ABSTRACT

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Curriculum 2013 has made some changes to the teaching-learning process. It provides textbook that has been designed specifically to facilitate teachers in applying curriculum 2013. The existence of textbook based curriculum 2013 provides many advantages for teachers. But when it does not appropriate or match to the class condition, the students' needs or any other related aspects, teachers need to do adaptation. Therefore, adapting material becomes the topic of this study which has two major purposes: 1) pre-service English teachers' techniques in adapting materials from textbook of curriculum 2013; and 2) pre-service English teachers' reasons for adapting materials from textbook of curriculum 2013. By using qualitative approach as the research design, the subjects were selected from pre-service English teachers or sixth semester students of English Teacher Education Department who join PPL 1 course. The research was started through the application of questionnaires completed by pre-service English teachers regarding their perception towards their techniques in adapting materials from textbook of curriculum 2013 and their reasons for adapting the textbook of curriculum 2013. Once collected the questionnaire result, some of pre-service English teachers who had been chosen using random purposeful sampling were interviewed and their lesson plans were also analyzed to obtain deeper information about the techniques they used and the reasons for doing adaptation. The result of the study showed that there are six techniques used by pre-service English teachers in adapting textbook of curriculum 2013. Those techniques are; 1) adding; 2) omitting; 3) combining; 4) changing; 5) rearranging and 5) modifying. Therefore, before doing the adaptation, pre-service English teachers had their reasons for adapting textbook of curriculum 2013. They adapted the textbook of curriculum 2013 because of: 1) limited time; 2) inspiration/stimulation; 3) material enrichment; 4) unsuitable content; 4) unbalanced skills; 5) unbalanced content. In addition, the result of this study support the expectation that pre-service English teachers can be adaptable with the textbook of curriculum 2013 by applying the six adaptation techniques which based on six reasons.