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“Language and Language Teaching in the Era of Technology”

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The Readiness Analysis Of English High School Teacher In Implementing Curriculum 2013

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Abstract

Curriculum is one of the centralistic roles in education. Therefore the changing of curriculum is inevitable when dealing with the environment that rapidly changing. Seeing these phenomena, the curriculum developer developing curriculum 2013 as one of the effort to answer today's challenge by reviewing the future, the perception from the society, the development of knowledge and pedagogy, future skills and the uprising of the negative phenomenon (Hasan,2013). The teacher believes as the most important role in implementing the curriculum and this research aims in analyzing whether the teachers are ready in facing with this latest curriculum, especially for English subjects. The method of this research is descriptive qualitative, with the subjects of research are English high school teachers from Cianjur district, Karawang district and Cimahi. The instruments of this research are interview and questionnaire, based on the variables from the curriculum 2013 managements. They are: teachers, books, students and supervising. The result of this research shows that the teachers are not fully ready in facing and coping with the implementation of curriculum 2013 and thus still need time, practice and supports to understand it comprehensively.

Keywords: teacher, curriculum 2013, English subject, readiness

A. Background

The teacher is a key factor to the success of the curriculum believes by Campbel (2012) who see teachers as the agent of change. The teachers supported teaching, learning, and schooling and even participated in the making of curriculum in the current policy. The teachers playing the main role, since it is understandable as the one who interact directly with the students in the classroom.

Chan (2006) also discovered that the teachers should face many obstacles in their classroom. Teachers as the agent of curriculums should face with the diversities of ethnic values, languages, religion therefore the teachers need to find a meeting point between the teaching goals and the reality in the field.

Teacher as the curriculum executor in the field obviously has important role in successfully implementing a curriculum design. Richard (2001) believes that in implementing a change in curriculum, the teacher is the key success factor. Even in the limitation of facilities, differences in

cultures, a bump with the environment or the versatility of the students; a good teacher will still be able being the agent of national changing curriculum.

Curriculum 2013 is lately becoming the talk of the town especially in the education society, contents many standards. The most important thing is the basic competent (*standar kompetensi*) which drawn the concept for the subjects itself; such as subjects, the subjects position, the subjects distribution in the semester and their credits for each class (*Kementerian Pendidikan dan Kebudayaan, 2013*). From that curriculum structure itself, also applied with a certain skills along with the certain competent that needs to be fulfilled for each subject, called *kompetensi inti* and *kompetensi dasar*. And by that new regulation and policy, it is hopeful that the society in Indonesia gain a same level of education and competent as it is regulated in Curriculum 2013.

Inside curriculum 2013, there are a few elements in the curriculum managements, they are: teachers, books, students and supervising. Considering the teacher's role and the structure of Curriculum 2013, the objective of this study is to see the teacher's role in terms of their effort and readiness towards curriculum 2013. Therefore the titled of this study is **THE READINESS ANALYSIS OF ENGLISH HIGH SCHOOL TEACHER IN IMPLEMENTING CURRICULUM 2013**. With this study it is hopeful that it can explored the analytical situation from the teacher's factors.

1. Question of the research

- a. How far is the readiness and the response of the English High School subject teachers in understanding and implementing the literary theory of curriculum 2013 in the field?

2. The objective of the research

- b. To analysis the English high school teacher's readiness and responses in implementing the literary theory of Curriculum 2013

3. The limitation of the research

- a. The subject of the research is the English subject High School teachers
- b. The location of the research is Cimahi, Cianjur district and Karawang district. . The three places is chosen in hope to represents the Jawa Barat provinces from the south, middle and north in the geographic region.

B. Theoretical Foundations

1. Curriculum

Curriculum means a planning for a learning program (Richards and Schmidt,2002). Therefore it is a learning program – a chain of educating event. But seeing from curriculum field of knowledge, historical and philosophical, its meaning is wide and complex. Marsh (2004) defines the characteristic of curriculum as follow : a) it is a permanent lesson that contains an essential knowledge b) curriculum is a life lesson c) curriculum is an organized lessons that needs the responsibility from the

school d) the whole learning experience where the students get their skills and knowledge e) is what the students built and do with computer and different networks

2. Curriculum 2013

Menteri Pendidikan dan kebudayaan M.Nuh explained that the curriculum 2013 theme is “the curriculum that can produced Indonesian people who are productive, creative, innovative and affective through the strengthen of attitude, skills and integrative knowledge. He also added that Curriculum 2013 is the answer to improve human sources ability in facing the changes of the world (2013:72). He explained that the implementation of this curriculum will be starting in the academic year of 2013-2014 starting in July for the first and fourth grader of Elementary School, 7th grade in junior high school and 10th grade for high school and vocational high school. It will be partial for the moment but for the next year will be held through out every school in Indonesia.

