

MOTIVATION AND PERCEPTION OF VOCATIONAL HIGH SCHOOL EFL TEACHERS ON THEIR PARTICIPATION IN THE 2013 CURRICULUM IMPLEMENTATION TRAINING

Nunun Kalsum J. Marhum, Konder Manurung and Abd. Kamaruddin
nununkalsum@gmail.com

Abstrak

Penelitian ini bertujuan untuk mengetahui jenis motivasi yang paling berpengaruh mendorong Guru Bahasa Inggris Sekolah Menengah Kejuruan untuk berpartisipasi dalam Pelatihan Implementasi Kurikulum 2013, serta untuk mengetahui persepsi mereka mengenai efektivitas Pelatihan Implementasi Kurikulum 2013 tersebut. Dengan menggunakan desain kualitatif, penelitian ini menggambarkan temuan penelitian dengan menggunakan teknik triangulasi, berdasarkan data yang diperoleh dari kuesioner, observasi, wawancara, dan studi dokumen, terhadap tiga puluh dua guru Bahasa Inggris SMK, satu Instruktur Pelatihan, dan satu Penanggungjawab Pelatihan. Hasil analisis data menunjukkan bahwa tingkat motivasi intrinsik responden adalah 141/sangat tinggi, motivasi ekstrinsik 127/tinggi, dan amotivikasi 47/rendah. Selain itu, responden berpendapat bahwa aktifitas, instruktur dan modul pelatihan, efektif dalam meningkatkan pemahaman, kemampuan dan motivasi mereka untuk menerapkan Kurikulum 2013 sesuai dengan substansi Kurikulum 2013. Sebagai kesimpulan, motivasi yang paling berpengaruh mendorong mereka untuk berpartisipasi dalam Pelatihan Implementasi Kurikulum 2013 adalah motivasi intrinsik, dan menurut mereka pelatihan tersebut efektif dalam meningkatkan pemahaman, kemampuan dan motivasi mereka untuk menerapkan Kurikulum 2013 sesuai dengan substansinya.

Kata Kunci: *Pelatihan Implementasi Kurikulum 2013, Motivasi, Persepsi*

In order to implement one of the constitutional mandates on education, the Indonesian government through the Ministry of Education and Culture is implementing a newly designed curriculum that offers many new features in our education system, it is called 2013 Curriculum. The 2013 Curriculum has shown substantial conceptual improvement from the previous one, School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan). For example, It motivates teachers to move away from the teacher-centered learning and towards to a student-centered active learning. 2013 Curriculum gives some strategies for teachers and students. Teachers will be more creative, while students will be more active. The other essence of this latest curriculum is also the competency-based in attitude. Not only add quantity hour of religion subject but also

teaches to practice religion and good character.

For the new curriculum implementation preparation, Ministry of Education and Culture have drafted tiered training pattern for teachers. The training was held in every part of Indonesia to train the teachers in all public and private schools that were decided to implement 2013 Curriculum across Indonesia, from cities to villages. Thus, Ministry of Education and Culture then held the pieces of training in collaboration of Elementary, Junior, High, and Vocational High School Guidance Directorates with Education Quality Assurance Institution (LPMP) in each province all over Indonesia. The purpose of 2013 Curriculum Implementation Training was to facilitate target teachers in understanding the concept, strategy and characteristic of 2013 Curriculum, such as how to arrange the

lesson plan, to arrange the assessment instrument and to carrying out and managing the assessment results of the attitude, knowledge, and skills.

The training should improve teachers' knowledge and competence about 2013 Curriculum implementation and encourage teacher's motivation to implement the new curriculum. It provided general material, principal material and supporting material with 39 lesson hour time allocations, which was 1-hour time allocation means 60 minutes. After participating the training, teachers are expected to have a good intention to succeed the implementation of curriculum in their work area. Thus the teachers should participate this training seriously and full responsibility, since teachers' creativity is an important value to the success of 2013 Curriculum implementation. Whenever they are motivated to participate in the sequence of training material seriously and enthusiastically, they will be able to master the 2013 Curriculum substance then apply the curriculum and motivate students to be active learners as the expectation of 2013 Curriculum. In line with Harmer's statement that if we wish to achieve a goal and when the goal is fascinating, we will be strongly motivated to do whatever to reach that goal (Harmer, 1991).

