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EXAMINING STUDENTS' ENGLISH LITERACY SKILLS AT SENIOR HIGH SCHOOL IN INDONESIA

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Abstrak

The research is to investigate students' English literacy skills at Senior High School through performance tests, uncovering English literacy problems and finding relevant solutions to English literacy problems. This research involved 60 students representing 3 state Islamic schools in North Sumatra, Indonesia. This research applies quantitative research methods. Data collected quantitatively through an English literacy skills test includes listening, speaking, reading and writing. There are four results of this research, namely; (1) condition of literacy skills listening, speaking, reading and writing of students in general based on the results of the literacy skills test (performance test) is ability 42 (70%) students' listening literacy was categorized as accurate, 16 (26%) were less accurate and 2 (4%) were inaccurate. In speaking ability (speaking) as many as 36 (60%) students as accurate, 22 (36%) students less accurate and 2 (4%) were inaccurate. 25 (42%) have accurate reading ability, 31 (52%) less accurate, and 4 (6%) inaccurate. Meanwhile inside 15 (25%) writing skills were accurate, 24 (56%) less accurate and 11 (19%) inaccurate. From the results of the interview, there are problems with English literacy which include individual factors, economic factors, environmental factors and school factors.

Kata Kunci: *Literacy Skills, English Proficiency, Senior High School*

A. BACKGROUND

The Ministry of Education, Culture, Research and Technology reported research results in 2021 which showed that Indonesia was facing a "literacy emergency". Literacy is an essential issue in education, and English literacy skills are no exception. With English's status as an international language and the advancement of digital technology, the development of literacy skills is inevitable.

Literacy is a relative and dynamic term that means different things to different cultural groups at different times (Harris and Hodges, 1995). The Department of Victoria, a collaboration project between School Education and the Catholic Education Office of Victoria, defines literacy as a social construction, a complex idea that means different things to different cultural groups at different times. While literacy is commonly understood to denote the ability to read. Literacy used to be defined solely as the ability to communicate in writing (Dando, 2016), but it now encompasses technology literacy, information literacy, critical thinking, environmental sensitivity, and even political sensitivity. Literacy is more than simply reading books and absorbing and managing information.

Literacy is essential for self-improvement, personal branding, professional development, education, and national development. Its significance is reflected in the inclusion of all subject-specific competencies in school and university curricula.

According to (Tarvin, 2014), communicative competence is the ability to use a language to interact, understand messages, and make ourselves understood in return. English competence refers to a person's proficiency in reading, writing, listening, and speaking. In the midst of the pressure of global civilization, the younger generation is expected to really be able to communicate in English both verbally and in writing. However, unfortunately, not only at the local and national level, even at the global level, the Indonesian population's English language skills are relatively low.

Referring to the results of the 2021 EPI (English Proficiency Index) survey revealed that the English language proficiency level of the Indonesian population is ranked 80th out of 112 countries in the world surveyed (EF EPI, 2021).

Since the 1994 basic education curriculum was implemented, English has been taught to elementary school students in grades IV, V, and VI. According to Maduwu (2016), English is also taught for three years at the junior high school level and three years at the senior high school level. On average, Indonesia's young generation studies English for six years from SMP/MTs to SMA/MA.

Despite studying English for six years in junior and senior school, English literacy skills remain low in Indonesian high school/MA students. English is an international language and required for job applications in large corporations.

Departing from this problem, the researchers want to conduct research to see 1) the English literacy skills of students at the Senior High School level by examining these problems from various aspects comprehensively, as well as 2) analysing alternative solutions so that the English literacy skills of Indonesia's young generation will improve when they graduate from high school/MA.

The researchers limited the research object to the extent of English literacy skills in class XII Madrasah Aliyah students. The reason why Madrasah Aliyah is because Madrasah Aliyah is a religious-based school which is quite a favourite next to SMA/SMAS. Then, Madrasah Aliyah class Then he also studied English in classes X and XI of Senior High School level. The expected contribution of this research there are 2; (1) it is hoped that English teachers at Madrasah Aliyah and English lecturers at universities will be able to understand the English literacy problems faced by students, and then be able to apply the solutions found in this research. (2) There is an optimistic hope that when the students graduate, they will have good English literacy skills, especially speaking, reading, listening and writing fluently using English properly and correctly.