3. Management of Curriculum 2013

In Curriculum 2013, there are a few elements in their managements such as : teachers, books, students and supervising which can be seen from the table below :

Table 1. The Elements in Curriculum 2013

Elements	The management size	Curriculum 2013
Teacher	Rights	Limited
	Competent	It should be high, but for those who still Low there are guidance books
	Weights	Light
	The effectiveness of learning activity	High
Books	Publishers role	Small
	Content and process	Low
	Prices	Low
Students	The learning results	Not entirely based from the teachers, but also from books that available from the governments
Supervising	The deviation point	Small
	The deviation scale	Low
	Supervising	Easy

4. The implementation of Curriculum 2013

The implementation of Curriculum 2013 is an actualization of the curriculum into learning activity and the molding of the competent and student's character. These things require the teacher's activity to creating and growing many activities that fits into the program. The teachers should be able to make decisions, make good judgments, capable of learning methodology, the usability of teaching aid and understand how to value their students' works.

The learning activity in curriculum 2013 is a competent learning activity by using a scientific approach that encourages students to see, ask, try/collecting the data, associate and communicate. This method is adapted from the science steps in growing the knowledge through a science eyes and therefore will have a "sense of inquiry" and the ability to "creative thinking" (Alfred De Vito: 1989).

The acts of see, ask, try/collecting the data, associate and communicate in English subjects, such as:

1. See – to associate the learning subjects with daily everyday life situation. It consists of listening, reading the text, social functions, the language and the writing.
2. Ask – to improve student's ability in forms of concepts, principle, procedures and theory to have them thinking creatively, logically and systematically. It consists of questioning activity such as comparing the structure language pattern in Bahasa and English.
3. Exploration – to improve student's ability in English such as role play, simulation and many others.
4. Associated – to help and improve students to think and act academically. It consists of any group activities such as analyzing the text, categories and many others.
5. Communicated – to help students delivers their results in writing or speaking forms. It consists of writing, presenting, blogging, journal, school boards and etc.

C. Research Methodology

1. Research Methodology

This research is using a description qualitative method by analyzing the the English subject High School teacher's readiness in implementing Curriculum 2013. The researcher will be using qualitative research and descriptive method in matrix.

2. Subject of the research

The subject of the research is the English High School teachers in Cianjur district , Cimahi and Karawang district . The samples are taken from purposive sampling technique.

3. Instrument of the research

The instruments that used in this research are questioner and interview. The questioner is aimed to ask the respondent their readiness and responds towards Curriculum 2013 and interview is used to clarify the answers. The data that used in this research is primer(main) and secondary data.

The main data is from the English teachers as the subject of the research. The secondary data is taken from *Dinas Pendidikan* as the school data of the High School who implementing the Curriculum 2013 in their schools.

The readiness variables is collected from 4 criteria which are suited from the Management of Curriculum 201 :

- a. Teacher's rights
- b. Teacher's competent
- c. Teacher's workload

- d. The effectiveness of the teaching-learning activity
- e. The answers from the questioner then will be analyzed.

D. Research Findings

1. Data

1.1 High School who implementing the Curriculum 2013

The implementation of Curriculum 2013 is held in progress and doing step by step. Based on data that received from *Kementrian Pendidikan Nasional* there are several schools that have been appointed as the Pilot Project Implementation of Curriculum 2013. The area that will be the location of the research are Cimahi, Cianjur district and Karawang district . The three area chosen as hoped to be represents as the West Java provinces. Based on their geographical point of view, they are seen as the south, middle and north of West Java.

In this research, the school that is chosen is based from the easy access to the school and from those schools, chosen 3 schools for this research. The appointment of the high school that implements the Curriculum 2013 is done by *Departemen Pendidikan Nasional Direktorat Pendidikan Dasar dan Menengah* based on their own schools judgment. Therefore, the high schools that implements the curriculum is the high school with their own values and distinction.

1.2 Teacher's Data

Teacher is the key point in teaching – learning activity. The teacher's role as variables in teaching-learning activity in class is a determined as the successful of the curriculum itself.

From the 8 respondents, 6 are in their bachelor degree while the 5th respondent is currently finishing a Master degree and the first respondent is already having a Master degree. All of the respondents also have undergone training in curriculum 2013 except the 4th respondent.

1.3 Teacher Management Factor Data

The data from the respondents can be seen as follow :

a. Teacher's rights

The following are the data regarding the English subject's rights. The teachers gave many varied answers, but most of the respondent declares that the teachers rights becoming smaller due to the reasons such as : the lesson plans and the syllabus already decided by the government and the ministry of education. They can't change it the way they like or even chose the textbook as the learning source because it is also being decided by the government.

b. Teacher's competence

The following are the data regarding the teacher's competence. Based on the respondents' data, it can be seen that almost all of the respondents have an English bachelor degree, had their share in training in Curriculum 2013 and have been working more than 5 years. It is presumable that as teachers and their qualification, they are qualified in terms of degree and the working period.

Regarding the training and the supervising of Curriculum 2013, all of the respondents agree that it has good effects and good implications, such as :

- a. Good in implementing and supervising
- b. There's reward and punishment to achieve its effectiveness
- c. Teachers will have more understanding and aware of things they should do in the class
- c. **Teacher's workload:**

The following are the data regarding the teacher's workload. Based on the respondents' data, it can be seen that there are two main factors in Curriculum 2013. They are the general teacher's workload and the description of the graduates (or known as *kompetensi lulusan*).

