

## RESEARCH FINDINGS AND DISCUSSION

### A. Findings

The questionnaire was intentionally used to standardize among pre-service English teachers and to find out the expected respondents from them who positively used textbook of curriculum 2013 in PPL 1 course at English Teacher Education Department. There were 33 questionnaires that had been distributed to the classes of PPL 1 course from class A to class G. Every class showed different numbers of pre-service English teachers who had implemented curriculum 2013 in their teaching. However, it was reasonable because of the different lecturers and also the schedules. There were 23 from 33 pre-service English teachers who used textbook of curriculum 2013. They have been selected through the small-survey results.



Once classified the pre-service English teachers by questionnaire, it had been found that there were 23 respondents who positively used textbook curriculum 2013 and had been analyzed. From those 23 answers, there were four general techniques found. The four techniques of adaptation used by pre-service English teachers in adapting materials from textbook of curriculum 2013. Those four techniques included adding, omitting, changing and rearranging.

Pre-service English teachers could use one or more techniques when they were adapting the materials. If they thought it was needed more than one adaptation technique, they might do two or three techniques at that time. Therefore, the total of people shown in table was not equal to the numbers of the respondents because it did not represent the amount of the respondents, but represented the numbers of people in every adaptation technique.

**Table 4.2**  
**Adapting Techniques based on Questionnaire Result**

No.	Techniques	People	Percentage
1.	Adding	14	61%
2.	Omitting	6	26%
3.	Changing	13	57%
4.	Rearranging	15	65%

Having finished using questionnaire to collect the data from the respondents, the deeper information was taken through interview and document analysis. The respondents were interviewed using different interview types that were one-on-one interview, e-mail interview and telephone interview<sup>1</sup>. After completing the interviews, the one-on-one interview data were transcribed first to be combined with the online interview data and telephone interview data. From the interview results, there were more techniques found.

<sup>1</sup>J.W. Creswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Library of Congress Cataloging-in-Publication Data, 2012), 218.

**Table 4.3**

**Adapting Techniques based on Interview Result**

No.	Please tell me more how did adapt the textbook of curriculum 2013!	Codes	Categories
1.	I added the content from other course book and internet.	Adding content	Adding
2.	I added the activities with my own activities.		
3.	I added the tasks from the other textbook and my own idea		
4.	I added the listening section from the others sources		
5.	I added some pictures from the internet		
6.	I deleted the content that seems complicated and difficult to be applied.	Omitting content	Omitting
7.	I deleted the tasks that I thought were not appropriate to my students' level		
8.	I combined it with my own idea	Combining content.	Combining
9.	I changed the steps for the warming up part.	Changing the format	Changing

10.	I changed the activities that were not suitable with the skill I focused on.		
11.	I changed the method/ skill level then adapt it with the materials that are appropriate to my students' needs.		
12.	I changed the tasks by myself	Changing the tasks	
13.	I changed the assessment that I thought it was too complicated with my own assessment.	Changing assessment	
14.	I rearranged the activities based on the topic and the goals of my teaching.	Rearranging content	Rearranging
15.	I modified the activities to be more varying.	Modifying content.	Modifying
16.	I modified the tasks to be more varying.	Modifying tasks	

Supported by the result of two data collection techniques, interview and document analysis, it had been found that the adaptation done by pre-service English teachers included more techniques; adding, omitting, combining, changing, rearranging, and modifying.









**Table 4.5**

### Communicating Part in Pre-service English Teacher's lesson plan

## Communicating

- Teacher asks students to make a personal invitation individually
- Teacher asks some of students to read their invitation in front of the class

### c. Changing

The next adaptation technique applied was changing. Pre-service English teachers changed some parts of textbook of curriculum 2013 such as tasks, pictures, activities, format, and assessments. One example of changing technique applied by pre-service English teachers was ‘changing assessment’. The assessment table in teacher book of curriculum 2013 on page 11 includes some aspects such as respect, care, honest, discipline, and confidence. However, in the lesson plan, pre-service English teacher changed the assessment and included only some aspects such as religious and confidence.

