manifestation of the cognitive and affective ability. The theory of first language acquisition is
illustrated in the picture below.
4

While, the interference between the first and second language acquisition has focused on for the most part that the linguistics and cognitive process of second language learning in young children are in general similar to first language process.

From the above discussion about the concept of teacher ability of English as an interference of English from the first language, can be concluded that the teacher ability of English needs: 1) the ability to communicate with children. 2) The teachers make imitation pronunciation. 3) There is a combination of pronunciation. 4) The teachers’ fluency is important.

2.3 The Initial Technology And Method

In Indonesia, [3] says that since 2014 to 2015, the government through the Higher Ministry of National Education implemented the concept of an opened on line and integrated teaching and learning (PDIT). Then, from 2016 to now, the new concept is on line teaching and learning system (SPADA) the purpose is to improve the students’ access on learning. The program of SPADA in Indonesia especially industrial revolution 4.0 is applied to support the university to have such innovations in education based on networked education to realize the improvement access, relevance and quality in education.

The concept of technology in teaching English as a second language started from the method used then the technology itself. Method is a set of procedures for classroom action derived from a set of beliefs about the nature of language and learning. The procedures are usually meant to apply uniformly to all learners regardless of their needs, interests or proficiency level [11]. One of the methods, as it was proposed is Total Physical Response or (TPR) [2]. TPR is that children in learning their first language appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses, such as reaching, grabbing, moving, looking and so forth. The TPR classroom is one in which students did a great deal of listening and acting. The teacher was directive in orchestrating a performance, the instructor is the director of a stage play in which the students are the actors. A typical of TPR class utilized the imperative mood, even at more advance proficiency.

Considering the above expression, the initial method should connect the simple expression to the technology. Such as the use of computer or internet media and video interactive. The teaching and learning process goes to that concept. The advent of technology, and particularly the ‘anywhere/anytime’ learning possibilities offered by Web-based instruction, is forcing a reconceptualization of what we mean by the concept ‘classroom technology, including satellite and cable television and the Internet, and increasingly mobile workforces are facilitating this development in foreign language learning settings where instruction has traditionally been confined to the classroom [11].

Here are the tasks that use the community as a resource have three particular benefits Strevens in [11]:
1. They provide learners with opportunities for genuine interactions which have a real-life point to them.
2. Learners can adopt communicative roles which bypass the teacher as intermediary.
3. They can change the in-class role relationships between teacher and pupils.

From the above discussion about the concept of teacher ability of English as the initial technology and method can be concluded that the teacher ability of English needs the simple technology in which connected to an easy, complex and interrogative expression in speaking English, and speaking skill goes to first to give competence and then performance [12].

3. Methods

A qualitative approach is one kind of research approach, which produces descriptive data. All data are qualitative; they refer to essences of people, object and situation [13]; [14] and [15]. The qualitative data and source of data in this research are in form of 1) questionnaire, the range values such as often and always, rather often, sometimes, seldom, really seldom and never, 2) interview and 3) secondary data, teachers’ lesson plan. The population and sample are all teachers, twelve teachers, in MI Masyhudiyyah, Giri, Gresik.

| Behaviorist | Nativist | Functional |
|-------------|----------|------------|
| 1) Tabula rasa | 1) Innate predisposition | 1) Constructivist |
| 2) Stimuli, linguistic response | 2) Systematic, rule-governed acquisition | 2) Social interaction |
| Mediation theory: Mediating | 3) Creative construction | 3) Cognition and |
4. Finding and Discussion

4.1 Teacher ability of English is to inculcate a native speaker like linguistic competence

The concept of teacher ability of English in inculcating like native speaker, can be concluded that the teacher ability of English needs: 1) language competence. 2) Communicative competence. 3) The ability to show lips-reading skill to be imitated by the students, and 4) the ability to control the communication gap in the classroom.

By giving the questionnaire, doing the interview and taking the secondary data to twelve teachers, in MI Masyhudiyah, Giri, Gresik, it is the lesson plan got by the researcher. Through the question number one and two in a questionnaire, interview and secondary data, it is about the language competence. There are four teachers answer that they sometimes use English as language competence and communicative competence in the opening of teaching and learning process and on the way just greeting the students such as say “good morning”, “how are you”, “how are you today” and “let’s start our lesson with reciting Basmalah together”. The teachers say that this happens because the ability of students in English is limited. Then, there are only one teacher answer that he/she really seldom. This is because he/she uses English if only accidentally there is an English term in the teaching and learning processes. Then, this will be surprisingly, almost all teacher, seven teachers, never use English as language competence in the opening of teaching and learning process. They say that they do not understand about English and the thematic theme of teaching focuses on Bahasa Indonesia.

