

**ENGLISH TEACHERS' OF VOCATIONAL HIGH SCHOOL'S
RESPONSE ON LITERACY STRATEGY IN 2013 CURRICULUM
REVISION**

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Abstract

This research aims to describe the teachers' understanding about literacy strategy in 2013 curriculum revision in Palengaan district This research design of this study is qualitative. This study focus on literacy strategy. The literacy can be defined as a set of cultivated skills and knowledge that serve as a basis for learning, communication, language use and social interaction. Literacy strategy (Directorate of guidance on vocational high school) is inseparable from education. Literacy becomes a means of learners in knowing, understanding, and applying the knowledge that is in school. Object of this study was that focus on response English teacher about literacy strategy, and took six samples of English teacher using interview and questionnaire. Based on the result of research it can conclude that from six subject of English teachers in vocational high school in Palengaan district has poor understanding, they ever heard about literacy strategy but they only said literacy strategy is one strategy from 2013 without knowing its essence. English teachers of vocational high school response in Palengaan district for literacy strategy in 2013 curriculum revision only two teachers give positive response because according to them the literacy strategy in 2013 curriculum is better than the previous curriculum, and four teachers give negative response because according to them literacy strategy is not effective and conducive in teaching-learning process.

Key Words : Literacy Strategy, 2013 Curriculum Revision.

Background of the Study

Curriculum of 2013 (Permendikbud No 59 Tahun 2014) is competency and character based curriculum. Curriculum of 2013 was born as a response to the various criticisms of School Based Curriculum 2006. It is in accordance with the development needs and the world of work. Curriculum of 2013 is one of the government's efforts to resolve the various problems being faced by the world of education today.

Revision of 2013 curriculum in 2017 years (SIM PKB Guru, 2017) is as follows integrate the strengthening

of character education (PPK) in learning. Strengthened characters are 5 characters, namely : religious, nationalist, independent, community self-help, and integrity. Integrating literacy, 21st century or termed 4C(Creative, Critical thinking, Communicative, and Collaborative), integrating HOTS (Higher Order Thinking Skill) . the strengthening of character education (PPK) needs to integrate, deepen, expand, and also harmonize any programs and characters education activities that have been carried out until now.

Literacy (Paul Hayes, 2016) is the process of learning to

communicate in a clear, accurate and engaging way. This process includes listening, reading and understanding the ideas of others and the subsequent ability to communicate one's own ideas verbally, electronically or in written form.

Literacy strategy (Directorate of guidance on vocational high school) is inseparable from education. Literacy becomes a means of learners in knowing, understanding, and applying the knowledge that is in school. Literacy is also related to the lives of learners, both at home and in the surrounding environment to cultivate noble minds. The role of teachers in the learning process (Khairunnisa, 2017) are teachers as educators, teachers as teachers and facilitators, teachers as mentors, teachers as directors, teachers as trainers, teachers as assessors, teachers as leaders, teachers as didaktikus, teachers as peers, teachers as initiators, teachers as transmitter, teacher as mediator, and teacher as evaluator.

Understanding Literacy strategy in the context of School Literacy Movement is the ability to access, understand, and use something intelligently through various activities such as reading, seeing, listening, writing, and / or speaking. The role of teachers in the learning process (Khairunnisa, 2017) are teachers as educators, teachers as teachers and facilitators, teachers as mentors, teachers as directors, teachers as trainers, teachers as assessors, teachers as leaders, teachers as didacticism, teachers as peers, teachers as initiators, teachers as transmitter, teacher as mediator, and teacher as evaluator.

Teachers in Indonesia must understand the literacy strategy because the literacy strategy has a goal of improving students' literacy skills, shaping character, and developing high-level thinking skills (21st century skills) is one of the competencies of the 2013 Curriculum implementation achievement.

The researcher choose the 2013 curriculum revision because education in indonesia has pros and cons about literacy strategy in 2013 curriculum revision and difficult to apply this curriculum because school in rural areas has less facilities. Reseacher select the literacy strategy in 2013 curriculum revision because in literacy strategy cover all of strategy in teaching learning process and in this strategy the teacher can learn about literacy focus on read. And the reseacher take vocational high school as schools are suitable for using literacy strategy in teaching learning because in vocational high school the material 70% about skills and 30% in literacy and also vocatonal high school more practice about skills, therefore vocational high school are different from ordinary schools are such as senior high school and junior high school.

Based on the reasons above, the researcher is interested in conducting a research to analyze high context culture that construct and deliver the messages entitle "ENGLISH TEACHERS' OF VOCASTIONAL HIGH SCHOOL'S RESPONSE ON LITERACY STRATEGY IN 2013 CURRICULUM REVISION"

Based on the Background of the study above, writer could formulate the problem as follow :

1. How are the teachers' understanding about literacy

- strategy in 2013 curriculum revision in Palengaan district?
2. What are the teachers' responses of literacy strategy in 2013 curriculum in Palengaan district?

