CHAPTER I

INTRODUCTION

A. Background of Study

The education in Indonesia has been developed year by year. The effort of the Indonesian government in developing Indonesian education absolutely has a relation to the changes of curriculums from the oldest to the recent one. There were many curriculums that had ever been applied in Indonesia. It started from curriculum 1947, curriculum 1952, curriculum 1964, curriculum 1968, curriculum 1975, curriculum 1984, curriculum 1994, curriculum 2004 (KBK), curriculum 2006 (KTSP), and curriculum 2013. As a set of educational plan, curriculums need to be developed in accordance with the demands and changes that occur in society. Nonetheless, all curriculums are designed from the same foundation. Those curriculums are only different on the mean goals and the approaches of realizations¹.

With the application of curriculum 2013 in Indonesia, there have been some changes made for the templates of lesson plan, annual program, semiannual program, syllabus, and also the books that are expected by education people be better tools in developing education quality in Indonesia. Here, teachers are demanded to be more creative. They should create more

¹Abu Fawwaz Al Syirbuni, "Sejarah Kurikulum di Indonesia" Taqwim Islami, (http://taqwimislamy.com/index.php/en/57-kurikulum/297-sejarah-perkembangan-kurikulum-di-indonesia, accessed on March 13, 2015.

activities that can encourage students to be more active. Therefore, textbook of curriculum 2013 comes as a facilitator to support teachers in conducting their teaching and learning activities.

The result of teaching and learning process will mostly depend on the learning activities. Therefore, material becomes one of the important tools in this case. There are many types of materials that can be used by teachers. However, whatever the materials chosen, the learning and the instruction should be learner-centered².

With the expectation of curriculum 2013 implementation, the government has created textbook completed with the materials designed based on the syllabus and lesson plan. The existence of the textbook provides many advantages for teachers. But, teachers will, probably, always depend on the activities and the instructions provided on it. They will use the existed materials just like what have been provided there. Textbook content might be directly appropriate to the students' conditions and needs. However, what will happen if the class condition is not the same as what has been written on teacher's book? How if the students' needs are not as equal as the textbook instruction? To save teachers from those situations, teachers need to do adaptation.

²Kenji Kitao – S. Kathleen Kitao, "Selecting and Developing Teaching/Learning Materials" *The Internet TESL Journal*. Vol. IV, No. 4, April 1997, p. 1-2, (http://iteslj.org/Articles/Kitao-Materials.html), accessed on October 30, 2014.

Like what has been stated by Cunningsworth, adaptation is needed because teachers need to be sensitive to their students' interests, learning styles, and motivations. Teachers also need to be aware of what students found difficult or easy, so that they can make learning be more challenging and stimulating without feeling difficult or unfriendly to the materials³.

The materials provided in textbook of curriculum 2013 were designed to be matched as much as possible to the teachers' abilities, classroom managements, and students' conditions and needs, in order to help the application of curriculum 2013⁴. However, having an intention of adding or changing some materials to be better is not an infraction. The materials that has been made and arranged in textbook are not a force way which must be applied by teachers without looking around to the classroom atmosphere, student's needs, and also other aspects. Teachers can delete some of materials when it is thought less suitable to the students' conditions. Adding, replacing, or changing some materials are also allowed to make an effective learning as what they expect to it⁵. Naturally, the government makes the textbook of curriculum 2013 not to restrict teachers' creativity but to give the examples of making a good preparation for teaching-learning process.

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³Alan Cunningsworth, *Choosing Your Course Book* (Oxford: Macmillan Publishers Limited, 2008), 137.

⁴Direktorat Jenderal Pendidikan Tinggi, Depdikbud, *Bahasa Inggris: Untuk SMA/MA/SMK/MAK Kelas X* (Jakarta: Depdikbud, 2004), iii.

