

Teachers' Readiness in Teaching English Based on Curriculum 2013 at Madrasah Tsanawiyah Negeri 1 Kolaka

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Abstract

The Success of curriculum 2013 not only on the accuracy and comprehensive design of curriculum substance, but from the principal leadership at the level of school and leadership of teachers at the level of class. The objectives of this research was to describe the teachers' readiness in teaching English based on curriculum 2013 at Madrasah Tsanawiyah Negeri 1 Kolaka which viewed from dimension of planning, process, and evaluation. The design of the research was qualitative. When conduct the research, the researcher using two instruments in collecting the data, they are: questionnaire and interview. Subject of this research was all of the English teachers in Madrasah Tsanawiyah Negeri 1 Kolaka. This research was conducted along one week. The result of this research exposed that teachers already taught English subject based on curriculum 2013, which viewed from dimension of teaching planning, the percentage was 87,41%. Teaching process, the percentage was 80,46%. Teaching evaluation, the percentage was 83,52%.

Keywords: teachers' readiness, Teaching, curriculum 2013

INTRODUCTION

Curriculum is very important for the success of education. Ministry of Education and Culture (2013) states curriculum is an educational instrument brought Indonesia society to possess the competence of attitudes, knowledge, and skills until the students can be productive, creative, innovative, and affective person. Curriculum in Indonesia is curriculum 2013 was applied in the mid of 2013 as a substitution of Curriculum 2016. Curriculum 2013 is expected to solve various problem in National Education System.

Teaching process is one of the elements of the standard process that changes in demand to achieve the success of learning and the formation of students' competence. The government in the regulation of Ministry of Education and Culture Republic of Indonesia No. 65 of 2013 about process standard of basic and secondary education explains that in implementing the learning process in the curriculum 2013 in educational units should be held interactively, inspirational, fun, challenging and motivate students to participate actively, as well as providing sufficient space for initiative, creativity, and independence according to the students' physical, psychological talents, interests, and development. The other things which be characteristic of curriculum 2013 related four of education standard are graduate competence standard, standard of process, standard of content, and standard of assessment (Hidayat, 2013).

Curriculum 2013 has three related dimension, they are planning, teaching-learning process, and learning evaluation. The planning was create the material will be taught, media and method will be used in teaching-learning process. In such way, the assessment

procedures will be used to know the product of teaching-learning process and students' achievement. This change is expected to be able to improve the teaching quality and the students' competences including knowledge, skill and attitude.

Furthermore, curriculum was designed by the government depends on how the curriculum was implemented. Teachers' readiness was important tool to conduct the curriculum because it would running well when the teachers understand the curriculum, so it was easy to applied in the classroom. Teachers' readiness is very important because any curriculum applied in school, all depends on the teachers' creativity in the learning process to convey to the students. That is why teachers must recognize curriculum before planning and developing the materials for the teaching-learning process. Curriculum 2013 was conducted and exist in several regions in Indonesia, especially in Java which apply since 3 - 4 years ago while other regions apply the curriculum 2013 in 2016. Implementation of the curriculum 2013 depends on the readiness of the school.

Madrasah Tsanawiyah Negeri 1 Kolaka that exist in Kolaka Regency, Southeast Sulawesi. Based on observations conducted at this school, there are some problems found in teaching based on curriculum such as teachers have not understood with the curriculum and the lack of students' motivation to learn that still make teachers as the main source of learning.

Indonesia's 2013 Curriculum (K-13)

Mulyasa (2013) states that curriculum 2013 is a competency-based curriculum, it is concept that highlight the progress of character and ability to perform (competence) tasks with certain performance standards, so that the outcomes can be perceived by students. It is line with Tjahjono (2013) "The curriculum of 2013 is a curriculum based on the development of student competence, an outcomes-based curriculum that is the development of a curriculum directed to the achievement of competencies as defined in graduate competence standard". curriculum 2013 itself is an implementation of UU no. 32 year 2013. curriculum 2013 is a continuance and perfecting of competency-based curriculum and school-based curriculum. However, it refers to the competence of attitudes, knowledge, and skills, in an integrated manner, as state in UU no. 20 year 2003 on the National Education System which contained in *Pasal 35* where the competence of graduates is a qualification of graduate ability that includes attitude, knowledge, and skills in accordance with agreed standards.

