The Readiness of EFL Teachers in Implementing the 2013 National Curriculum

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Abstract

This research aimed to examine the readiness of English as Foreign Language (EFL) teachers in implementing the 2013 National English Curriculum (NEC13) in Jambi city, Sumatera, Indonesia. This research used a questionnaire as a research instrument to collect data. 111 close-ended questionnaires were distributed to public junior high school EFL teachers in Jambi city. Of 111 questionnaires, 83 EFL teachers completed and returned the questionnaires. Descriptive statistics was employed to analyze the data descriptively by using SPSS 20 for Windows. The overall results of the data analysis showed that the readiness of EFL teachers in Jambi city was at the high level. It meant that the EFL teachers in Jambi city were ready to implement the NEC13 properly, in line with the national education standard. The finding of this research shed light on policy makers and leaders' understanding of EFL teachers' readiness to implement the NEC13 properly.

Keywords: English teachers, readiness, the 2013 national curriculum

Introduction

The 2013 National English Curriculum (NEC13) has been launched since July 2013. Thus, all schools, including Junior High Schools (SMP) in Indonesia implemented the curriculum, particularly Junior High Schools in Kota Jambi. It is true that most of EFL teachers got training related to the NEC13 implementation, but a few of them still did not get it (Alawiyah, 2014; Budiani, Sudarmin, & Syamwil, 2017). Moreover, the content of the curriculum itself was different from the previous curriculum, *KTSP* (Yulia, 2014). The NEC13 insisted much more on the achievement of core competencies: core competency one (KI 1), spiritual attitude; core competency two (KI 2), social attitude, core competency three (KI 3) knowledge; and core competency four (KI 4) skill (Ahmad, 2014; Budiani, Sudarmin, & Syamwil, 2017; Rusman, 2015). Thus, the students had to reach those competencies through scientific approach applied by the teachers (P*ermendikbud* No. 22/2016).

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The NEC13 strongly recommended the EFL teachers to apply scientific approach in learning. Meanwhile, the EFL teachers were not used to teaching with the scientific approach with the previous curriculum, KTSP (Asyik & Puteri, 2016; Burhanuddin, 2014; Karea, 2016; Yulia, 2014). That is why, it made the EFL teachers as the doer of the curriculum in the class got difficulties especially in assessing the student's competencies (Alawiyah, 2014). They had to assess student's attitude; social and spiritual aspects they never did before, and student's knowledge, and student's skill as well. What the teacher faced, made the central government allow schools to implement both curriculum, KTSP and NEC13 concurrently (*Permendikbud* No. 160/2014 Article No. 4).

Particularly in Jambi city, each school, public or state junior high school, has had to implement the NEC13 to seventh grade students since July 2017. Based on the data from GTK (*Guru dan Tenaga Kependidikan*), Jambi City Educational Affairs, there are 20 private junior high schools and 25 public junior high schools in Jambi city. Of 45 public and private junior high schools in Jambi city, only 3 schools have implemented the 2013 National English curriculum since the first time it was launched in 2013. The other junior high schools have just started implementing the NEC13 to seventh grade students since 2017, even though some of them have started implementing it since July 2016. These partial implementations of the NEC13 indicated that something wrong happened.

Furthermore, the implementation of the NEC13 to an English language teaching class of junior high school level requires readiness of several components to change (Zheng, & Borg, 2014), such as EFL teachers in particular (Atmazaki, 2013; Alawiyah, 2014; Al-Awidi & Aldhafeeri, 2017; Rumahlatu, Huliselan & Takaria, 2016), principals, instructors, and local government, so it could be implemented in line with the national education standard (Ornsten & Hunkins, 1993). The partial implementation of the NEC13 indicated that the EFL teacher's readiness was in question and the EFL teacher faced inhibitions implementing the NEC13. Therefore, we were interested in conducting a research dealing with EFL teacher's readiness and inhibitions in implementing the NEC13. Since this research was conducted to analyze the readiness and inhibitions of EFL teachers in implementing the NEC13, the researcher aroused questions: (1) What is the readiness of EFL teachers to implement the NEC13 in Kota Jambi? (2) What are the inhibitions faced by EFL teacher in implementing the NEC13 in Jambi city? This current research investigated the readiness (Hadiyanto, Mukminin, Makmur, Hidayat, & Failasofah, 2013) and inhibitions of the EFL teachers in implementing the NEC13 in Jambi city. By knowing the level of their readiness, it becomes a good way to determine the next step to enhance the quality of education in Jambi city particularly.