B. LITERATURE REVIEW

1. Literacy

According to Newfoundland Labrador Education (2013: 3), literacy is the process of receiving and interpreting information, as well as the ability to identify, comprehend, interpret, communicate, calculate, and create text, images, and sounds in various contexts (International Federation of Library Associations and Institutions: 2011). Fountas and Pinnell (Stem, P., 2010) define functional literacy as the ability to read and write, while critical literacy refers to critical thinking skills. The following are the functions of literacy: 1) development understanding, which is the central core of a more extensive and complex reading review.

There are three types of strategies for developing comprehension: 1) strategies for reading fluency, detecting errors and correct reading, and problem-solving new words; 2) strategies for developing literacy skills, which come from combining letters and words to learn towards reading and writing skills; and 3) the ability to understand words word by word

and sentence by sentence. Spelling is a skill that must be developed in ability literacy. Literacy is a person's dynamic abilities in developing basic abilities in the form of aspects of language skills, which are then used to improve the ability to understand, interpret, analyze, assess, and use their reasoning power on the text reading. Literacy is developed through critical and creative understanding of knowledge related to the development environment and science, until it becomes a complete.

English Literacy

Literacy in English is crucial for individual life; being literate will make people perceive opportunities to compete in the world of employment, hence literacy is also known as lifelong learning (Harahap et al., 2017).

According to Kern (Suhardiana, 2020), there are seven principles of literacy, namely, (1) literacy involves interpretation of writers/speakers and readers/listeners participate in interpretations, (2) literacy involves collaboration, (3) literacy involves conventions, (4) literacy involves cultural knowledge, (5) literacy involves reflection and self-reflection, and (6) literacy is not limited to language systems (oral/written). Literacy is the ability to identify, determine, find, evaluate, create effectively and organized, using and communicating information to overcome various problems. Literacy is the ability to identify, determine, find, evaluate, create effectively and organized, using and communicating information to overcome various problems.

Literacy encompasses not only reading and writing, but also achievement, collaboration, convention, culture, self-reflection, and language systems (language users). Each individual must have these abilities in order to participate in society, and they are part of the fundamental human rights to lifelong learning.

According to (Brown, 2004) English literacy skills are listening skills (listening), speaking (speaking), reading (reading), and writing (writing) using English. In the context of language literacy skills in English, four characteristics of English literacy skills in detail as follows:

1. Listening to understand English sounds, stress, the rhythmic structure of a word, intonation, reduced words, recognize key words, interpret spoken sentences, recognize

word classes (noun, verb, adverb, adjective and so on), grammatical system (tenses, singular-plural) and able to express repeat what was listened to (Brown, 2004)

2. Speaking includes being able to speak English with good intonation, understand which words are stressed in pronunciation and which are not, able to produce word formats and phrases, able to speak fluently, able to express fragments of complete sentences (chunks), able to speak clearly according to fillers, pause, self-correction, use different word classes well, grammatical systems, speaking according to conditions, interlocutor and purpose of conversation, capable align what is said with body language and clues other non-verbal (Brown, 2004).
3. Reading includes vocabulary mastery, accuracy in pronouncing letters and pronouncing vocabulary (pronunciation), reading fluency, and level understanding reading texts (Khairuddiniyah, 2018) recognition ability main words (core of words), able to interpret the meaning of words and sentences, able to recognize word classes and grammar, understand coherence (cohesive) text in uniting sentences, able to understand the text implied by the scientific abilities they have, being able to detect which are the main ideas, supporting ideas, information, etc., are able distinguish between express meaning and implied/figurative meaning, be able to read with special strategies such as skimming, scanning, and being able to guess word meaning based on context (Brown, 2004).
4. Writing includes the ability to write according to spelling and grammar (grammar), using correct diction, writing according to purpose, capable distinguish between words with a literal meaning and words with a figurative meaning, Able to write in an orderly manner according to sentence structure and text including ideas main points, supporting ideas, new information, existing information, generalize and simplify writing (Brown, 2004).

2. English Proficiency

Hypothesis Good and proper English language skills are important for students to develop, as it is the international language of communication. (Abbasi, Siddiqi, & Azim, 2011). English language proficiency is a crucial skill in today's globalized world. As the lingua franca of business, science, and international communication, English proficiency opens up countless opportunities for individuals in both their personal and professional lives.