Through the question number two in a questionnaire, interview and secondary data, it is about the communicative competence and the ability to shows lips-reading skill to be imitated by the students. There three teachers answer that they sometimes use English as the communicative competence and the ability to shows lips-reading skill to be imitated by the students, such as the expression of compliments, it is “good job” and other expression such as “what is this?”, “look at the picture”, “open your book, please”, “sit down, please”, “good job” and “very good”. While, there are two teachers give the response on seldom. This is because the teachers have the limited ability, again, in English skill, even the teachers use Javanese language. Then, there is one teacher say that he/she really seldom to use English as the language competence, but if there is a term of English in thematic theme of English, he/she will use it. The last is never, there are six teachers express never, this is because they do not able to use English, especially speaking skill and the whole teaching and learning process, they prefer to use Bahasa Indonesia.

Continue to the last question in a questionnaire, interview and secondary data, it is about the ability to control the communication gap in the classroom. There are five teacher response on rather often, they use the expression such as “what are you doing” and “how are you”. Meanwhile, there is only one teacher say that he/she seldom to use English as the ability to control the communication gap in the classroom and the expression he/she uses are “good bye” and “see you tomorrow”. On the other hands, there are six teachers give the response on never use English as the ability to control the communication gap in the classroom. The reason are they do not understand about English and tend to use Bahasa Indonesia.

From the above finding and discussion on the teacher ability of English to inculcate a native speaker like linguistic competence, there some simple conclusions that: 1) the teachers never use English as language competence and communicative competence in the opening of teaching and learning process. They say that they do not understand about English. 2) The teachers never express English because they do not able to use English, especially speaking skill and the whole teaching and learning process, they prefer to use Bahasa Indonesia. 3) The teachers never use English as the ability to control the communication gap in the classroom. The reason are they do not understand about English and tend to use Bahasa Indonesia.

4.2 Teacher ability of English there will be an interference of English from the first language

The concept of teacher ability of English as an interference of English from the first language, can be concluded that the teacher ability of English needs: 1) the ability to communicate with children. 2) The teachers make imitation pronunciation. 3) There is a combination of pronunciation. 4) The teachers’ fluency is important.

By giving the questionnaire, doing the interview and taking the secondary data to twelve teachers, in MI Masyhudiyah, Giri, Gresik, it is the lesson plan got by the researcher. Through the question number one and two in a questionnaire, interview and secondary data, it is about the English ability to communicate with children and the teachers’ intention to make imitation pronunciation. It is surprisingly, almost all teacher never use this ability, mostly the teachers say that they do not have English ability and prefer to use Bahasa Indonesia. There is only one teacher rather often uses English as the ability to communicate with children and the teachers’ intention to make imitation pronunciation.
The finding and discussion are on the questionnaire, doing the interview and taking the secondary data to twelve teachers, in MI Masyhudiyah, Giri, Gresik, it is the lesson plan got by the researcher. Through the question number three and four in a questionnaire, interview and secondary data, it is about the English teachers’ combination of pronunciation and the teachers’ fluency. There are four teachers give the response on sometimes they use combination pronunciation and fluency in English. They say that some students especially at the sixth grade have more English ability then the students under this grade. So, the combination of pronunciation and fluency can be applied, and it is sometimes. There is only one teacher say that he/she seldom to use combination of pronunciation and fluency, the reason is on the teacher’s motivation. He/she assumes that by pushing his/herself to use English to the students, the students will get interference of English from the first language. Furthermore, there is only one teacher say that he/she really often in using the competence combination of pronunciation and fluency, this is because he/she uses English as the usual simple activity. But there are six teachers say that they never to use combination of pronunciation and fluency, the reasons are mostly they do not have English ability.

From the above finding and discussion on the teachers’ ability of English there will be an interference of English from the first language, there some simple conclusions that: 1) the teachers never use the English ability to communicate with children and make imitation pronunciation, mostly the teachers say that they do not have English ability and prefer to use Bahasa Indonesia. 2) The teachers never use combination of pronunciation and fluency, the reasons are mostly they do not have English ability.

4.3 The teacher ability of English connected to the technology to answer the society need and method

The preparations deal with the method then to its applications and to the technology. The preparations go to such as 1) teaching materials preparations itself, 2) prepare the lesson plan in the beginning semester, 3) the punctuality submission on lesson plan, 4) the English lesson plan and 5) the suitability between the lesson plan to its application.

By giving the questionnaire, doing the interview and taking the secondary data to twelve teachers, in MI Masyhudiyah, Giri, Gresik, it is the lesson plan got by the researcher. Through the question number one in a questionnaire, interview and secondary data, it is about teaching materials preparation, there are ten teachers answer that they often and always prepare the teaching materials before teaching in the classroom. The teacher says that the teaching materials must have been prepared before teaching to run the teaching and learning process to get smooth in the classroom. The materials conveyed by the teacher can be directed based on what is expected, based on the theme and sub-theme of teaching materials, and the using of preparations make the teachers’ job easier and to be more effective to be implemented in the classroom.