It is very human if there are many factors may influence a teacher to develop his/her motivation when participating a teaching-learning process as a learner, not as an educator, as usual, him/her do. Self-Determination Theory (SDT) posits that peoples' behavior can be intrinsically motivated, extrinsically motivated, or amotivated depending on the reasons for their involvement in a given task (Ryan and Deci, 2000). According to the writer's preliminary observation when had involved as a committee on 2013 Curriculum Implementation Training since 2015, not all of the participants have a good motivation

when participating the training. It is shown from the attendance list, the activities on the class and the individual assessment by the instructor.

Based on the consideration, the writer carried out a research which investigates the motivation and perception of English Language Teacher in participating 2013 Curriculum implementation training. This research aims to investigate the type of motivation that mostly encourages the participants to participate the 2013 Curriculum Implementation Training and furthermore to investigate their perspective about the effectiveness of the training for the 2013 Curriculum implementation.

The Participants for this research were English Vocational Senior High School Teachers which united in a classroom at 2013 Curriculum Implementation Training in Palu. The participants were chosen in consideration that, all the subjects that are taught in vocational school are to support the vocational field of students. This requirement is challenging for the teachers, since beside they have to be able in their teaching subject, they also have to understand the material that supports students' vocational field. Particularly for English Teachers, they have to consider how important that English language Subject in Vocational Senior High School to provide the competence of graduates who are able to compete in the world of work and industry, moreover in free trade system between ASEAN Countries. Indonesia government has determined stimulation Indonesian workers skilled as required the business world through vocational education. It is proved by Indonesia President's Instruction number 9 the year 2016 about Revitalization Vocational High School in order to improve the Quality and Competitiveness of Indonesian Human Resources.

EFL subject is taught for all grades and fields of vocational students and it is taught to prepare the students able to communicate

in English contextual communication orally and in writing, which is needed for their vocational field. This goal of course needs teachers' spirit and commitment to improving their competence together with students able to adapt in any kind of curriculum developed. 2013 Curriculum, through the Implementation Training for Vocational Senior High School, provides main material that consists of Expertise Spectrum for Vocational Education. Dealing with Manurung's (2012) statement that motivation is an important thing to bring the successful learning. The creative teachers, well-designed instructional materials, and effective learning strategies are the important factors for motivating learners to learn. Thus, these teachers should have kinds of strong motivation to achieve that fascinating goal by being the enthusiast participants when participating the 2013 Curriculum Implementation Training. The teachers should have action mindset to give full support for students to improve the students' graduate competence standard. Therefore, this research is important to be conducted since it can examine (1) the Vocational Senior High School EFL Teachers' motivation that mostly encourages them to participate the 2013 Curriculum Implementation Training and (2) the Vocational Senior High School EFL Teachers' perceptions about the effectiveness of the 2013 Curriculum Implementation Training. The result of this research hopefully could be as one of consideration for improving the execution of 2013 Curriculum implementation on future.

METHODOLOGY

This research utilizes a qualitative design. Using the qualitative approach, the researcher described the phenomenon in 2013 Curriculum Implementation Training in depth. Triangulation technique was applied to validate the data or information that was

gathered from more than one data collection technique, such as questionnaire, observation, interview, and document study.

As the key instrument, the researcher collected the information or data, and interpreted those data or information by herself based on the phenomenon and literature review. The data or information was gathered in this research is presented in percentage, table, graphic and descriptive information.

To engage an ethical practice, researcher reported the mask name for all the respondents and they also had been convinced that this research was not relate to the training assessment, thus they may answer the questionnaire or act in the class naturally without any anxiety. The respondents are 32 Vocational Senior High School EFL Teachers who participated the stage I 2013 Curriculum Implementation Training on May 3rd to 7th 2017 in Education Quality Assurance Institution of Central Sulawesi. They consist of EFL Teachers from 30 schools from 5 Districts in Central Sulawesi Province.