The developmental stages of language proficiency must be understood, and training must follow the steps adolescents take to achieve conversational and academic language. Focus on academic language, literacy, and vocabulary. Reading, writing, and vocabulary exercises are essential building blocks for developing language proficiency, but they are only part of what is needed. Students who appear fully fluent in English may nonetheless struggle to express themselves effectively in academic settings, as they lack the words and phrases needed to connect their ideas and discuss them with others. Provide opportunities for authentic language use. Authentic language use involves exposing students to real-life situations where they can use: English to communicate with others, such as field trips, guest speakers, and community service initiatives. Make use of technology to improve language learning. Language learning apps, online games, and interactive films, for example, can give students with opportunity to practice their language abilities in a fun and engaging way. Provide explicit grammar and vocabulary training. Explicit instruction entails teaching pupils the norms and structures of the English language, which can aid in their language development.

C. METODE

A quantitative approach based on descriptive statistics is used in carried out this research with the aim of describing statistical results measuring the English literacy skills of Madrasah Aliyah students. According to (Saleh, 2012) descriptive statistics consists of distribution frequency, measuring the distribution of variables and looking for tendencies (central tendency).

The population of this study were all Madrasah Aliyah students. Quota Sampling is used in determining research samples using non-probability samples in which the researcher creates an involving sample individual representing a population. Researchers selected these individuals as samples according to certain properties or qualities, as follows:

1) Class XII Madrasah Aliyah students

2) Students with representation ranked 1, 5, 10, 20 in their respective classes.

3) Considered to have studied English for the previous 5 years at MTs level to MA class XI.

This research conducted with consideration quota sampling, namely 1 school from a rural area, namely MAN 5 Batangnatal Mandailing Natal Regency, 1 school from the municipality/regency city area namely MAN Labuhanbatu in Rantaupapat, and 1 school representing the city area The largest is Medan as the capital of North Sumatra Province, namely MAN 2 Model Medan.

The data collection technique used is a test. Test type which was carried out to measure students' English literacy skills Madrasah Aliyah is an English skills test (Performance test) with four criteria for English literacy ability, namely ability English in reading, speaking, listening and writing.

The test instrument was tested for validity and reliability. Validity The instrument that will be tested later is the content validity of the test used. According to (Azwar, 2015) content validity is a benchmark for feasibility or relevance test through rational analysis by competent experts. That decision Whether the instrument is feasible or not is based on Aiken's validity, namely seeing the range of v obtained is between 0-1.00 (not valid-very valid). Statistically, it is formulated as follows:

$V = \sum s / [n(c-1)]$

S = r – lo Lo = lowest validity assessment number (for example 1)

C = highest validity assessment number (for example 5)

R = number given by the assessor (Azwar, 2015).

The average value of the literacy skills of the samples taken will be analyzed using Wells' (1987) literacy ability criteria, namely if Student literacy score 0-25 = weak with performative level, 25-50 = moderate, with functional level, 50-75 = quite high, with informational level, and 75-100 = high on the epistemic level.

In analyzing quantitative data, the techniques used are descriptive statistics processed through a computing process using Microsoft Excel. According to (Eteng, 2022) analyzing quantitative data starts with phases descriptive statistics, followed by further analysis to establish correlations and classify more specifically based on the results of descriptive statistical analysis. Some techniques that help in descriptive statistics are mean (average value), percentage (percentage), frequency (number of frequencies).

D. FINDING AND DISCUSSION

Finding

The quantitative results of literacy skills tests are presented (performance test) of 60 Madrasah Aliyah students from three different schools as a representation of three regions with different conditions, namely representing the city large (MAN 2 Model Medan), Representing the district city (MAN Labuhan Batu Rantauprapat), and represents a remote area, namely MAN 5 Batang Natal.

In general, quantitative research findings on students' literacy abilities consist of four abilities, namely (1) listening, (2) speaking, (3) reading and (4) write. Each ability achieved by students is given a score of 1, 2 and 3. Score 1 means not correct, a score of 2 means not quite right, and a score of 3 means it is correct.

In general, in terms of listening ability, there are as many as 2 (4%) Madrasah Aliyah students are still considered inappropriate, 16 (26%) students still are the category is not quite right and predominantly 42 (70%) are right. Meanwhile, in terms of speaking, there were 36 students or 60% of the total Madrasah Aliyah student respondents are correct. Only 22 (36%) were inaccurate and a small portion, namely 2 (4%) were in the inappropriate category. Meanwhile test results Only 4 (6%) of Madrasah Aliyah students were detected as reading (reading) appropriate. The majority of the remainder were positive with details of 31 (52%) inaccurate and 25 (42%) is correct).