Tabel Penilaian dari Aspek Sikap			
No	Aspek yang Dinilai	Kriteria	Score
1	Santun (respect)	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4
		Beberapa kali menunjukkan sikap santun	3
		Pernah menunjukkan sikap santun	2
		Tidak pernah menunjukkan sikap santun	1
2	Peduli (care)	Sangat sering menunjukkan sikap peduli	5
		Sering menunjukkan sikap peduli	4
		Beberapa kali menunjukkan sikap peduli	3
		Pernah menunjukkan sikap peduli	2
		Tidak pernah menunjukkan sikap peduli	1
3	Jujur (honest)	Sangat sering menunjukkan sikap jujur	5
		Sering menunjukkan sikap jujur	4
		Beberapa kali menunjukkan sikap jujur	3
		Pernah menunjukkan sikap jujur	2
		Tidak pernah menunjukkan sikap jujur	1
4	Disiplin (discipline)	Sangat sering menunjukkan sikap disiplin	5
		Sering menunjukkan sikap disiplin	4
		Beberapa kali menunjukkan sikap disiplin	3
		Pernah menunjukkan sikap disiplin	2
		Tidak pernah menunjukkan sikap disiplin	1
5	Percaya Diri (confidence)	Sangat sering menunjukkan sikap percaya diri	5
		Sering menunjukkan sikap percaya diri	4
		Beberapa kali menunjukkan sikap percaya diri	3
		Pernah menunjukkan sikap percaya diri	2
		Tidak pernah menunjukkan sikap percaya diri	1

Figure 4.4

## Assessments Table in Textbook of Curriculum 2013

Table 4.6

## Assessment Table in Pre-service English Teacher's Lesson Plan

Penilaian Afektif : Oleh guru	
Uraian	Skor
<b>Religius</b>	
- Membaca doa di awal dan akhir pelajaran dengan khusyuk	4
- Membaca doa di awal atau akhir pelajaran dengan khusyuk	3
- Membaca doa di awal dan akhir pelajaran dengan bergurau	2
- Tidak membaca doa	1





## Questioning

- Teacher asks students to prepare some questions based on parts of personal invitation in group with WH question:  
*“Who is invited to the party?”*  
*“When will the party begin?”*
- Teacher asks students to try answer the question

The example above showed that pre-service English teachers combined their own idea with the instruction provided on textbook of curriculum 2013. There was no group activity in observing and questioning part. There were only some questions asked to students such as ‘who is invited?’ and ‘when will the party begin?’ However, on the lesson plan they combined it with their own activity such as group work.

e. Rearranging

Pre-service English teachers rearranged the activities on textbook of curriculum 2013 to be more applicable to the classroom. They also rearranged the steps and the time capacity of group work and individual work. The activities that presented at the end of the









## f. Modifying

Modifying was the last adaptation technique applied by pre-service English teachers. The example of modifying done by pre-service English teacher who taught the tenth grade students was focused on writing skill. It was shown below:

Buku Guru		
1 WRITING		
PROSEDUR	INSTRUKSI/ CATATAN	WAKTU
<ul style="list-style-type: none"> <li>- Guru meminta siswa menyiapkan sebuah foto atau gambar.</li> <li>- Guru meminta siswa menuliskan deskripsi seseorang dalam foto yang dibawanya dan menuliskannya sesuai dengan <i>text structure</i> untuk teks deskriptif.</li> </ul>	<i>Write a description about the person in the photograph that you have. You can use the text structure as a guide for your writing.</i>	25'

Figure 4.8

## Writing Activities in Textbook of Curriculum 2013

Table 4.9

## Writing Activities based on Pre-service English Teacher's Lesson plan

Stages	Time	Procedures
Lesson	17 minutes	<ul style="list-style-type: none"> <li>- Teacher asks students to sit with their group</li> <li>- Teacher gives the sample of descriptive text describing people.</li> </ul>



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

Every matter has a reason. Before deciding to adapt the textbook of curriculum 2013, automatically pre-service English teachers had reasons to do that. From the small-survey and supported with the interview result, the answer of the second research question was gathered. From this study, it had been found that there were some reasons that encouraged pre-service English teachers to do adaptation. Those reasons had been categorized into 6 categories they were:

**Table 4.10**

## Pre-service English Teachers' Reasons in Adapting Materials from Textbook of Curriculum 2013.

No.	Would you like to tell me more about your reason for adapting textbook of curriculum 2013?	Code	Categories
1.	I have only 20 minutes to teach	Limited time	Limited time
2.	To get more inspiration.	Inspiration	Inspiration
3.	My lecturer suggested me to combine the textbook with others materials.	Suggestion	or stimulation

4.	I only want to take the indicators as the examples for me in creating lesson plan.	Took indicator as examples	
5.	I took many activities and instruments from it.	Took activities and instrument	
6.	To enrich the materials.	Enriching material	Material enrichment
7.	The activities and tasks were monotonous, less interesting and need to be improved.	Uninteresting activities	Unsuitable contents
8.	The tasks were not suitable to the students' level.	Unsuitable tasks	
9.	I felt difficult to match the textbook with my lesson plan.	Unmatched to the lesson plan	
10.	It was not suitable with my students' condition and situation.	Unsuitable to the students' needs	
11.	It was difficult to identify the skill in the textbook, difficult to find one-focused skill activity.	Integrated skills	Unbalanced skills

12.	Reading activities were in adequate.	Inadequate skills	
13.	There were too many practices.	Too many practices	Unbalanced contents

a. Limited time

When taking the course of microteaching (PPL1), pre-service English teachers should practice teaching in only 20 minutes. They had to give their best performance when they use that 20 minutes for teaching. It was difficult or almost impossible to take the materials directly from textbook of curriculum 2013 without any adaptation.

b. Inspiration/ stimulation

Pre-service English teachers used the textbook of curriculum 2013 because they thought that textbook have more creative activities, tasks or assessment design. Though, it can be noticed implicitly that they did not use textbook as their prime materials. However, they used textbook and combined it with the other authentic or created materials. Pre-service English teachers explained that the activities and tasks in textbook of curriculum 2013 can be used as their inspiration when their idea was getting stuck.

### c. Material enrichment

Pre-service English teachers enriched the content of textbook. The parts they enhanced were the activities that consisted on textbook of curriculum 2013. Textbook of curriculum 2013 has many activities that always learner-centered. However, those activities are sometimes monotonous. Because of that reason, pre-service English teachers took the consideration to adapt it.

d. Unsuitable contents

Pre-service English teachers adapted the contents because they found that the some of activities that were not interesting. The tasks were too difficult for students and do not match to the students' level. Sometimes they also realized that the tasks were too easy, therefore students need more challenges. Pre-service English teachers have to match the activities or the content of textbook with their lesson plan, that what make them decided to adapt the textbook.

e. Unbalanced skills

In PPL 1 course, the pre-service English teachers have to be focus on one skill only. However, the skills in textbook of curriculum 2013 are integrated. They felt difficult to identify the one-focused skill activity. They could find more speaking and writing skill activities, but could not find reading and listening skill easily.

f. Unbalanced contents

Textbook of curriculum 2013 provides so many activities and practices. Almost the activities and tasks were encouraged the students to act and be involved. However, pre-service English teachers felt that there were too many practices for students. Other than only practices, students need more examples and explanations.

## B. Discussion

Based on the result of the study, the researcher discusses the answers of the research questions with the theories:

## 1. Techniques in adapting materials from textbook of curriculum 2013.

Based on the research findings, the techniques used by pre-service English teachers in adapting materials from textbook of curriculum 2013 were adding, omitting, combining, changing, rearranging, and modifying.

a. Adding or Omitting

Pre-service English teachers added and omitted the content from textbook of curriculum 2013 because they thought that some parts of the contents need to be added or deleted. The adding and omitting techniques done by pre-service English teachers in PPL 1 were related to the theory of Nation and Macalister that was ‘adding or



omitting content”<sup>2</sup>. Teachers are allowed to add more interesting or varying parts that are considered more suitable. They are also allowed to delete the complicated or difficult parts that are considered less important.