⁵Alan Cunningsworth, *Choosing Your...* 136

O'Neill stated that there might be compatibility between materials and students' needs, even if they are not designed specifically for them. At least, textbooks make it possible for students to review and prepare their lessons. They are efficient in terms of time and money, and also should allow for adaptation and improvisation⁶.

Therefore, adapting material was decided as the topic of this study that took pre-service English teachers or 6th semester students who joined the course of microteaching (PPL 1) as the subject. They were selected as the subject of the research because of some reasons. First, in microteaching course (PPL 1), pre-service English teachers were guided and trained to be good teachers, especially for the real teaching preparation in PPL2. In this course, they practiced teaching with kinds of recent curriculums which is curriculum 2013 included as one of them. At the same time, in PPL 1 course, pre-service English teachers had a big chance to enrich their knowledge and train their skill about ways of teaching.

Hence, in PPL 1 course, pre-service English teachers need to conduct a learning process only for about twenty minutes. It is absolutely different from the real teaching time that is ninety minutes or more. With that limited time, they were demanded to conduct a valuable and effective learning. As preservice English teachers in microteaching course or PPL 1, they have to explain as clear as possible to their friends who were acting as students. They

⁶Robert O'Neill, "Why Use Textbook?" *ELT Journal*. Vol. 36. No. 2. January 1982. 104

had to teach the materials based on the skill that have been given by lecturer or they have chosen randomly. From the materials taken, pre-service English teachers should do adaptation to make the materials be appropriate and able to reach the goals.

Before conducting the study, some previous studies related to the topic of this study were found. The first previous study was an article published entitled "Using Adapted Material and its Impact on University Students' Motivation" written by Duarte and Escobar. This article reported about the research development that were required to increase a group of students' motivation of English at Universidad Nacional de Colombia, in Bogotá, by means of the design and implementation of adapted material that responds to the students' needs and profiles. Duarte and Escobar started their plan by applying questionnaires that are filled by students and teachers about their perception towards the material they were currently using. After the results of the research were obtained, they started with the design and the implementation of the material. During and after the implementation they asked students again to fill questionnaires in order to get their perceptions toward the new material. At the end of their research, they concluded that adapting materials can positively influence students' motivation in learning a

foreign language⁷. This study has a similar topic with the studies mentioned above that is material adaptation. However, the purpose and the subject of the study are quite different. The study done by Duarte and Escobar recovered the effect of adapted materials for students' motivation whereas; this study recovered pre-service English teachers' techniques in adapting materials from textbook of curriculum 2013.

The second previous study was a paper entitled "Evaluating and Adapting Materials for Young Learners" written by Dickinson. In his paper he wrote about the evaluation of material that he currently used to teach a group of young Japanese EFL learners and discuss about ways in which these materials might be adapted for these particular learners. He wrote this paper because there have been a dramatic increase in the use of commercially produced foreign language coursebooks as a core of teaching materials, especially for young learners. Therefore, the second previous study focused on the adaptation process for young learners. That study recovered the steps of adapting and evaluating materials for young learners. The materials analyzed included authentic and created for teaching young learners. Different from that, this study focused on created materials in form of textbook for senior high school students.

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⁷Sergio Antonio Duarte - Leonardo Alberto Escobar, "Using Adapted Material and Its Impact on University Students' Motivation" *ALEX programme of Universidad Nacional de Colombia, Bogota.* PROFILE 9, 2008. 68-87.

⁸Paul Dickinson, "Evaluating and Adapting Materials for Young Learners". (Paper presented for Master of Arts in Applied Linguistics at The University of Birmingham. Birmingham, 2010) 1-24.

The third previous study was a thesis entitled "Kompetensi Profesional Guru dalam Usaha Pengembangan Materi Bahasa Arab di MAN Maguwoharjo" written by Sinta Isthofa Haniek. This study analyzed about teachers' effort in developing materials in Arabic language learning, the source of materials used in Arabic language teaching process, and the result of materials development including of the strengths and weaknesses. Afterwards, the third previous study had a similar purpose with this study. It recovered teachers' techniques in developing material. However, these studies were different based on the subject of study. The third previous study analyzed Arabic teachers who teach in real class. This study analyzed preservice English teachers in PPL 1 course. The materials researched in the third previous study were for Arabic learning including authentic and created material. Whereas, the material analyzed in this study was created material in form of textbook, especially the English textbook of curriculum 2013.