Tabel.1 Cumulative Result
English Performance test

Indicator	**Listening**	%	**Speaking**	%	**Reading**	%	**Writing**	%
Inaccurate	2	4	2	4	4	6	11	19
Less Accurate	14	26	22	36	31	52	34	56
Accurate	42	70	36	60	25	42	15	25
Total	60	100	60	100	60	100	60	100

In detail, the findings are specific to each English literacy ability will be presented as follows:

1. Listening Ability

There are 5 (five) special indicators that are assessed in literacy abilities
Listening to English (Listening) is as follows.

(1) Able to translate spoken words

(2) Able to identify keywords

(3) Able to identify word classes

(4) Able to identify grammar

(5) Able to retell the story

The findings from research in the field show quantitatively that from the first indicator, namely being able to translate spoken words or able to translate words spoken by 43 students or 72% it's in the right category. A total of 16 students or 27% were still not correct and only 1 student or 2% was scored incorrectly.

Table. 2. Performance test- the ability in translation and pronouncing the word

Indicator	**Frequency**	%
Inaccurate	1	2%
Less Accurate	14	27%

Accurate	43	72%
Total	60	100%

Meanwhile, the second indicator is Able to identify key words or the ability to identify key words during listening, revealed that as many as 41 students or 68% were in the right category. the rest. As many as 18 students (30%) were considered inappropriate and only 1 student (2%) was accepted the category is not correct at all.

Table. 3. Performance test- the ability in identifying key words

Indicator	**Frequency**	**%**
Inaccurate	1	2%
Less Accurate	18	20%
Accurate	41	68%
Total	60	100%

In the third indicator, namely Able to identify the word class or capable identify word classes, it was revealed that as many as 44 students or 73% it is in the correct category. There are 14 (23%) students in the category not quite right) and a small number, namely 2 students (3%) who were rated as not right at all.

Table 4. Performance Test- the Ability in identifying the word class

Indicator	**Frequency**	**%**
Inaccurate	2	3%
Less Accurate	14	23%
Accurate	44	73%
Total	60	100%

In the fourth indicator, namely Able to identify grammar or the ability in detecting grammar, reveals students' English literacy skills Madrasah Aaliyah, namely 42

(70%) students were deemed appropriate, 17 (28%) not quite right, and only a very small number, namely 1 (2%) is still not right at all.

Table 5. Performance test- the Ability in identifying grammar

Indicator	**Frequency**	%
Inaccurate	1	2%
Less Accurate	17	28%
Accurate	42	70%
Total	60	100%

In the fifth indicator, namely Able to retell the story or capable retelling the text of the story that was read, it was revealed that there were 40 (67%) students are in the correct category. A total of 14 (23%) were incorrect and a very small portion, namely 6 (10%) were categorized as inappropriate.

Table 6. Performance test- the Ability in retelling the story

Indicator	**Frequency**	%
Inaccurate	6	10%
Less Accurate	14	27%
Accurate	40	67%
Total	60	100%

2. Speaking Ability (Speaking)

In terms of English literacy skills in terms of speaking, Specifically, there are 5 detailed indicators. Namely as follows.

(1) Good intonation

(2) Correct pronunciation

(3) Fluency

(4) Use appropriate filler words, pause, self-correction and chunks

(5) Body language

In the results of findings in the field, indicators of Language Literacy ability. In English, especially the first indicator, namely good intonation or good voice intonation well it was found that as many as 43 (72%) Madrasah Aliyah students were already correct, 14 (23%) were not correct and only 3 (5%) were still incorrect.

Meanwhile, the second indicator is English literacy skills namely Correct pronunciation or pronouncing English vocabulary correctly It was revealed that 37 (62%) students were in the correct category, partially small or 3 (5%) is in the inappropriate category and the number is quite large, namely 22 (62%) the category mask is not correct

The third indicator is fluency or fluency in speaking English is where the findings reveal as many as 2 (3%) students enter the category is not correct at all. A total of 27 (45%) were in the inappropriate category and predominantly 31 (52%) were in the correct category.

The fourth indicator of English literacy skills is Use appropriate filler words, pause, self-correction and chunks or being able to use additional words, pauses, self-correction and fragments of English words it was revealed that as many as 2 (3%) students were still assessed as inappropriate. However as many as 26 (43%) were in the inaccurate category and the number was even more namely 32 (53%) were in the correct category.

Meanwhile, the fifth indicator is body language it was revealed that as many as 31 (52%) were in the correct category. A total of 27 (45%) were categorized as inappropriate and only 2 (3%) were considered inappropriate at all.