Based on the *kompetensi lulusan* criteria, Most respondents are agree that their workload is heavier, due to several reasons :

- 1) The grading of the students has become more comprehensive
- 2) The grading method is totally different from the usual
- 3) To differentiate one student to another is more difficult because the grading standard is using index factor

As the workload itself, most of the respondents declare that their workload is heavier due to several reasons. The first reason is because the teacher now should pay more attention to the students individually, and that the learning material isn't only from books. Curriculum 2013 is a curriculum where the learning materials are encouraged from many sources including the world wide web. And most importantly, the guidance textbook isn't available yet, therefore the teachers still using the old textbook while adjusting it to the new curriculum.

a. The effectiveness of teaching-learning activity :

The following are the data regarding the effectiveness of teaching-learning activity. In terms of the learning method, the respondents gave many varied responses. But mostly agreed that the theme is scientific approach and using more technology in class to ensure all of students participated. But for class hours, all of the English teachers agrees that the class hours is lesser than the usual but with heavier workload.

In the teaching-learning methods, there are the responses from the respondents:

- 1) Focusing on "students" therefore students will be more active
- 2) Use "scientific" therefore knowledge and science will improve
- 3) The studying time in English is actually more less than other subjects, teachers afraid in their fall back of the ability
- 4) This curriculum more focus on student's attitude and characteristic – while in English the important point such as speaking and grammar have been quite neglected
- 5) The grading process has become more detailed – not only judged the student's ability but also their attitude
- 6) The English subject textbook based on the Curriculum 2013 is not available

2. Findings

2.1 General View

Based on the data from the field, the implementation of the Curriculum 2013 is held in progress by the appointed of certain schools as the pilot project for the High School grade 10th. This event shows that the government still not wholly ready to support the curriculum 2013. The change from the previous curriculum which was KTSP to Curriculum 2013 has a very basic difference. This very basic difference is shown from the teaching-learning activity and the grading process. This readiness should be supported by the teacher's competent as the key point of the success and effectiveness of the curriculum implementation.

2.2 Teacher Management Factor

a. Teacher's rights analysis

Based on the respondents opinion, teacher's rights is smaller due to syllabus, learning materials and the textbook have been decided by the government. But then , the materials demands to be analyzed and comprehend by the teachers to be associated with the daily life needs teachers to have more competent. While the grading of the students which are not based solely from their paper tests is the teacher's right. Looking at the syllabus, learning materials and the text books, the teacher's rights seems smaller. But from the teaching-learning process and the grading process, then the teacher's rights are bigger.

b. Teacher's competence analysis

Based from the respondent's data ; all the teachers have a degree, work more than 5 years and already had a training in Curriculum 2013. But apparently, the changing from KTSP to Curriculum 2013 has not that much of a difference. The differences solely located in the teaching-learning activity and the grading process. The teaching-learning process consists of teacher, students and teaching method. Those three factors are the key factors in the implementation of Curriculum 2013. Therefore, the teacher's competence can't be seen solely based on their degree and experience, but also the readiness to facing a challenge and thus needed other training such as technology training, computer training, curriculum 2013 training and others.

c. Teacher's workload analysis

Conceptually, in Curriculum 2013 the teacher's workload supposed to be lighter. But in reality actually it's heavier. Starting from the preparation of the syllabus and the learning materials, yes the teacher does not need to prepare anymore since it is already available.

But from teaching-learning activity, it does need extra energy and extra competent to deal with the time changes, other knowledge, and paying attention to the students – which are heavier load. Therefore, it does needed teacher with comprehensive competencies.

d. The effectiveness of teaching-learning activity analysis

The high school characteristic and the teacher that became the subject of the research describing the situation in the West Java province ; it is obvious that the Curriculum 2013 has not been

implemented wholly due to the gap of the concept with the human resource, which are teacher, student and its facilities. At this moment, the effectiveness of teaching and learning activity has not been achieved successfully due to several reasons:

- The teacher that has not been fully competent
- The difference of studying method, that hasn't been successfully applied by the students, they are still using their 'old way' of studying
- The facilities that has not been completed and supported yet, even the textbook in English Subject of Curriculum 2013 still not available
- The class hours still not meet the expectations of the learning materials

E. Conclusion

Based on the analysis, therefore it is concluded:

- a. The teacher's readiness in applying the Curriculum 2013 is not fully ready. It takes time and changing the behavior is not an easy task. An ideal cultural study will be created but with time and needs support from the whole stakeholders such as teacher, student, teaching method and its environment.
- b. The teacher's responses regarding Curriculum 2013 are: welcoming it to be a better suited with the environment but hoping that it takes much more time to understanding and processing it.
- c. Based from the data of the research taken from the area of Cimahi, Cianjur and Karawang can be seen that the implementation of the Curriculum 2013 is not effective yet due to some problems such as : the teacher's competence , changing the student's studying habit and even the learning facility. It is assumed that the implementation of Curriculum 2013 is working effectively in big city with better facilities and the students with difference studying culture.

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