Furthermore, the draft of the curriculum 2013 is expected to produce comprehensive intelligent future generation, which is not only has intellectually intelligent but also emotionally, socially and spiritually intelligent. This is apparent with the presence of character values listed in the learning process. Therefore, Hidayat (2013) states that the curriculum 2013 can be one of the solutions to face the changing of time which will give priority to the synergized competence with the character value because the approach and learning strategy used is to give space to the students to construct new knowledge based on learning experiences gained by the classroom, the school environment and the society.

Characteristic of curriculum 2013

Based Permendikbud No 59 of 2014, Curriculum 2013, Curriculum of 2013 is designed with the following characteristics:

1. Developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community.
2. Putting the school as part of the community that provide a learning experience so the learners are able to apply what is learned in the school to the community and utilize the community as a learning resource.

3. Giving freely enough time to develop a variety of attitudes, knowledge, and skills.
4. Developing the competencies expressed in terms of class core competencies which is specified more in basic competence of subjects.
5. Developing class core competence into organizing elements of basic competence. All the basic competencies and learning processes are developed to achieve the competence stated in core competencies.
6. Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between-subjects and education level (horizontal and vertical organizations).

Teachers' Readiness in Implementing Curriculum 2013

Alawiyah (2014) states that teachers as the front guard in the implementation of the curriculum should be an important concern. Teachers are someone who is dealing directly with learners in learning so give a direct impact on the success of learners in completing the task of learning. The curriculum 2013 is an essential transformation of teachers in learning. Therefore, Government has arranged learning implementation tools that teachers no longer necessity to formulate. However, teachers are required to active as motivators and facilitators of learning. This is a problem for teachers because not all teachers have the competence. In addition, teachers are required to prepare the curriculum in a relatively short time while the device has not been prepared properly. Prepare ideal teachers to implement curriculum 2013 is still difficult especially to change the teachers' background from those who only work to teach, while in the curriculum 2013 teachers should be able to manage students to be active, productive, creative and critical.

Mulyasa (2013) states that one of the key is depend on the teachers, because the teachers are important factors, even decisive success or not the students in learning. Curriculum 2013 was difficult to implement in various regions because most of teachers are not ready. Unprepared of the teachers are not only related to the affairs of its competence, but related to its creativity problem which is also caused by the formulation of curriculum which slowly to socialized by the government. In this case, teachers who served in the region and in the depth will be difficult to follow new things in a short time especially in integrative thematic need long time to understand it. curriculum 2013 (character and competence) wants to change the pattern of education from the orientation of the results and he material to education as a process, through an integrative thematic approach with contextual teaching and learning.

METHOD

Descriptive qualitative was used as a design of the research. Arikunto (2010), descriptive research is a study intended to investigate the conditions or the other things already mentioned, the results presented in the form of research reports. Population of the research was MTsN 1 Kolaka. The sample of this research was all of the English teachers at MTsN 1 Kolaka and it use purposive sampling.

Tehnique of data collection in this research was utilized two instruments, there were Interview and Questionnaire. Interview was applied to ask the English teachers and vice headmaster of curriculum about teaching English based on curriculum 2013, Questionnaire was used to measure the teachers' readiness in teaching English based on curriculum 2013. The data obtained from the questionnaire were analyzed with each statement got the highest score 5 and the lowest score 1. Data will be analyzed descriptively with steps according to Ridwan (2012) as follows:

1. Calculate the value of the respondent and each aspect or sub variable.
2. Value recapitulated.

3. Calculate the sum value.
4. Calculate the percentage with form:

$$DP = \frac{n}{N} \cdot 100\%$$

Note: N

DP = percentage descriptive (%)

n = gained score

N = the highest score

FINDINGS AND DISCUSSION

Madrasah Tsanawiyah Negeri 1 Kolaka is located at Jl. Pahlawan No. 69 and it has about 1.160 students and 88 teachers and staff. This school has been using the curriculum 2013 since 2016. In this research, researcher wants to know the readiness of teachers in teaching based on the curriculum 2013. There are 8 teachers who teach English subjects. This research was conducted 8 days, start from May, 7 2018 until May, 15 2018. Data collection was done by distributing questionnaire to all of English teachers and also engaging an interview with all the English teachers in the school.

Questionnaire

The categorization of trends for each component is based on the following table:

Table 4.1 Range Category of Teachers' Readiness

Category	Range
Very ready	81% - 100%
Ready	61% - 80%
Enough	41% - 60%
Less ready	21% - 40%
Not ready	0% - 20%

Source: Aviv Budiman, 2015

Dimension of teaching planning

Teaching planning is measure from 5 indicators, they are: lesson plan, learning source, time allocation, teaching method and media, and evaluation planning.