B. Research Questions

Based on the research background, the research questions are;

1. What are the pre-service English teachers' techniques in adapting materials from textbook of curriculum 2013?

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⁹Sinta Isthofa Haniek, Thesis:"Kompetensi Profesional Guru dalam Pengembangan Materi Bahasa Arab di MAN Maguwoharjo" (Yogyakarta: State Islamic University of Sunan Kalijaga, 2013.) xii-135

2. What are the pre-service English teachers' reasons for adapting materials from textbook of curriculum 2013?

C. Objectives of the Study

The objectives of the study are:

- 1. To describe the pre-service English teachers' techniques in adapting material from textbook of curriculum 2013 in PPL 1 course.
- 2. To describe the pre-service English teachers' reasons for adapting material from textbook of curriculum 2013.

D. Significances of the Study

This Study is significant because:

- 1. It is expected to help pre-service English teachers in knowing how to be adaptable with the textbook of curriculum 2013, so that they can use it as information that can be applied to improve the teaching-learning result and take it as provisions for the real teaching someday.
- It is expected to help pre-service English teachers knowing the reasons for adapting materials from textbook of curriculum 2013, so that they can use it as consideration before adapting material in textbook of curriculum 2013.

E. Scopes and Limits of the Study

The scope of the study was determined based on the research questions. There are many types of English textbooks that probably used by pre-service English teachers as material in PPL 1 course teaching practice. Therefore, this study focused on the material adaptation of textbook based curriculum 2013. The uses of textbook other than textbook of curriculum 2013 were not analyzed.

Moreover, this study also had a limit. The questionnaires were distributed to the 33 pre-service English teachers in PPL 1 course who had applied teaching based on curriculum 2013. Those 33 pre-service English teachers were selected from the different classes from class A to class G. By the questionnaire result, the numbers of the respondents analyzed were 23 respondents who positively used textbook of curriculum 2013. To obtain deeper information, some pre-service English teachers selected from the questionnaire result using random purposeful sampling were interviewed. Afterward, in document analysis, pre-service English teachers' lesson plans were also collected and analyzed.

F. Definitions of Key Terms

1. Pre-service English teachers:

Pre-service English teachers are college, university or graduate students who are teaching under the supervision of a certified teacher in order to

qualify for a degree in education¹⁰. Pre-service English teachers in this study are defined as the 6th semester students of English Teacher Education Department who join the PPL 1 course at State Islamic University of Sunan Ampel Surabaya.

2. Techniques of adapting materials:

Adapting materials is making changes to materials by adding, reducing, omitting, modifying, supplementing in order to make them more suitable or to maximize the materials used for their particular learners¹¹. Therefore, techniques of adapting materials in this study are defined as the techniques used by pre-service English teachers in PPL 1 course such as adding, omitting, changing, or other techniques to adapt the materials from textbook of curriculum 2013.

3. Materials

According to Tomlinson, materials are anything that is used to help teaching and learning or anything that presents or informs about what being learned. Materials can be created or authentic¹². The material in this study is defined as a created material in form of textbook of curriculum 2013 that have been created by Indonesian government to facilitate teachers in applying curriculum 2013.

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¹² Brian Tomlinson. Glossary. In *Materials Development...* xiii.

¹⁰ P.R. Grim - J.U. Michaelis. "The Student Teacher in the Secondary School" *Open Dictionary Wikipedia*, (https://en.wikipedia.org/wiki/Student teacher, assessed on August 15, 2015)

¹¹ Brian Tomlinson. Glossary. In *Materials Development in Language Teaching* (Cambridge: Cambridge University Press, 2013) xiii.