On the other hand, there are two teachers say that they sometimes make teaching materials preparations. The reasons are that sometime the teacher are ready to prepare the teaching materials and sometime the teacher does not bring the material while teaching in the classroom, but the teacher says that he/she do can manage the classroom well, in the end of questionnaire response, he/she says that by saying “god willing” I am ready. Then the other one, the business makes the teacher does not enough time to prepare teaching material. The teacher practice teaching material together with the students in the classroom.

Through the question number two in a questionnaire, interview and secondary data, it is about the lesson plan preparation in the beginning semester. There are ten teacher answer that they often and always prepare the lesson plan in the beginning semester. First, the teacher says that by making lesson plan in the beginning semester, he/she can manage the goal of teaching and learning process more directive and more effective it is because lesson plan is made from the beginning to the ending of teaching and learning process. Teacher number two say that he/she makes the lesson plan in the beginning of semester for there is a supervision from the authorities of the school. In a same sense, the last, the teacher number three to ten say that lesson plan is a plan of teaching that is applied in the classroom, so it must be structured started from the beginning, material and closing. Even in the lesson plan there is an evaluation in the classroom. Lesson plan can make the teacher punctual in teaching, lesson plan is a part of teachers’ administration and it must be submitted to the school for being valued or corrected by the authorities, lesson plan is the teachers’ responsibility in teaching and lesson plan is a guidance.

On the other hand, there are two teachers say that they rather often and sometimes prepare the lesson plan in the beginning semester. They say that it is usually in the beginning semester, the curriculum used is not fix yet, there is a condition on wait and see the new curriculum and the lesson plan usually made in the middle of semester in beginning semester and the lesson plan is prepared when it only there is a supervisor of the school.
Through the question number three in a questionnaire, interview and secondary data, it is about the punctuality submission on lesson plan. It is almost all the teachers give the often and always response through the punctuality submission. Teachers say that the lesson plan is not only as a guidance for teachers in teaching but also it is a moral compulsory to make and submit lesson plan to school, headmaster. The school then used the lesson plan as a guidance in revision and development. It is again, lesson plan is made to make the teaching and learning process runs well. Besides that, there is a teacher say that they rather often to submit the lesson in punctual, it is even the teacher says that lesson plan is submitted as a form of responsibility as a teacher and it is submitted to school, headmaster.

Next, the question number four in a questionnaire, interview and secondary data, it is about the English lesson plan. It is surprisingly, almost all teachers give the response never, ten teachers, and the rest is saying sometimes, one teacher, and seldom, one teacher. For the response never, they say that they are not English teachers, so the lesson plan is in Bahasa Indonesia, there is no guidance to make the English lesson plan, the subject that they teach is thematic, it is not English so Bahasa Indonesia is used, the teachers can not speak English, they do not have the English ability.

However, for the rest for sometimes and seldom. They say that they have the limited English skill, they use English in the classroom only on greeting the students, only on closing the teaching and learning process, the students' ability of English is varying so the teachers get difficulty. Some students are smart in English but some are not. The teacher seldom to use English because he/she is not used to.

The last question in a questionnaire, interview and secondary data is about the suitability between the lesson plan to its application. There are four varying classification of the answers from teachers, they are often and always (three teachers), the lesson plan made is fit based on the meeting every week. But it is conditional, means if there is an activity, non academical such as school anniversary in the school the teacher can make up the schedule and it can be different with the teachers’ lesson plan. Rather often (three teachers), teachers say that it is of course to make lesson plan in the beginning of semester with time allocation based on the academic calendar. But there will be the teaching and learning process in which different to the lesson plan and it does not change the lesson plan. Sometimes (five teachers) the teachers say that they make the lesson plan, it can be changed for there is an activity in school. The lesson plan is always made but there is always such a condition push the teachers to make up the schedule for non-academic activity and for the unsupported building in the school. Seldom (one teacher), the teacher says that by using lesson plan the teaching method can be conveyed to students effectively.

From the above finding and discussion on the teacher ability of English connected to the technology to answer the society need and method, there some simple conclusions that: 1) the teachers often and always use the teaching materials and it must have been prepared before teaching to run the teaching and learning process to get smooth in the classroom. The materials conveyed by the teacher can be directed based on what is expected, based on the theme and sub-theme of teaching materials. 2) The teachers often and always prepare lesson plan in the beginning semester, because lesson plan can manage the goal of teaching and learning process more directive and more effective. 3) The teachers often and always submit the lesson plan because it is not only as a guidance for teachers in teaching but also it is a moral compulsory and lesson plan is submitted to school, headmaster. 4) The teachers never use English lesson plan because they are not English teachers, so the lesson plan is in Bahasa Indonesia. There is no guidance to make the English lesson plan. The subject that they teach is thematic, it is not English so Bahasa Indonesia is used and the teachers cannot speak English. The teachers do not have the English ability. And 5) the teachers sometimes make the lesson plan but there is always such a condition push the teachers to make up the schedule for non-academic activity.