Table 4.2 Teaching Planning

No.	Indicator	Score	Percentage (%)
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1.	Lesson plan	145	90,62 %
2.	Learning source	185	92,5%
3.	Time allocation	68	85%
4.	Teaching method and media	283	78,61%
5.	Evaluation planning	333	92,5 %
Total		1.014	87,41%

Based on data in the table above about teaching planning, then gained the following result:

- 1) Teachers' readiness in arrange lesson plan include in Very Ready category (81% - 100%) with the percentage is 90,62%.
 - a) Preparation of lesson plan in accordance with 2013 curriculum, the percentage of readiness is 95% and include in Very Ready category (81% - 100%).
 - b) Analysing of Core Competencies into Basic Competencies, the percentage of readiness is 89,16% and include in Very Ready category (81% - 100%)
2. Teachers' readiness in preparing learning source include in Very Ready category (81% - 100%) with the percentage is 92,5%.
 - a) Determining of the material based on sequence, the percentage of readiness is 93,75% and include in Very Ready category (81% - 100%).
 - b) Planning the subject, the percentage of readiness is 90% and include in Very Ready category (81 - 100%).
 - c) Selecting the learning source, the percentage of readiness is 95% and include in Very Ready category (81 - 100%).
3. Teachers' readiness in allocate the time of learning include in Very Ready category (81% - 100%) with the percentage is 85%.
 Indicators of time allocation:
 - a) Time allocation planning, the percentage of readiness is 85% and include in Very Ready category (81 - 100%).
4. Teachers' readiness prepare of teaching method and media include in Ready category (61% - 80%) with the percentage is 78,61%
 - a) Determining of learning objectives, and teaching method and media, the percentage of readiness is 81,66% and include in Very Ready category (81-100%).
 - b) Learning planning in out of the class, the percentage of readiness is 55% and include in Enough category (41% - 60%).
 - c) Identify of student difficulties, the percentage of readiness is 77,5% and include in Ready category (61% - 80%).
 - d) Identify of student progress, the percentage of readiness is 83,75% and include in Very Ready category (81% - 100%).

- e) Determining of learning mastery standard, the percentage of readiness is 85% and include in Very Ready category (81% - 100%).
 - f) Planning of utilization of information and communication technology, the percentage of readiness is 77,5% and include in Ready category (61% - 80%).
5. Teachers' readiness in planning the learning evaluation include in Very Ready category (81% - 100%) with the percentage is 92,5%.
 In indicators of planning the learning evaluation there are some sub indicators, they are:
- a) Planning the test, the percentage of readiness is 95% and include in Very Ready category (81% - 100%)
 - b) Planning of authentic assessment, the percentage of readiness is 95% and include in Very Ready category (81% - 100%).
 - c) Planning of remedial, the percentage of readiness is 83,75% and include in very Ready category (81% - 100%).
 - d) Planning of attitude, knowledge and skill assessment, the percentage of readiness is 95% and include in Very Ready category (81% - 100%).

Based on the description above, it can be conclude the teachers readiness in teaching planning include in Very Ready category (81% - 100%), the percentage is 87,41%.

Dimension of teaching process

There were some activity in realization teaching process, they were: pre- activity, main activity, and post-activity.

Table 4.3 Teaching Process

No.	Indicator	Score	Percentage (%)
1.	Pre activity	130	81,25 %
2.	Main activity	352	80,45%
3.	Post activity	33	82,5%
	Total	515	80,46%

Based on data in the table above about teaching process, then gained the following result:

- 1) Teachers' readiness to implement pre-activity in teaching include in Very Ready category (81% - 100%) with the percentage is 81,25%.
 - a) Identify student characteristics, the percentage of readiness is 90% and include in Very Ready category (81% - 100%)
 - b) Mapping student skills, the percentage of readiness is 76,25% and include in Ready category (61% - 80%).
 - c) Preparation of physical and physiological students, the percentage of readiness is 82,5% and include in Very Ready category (81% - 100%).
- 2) Teachers' readiness to implement main activity in teaching include in Ready category (61% - 80%) with the percentage is 80,45%.
 - a) Developing of learning experience, the percentage of readiness is 80 and include in Ready category (61% - 80%).
 - b) Mastery of teaching method, the percentage of readiness is 90% and