RESEARCH METHOD

In this research design, the researcher use descriptive qualitative. According to Donald Ary (2006:295), he said that "Descriptive Research studies are designed to obtain information concerning the current status of phenomena". According to Donald Ary (2010:419) Qualitative research investigates the quality of relationships, activities, situations, and materials. It focuses on understanding the context and attempts to explain the intentionality of behaviors.

The subject of the study are teachers of vocational high school teacher in Palengaan district. The writer choose 6 teachers sample in Palengaan district for writer research about English teachers' of vocational high school's response on literacy strategy in 2013 curriculum revision because the reseacher has limited time, energy and funds so as not to take large and distant samples. The way in determining the sample, the writer uses the way purposive sampling.

As a source of data, interviews with English teachers in Palengaan. The subjects in this study are some English teachers in Palengaan. Finally, the object of the research is the response of the English Teachers' on the Literacy Strategy of 2013 Curriculum Revision.

Here are the research instruments used in this research, the structured interview are formal because, sets of questions known as

interview questionnaire are posed to each interview visited and the responses are recorded on a standardized schedule. Second, Questionnaire is a data collection method, which is respondents read and answers the question in written format (Adler and Clark, 2003:231).

After getting the data, the writer use some steps to analyze the data, such as: First, the writer go to the vocational high school and meet with english teachers. Second, the writer explain what the purpose come to the there. Third, the writer give an interview to the English teachers. After that the writer give the questionnaire. The questionnaire content 10 questions. Fourth, the teachers answer the questionnaire. The last, the writer analyze the result of questionnaire which has given to the English teachers about the response of literacy strategy in 2013 curriculum revision. After the data is gotten, the researcher processes the data using steps such as data reduction, data display, Drawing Conclusion and Verification.

DISCUSSION OF RESEARCH

A. Teachers' Understanding On Literacy Strategy In 2013

Based on the results of interviews six English teachers who teach in vocational high school in Palengaan district. The researcher got five teachers who said they have heard of "Literacy Strategy" but they do not quite understand the meaning and benefits of this strategy they have only heard and know very little about this strategy because they think the strategy contained in the 2013 curriculum revision it is difficult apply to students, especially to students who are schooling in rural

areas, and one teacher who said that while he never heard of this strategy but he supports this 2013 curriculum revision.

According to first subject, she had heard of "Literacy Strategy" but she had poor understanding and she did not apply it to her students because she thought they would be confused with this strategy.

Second subject, he said that he supported this Indonesian curriculum would get better then before especially in education. He did not ever heard about literacy strategy but he said literacy is reading, and reading is very important for the students and for the way applying this strategy succesfully he can download tips and tricks of reading comprehension in this strategy realy help the stude to understanding the content of reading its self because point of reading is to understand not to know the meaning. The third subject, she said that she had heard about "Literacy Strategy" that is literacy strategy is one of strategy in 2013 curriculum revision.

According to fourth subject, she said that she had heard of "Literacy Strategy" but she did not quite understand it. he just said that this strategy makes his students confused. While fifth subject, she said that she had heard about "Literacy Strategy" that is literacy strategy is one of strategy in 2013 curriculum revision. The sixth subject, she said that she had heard about "Literacy Strategy" that is literacy strategy is one of strategy in 2013 curriculum revision.

Based on the results of a questionnaire from six English teachers who teach in secondary schools in Palengaan district. The researchers were told that almost all

English teachers in districts less understanding of the literacy strategy in the 2013 curriculum revision.

From the questionnaire the reseacher can understand that there are six teachers answering less agree of the first question, Curriculum 2013 character-based revision, meaning in the learning process focuses on the understanding, skills, and character of students. It means that most of the teachers do not understand about the 2013 curriculum revision because the curriculum is based on character and focus on the understanding, skill, and character of the students.

The second question, In the 2013 curriculum the revised strategy literacy is effective in education. is answered agree by the one teacher and five teachers say less agree. so it can be concluded that the most teachers not know in what they read so it can be concluded that most teachers do not agree with the existence of literacy strategy to be applied to their students.

And then the third question, In strategy literacy students must find their own material and try to learn it by themselves. is answered less agree by the six teachers. From the result, it can be stated that most of the teachers still want to give the learning material to their students because they do not want their students to find their own material.

The calculation of the result from the fourth question, The implementation of strategy literacy helps less-active students. is there are only one teacher answer agree and five teachers say uncertainty not applicable. so it can be concluded that most teachers do not agree with the existence of a literacy strategy to help students who are less active.

In another question, the fifth one, In the literacy strategy teachers not use various source kind of material such as online, video etc. is answered agree by six teachers. It tells that the teachers are more attention to the function of literacy strategy.