The first questionnaire was given at the first day of the training contains several close-ended and open-ended questions. The questionnaire considered to Self Determination Theory consists of 3 subscales i.e. intrinsic motivation, extrinsic motivation and amotivation. The close ended questions were used that allowed the participants to choose their answer from the given list about the factors that motivate them in participating the training. These items were followed by a series of open-ended questions that elicited respondents' feedback on the factors influencing their motivation level. The second questionnaire that was given at the last day of the training contains several questions about teacher's perception about the effectiveness of the training that they have had participated. The questionnaire aims to investigate teachers' perception of the effectiveness of training execution to achieve

the training goals. The questionnaire also allows the respondent to give their own opinion and suggestions by answer the open-ended questions. The questionnaires assessed the participants' current level of motivation to participate in the training and their perception about the training's effectiveness, using Likert Scale. The participants was given a scale of 1 to 5, with 1 being strongly disagree and 5 being strongly agree to the statements in the questionnaires. The researcher computed the respondents' answer in percentage for each statement and also the level of their agreement and categorized the score with rating score 0 – 32 as a very low level, 33 – 64 low, 65 – 96 medium, 97 – 128 high, and 129 – 160 very high.

The observation is important to be conducted in this study in order to gather the real fact that happens along the training. The researcher utilized the Observation sheets that provide detail transcription of the observation entails researcher's own thinking, feeling, experiences and perceptions throughout the research process. Researcher also intends to record the activities in the class details using a camera. The observation was easier to be conducted since the researcher also had duty as a committee at the training.

Several in-person and semi-structured interviews were needed to cross validate the information from other techniques that were applied. To interview the instructors or the participants by using a making-hand-written note provided historical information that can be used to strengthen the information of this study. The information that was gathered by this instrument is needed to be cross-checked with information from other instrument, such as if the observation and the attendance list show that a participant did not attend the class, the question in the interview may examine the reason of him/her behavior. Another example is if the analysis of the questionnaire of a participant shows that he/she thinks that the training is not effective

for him/her, an interview may effective to get the information in depth about his/her perception about it. The number of interviewees has been interviewed in this research were 7 interviewees, consist of the training participants whom represent the intrinsic 2 interviewees, extrinsic motivation 1 interviewee and amotivation 2 interviewees, 1 Training Instructor, and 1 Training Manager to strengthen the gathered data.

There also were several documents that provided by the training committee in this training that can be analyzed by the researcher at a convenient time. The documents as written evidences are able to be triangulated by the researcher for this research. The documents entail the participants' individual score recapitulation from the instructors, the instructor evaluation instrument, the training schedule and related literature about the research.

Consider with Creswell's (2009) statements about the qualitative data analysis, the researcher conducted the data analysis in a same time as data collection, interpretations making and reports writing, adopted the kind of continual reflection analysis process.

For the first step, researcher organized and prepared the data such as transcribing interviews, typing field notes, typing questionnaire result on table and optically scanning the documents. Then be continued to second step by reading through all the data and conclude the general ideas that participants said, for example the field notes and participant's activities record were regularly reviewed. The next step is the detail analysis; researcher categorized the data by presenting the data in table and percentage then labelling the categories with a term. For examples, categorizing the kinds of participants' motivation which one is intrinsic, extrinsic or amotivation, then counting the percentage of the number of participants' kinds of motivation. The forth step is use the third process to generate a

description and the fifth step is forward looking how the description is represented in the qualitative descriptive. It is completed with descriptive information in a table and some quotations. The final step is making an

interpretation or meaning of the data. It is written in the understanding of researcher from the comparison of the findings with the information taken from literature review.

RESULT AND DISSCUSSION

1) Motivation of Vocational High School EFL Teachers on their Participation in the 2013 Curriculum Implementation Training.

Intrinsic Motivation

Table 1 The Percentage and Rating Score of the Respondents' Answer for Intrinsic Motivation Statements

No	Statement	Strongly Agree or Agree	Hesitate	Strongly Disagree or Disagree	Rating Score
1	My experience in participating this training will very useful for me.	100%	-	-	149
2	I am very glad to be engaged in the learning activities of the training to improve my ability.	100%	-	-	148
3	I am very glad to learn something new about education through this training.	100%	-	-	147
4	I feel challenged to try to understand the concept of 2013 Curriculum through this training.	97%	3%	-	144
5	I am interested to learn the implementation of the 2013 Curriculum through this training.	100%	-	-	143
6	I attended this 2013 Curriculum Training to prove to myself that I was able to play an active role in this series of training activities.	78%	19%	3%	128
7	I attend this training because I felt I had to prepare myself to be able to apply the new curriculum in the school where I was on duty.	88%	9%	3%	131
8	I attended this training to prove to myself that I can understand the substance of 2013 Curriculum implementation.	91%	9%	-	136

The above Table shows majority of the respondents are strongly agree or agree with each intrinsic motivation statement in the questionnaire. Seven of the eight intrinsic statements on the Questionnaire 1 had been answered in the very high level of agreement by the respondents. The highest score is 149 for statement 'My experience in participating this training will very useful for me'. All of the respondents valued the activities in the training itself. They believed that their participation in the training benefits or helps them to develop an ability they think was

important. The lowest score is 128 or in a high level of agreement for the statement 'I attended this 2013 Curriculum Training to prove to myself that I was able to play an active role in this series of training activities.'

