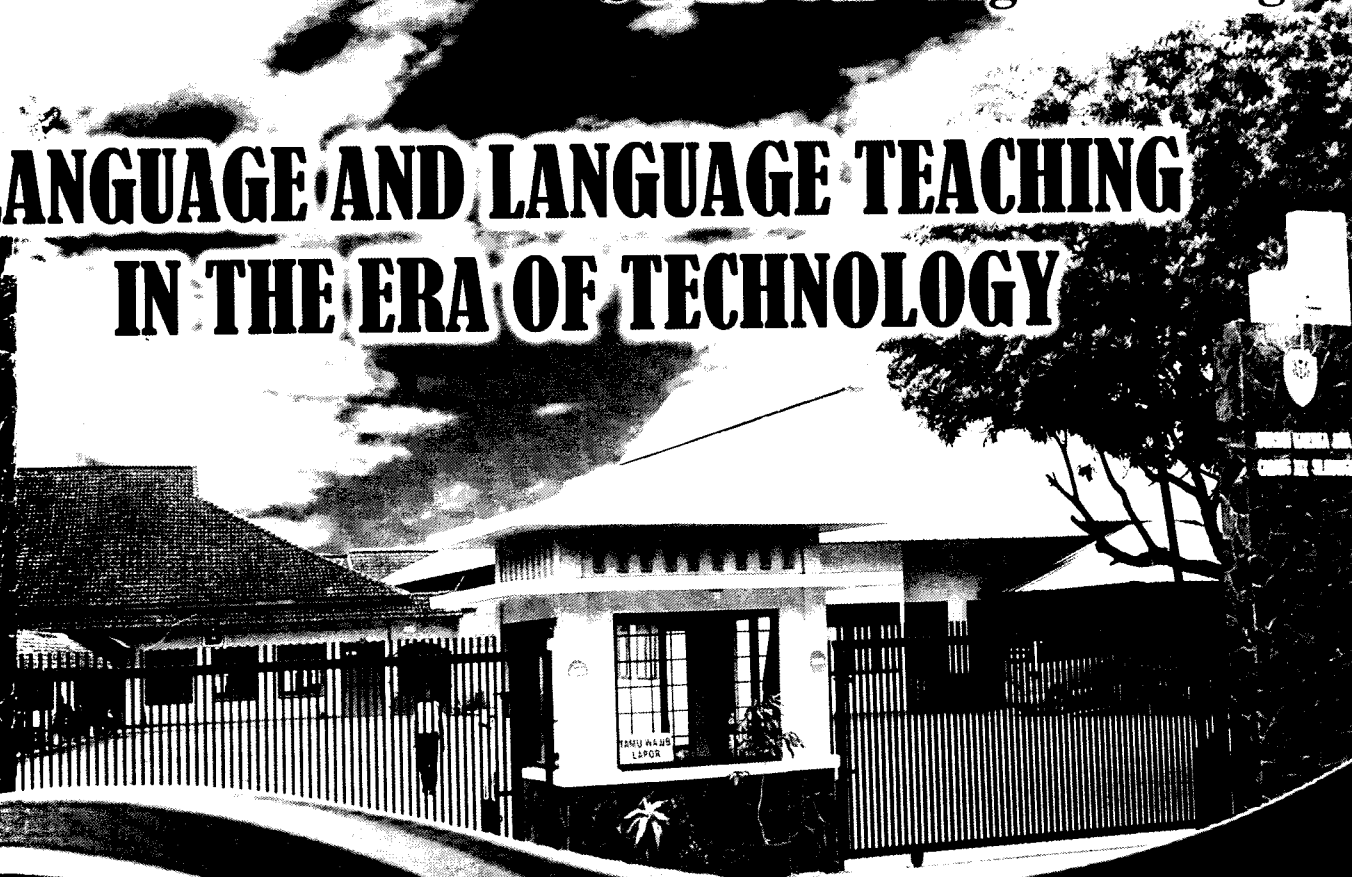


PROCEEDING

National Seminar in
English Education Study Program of
STKIP Siliwangi Bandung

LANGUAGE AND LANGUAGE TEACHING IN THE ERA OF TECHNOLOGY

STKIP SILIWANGI
Sekolah Tinggi Keguruan
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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

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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