Literature Review

Most of schools in Jambi city, junior high schools precisely, have implemented two curriculums as it was mandated by *Permendikbud* Number 160 year 2014. In other words, the NEC13 in Jambi city is implemented partially. Some schools implement it to seventh grade only, another school implements it to seventh and eighth, and some more schools implement it to the entire grades: seventh, eighth, and ninth. This situation portrays that most of schools are lack of readiness to implement the NEC13 to the entire grades: seventh, eighth, and ninth (Alawiyah, 2014). In other words, this happens due to the readiness of each school to implement the 2013 National English Curriculum is still in doubt. Most of EFL teachers in Jambi city have been trying to conduct English language learning by doing something in line with the National

Education Standard. To analyze the readiness of EFL teachers to implement the NEC13, there are several aspects to be examined such as teacher's competencies, assessment methods, teacher's mindsets, teacher's commitments, and teaching resources. Moreover, teacher's competencies comprise of four competencies, they are pedagogic competency, personal competency, social and professional competency. Those need to be examined.

Pedagogic competency

According to Katane et al. (as cited in Selvi, 2010), competency was a collection of skills, knowledge and important experiences for the future. Yuksel (2014) defined pedagogical competency as a competency about the process and practice or methods of language teaching and learning. While, Bobis and Gould (as cited in Vello, Krishnasamy, & Ali, 2015) stated that pedagogic knowledge of teacher affects cognitive development of student. For the aim of this research, pedagogic competency is defined as a number of skills, knowledge, and important experiences for the future that possibly affect the students' cognitive development. In short, this competency is an essential competency since it related to how to teach students in the classroom.

This competency comprises of knowing students' characteristic, mastering learning theory and instructional principle, being capable in developing curriculum, being capable in conducting educated learning activities, understanding and developing students' abilities, having good communication with students, and conducting assessment and learning evaluation. Then, all aspects of the competencies need to be examined to determine the level of readiness of EFL teacher in implementing the NEC13 properly.

Personal competency

Personal is relating to a person's body. For the research aim, personal competency means several skills, knowledge and important experiences that must be in the teacher's body for the future. This personal competency of EFL teachers need to be examined to determine the level of readiness of EFL teachers in implementing the NEC13 properly. This competency refers to teachers' characters: mature, stable, wise, charismatic, and good looking. Teachers are supposed to show their very nice attitude to their students particularly, and become model of their students and societies. Moreover, the EFL teachers are supposed to keep evaluating their works and developing themselves (Katane, et al., 2006 as cited in Selvi, 2010; Sudibyo, 2007).

Social competency

Social competency refers to a number of skills, knowledge, and experiences relating to how a teacher interacts with societies or his or her organization: their students, other teachers, parents, etc. (Katane et al., 2006 as cited in Selvi, 2010; Sudibyo, 2007). Social competency of EFL teachers also needs to be examined to determine the level of readiness of EFL teachers in implementing the NEC13 properly. This competency refers to teachers' ability to communicate orally and in written, to utilize technology, to communicate, and to inform properly, to interact with students, other teachers, educational staffs, and students' parents effectively, to interact with societies in a polite manner, to interact in accordance with religion norm, law and social norm, and national culture properly, to show the best personality of mature and as a good example (model), to show work ethic, high responsibility and proud of being a teacher.

Professional competency

Professional is defined as relating to or belonging to a profession (Oxford digital library, 2017). Katane et al. (as cited in Selvi, 2010, p. 168) claimed that competency is a number of skills, knowledge, and essential experiences for future. For the aim of this research, professional competency is defined as a number of skills, knowledge, and essential experiences for future relating to a profession. Furthermore, EFL teacher's professional competency needs to be examined relating to the ability of teachers in mastering learning materials widely and deeply. They are: (1) concepts, structures, methods of science/technology/art which are coherent with teaching materials, (2) teaching material that exist in the school curriculum, (3) conceptual relationship between related subjects, (4) application of scientific concepts in everyday life, (5) professional competence in a global context while maintaining national value and culture (Sudibyo, 2007).

Assessment methods

In line with the *Permendikbud* number 23 year 2016, three aspects of students that should be assessed; their attitudes; spiritual and social aspects, knowledge, and skill. These aspects are different from the previous ones where EFL teachers needed to assess students' knowledge and skill only. Based on *Panduan Penilaian oleh Pendidik,* student's attitude can be assessed through observation, self-assessment, and interpersonal assessment. Whereas, student's knowledge is able to be assessed by giving test; oral or written test, and assignment. Furthermore, skills of student can be assessed through students' practice, project, product and portfolio. Finally, EFL teachers' ability to assess their students with various methods needs to be examined to determine the level of readiness of EFL teachers in implementing the NEC13 properly.

