PREFACE

This Volume 2 No 2 (2018) issue of *KLAUSA* presents a portrait of the condition of language teaching in the 21st century as well as a reflection for the academic community to continuously process and contribute to the society. The 21st century is characterized by abundant information technology innovation that provides great opportunities to raise the quality of education. Educational personnel need to reform education practices in facing the digital era. In this issue, several authors have contributed to the challenges of this digital age through their writing.

Ginting writes how technology can build 21st century teachers' capacities such as critical thinking, collaborative, creative and innovative learning, self-reliance, and individualized learning. IMOOC (Indonesian Massive Open Online Course) serves as a reliable online instruction since it is open for everyone to join, provides current information about educational issues, and provides trainings for teachers to improve their teaching skills. In short, IMOOC seeks to raise teachers' awareness of the importance of technology for teaching while at the same time promoting their teaching skills in using technology for learning.

Leticia Araceli Salas Serrano mentions that teacher-preparation has become an important issue in Mexico as a teacher evaluation process is being carried out all over the country as part of the recent educational reforms. ESP (English for Specific Purposes) can be an alternative to better suit learners´ needs and provide a better understanding of how to help learners meet their needs in school and workplace contexts and, as this study has shown, their own expectations. The emergence of ESP with its emphasis on needs analysis as the basis for instruction is an important factor in the development of more appropriate language curriculum programs. The growth and spread of this kind of instruction serve a proof of the effectiveness of the ESP approach, especially in professional settings, as was the case for this in service-English teachers' course.

This volume also presents a study on blended learning. Tantri has discovered that teachers are still bewildered when it comes to managing hybrid learning. The problems are quite obvious. LMS (Learning Management System) has been mistakenly used. Moreover, teachers are not sure how to deliver the effective instructions in face to face meetings.

Next, Tayongka elaborates the meaning of happiness through the protagonists in animated movie *Trolls* (2016). Happiness denotes some meanings: happiness is something one can get without cutting throat; happiness can be achieved by being frank to people in our surrounding; happiness is something one gets by increasing tolerance; and happiness can be achieved with every effort to achieve that happiness itself.

This issue of *KLAUSA* concludes with a review article by Antono Wahyudi. He summarizes the major points regarding the concept "to understand" (*memahami*) in the perspective of modern and post-modern hermeneutic interpretation. The term "to understand" is not always easy to comprehend. The term is often mixed with other terms. If one associates the term "to understand" with "to know," then they have reduced its meaning. They only know the data or information but fail to identify the essential meaning of the term "to understand". "To understand" should touch something behind the data or information.