CHAPTER V

CONCLUSSION AND SUGGESTION

In this chapter, the conclusion and suggestion of the study are described:

A. Conclusion

Based on the research problems, this study analyzed pre-service English teachers' techniques in adapting materials from textbook of curriculum 2013 curriculum and pre-service English teachers' reasons for adapting materials from textbook of curriculum 2013. The conclusions of the research can be determined as follow:

1. Pre-service English Teachers' Techniques in Adapting Materials from Textbook of Curriculum 2013.

There were found six techniques that had been applied by preservice English teachers in their practice teaching at PPL 1 course. Those six techniques were:

a. Adding

Adding technique can be applied by adding other materials from others resources. Adding technique applied by pre-service English teachers included adding content, adding activities, adding tasks, and adding pictures.

b. Omitting

Omitting was applied by deleting some of the parts that were considered as the less important parts such as the contents, activities, or tasks.

c. Combining

Combining technique can be applied by taking the advantages of authentic materials, and then combining the content of textbook of curriculum 2013 with the content from other resources.

d. Changing

Changing technique was applied by pre-service English teachers by changing the parts from textbook of curriculum 2013 such as tasks, pictures, activities, or etc. They make some changes to the activities, tasks, format, and assessments.

e. Rearranging

Pre-service English teachers rearranged the activities and the steps provided in textbook of curriculum 2013. They also changed the activities arrangement based on the lesson plan made.

f. Modifying

Modifying actually is almost the same with changing, however it have broader meaning than changing. In changing technique, pre-service English teachers take other materials to change the intended part, while in modifying technique; they involved not only changing activity, but also adding.

2. Pre-service English Teachers' Reasons for Adapting Materials from Textbook of Curriculum 2013.

a. Limited time

Pre-service English teachers have limited time to practice their teaching as well as they can. With 20 minute given, it was difficult to include all the materials directly from textbook of curriculum 2013 without any adaptation.

b. Inspiration/stimulation

Pre-service English teachers adapted the textbook of curriculum 2013 because they thought that textbook have more creative activities, tasks or assessment design. They used textbook and combined it with the other materials authentic or created. When they have their idea getting stuck, the used the activities and tasks in textbook of curriculum 2013 and can get more inspiration from that.

c. Material enrichment

That needed to be enriched here were the content of the textbook. It could be the activities that consisted on textbook of curriculum 2013. The activities on textbook are sometimes monotonous. That what made pre-service English teachers took the consideration to adapt it.

d. Unsuitable content

Pre-service English teachers adapted the contents because they found that the some unsuitable contents such as uninteresting activities, difficult tasks, or too easy tasks.

e. Unbalanced skill

The skills in textbook of curriculum 2013 were integrated, while preservice English teachers needed to be focus on one skill. That what made pre-service English teachers decided to adapt the textbook.

f. Unbalanced content

Pre-service English teachers adapted the textbook of curriculum 2013 because there were too many practices for students whereas students need more examples and explanations.

B. Suggestion

In the light of the results of this study, some suggestions are recommended:

1. Suggestion for Pre-service English Teachers

This research finding were expected to be a motivation and information for pre-service English teachers, moreover it was suggested that they can improve and apply their ability in adapting materials not only in PPL 1 course, but also in PPL 2 or in the real teaching.

2. Suggestion for English Teacher Education Department

The finding of this research showed that pre-service English teachers had already adaptable with the changes of curriculum, especially with the created materials provided such as textbook of curriculum 2013. Therefore, English Teachers Education Department should monitor the actions of pre-service English teachers' development to increase or at least to maintain the quality of pre-service English teachers in adapting the materials and in adapting the changes of curriculums in Indonesian education.

3. Suggestion for Further Researcher

The findings of the study were expected to be used as considerations for other researchers who plan to conduct the study that relates to the material adaptation based on curriculum 2013. It is suggested for the further researchers to conduct another research about the importance of adapting materials such as the importance of adapting textbook based curriculum 2013, the effect of adapting materials to teaching-learning result, etc.