Teacher's mindset

Based on the Oxford digital dictionary, mindset is "the established set of attitudes held by someone". For the aims of this research, teacher's mindset refers to the established set of attitudes related to the instructional principles in the NEC13 implementation, such as student center learning, scientific approach, character building, etc., held by a teacher. Ahmad (2014) claimed that it is not easy to alter the teacher's mindset, for example, in the teaching process, EFL teachers are accustomed to use teacher centered learning strategy instead of student centered learning. Thus, this dimension also needs to be examined to identify the level of readiness of EFL teachers in implementing the NEC13 properly.

Teacher's commitment

Based on the Oxford digital dictionary (2017), commitment refers to the engagement or obligation that restricts freedom of action. For the aims of research, teacher's commitment is defined as a promise held by a teacher to implement the NEC13 properly, in line with the national education standard. This dimension also needs to be examined because when the EFL teachers break their commitment, they do not implement the NEC13 properly, in line with the national education standard. Thus, this dimension is an essential dimension to be examined to identify the level of readiness of EFL teachers in implementing the NEC13 properly.

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Teaching resources

Teaching resources refer to learning resources utilized by teachers to make students learn. Learning resources, according to AECT (Association of Education, Communication, and Technology), are all of resources; data, people, or objects that can be utilized to provide students with learning activities. This dimension needs to be examined as one of dimensions to determine the level of readiness of EFL teachers in implementing the NEC13 properly, in line with the national education standard.

In addition, this research much more refers to *Permendikbud* numbers 16 year 2007 and *Permendikbud* number 20, 21, 22, 23, 24 year 2016 (Baswedan, 2016). *Permendikbud* number 16 year 2007 regulates about educator standard (Sudibyo, 2007). Moreover, *Permendikbud* number 20 year 2016 regulates about student's achievement, number 21 year 2016 regulates about content standard, number 22 regulates about process standard, number 23 regulates about assessment standard, and number 24 regulates about core and basic competencies. All the *Permendikbuds* are parts of the national education standard that have been the standard of this research to describe about the readiness of the teachers of English to implement the NEC13 in Kota Jambi. It is assumed that when the standards are fullfiled, all the respondents of this research are considered ready to implement the national English Curriculum.

Methodology

Research design

This research employed a quantitative method with a survey approach. to examine the readiness of English as Foreign Language (EFL) teachers in implementing the 2013 National English Curriculum (NEC13) in Jambi city, Sumatera, Indonesia. This research used a questionnaire as a research instrument to collect data.

Research site and participants

This research was conducted in Jambi city, Sumatera, Indonesia. The population of this research was all junior high school EFL teachers in Jambi city that consists of 144 EFL teachers. They consisted of 111 public junior high school EFL teachers, 33 private Junior High School EFL teachers. Meanwhile, the samples of this research were public junior high school EFL teachers.

Data collection and analysis

The data were collected by distributing a close-ended questionnaire to EFL teachers. The questionnaire consisted of 24 items that related to teacher's competencies, 9 items relate to assessment methods, 22 items relate to teacher's mindset, 5 items relate to teacher's commitments, and 4 items relate to teaching resources. Then, the questionnaire was tried out to private junior high school EFL teachers by distributing the 33 questionnaires. Of 33 questionnaires distributed, 20 questionnaires were returned and analyzed to determine the validity and reliability of the questionnaire.

Table 1 shows that of 64 items given to respondents, it was found that statements number 6,7, 34, 46, 47, 48, 49, 50, 52, 55, and 57 had counted r less than 0.444. It meant that they were not valid and they were not used in the questionnaire or they were omitted.