- include in Very Ready category (81% - 100%).
 - c) Selecting of teaching strategy, the percentage of readiness is 80% and include in Ready category (61% - 80%).
 - d) Creating conducive learning situation, the percentage of readiness is 92,5% and include in Very Ready category (81% - 100%).
 - e) Improved learning motivation, the percentage of readiness is 92,5% and include in Very Ready category (81% - 100%).
 - f) Improving learning creativity, the percentage of readiness is 75% and include in Ready category (61% - 80%).
 - g) Habit development of reading and writing, the percentage of readiness is 92,5% and include in Very Ready category (81% - 100%).
 - h) Accommodating thematic-integrated learning, the percentage of readiness is 77,5% and include in Ready category (61% - 80%).
 - i) Applying technology and communication, the percentage of readiness is 67,5% and include in Ready category (61% - 80%).
 - j) Implement learning in out of the class, the percentage of readiness is 52,5% and include in Enough category (41% - 60%).
3. Teachers' readiness to implement post-activity in teaching include in Very Ready category (81% - 100%) with the percentage is 82,5%.
- a) Giving feedback, the percentage of readiness is 82,5% and include in Very Ready category (81% - 100%).

Based on the description above, it can be concluded the teachers readiness in teaching process include in Ready category (61% - 80%), the percentage is 80,46%.

Dimension of teaching evaluation

Evaluation in teaching is used to find out how far the successful of implementation in learning process. Dimension of teaching evaluation include: remedial and enrichment and use of evaluation methods.

Table 4.4 Teaching Evaluation

No.	Indicator	Score	Percentage (%)
1.	Remedial and enrichment	253	79,06 %
2.	Evaluation methods	315	87,5%
Total		568	83,52%

Based on data in the table above about teaching evaluation, then gained the following result:

1. Teachers' readiness in implement remedial and enrichment activity include in Ready category (61% - 80%) with the percentage is 79,06%.
 - a) Identify of mastered competency, the percentage of readiness is 80% and include in Ready category (61% - 80%).
 - b) Identify the students which following remedial and enrichment, the percentage of readiness is 77,5% and include in Ready category (61%-80%).
 - c) Improvements of teaching-learning activity, the percentage of readiness is 82,5% and include in Very Ready category (81% - 100%).

2. Teachers' readiness in implement evaluation methods in teaching include in Very Ready category (81% - 100%) with the percentage is 87,5%. there are some sub indicators, they are:
 - a) Implement the test, the percentage of readiness is 90% and include in Very Ready category (81% - 100%).
 - b) Implement the evaluation of attitude, knowledge and skill assessment, the percentage of readiness is 92,5% and include in Very Ready category (81% - 100%).
 - c) Using of authentic assessment, the percentage of readiness is 75% and include in Ready category (61% - 80%).
 - d) Reporting of learning outcomes achievement, the percentage of readiness is 90% and include in Very Ready category (81% - 100%).

Interview

Based on interview that conducted with the English teachers, the results showed that the teaching based on the curriculum 2013 and the English language subject teachers had also participated in training and socialization activities on the curriculum 2013 at the City and National level as well as MGMP (*Musyawah Guru Mata Pelajaran*) activities and workshops where the teacher received briefing and explanation of the curriculum 2013 concept.

Furthermore, understanding of teaching based on the curriculum 2013, teachers must involve 5M (observing, questioning, association, experimenting, reasoning) in the scientific approach and more emphasize on students who actively participate in class by including the scope of attitudes, knowledge and skills and learning outcomes can create productive, creative and innovative students. Which is a significant difference from the curriculum 2013 in terms of evaluation. Teacher prepared learning resources and also prepared learning media in accordance with the material being taught and allocation of time for English subjects was 2x40 minutes. Readiness of teachers to implement the curriculum 2013 in English language subjects were by preparing learning tools and learning media. English language teachers also used lesson plans based on the curriculum 2013 and used the scientific approach to teaching.

However, problems were still faced by English Teachers, some of them: there are still many students who have not achieved competency, lack of resources in teaching (books), as well as still being students have not actively in the classroom. In 2013 teacher curriculum demands were expected able to be a facilitator for students and English language teachers always trying to provide good teaching, so that students were easier to be directed and given understanding, and teachers must be able to master the material depend what they teach. English teachers also used authentic assessment methods, because this method requires students to display attitudes, using knowledge and skills and the aim was to evaluate students in the context of the real world.