The table 1 also shows there 19% respondents hesitated that they would prove to them self that they were able to participate all of the training sessions actively. The interview result with a hesitate respondent revealed that he could not play an active role in the classroom because of his problems related to the physical access because of age,

but he actually realized that his participation in the training would be very useful for him.

From the respondents' level agreement of the eight statements, the researcher computed the mean score and got number 141, which is mean that the scale of the respondents' intrinsic motivation to participate the 2013 Curriculum **Extrinsic Motivation**

implementation training was in very high level. They were motivated to participate in the 2013 Curriculum Implementation Training by factors within themselves and inherent in the activities in the training they were performing.

Table 2 The Percentage and Rating Score of the Respondents' Answer for Extrinsic Motivation Statements

No	Statement	Strongly Agree or Agree	Hesitate	Strongly Disagree or Disagree	Rating Score
1	My participation in this training is important for my students' success.	100%	-	-	149
2	My participation in this training is for not fail in implementing the new curriculum.	94%	3%	3%	139
3	My participation in this training can improve my existence among colleagues.	75%	16%	9%	126
4	By following this training, I can get a certificate that is beneficial to my career improvement.	81%	16%	3%	128
5	My participation in this training is to fulfil my responsibilities to my Principal.	66%	16%	19%	117
6	My participation in this training is to get an honorarium/incentive.	25%	19%	56%	77
7	The instructor competence in this training interested me to attend the whole series of activities/materials.	85%	6%	9%	128
8	I believe my participation in this training is important for the development of the school where I work.	100%	-	-	149

Different from the respondents' respond to the intrinsic motivation as shown in Table 1, the above table shows that there a respondents' variation answer to almost all of the extrinsic statement.

There are three statements in the very high level of agreement, i.e. Statement 1, 2 and 8. The highest score was Statement 8 'My participation in this training is important for my students' success.' and Statement 16 'I believe my participation in this training is important for the development of the school

where I work'. In the interest of students' success and school development, they participated the training. A kind of this extrinsic motivation also encouraged them to attend the training at very high level. Their enthusiasm and effort during the training as seen on the researcher observation result were also influenced by these extrinsic motivations.

Table 2 above also shows the lowest level of agreement that is 77 for Statement 14 'My participation in this training is to get

an honorarium/ incentive". After the training, all the participants got daily money for five days and the reimbursement for their transport costs. The money was distributed on the last day of the training. The participants were never informed of the number of the money they would get. It was also proved when I27 revealed that money was not as the main reason why she participated the training. Thus it means that the incentive factor influenced the respondents' motivation in medium level. This lowest score influenced the score earned

Amotivation

Table 3 The Percentage and Rating Score of the Respondents' Answer for Amotivation Statements

No	Statement	Strongly Agree or agree	Hesitate	Strongly Disagree or Disagree	Rating Score
1	This training does not benefit me.	3%	3%	93%	48
2	Following this training is not relevant to my assignment.	-	6%	94%	48
3	I am not interested in participating in this whole series of training activities.	-	3%	97%	47
4	I do not understand why I am attending this training.	-	3%	97%	46

Table 3 above shows that the respondents' level of agreement results for amotivation statements were not much different each other. All of them in the low level of agreement for the amotivation statements. The researcher computed the mean score to get the level of agreement for the amotivation, and the result was 47 or in the low level. It can be concluded that most of the respondents participated the training had an intention of doing the activities during the training. It also proved by the observation result that shows how majority of the respondents were involving the discussion actively, did their best in finishing the tasks, prepared themselves in peer-teaching seriously and did the post-test as good as possible they could. The amotivation statements were mostly strongly disagreed by the respondents, because they participated in the training with their own goals. They realize that attending the training bring

for the Respondents' level of agreement for extrinsic motivation. The researcher computed the mean score to get the level of agreement for the extrinsic motivation, and the result was 127 or at the high level. It means that the respondents also extrinsically motivated to participate in the 2013 Curriculum implementation training in the high level of agreement. The extrinsic motivation also plays an important role for their participating in the training.

benefits to them, either for themselves or for their students and school.