B. Teachers' Responses On Literacy Strategy In 2013

Based on the results of interviews six English teachers who teach in vocational high school in Palengaan district. The researcher get four negative responses about literacy strategy and two positive response about literacy strategy.

According to first subject, she said that the literacy strategy is less effective for his students because her opinion are this strategy make very confused for her students how to search that because in her school less media to search that media in their study. So she said less agree with this literacy strategy. According to second subject, he said support this curriculum Indonesia will get better then before especially in education. He did not ever heard about literacy strategy but he said literacy is reading and reading is very important for the students and for the way applying this strategy succesfully he can download tips and tricks of reading comprehension in this strategy really help the student to understanding the content of reading its self because point of reading is to understand not to know the meaning. So he is agree with this strategy but he also must find and try to understand about the literacy better and more complitly.

The third subject, she said this curriculum it's make confused for her students when the student study specially in english subject. This

strategy not condusive and has negative impact for the student because in her school has less facilities for this strategy. This strategy not condusive for learning process because literacy strategy is the student read fifteen minutes for the material. And the negative impact for the student who have low ability to think become difficult to study english speccilly grammar in english subject. She less agree with this strategy.

The fourth subject, she said her student is confused because and its can make how many the models to teaching learning process, there negative effect can not many or less for vocabulary specially for the students who have low ability to think in teaching learning process speacially in grammar, vocabularry and the pronoun. So she disagree with this strategy. According fifth subject, she said the goverment must upgrade the program of education in Indonesia to make education in Indonesia to make it more perfect then before. Literacy strategy is condusive for teaching learning process. But in her school not use this curriculum and automatically not use this strategy there negative impact for the students low ability is make confused. But she is agree with this strategy because this strategy its a great because read the material is make them always remember athaugh it is just read fifteen minutes.

According to sixth subject, She said its makes confused for her students this strategy have negative impact because in her student has less facilities for this strategy. And this strategy not condusive for learning process because the just read fifteen minutes for the material. This strategy less effective for student who low ability. So she less agree with the literacy strategy.

From the questionnaire the researcher can understand that there are five teachers answering agree and one said uncertainty not applicable of the sixth question. Literacy strategy is difficult to accept by students in the village. It means that most of the teachers acknowledges that students in rural village find it very difficult to apply literacy strategy.

The seventh question, In literacy strategy students should be able to look for material them self. is answered agree by the six teachers. so it can be concluded that the most teachers still want to give an explanation to their students so that students will understand more about the lesson.

And then the eighth question, In literacy strategy in 2013 curriculum revision enable students to be more active in a class. is answered agree by the two teachers and four teachers said uncertainty not applicable. From the result, it can be stated that most of the teachers do not agree to use literacy strategy because it would not have a dare effect for students showing their skills.

The calculation of the result from the ninth question, Teachers help students to actively engage themselves to develop their potential in class a competition. is there are sixth teachers answers agree. So it can be concluded that allmost teachers want their students to get involved in developing their potential.

In the last question, the tenth, Literacy strategy only on the student center. is answered agree by the two teachers and four teachers said uncertainty not applicable. It tells that the teachers are more not to pay attention to the advantages and function of literacy strategy in 2013

curriculum revision. Their just focus on the lack in this literacy strategy.

The data of the statement was obtained from a questionnaire with several English teachers in Palengaan District. Most teachers who teach in rural areas give a negative response to this strategy because they only focus on the lack in this strategy while they also do not really understand about the meaning and function of this literacy strategy.

CONCLUSION AND SUGGESTION

Conclusion

The most English teachers in vocational high school in Palengaan district, they stated that literacy strategy is not conducive and not effective in process teaching, especially for students who have their low ability requiring special attention from the teacher, especially in grammar in English subject. most of the teachers also still apply the strategies in the previous curriculum, namely teacher center, that is all teachers must explain and give lesson material deteil in front of the class, while students only listen to what has been explained by the teacher. They also reasoned that in schools they did not have complete facilities to implement the literacy strategy in 2013 curriculum revision.

English teachers of vocational high school response in Palengaan district for literacy strategy in 2013 curriculum revision only two teachers give positive response because according to them the literacy strategy in 2013 curriculum is better than the previous curriculum, and four teachers give negative response because according to them literacy

strategy is not effective and conducive in teaching-learning process.

Suggestions

The teacher must learn the purpose, meaning, indicators and benefits about literacy strategy in 2013 curriculum revision. The strategy that use by the teacher should suitable with the material because it will determine the students' understanding to the material. Sometimes, the teacher must use various sources of kind such as online, video etc., to attract students' attention. While the students have to prepare the material before they enter the class. Students have to have their own understanding, do not just wait the teacher explain the material. And, the students have to have good vocabulary mastery in order they can understand the material and teacher's language. This research can be used as a starting point to do the research about response but from different aspects. Hope this study will give new knowledge for all

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