Discussion

Teachers' Readiness in Dimension of Teaching Planning Based on 2013 Curriculum

There were several indicators in English teaching planning based on the curriculum 2013, including: lesson plan, learning source, time allocation, teaching method and media, and evaluation planning. English teachers at MTsN 1 Kolaka have prepared lesson plan based on curriculum 2013, this is indicated with research percentage is 95% and included in Very Ready category (81% - 100%). The findings were line with Hamalik (2009), the attempt which should be done is considering all the things which are needed and used in the study in order to achieve the wanted goals, everything is covered in lesson plan. But, some of English teachers only analyzing of Core Competencies into Basic Competencies that include

knowledge, skills and attitudes. This is evidenced with the percentage of analyzing of Core Competencies into Basic Competencies 89.16% and included in Very Ready category (81% - 100%). Like in characteristic of curriculum 2013 in Copy of Permendikbud No.19 of 2014 about curriculum 2013 "developing a balance between spiritual and social attitudes, knowledge and skills and applying them in various situations in the school and community.

Developing the competencies expressed in terms of class core competencies which is specified more in basic competence of subjects. In determining of the material based on sequence, mostly of the English teachers have implemented and also one of the demands in the implementation of the curriculum 2013, with the percentage is 93.75 and included in the Very Ready category (81% - 100%). In the planning the subject which covered the explanation of the learning objectives or core competencies to be achieved and conveying the scope of the material before start of the learning, has been done by English teachers and shown by the percentage of research is 90% and included in the Very Ready category (81% - 100%).

English teachers have selected learning sources for students, it is indicated with the percentage that reach until 95% and included in the Very Ready category (81% - 100%). The percentage time allocation planning is 85% and include into the Very Ready category (81% - 100%) and the time allocation for English subjects is 2 x 40 minutes. Some of the English teachers have done in determining of learning objectives, and teaching method and media as shown by the percentage is 81.66% and included in the Very Ready category (81% - 100%) and English teachers always prepared the media in learning according to the material which they presented. For learning planning in out of the class, almost never done by English teachers, it is shown of the teachers' readiness included in the Enough (41% - 60%) and the percentage of research is 55%. In planning of identify of student difficulties, English teachers include into the Ready category (61% - 80%) with a percentage is 77.5%.

Meanwhile, in identify of student progress which includes the development of tools to identify student progress and identification planning, English teacher included in the Very Ready category (81% - 100%) with the percentage of the research is 83.75% and always give space to students which more actively in classroom. Like Sholeh Hidayat (2013) said, curriculum 2013 can be one of the solutions to face the changing of time which will give priority to the synergized competence with the character value because the approach and learning strategy used to give space to the students to construct new knowledge based on learning experience gained by the classroom, the school environment and the society. Most of the English teachers have been done the determining of learning mastery standard, this is evidenced with percentage is 85% and included in the Very Ready category (81% - 100%). Some teachers have been planning of utilization of information and communication technology with a percentage of 77.5% and included in the Ready category (61% - 80%).

This is similar with one of the Principles of curriculum 2013 in Curriculum Document 2013 (p.8-10), Ministry of Education and Culture of Republic Indonesia, "Utilization of information and communication, technology to improve the efficiency and effectiveness learning. In planning the test (daily test, mid-test and final test) all of the English teacher is categorized in Very Ready category (81% - 100%) with the percentage of the research is 95%. The teacher's readiness in the use of authentic assessment also reached until 95%. Most of the English teachers is planning remedial and enrichment activities with a percentage of readiness is 83.75% and include in Very Ready category (81% - 100%). English teachers also planning of attitude, knowledge and skill assessment with the percentage of readiness is 95% and include into the Very Ready category (81% - 100%).

Teachers' Readiness in Dimension of Teaching Process Based on 2013 Curriculum

The teachers' readiness in implementing curriculum 2013 was not only seen from the

teaching planning but also from the implementation of the teaching process. Implementation of the teaching process includes the implementation of pre activities, main activities, and post activities.