5. Conclusion

In this conclusion, first, the teacher ability of English to inculcate a native speaker like linguistic competence, that: 1) the teachers never use English as language competence in the opening of teaching and learning process. They say that they do not understand about English. 2) The teachers never express English because they do not able to use English, especially speaking skill and the whole teaching and learning process, they prefer to use Bahasa Indonesia. 3) The teachers never use English as the ability to control the communication gap in the classroom. The reason are they do not understand about English and tend to use Bahasa Indonesia. Second, the teachers’ ability of English there will be an interference of English from the first language, that: 1) the teachers never use the English ability to communicate with children and make imitation pronunciation, mostly the teachers say that they do not have English ability and prefer to use Bahasa Indonesia. 2) The teachers never use combination of pronunciation and fluency, the reasons are mostly they do not have English ability. Third, the teacher ability of English connected to the technology to answer the
society need and method, that: 1) the teachers **often and always** use the teaching materials and it must have been prepared before teaching to run the teaching and learning process to get smooth in the classroom. The materials conveyed by the teacher can be directed based on what is expected, based on the theme and sub-theme of teaching materials. 2) The teachers **often and always** prepare lesson plan in the beginning semester, because lesson plan can manage the goal of teaching and learning process more directive and more effective. 3) The teachers **often and always** submit the lesson plan because it is not only as a guidance for teachers in teaching but also it is a moral compulsory and lesson plan is submitted to school, headmaster. 4) The teachers never use English lesson plan because they are not English teachers, so the lesson plan is in Bahasa Indonesia. There is no guidance to make the English lesson plan. The subject that they teach is thematic, it is not English so Bahasa Indonesia is used and the teachers cannot speak English. The teachers do not have the English ability. And 5) the teachers **sometimes** make the lesson plan but there is always such a condition push the teachers to make up the schedule for non-academic activity. The suggestions are to improve teacher ability of English to inculcate a native speaker like linguistic competence and the teachers’ ability of English there will be an interference of English from the first language.

6. **Acknowledgement**
   The expression of salutation in helping to complete this research goes to my family. It is for funding.

7. **References**

[1] J. Corbett, *An intercultural approach to English language teaching*. New York: Multilanguage Matters, 2003.

[2] H. D. Brown, “Principles of language learning and teaching.” Pearson Education Inc, New York, 2000.

[3] P. Nurwardani, *PANDUAN PROGRAM Pengembangan Sistem Pembelajaran Daring (SPADA) Indonesia – Revolusi Industri 4.0 Tahun 2018*. Jakarta: Direktorat Pembelajaran Direktorat Jenderal Pembelajaran dan Kemahasiswaan Kementerian Riset, Teknologi, dan Penelitian Tinggi, 2018.

[4] J. Cummins and C. Davidson, *International Handbook of English Language Teaching*. New York: Springer International Handbooks of Education, 2007.

[5] E. Macaro, “Teacher Use of Codeswitching in Second Language Classroom” Exploring Optimal Use,” New York: Multilanguage Matters, 2009.

[6] U. R. Kumbakonam and S. Archana, “Role of A Teacher in English Language Teaching (ELT),” *Int. J. Educ. Sci. Res.*, no. February, 2016.

[7] Y. George, *The Study of Language*. Cambridge: Cambridge University Press, 2006.

[8] S. Chapman and C. Routledge, *Key ideas in linguistics and the philosophy of language*. Edibnburgh: Edinburgh University Press, 2009.

[9] N. Chomsky, *Language and Mind*. Cambridge: Cambridge University Press, 2006.

[10] R. Hughes, *Spoken English, TESOL and Applied Linguistics. Challenges for Theory and Practice*. New York: Palgrave Macmillan, 2006.

[11] D. Nunan, *Task-based Language Teaching*, New York. Cambridge University Press, 2004.

[12] M. D. Ihsan, “Students’ Motivation in Speaking English,” 2016.

[13] J. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Fourth Edi. Boston: Pearson Education Inc, 2012.

[14] J. Creswell, *Research Design: Qualitative, quantitative, and mixed methods approaches*, Pearson Ed. Boston, 2013.

[15] B. M. Miles and M. A. Huberman, *An expanded sourcebook: Qualitative Data Analysis. Second Edition*. California: Sage Publication, 1994.