To make it is easier to find out the problem statement about the type of motivation most encourage the respondents' to participate the 2013 Curriculum implementation training, the researcher display the result of respondents' level of agreement for 3 type of motivation on this following graphic:

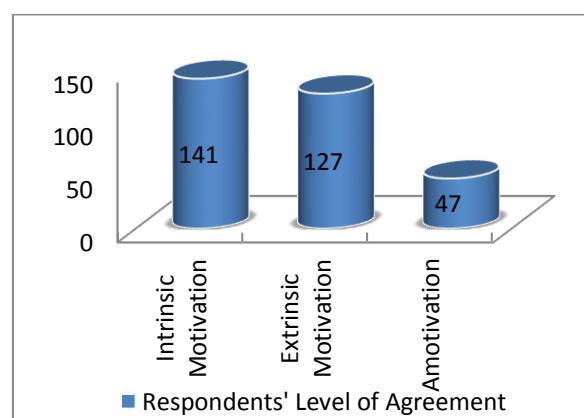


Figure 1 The Respondents' Motivation Level in Participating the 2013 Curriculum Implementation Training

From the Graphic 4 above, it can be seen that the highest score is the level of respondents' intrinsic motivation (141) and followed by the extrinsic motivation in number 127. The position of respondents' level of agreement for amotivation is the lowest score in quite different range to the other types. It means that the respondents are intrinsically and extrinsically motivated in participate the 2013 Curriculum Implementation Training, and the predominant type is the intrinsic motivation encouragement. As Cameron and Pierce in Deci, Koestner and Ryan (1994) stated that often learners are simultaneously motivated by both intrinsic and extrinsic factors. For example in this research, the respondents enjoyed their participation in the 2013 Curriculum implementation training, and they also knew that their ability in implementing the 2013 Curriculum will help their students' success. The interview results with R17 and R32 also proved that their participation in the training was because their interest and also because they knew that their participation in the training could help them to provide the better instructional model and method for their students' success. Furthermore, R32 revealed that her reason at first to come to Education Quality Assurance Institution of Central Sulawesi was because of her principal's instruction, but after knowing that it was for participating the 2013 Curriculum Implementation Training, she was very glad because she loves to be involved in EFL classroom in the 2013 Curriculum Implementation Training. Thus, it was a simultaneously both of intrinsic and extrinsic motivation, to fulfil the principal's order and also for her interest.

As Ormord (2014) revealed that some learners with the high level of intrinsic motivation become very focused on and absorbed in an activity that they lose track of

time and completely ignore other tasks. At this research, it was proved by the researcher's observation result, when getting several respondents still stayed in the classroom to discuss with friends and to finish the tasks even though the lesson was over. Moreover, the researcher also found a respondent enjoyed her lunch in front of her laptop in the classroom on a break time. Their intrinsic motivation drove them mostly in the very high level to engage in the 2013 Curriculum implementation training activities, because it gave them pleasure, helped them improved an ability they thought was important and benefit, answered their curiosity, or because it seemed to be the ethically and morally right thing to do. The domination of the respondents' intrinsic motivation is also shown in the respondents' various answers on the open-ended questions. The researcher noted there 23 respondents' various answers, and most of them (16 various statements) are kind of intrinsic motivation statement. Most of the respondents had the same idea in answering a question why they participate in the training, and the researcher coded that the answer as the kind of intrinsic motivation type. The researcher also crosschecked the phenomenon to the instructor in an interview. The interview result shows her agreement that the intrinsic motivation mostly encourages the respondents to participate in the training. She revealed how the respondents' spirit to attend the class and do the tasks although they look tired because have to attend the class since 8 o'clock in the morning to 9 o'clock in the night. Furthermore, she said that the respondents were willing to sacrifice to do so because they are eager to understand the 2013 Curriculum substance. The score of their tasks result which is in average score 80, shows their achievement in understanding the 2013 Curriculum through the 2013 Curriculum Implementation Training.

2) Perception of Vocational High School EFL Teachers about the Effectiveness of the 2013 Curriculum Implementation Training.