Table 1. Validity of questionnaire for English teacher

No.	Statement	Counted R	Table R	Decision
	Teacher's Competencies			
1	I always upgrade myself related to NEC13 implementation.	0.539	0.444	Valid
2	I ask students to imitate all expressions they hear.	0.451		Valid
3	I make students speak English at school.	0.600		Valid
4	I make students speak English at home.	0.446		Valid
5	I make students speak English anywhere.	0.555		Valid
6	I apply comprehensive learning to students.	0.419		Invalid
7	I made NEC13 lesson plan based on	0.328		Invalid
8	syllabus.	0.549		Valid
9	I make students greet each other when they meet.	0.643		Valid
10	I ask students to practice a dialog in front of the class in order to train their speaking ability.	0.688		Valid
11	I always talk to my students politely.	0.549		Valid
12	I remind my naughty students in a polite manner.	0.551		Valid
13	I pay more attention to naughty students.	0.668		Valid
14	I discuss to my colleagues deal with instruction I did.	0.649		Valid
15	I always behave as a teacher does.	0.699		Valid
16	I always behave politely to my students.	0.742		Valid
17	I wear clothes tidily.	0.724		Valid
18	I enter classes on time when I teach.	0.582		Valid
19	I finish my class on time.	0.448		Valid
20	I make my students learn in line with the NEC13.	0.744		Valid
21	I always communicate with my students well.	0.523		Valid
22	I create a good communication with students' parents	0.855		Valid
23	I create a good communication with all teachers.	0.613		Valid
24	I create a good communication with all education staffs.	0.747		Valid
	I remind students who play when they are learning in the class.			

	Assessment Methods			
25	I assess my students orally.	0.450	0.444	Valid
26	I assess my students in written.	0.476		Valid
27	One aspect I assess in learning English is attitude.	0.498		Valid
28	Students' knowledge about English is	0.572		Valid
29	scored.	0.597		Valid
30	Students' skill about English is scored.			
31	The assessment of student's attitude is done by observing and it is written in a journal.	0.683		Valid
32	The assessment of student's knowledge is done by giving test.	0.874		Valid
33	The assessment of student's skill is done by practicing.	0.774		Valid
	The assessment of student's skill is done by giving project.	0.651		Valid
	Teacher's mind set			
34	Student-centered learning is done in English learning with NEC13.	0.412	0.444	Invalid
35	I relate English material concept with other subjects.	0.558		Valid
36	Learning English in the class does not focus on one skill only.	0.817		Valid
37	I apply scientific approach model consisting 5 steps.	0.807		Valid
38	The first step is observing.	0.797		Valid
39	The second step is questioning.	0.838		Valid
40	The third step is collecting information.	0.797		Valid
41	The fourth step is associating.	0.770		Valid
42	The fifth step is communicating.	0.793		Valid
43	I educate my students to master attitude competency in English.	0.723		Valid
44	I educate my students to master knowledge competency in English.	0.739		Valid
45	I educate my students to master skill competency in English.	0.739		Valid
46	I educate my students to hold national value of our country.	0.298		Invalid
47	I show my students a video related to the teaching material.	0.377		Invalid
48	I utilize Information Communication and Technology for teaching English.	0.191		Invalid
49	I utilize various learning resources as teaching resources	0.439		Invalid
50	I always try to treat the same all my	0.312		Invalid

51	students.	0.487		Valid
52	I make my students practice their English ability anywhere.	0.385		Invalid
53	I made *Whatsapp* group for students to discuss.	0.716		Valid
54	I make my students learn to construct English knowledge.	0.778		Valid
55	I make my students learn to construct English skill.	0.045		Invalid
	I make my students learn to have good attitude.			

Teacher's commitment

56	I am enthusiastic to teach English with the NEC13.	0.859	0.444	Valid
57	I am optimistic with the output of the NEC13 implementation.	0.314		Invalid
58	I often read literatures relating to the NEC13 to enhance my competency.	0.543		Valid
59	I join the NEC13 training to enhance my competency.	0.745		Valid
60	I join English teacher forum (MGMP) to share my teaching experience with the NEC13.	0.679		Valid

Teaching Resources

61	I utilize a closed environment as a teaching resource.	0.479	0.444	Valid
62	A social media can be utilized as a teaching resource.	0.517		Valid
63	A Technique, such as how people make *tempe*, can be utilized as a teaching resource.	0.660		Valid
64	A human can be utilized as a teaching resource.	0.766		Valid

Table 2 shows that that all the items are reliable. For the dimensions that have items more than ten items, the Cronbach's Alpha higher than 0.700 was accepted. Meanwhile, for the dimensions that have items less than five items, the Cronbach's Alpha higher than 0.500 was accepted (Pallant, 2011).