3. Reading Ability

In English literacy skills in terms of reading, namely as follows.

(1) Pronunciation

(2) Fluency

(3) Understanding the text, main idea, supporting ideas and conclusion

(4) Able to re-tell the text by different language based on understanding.

(5) Understand core words

In the first indicator in terms of English literacy skills reading, namely an indicator of pronunciation or the ability to pronounce words in English correctly while reading, it will be revealed from the results research in the field shows that as many as 2 (3%) Madrasah Aliyah students still in the inappropriate category. A total of 26 (43%) were recorded as correct. Temporary, the dominant number, namely 32 (53%) of Madrasah Aliyah students, is still in the category less precise in terms of pronunciation.

The second indicator is the fluency test or fluency in reading English text, it was revealed that there were 3 madrasa students or the same with 5% of the total 60 respondents studied, it was still considered inappropriate. Meanwhile, 24 (40%) students were not correct and the majority, namely 33 (55%), were correct fluently in reading English texts.

While the third indicator is Understanding the text, main idea, supporting ideas and conclusion or understanding the text, main idea, supporting ideas and conclusions regarding English literacy ability, reading ability it was revealed that as many as 7 (12%) Madrasah Aliyah students were still not appropriate. Then as many as 28 (47%) were in the inaccurate category and 25 (42%) rated in the appropriate category.

The fourth indicator is Able to re-tell the text by different language based on understanding or being able to retell existing texts with languages differ according to individual understanding, indicating that as many as 23 (38%) of Madrasah Aliyah students are correct, 35 (58%) still are inaccurate, and as many as 2 (3%) were not accurate at all.

In the fifth indicator of English literacy, reading ability namely understand core words or being able to understand key words in the text, then it was revealed that as

many as 19 (32%) madrasah Aliyah students were correct, 36 (60%) were incorrect, and only 5 (8) were not correct at all.

4. Writing Ability

In writing skills in the context of English literacy by madrasah Aliyah students, there are five detailed indicators as follows.

(1) correct speech

(2) Correct grammar

(3) Appropriate and proper word choice

(4) Orderly

(5) Coherence

Madrasah Aliyah students' English literacy skills in terms of writing (writing), especially the first indicator, namely Correct spelling or correct spelling when writing, then based on the test results it was revealed that as many as 8 (13%) students were still in the inappropriate category, 34 (57%) were in not quite right category and 18 (30%) were in the right category.

Meanwhile, the second indicator of English writing literacy is Correct grammar or grammar is correct, then based on the test results it is revealed that as many as 13 (22%) were incorrect, 29 (48%) were incorrect and as many as 18 (30%) is correct.

The third indicator is Appropriate and Proper word choice or the ability to choose appropriate and proportional words when writing, the Based on the test it was found that 11 (18%) were incorrect, 39 (65%) were not correct and 10 (17%) were correct.

The fourth indicator, namely Orderly or regularity of the main thoughts within writing, then based on the test results it was found that as many as 11 (18%) were inaccurate, then as many as 36 (60%) were inaccurate and as many as 13 (22%) it's right.

In the fifth indicator of English literacy writing ability namely Coherence or coherence and plausibility of the main ideas written, then it was found that 15 (25%) were still incorrect, as many as 30 (50%) were incorrect, and as many as 15 (25%) were correct.

Discussion

English literacy skills of madrasah Aliyah students in the Province North Sumatra in general is good. This is known from the results of the data findings which is obtained where the average of the highest results from the test of 60 students shows in English literacy ability, listening was 42 (72%) are correct, 36 (60%) are also correct in speaking, reading 25 (42%) of readings were correct and 15 of them were correct for writing (25%) is correct. These statistics are higher when compared to numbers

English literacy ability is an inappropriate category that occupies the number the minority like listening (listening) only 2 (4%) are not appropriate, speaking (speaking) only 2 (4%) were incorrect, reading (reading) only 4 (6%) were inaccurate and writing (writing) only 11 (19%) were incorrect. This means that the number of student respondents whose literacy skills are not yet appropriate is far away smaller than the number of student respondents with literacy skills falls into the inappropriate category.

However, the time bomb is the number of student respondents His English literacy skills were in the inappropriate category, at middle level. If you increase it with various English learning programs, it's still potential, but if it is bred in the sea, it will be dangerous to degrade the generation young people become people with intermediate literacy skills has the potential to be inaccurate or worse.