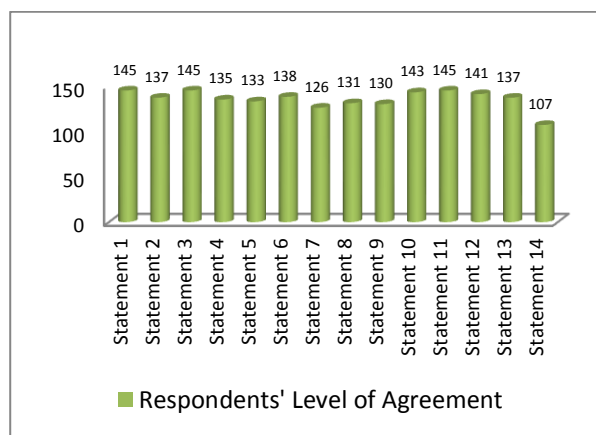


Figure 2 The Respondents' Level of Agreement with the Effectiveness of 2013 Curriculum Implementation Training

The graphic above shows that the agreement score for almost all of the statements about the respondents' perception of the 2013 Curriculum implementation training's effectiveness is in the very high category. Those statements talk about the effectiveness of activities, instructors and modules provided in the 2013 Curriculum implementation training. The Vocational High School EFL Teachers' answer on each statement is supported by the data gathered from other data collection technique, such as the Individual Assessment Result study, the instructor's information or by the Training Manager's information in the interview. The researcher ranks the statements from which the very high to high level as follow:

1. The group discussion, independent assignment and teaching practice in the training are effective to improve their ability in understanding the 2013 Curriculum implementation.
2. The group discussion, independent assignment and teaching practice in the training are effective to improve the

respondents' ability in designing the 2013 Curriculum lesson plan.

3. The 2013 Curriculum Implementation Training execution is effective in mediating the respondents to share and discuss the 2013 Curriculum substance.
4. The modules provided in the 2013 Curriculum Implementation Training are effective to help the respondents in understanding the 2013 Curriculum substance.
5. The 2013 Curriculum Implementation Training activities are effective to motivate the respondents to learn more about the 2013 Curriculum substance.
6. The analyzing SKL, KI and KD activities in the 2013 Curriculum Implementation Training are effective to help the respondents in designing the lesson plan.
7. The 2013 Curriculum Implementation Training activities are effective to motivate the respondents to implement the 2013 Curriculum substance well to their students.
8. The group discussion, independent assignment and teaching practice in the training are effective to improve the respondents' ability in analyzing the 2013 Curriculum syllabus.
9. The group discussion, independent assignment and teaching practice in the training are effective to improve the respondents' ability in carrying out, processing and reporting students' learning achievement as required by the 2013 Curriculum.
10. The instructors' competence in giving feedback to the respondents is effective to improve the respondents' ability in doing the training tasks, which are related to the 2013 Curriculum substance.
11. The 2013 Curriculum Implementation Training is effective to exemplify the instructional model as 2013 Curriculum suggested well to the respondents.

12. The 2013 Curriculum Implementation Training is effective to motivate the respondents to implement the 2013 Curriculum instructional model in their school.
13. The teacher's and student's book analyzing activities in the 2013 Curriculum Implementation Training are effective to improve the respondents' ability in planning the more useful activities for their students.
14. The utilization of 2013 Curriculum Implementation Training time allocation is effective in delivering the 2013 Curriculum substance to the respondents.

The respondents' levels of agreement for those statements are equally in the very high level of agreement. As Sharma (2016) revealed that perception may be defined as a process of interpretation of a present stimulus on the basis of past experience. Thus, because the respondents had a same present stimulus for five days in participate the training execution, they may have a same perception about the training effectiveness. Their same past experience such as their needs and motivation also influence their perception. Thus it is reasoned if they had an equally level of agreement for the effectiveness of the training.

The significant enhancement of the participants post-test result compare with the pre-test result proves the achievement of the participants' ability in implementing the 2013 Curriculum, as the Training Manager's revealed in an interview. It is also strengthened by the instructor information that the participants' tasks result qualities are in average 80% absorbed. The observation during the training also revealed how the participants were active and enthusiasm in discussing and doing the tasks that relate to the 2013 Curriculum substance. Thus, generally it can be conclude that the respondents' perception about the effectiveness of the 2013 Curriculum

Implementation Training is, the 2013 Curriculum Implementation Training with its activities, instructors, and modules was effective to improve their understanding, ability and motivation in implementing the 2013 Curriculum to suit its concept, strategy and characteristic.