Table 2. Reliability of questionnaire for English teacher

No	Dimension	Total Items	Cronbach's Alpha	Standard Cronbach's Alpha	Decision
1	Teacher's competencies	24	0.916	0.700	Reliable

2	Assessment methods	9	0.792	0.500	Reliable
3	Teacher's mindset	22	0.907	0.700	Reliable
4	Teacher's commitment	5	0.626	0.500	Reliable
5	Teaching resources	4	0.559	0.500	Reliable

Furthermore, the quantitative data were analyzed descriptively by using SPSS 20. The required data were taken from the Likert-scale with a 4 interval score. Score rating was begun from strongly agree, agree, disagree and strongly disagree. The result of the data analysis in the form of mean score was categorized into three levels: low (mean score 1.00-2.00), medium (mean score 2.10-3.00), and high level (mean score 3.10-4.00) (Hadiyanto & Sani, 2013).

Findings

The readiness of EFL teachers in implementing the NEC13 in Jambi city was identified by examining the five dimensions namely teacher's competencies, assessment methods, teacher's mindset, teacher's commitment, and teaching resources. After collecting and analyzing the data, the results of the data analysis were required. Table 3 shows that the overall mean scores of teacher's competencies of public junior high school EFL teachers were 3.45. These mean scores indicated that public junior high school EFL teachers were at high level of competencies to implement the NEC13 in Jambi city. However, in several competencies they were at medium level such as in item 4 and 5. They were only small numbers. Teacher's competencies in this research were pedagogic, social, personal, and professional competencies.

Table 3. Teacher's competencies

No.	Statement	Mean	Standard Deviation
	Teacher's Competencies		
1	I always upgrade myself related to NEC13 implementation.	3.41	0.49
2	I ask students to imitate all expressions they hear.	3.43	0.52
3	I make students speak English at school.	3.32	0.52
4	I make students speak English at home.	2.90	0.53
5	I make students speak English anywhere.	2.95	0.67
6	I make students greet each other when they meet.	3.67	0.50
7	I ask students to practice a dialog in front of the class in order to train their speaking ability.	3.66	0.48
8	I always talk to my students politely.	3.72	0.45
9	I remind my naughty students in a polite manner.	3.48	0.50
10	I pay more attention to naughty students.	3.27	0.59
11	I discuss to my colleagues deal with instruction I did.	3.46	0.57
12	I always behave as a teacher does.	3.46	0.63

13	I always behave politely to my students.	3.63	0.49
14	I wear clothes tidily.	3.64	0.48
15	I enter classes on time when I teach.	3.51	0.50
16	I finish my class on time.	3.47	0.53
17	I make my students learn in line with the NEC13.	3.24	0.69
18	I always communicate with my students well.	3.65	0.48
19	I create a good communication with students' parents	3.20	0.51
20	I create a good communication with all teachers.	3.71	0.46
21	I create a good communication with all education staffs.	3.59	0.49
22	I remind students who play when they are learning in the class.	3.60	0.49
	Overall	**3.45**	**0.27**

Table 4 shows that the overall mean scores of assessment methods of public Junior High School EFL teachers were 3.49. These mean scores indicated that public Junior High School EFL teachers were at high level of assessment methods to implement the NEC13 in Kota Jambi. They have various assessment methods to measure their students' competencies.

Table 4. Assessment methods

	Assessment Methods	**Mean**	**Standard Deviation**
23	I assess my students orally.	3.37	0.62
24	I assess my students in written.	3.45	0.59
25	One aspect I assess in learning English is attitude.	3.33	0.54
26	Students' knowledge about English is scored.	3.63	0.51
27	Students' skill about English is scored.	3.64	0.51
28	The assessment of student's attitude is done by observing and it is written in a journal.	3.46	0.59
29	The assessment of student's knowledge is done by giving test.	3.60	0.52
30	The assessment of student's skill is done by practicing.	3.60	0.52
31	The assessment of student's skill is done by giving project.	3.32	0.65
	Overall	**3.49**	**0.41**

Table 5 displays that the overall mean scores of assessment methods of public junior high school EFL teachers were 3.35. These mean scores indicated that public junior high school EFL teachers were at high level of mindsets to implement the NEC13 in Jambi city. They have very good mindsets in accordance with the process standard to implement the NEC13.