Statistically, the less appropriate category of English literacy ability is listening (listening) 16 (26%), speaking (speaking) 22 (36%), reading (reading) 31 (52%) and writing 34 (56%). Statistically it is very clearly shown that in English literacy skills,

listening and speaking (speaking), students still have the potential to be saved with relevant programs to improve English literacy skills.

However, in terms of reading and writing skills, it seems the majority and have the potential to be bad for the future of literacy skills English language of madrasah Aliyah students. This is related to that study carried out by (Emisari, 2022) who emphasized the ability to write (writing) is the most difficult productive skill and requires hard work.

The ability to listen in detail also consists of many things namely Able to translate the pronounced words, Able to identify key words, Able to identify the word class, Able to identify grammar, and Able to retell the story. This means that the ability to listen to English is not limited to listening and reading just listening, but also being required to be able to be more than capable translate the vocabulary heard, able to identify keywords who listened to English, were able to identify the grammar used in English that is heard and able to retell it from what I just heard in English. Likewise in speaking ability. According to (Adnan, 2012) listening ability (listening) in English, is a difficult ability and teachers often neglect to teach.

It's not enough just to be able to pronounce and speak, but also includes speaking skills down to detailed matters, namely good intonation, namely can pronounce and speak English with correct pronunciation, then Correct pronunciation, namely correct English pronunciation, then speak correctly Fluency, without stuttering, using appropriate filler words, pause, self-correction and chunks which are part of speaking language English and also Body language or gestures or body language which often becomes complement when speaking English.

In reading ability, it is not just enough to read, but also accompanied by other components such as Pronunciation, namely pronounce each English word correctly, Fluency is fluency read the English text, then understand the text, main idea, supporting ideas and conclusion, namely understanding the text, main idea, supporting ideas and conclusions from the text read, then the ability to re-tell the

text by different language based on understanding or being able to tell repeat what was read using your own language according to understanding yourself and finally Understand core words or understand the key words of read text.

The same is true for English literacy skills. Not enough writing is just writing, but it must also be accompanied by correct speech or correct spelling, correct grammar, namely correct grammar, Appropriate and proper word choice, namely choosing appropriate and appropriate vocabulary,

Then there is Orderly, which is written writing with a rapid structure easy to understand, and finally Coherence, namely the cohesiveness of the content of the incoming writing makes sense and connects one sentence to the next, between paragraphs first to the next paragraph.

Problem in improving English Literacy

Although English literacy is increasing rapidly with technology digital, some teachers try to reveal deep problems improving the English literacy skills of madrasah Aliyah student including; (1) anxiety, (2) lack of self-confidence, (3) lack of facilities supports such as language laboratories/language labs, (4) regional language barriers, (5) minimal learning media, (6) regional language accents are difficult to eliminate, (7) students' finances/economics, and (8) lack of supporting facilities and infrastructure learn English. With these problems, comes the presence of technology digital as stated by (Meidasari, 2016) can help improve English literacy skills.

Solution

Some teachers also expressed potential solutions to overcome this problem Literacy problems are; (1) pay more attention to conversations English, (2) school facilities for English, (3) memorizing the language English, (4) English singing, (5) English corner, (6) English club, (7) Participate in English competition events, (8)

Weekly program events English conversation and speech, (9) empowering the English lab, and (10) encourage students to actively take part in tutoring outside of school. These solutions are close in line with research (Khairuddiniyah, 2018) although there are differences. The point is the importance of paying attention to several vital aspects that play a role success in English literacy.

E. CONCLUSION

The description in the previous chapter is quite comprehensive and guiding to conclusions that are in accordance with the main problem formulation under study as follows.

1. English literacy skills, especially in terms of listening, speaking, reading and writing of madrasah Aliyah students in general based on the results of the literacy skills test (performance test) are listening literacy skills of 42 (70%) students categorized as appropriate, 16 (26%) as inappropriate and 2 (4%) as inappropriate. In speaking skills, 36 (60%) students have corrected, 22 (36%) students were not correct and 2 (4%) were not correct. Ability 25 (42%) of the readings were correct, 31 (52%) were incorrect, and 4 (6%) were incorrect. Meanwhile in writing skills 15 (25%) were correct, 24 (56%) were not correct and 11 (19%) not exactly.
2. From the results of interviews with English teachers and Madrasah Aliyah stakeholders, there are problems with English literacy which includes individual factors, economic factors, environmental factors and factors school.
3. From the results of interviews with English teachers and Madrasah Aliyah takeholders also contains relevant solutions to language literacy problems English which also includes individual, economic, environmental and school factors.

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