CONCLUSION AND SUGGESTION

Based on the research finding and discussion in the previous chapter, the researcher concluded the findings dealing with the research objectives in this section. Firstly, it is found that the respondents' intrinsic motivation in participating the 2013 Curriculum Implementation Training was 141 or in the very high level, their extrinsic motivation was 127 or in the high level, and the amotivation in score 47 or in the low level. Thus it is concluded that the motivation of Vocational Senior High School EFL Teachers' that mostly encourages them in participating the 2013 Curriculum Implementation Training is intrinsic motivation. Their intrinsic motivation drives them mostly in the very high level to engage in the 2013 Curriculum implementation training activities, because it gave them pleasure, helped them improved an ability they thought was important and benefit, answered their curiosity, or because it seemed to be the ethically and morally right thing to do.

The second conclusion is about the respondents' perception about the effectiveness of the 2013 Curriculum Implementation Training. The research finding shows that, the Vocational High School EFL Teachers perceived that the 2013 Curriculum Implementation Training with its' activities, instructors and modules are effective to improve their understanding, ability and motivation in implementing the 2013 Curriculum to suit the 2013 Curriculum substance.

After conducting this research the researcher further to thrust some suggestions as follow:

- a. The Vocational Senior High School EFL Teachers' should make a willingness to learn as their inherent interest, desire and determination as their trigger to keep excited in improving their ability.
- b. The Vocational Senior High Schools' Principal should motivate and support the EFL teachers to improve their knowledge and ability in implementing the 2013 Curriculum.
- c. The Education Quality Assurance Institution (LPMP) of Central Sulawesi as the executor of 2013 Curriculum Implementation Training in Central Sulawesi should keep evaluates the training execution for the training quality improvement.

REFERENCES

- Cameron, J., & Pierce, W. D. (1994). Reinforcement, reward, and intrinsic motivation: A Meta-analysis. In, Deci, E.L., Koestner, R. and Ryan, R.M. *Extrinsic Rewards and Intrinsic Motivation in Education: Reconsidered Once Again*. Review of Educational Research Spring 2001, Vol 71, No. 1, pp. 1-27.
- Creswell, J.W. (2009). *Research Design: Qualitative, Quantitative and mixed Method Approach_3rd Edition*. Sage Publication, Inc. California.
- Direktorat Pembinaan Sekolah Menengah Kejuruan. 2017. *Panduan Bimbingan Teknis Kurikulum 2013 SMK bagi Guru Sasaran Tahun 2017*. Jakarta.
- Harmer, J. 1991. *The Practice of English Language Teaching; New Edition*. Longman Publishing. New York.
- Kementerian Pendidikan dan Kebudayaan. 2014. *Permendikbud nomor 160 Tahun 2014, Tentang Pemberlakuan Kurikulum Tahun 2006 dan Kurikulum 2013*. Jakarta.
- Manurung, K. 2012. *Creative Teachers and Effective Teaching Strategies That Motivate Learners to Learn*. Indonesian Jurnal of Science Education Volume 2, No. 1, 2012 :1- 8.
- Ormrod, J.A. 2014. *How Motivation Affects Learning and Behaviour*. Retrieved from [https://www.education.com/reference/article/motivation-affects-learning-behavior/\[1/26/2017\]](https://www.education.com/reference/article/motivation-affects-learning-behavior/[1/26/2017])
- Ryan, R.M. and Deci, E.L. 2000. *Self-Determination Theory and The Facilitation of Intrinsic Motivation, Social Development and Well-Being*. American Psychological Association, Inc. Vol.55 No. 1 68-78. DOI:10.1037//0003-066X.55.1.68
- Sekretariat Kabinet RI. 2016. *Instruksi Presiden Tahun 2016, tentang Revitalisasi SMK dalam rangka Peningkatan Kualitas dan Daya Saing Sumber Daya Manusia Indonesia*. Jakarta
- Sharma, A. 2016. *Perception: Meaning, Definition, Principles and Factors Affecting in Perception*. Retrieved at [http://www.psychologydiscussion.net . \[3/25/2017\]](http://www.psychologydiscussion.net . [3/25/2017])