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Table 5. Teacher's mindsets

	Teacher's mindsets	Mean	Standard Deviation
32	I relate English material concept with other subjects.	3.14	0.65
33	Learning English in the class does not focus on one skill only.	3.45	0.61
34	I apply scientific approach model consisting 5 steps.	3.30	0.66
35	The first step is observing.	3.49	0.55
36	The second step is questioning.	3.52	0.55
37	The third step is collecting information.	3.45	0.63
38	The fourth step is associating.	3.39	0.68
39	The fifth step is communicating.	3.49	0.55
40	I educate my students to master attitude competency in English.	3.22	0.61
41	I educate my students to master knowledge competency in English.	3.51	0.53
42	I educate my students to master skill competency in English.	3.57	0.50
43	I make my students practice their English ability anywhere.	3.27	0.59
44	I make my students learn to construct English knowledge.	3.07	0.51
45	I make my students learn to construct English skill.	3.11	0.54
	Overall	**3.35**	**0.39**

Table 6 shows that the overall mean scores of assessment methods of public Junior High School EFL teachers were 3.24. These mean scores indicated that public Junior High School EFL teachers were at high level of commitments to implement the NEC13 in Kota Jambi. They have very good commitments to implement the NEC13 in order to enhance education quality in Kota Jambi particularly.

Table 6. Teacher's commitments

	Teacher's commitments	Mean	Standard Deviation
46	I am enthusiastic to teach English with the NEC13.	3.14	0.57
47	I often read literatures relating to the NEC13 to enhance my competency.	3.02	0.54
48	I join the NEC13 training to enhance my competency.	3.22	0.70
49	I join English teacher forum (MGMP) to share my teaching experience with the NEC13.	3.57	0.57
	Overall	**3.24**	**0.48**

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Table 7 displays that the overall mean scores of assessment methods of public Junior High School English teachers were 3.30. These mean scores indicated that public Junior High School English teachers were at high level of utilizing various teaching resources to implement the NEC13 in Kota Jambi. By utilizing various teaching resources, students feel more enjoyable in learning English.

Table 7. Teaching resources

	Teaching Resources	Mean	Standard Deviation
50	I utilize a closed environment as a teaching resource.	3.39	0.60
51	A social media can be utilized as a teaching resource.	3.40	0.58
52	A Technique, such as how people make	3.14	0.57
53	Tempe, can be utilized as a teaching resource. A human can be utilized as a teaching resource.	3.25	0.62
	Overall	**3.30**	**0.46**

Discussion

Based on the result of data analysis, it was known that of the 64 items in the questionnaire, 11 of them were omitted because they were not valid even though they were reliable. It meant that 53 items were used to measure the readiness of public junior high school EFL teachers. The overall mean scores of all dimensions such as teacher's competencies 3.45, assessment methods 3.49, teacher's mindsets 3.35, teacher's commitments 3.24, and teaching resources 3.30 indicated that the readiness of Junior High School EFL teachers in Jambi city were at high level of readiness. In other words, most of teachers of English in Jambi city were ready to implement the NEC13. According to Pruitt (2015) motivation to implement the NEC13 in line with the national education standard and optimism about the best outcome of the NEC13 influences the level of teachers' readiness to implement the NEC13. It meant that the EFL teachers in Kota Jambi highly motivated to implement the NEC13 and optimistic with the outcome of the NEC13 implementation. Moreover, based on the result of data analysis most of EFL teachers in Jambi city were ready to implement the NEC13 because they had good competencies, assessment methods, mindset, and commitment toward the NEC13 and they had trainings of the NEC13 for several times before implementing it at their schools. Budiani, Sudarmin, and Syamwil (2017) claimed that EFL teachers were considered ready to implement the NEC13 when they mastered the four teachers' competencies then they had already followed the NEC13 training.

However, based on the result of data analysis of teacher's competencies dimension (see table 3), it was found that EFL teachers in Jambi city still could not make their students practice their English at home and anywhere. Thus, teachers of English are supposed to encourage their students to practice English at home and anywhere by giving projects such as practicing a natural dialogue in groups then sending five videos of their daily dialogues through email.

Conclusion and Recommendation

The result of the research showed that most of EFL teachers in Jambi city were good at pedagogic, personal, social and professional competencies. They were not only good at assessment but also they were rich of teaching resources. Moreover, they possessed good mindset and commitment in implementing the NEC13 in line with the national education standard. The finding of the research shed light on policy makers and leaders' understanding of EFL teachers' readiness in implementing the NEC13 properly, in accordance with the National Education Standard in Jambi city.

Meanwhile, the proverb said, it is easy to say but difficult to do. It does not mean that the EFL teachers, who are good at theory, are also good at practice. Thus, it is recommended that it is necessary to observe EFL teachers in the class while teaching or implementing the NEC13, so it confirms the result of this research, the high level of readiness of EFL teachers in the field.

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