Almost all of English teachers carry out preliminary activities. The percentage of teachers' readiness in identifying the student characteristics is 90% and included in the Very Ready category (81% - 100%). For the mapping students' skills, the result of the research shows the percentage is 76.25% and included in Ready category (61% - 80%). In preparation of physical and physiological students, the English teachers include in Very Ready category (81% - 100%) with the percentage is 82,5%. Based on Permendikbud No. 103 of 2014, characteristic of an ideal learning were interactive and inspiring; fun, challenging and motivating learners to actively participate; contextual and collaborative; providing enough space for innovation, creativity, and independence of learners and in accordance with their talents, interest, and abilities, and physical and psychological development of learning.

In the main activities there were several activities that have been implemented according to the readiness of teachers. For teacher readiness in developing the learning experience, the percentage result is 80% and included in Ready category (61% - 80%). The percentage for readiness in the mastery of teaching method is 90% and included in the Very Ready category (81% - 100%). While in selecting of teaching strategy, the percentage is 80%. Furthermore, the percentage for teachers' readiness in creating a conducive learning situation and improved student learning motivation reached 92.5% and included in Very Ready category (81% - 100%).

In improving the learning creativity, the percentage of teachers' readiness is 75% and included in Ready category (61% - 80%). For habit development of reading and writing of English teachers are very ready as showed by the research that is 92.5%. To accommodate thematic-integrated learning, most of teachers' readiness is categorized in Ready category (61% - 80%) with the percentage of research is 77,5%. In applying of technology and communication include in the Ready category with the percentage of research that is 67.5% and English teachers in MTsN 1 Kolaka using mobile phones, laptop and projectors as a form of applying technology and communication in English teaching. Meanwhile, implement learning in out of the class, the research percentage is 52.5% and included in the Enough category (41% - 60%).

For post activities, teachers giving feedback from the learning in the class, and readiness percentage of English teachers is 82.5% and include into the Very Ready category (81% - 100%). By giving feedback, English teachers was expected to be facilitator for students, as a facilitator English teachers preparing tools and media of learning. Similar in line with Faridah Alawiyah (2014) teachers are required to active in role play as motivators and facilitators of learning, so that will become students centre in learning.

Teachers' Readiness in Dimension of Teaching Evaluation Based on 2013 Curriculum

Teachers' readiness in teaching not only seen from planning and process, but also be seen from the teaching evaluation. Similar in line with M. Sukardi (2008) the meaning of evaluation which has been widely accepted by teachers in the field is a process which determines the extend to objectives have been achieved. Teaching evaluation is conducted by teachers in implementing enrichment and remedial activities as well as preparing the teaching evaluation tools in accordance with the curriculum 2013. In the enrichment and remedial, there are several categories of teachers' readiness, namely the identify of mastered competencies, identify the students which following remedial and enrichment and improvement of teaching-learning activities. For teacher readiness in identify of mastered competencies, already included in the Ready category (61% - 80%) with the percentage is 80%. For teacher readiness in identify the students which following remedial and enrichment

were also included in the Ready category with a percentage is 77.5%. For teacher readiness in the improvement of teaching-learning activities showed the percentage is 82.5% and included in the Very Ready category (81% - 100%). In the evaluation method, there were several categories of teacher readiness: teacher readiness in implement the test, implement the evaluation of attitude, knowledge and skills, use of authentic assessment and reporting of learning outcomes achievement. For teachers' readiness in implement the test, the percentage is 90% and included in the Very Ready category (81% - 100%). For teachers' readiness in implement the evaluation of attitude, knowledge and skills of the percentage is 92.5%. For teachers' readiness in the use of authentic assessment include in the Ready category (61% - 80%) with a percentage is 75% and English teachers at MTsN 1 Kolaka have used authentic assessment in teaching evaluation. Like Kunandar (2014) said, authentic assessment that used in the evaluation assess the students' readiness, process, and outcomes of learning. For teachers' readiness in reporting of learning outcomes achievement, the percentage is 90% and included in the Very Ready category (81% - 100%).

CONCLUSION

The research data about teachers' readiness in teaching English based on 2013 curriculum at MTsN 1 Kolaka, it can be concluded that:

1. Teachers' readiness viewed from dimension of teaching planning is very ready. It showed with the percentage is 87,41%.
2. Teachers' readiness viewed from dimension of teaching process is ready. It showed with the percentage is 80,46%.
3. Teachers' readiness viewed from dimension of teaching evaluation is very ready. It showed with the percentage is 83,52%.

Result of the research showed the teachers' readiness in teaching English based on 2013 curriculum viewed from dimension of planning and evaluation include in very ready category. Meanwhile, dimension of process include in ready category.

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