### b. Combining

In combining technique, pre-service English teachers took the beneficial of authentic materials and then they combined it with the materials in textbook of curriculum 2013. They sometimes used their own idea as combination. This technique relates to the theory of Cunningsworth that is 'taking the use of authentic content'. Authentic content always related to the real phenomena and information that usually used to supplement the created content. Authentic materials are used in order to make the learner interested and engaged<sup>3</sup>.

### c. Changing

The first changing technique did by pre-service English teachers was changing the steps of activities. They changed the sequence of activities in warming up part and make it appropriate to the lesson plan. Besides changing the steps, they also changed the activities in textbook of curriculum 2013. Boring and complicated activities were changed with the interesting and simple activities. They

<sup>2</sup>I.S.P. Nation – John Macalister, *Language Curriculum Design* (New York: Routledge), 162.

<sup>3</sup>Alan Cunningsworth, *Choosing Your...* 140

used internet, books, or some other authentic materials to replace the materials that seem inappropriate. Sometimes they changed the activities in textbook of curriculum 2013 with the idea in their mind.

The next changing technique was changing tasks. They took other tasks from the internet or sometimes made it by themselves. In order to make it more suitable to their students' needs and condition, they sometime took journals and articles to be used for reading or writing tasks.

Those three changing techniques are in line with the theory of Nation and Macalister that is ‘changing format’<sup>4</sup>. Teachers may use others exercises and put the other activity like conversation at the end of the learning process, if it is expected.

Other than those three changing techniques, pre-service English teacher also changed the assessment. This technique relates to the theory of Nation and Macalister, but in part of ‘adding and omitting assessment’<sup>5</sup>. Though those two techniques have different words, they have the same meaning.

<sup>4</sup>I.S.P. Nation – John Macalister, *Language Curriculum...* 162

<sup>5</sup>I.S.P. Nation – John Macalister, *Language Curriculum...* 162

#### d. Rearranging

Pre-service English teachers rearranged the content of the textbook based curriculum 2013 to make it more suitable and applicable with the class condition and students' interest. This technique is in line with the technique of adaptation stated by Richard. He stated that one of the varieties of adaptations was 'content reorganization'<sup>6</sup>. The content can be rearranged by teachers in order to make it more appropriate and applicable for some reasons.

### e. Modifying

Modifying actually is almost the same with changing. However it has broader meaning than changing. In changing technique, pre-service English teachers replaced the intended parts to make it different from the original form, while in modifying they do partial changing and also adding. In modifying content, pre-service English teachers modified the contents that were not suitable to the learners' level, condition, social class, or cultural background. Modifying technique done by pre-service English teachers relates to the technique stated by Richard. Richard' theory about the adaptation lists that relates to modifying technique are<sup>7</sup>; 'content modification' and 'task modification'.

<sup>6</sup>J.C. Richard, *Curriculum Development...* 260

<sup>7</sup>J.C. Richard, *Curriculum Development*... 260.

## 2. Reasons for adapting materials from textbook of curriculum 2013.

From this study, it had been found that the reasons of pre-service English teachers for adapting materials from textbook of curriculum 2013 are limited time, inspiration/ stimulation, material development, unsuitable content, unbalanced skills, and unbalanced content.

a. Limited time

Pre-service English teachers had limited time to practice teaching and give the best result at the end of the teaching process. Therefore, some of them thought that it would be difficult if they extend all the materials consisted on textbook of curriculum 2013. This reason is similar to the theory of Nation and Macalister that is teachers are allowed to do adaptation when they find that the materials do not fit to the available time<sup>8</sup>.

b. Inspiration of motivation

Pre-service English teachers decided to use the textbook of curriculum 2013 as the materials in their teaching practice because textbook could give them inspiration and stimulate their ideas. Therefore, they only took some parts such as indicators, tasks, or activities as supplementary. After taking the important parts from

<sup>8</sup>I.S.P. Nation – John Macalister, *Language Curriculum...*161.

textbook of curriculum 2013, automatically they took other materials from the other sources.

This reason relates to the theory of Richard regarding the advantages of textbook. Quoted by Richard, one of the roles of coursebook in language teaching according to Cunningsworth is as a stimulation and idea for classroom activities source<sup>9</sup>. Looking at the reason of pre-service English teachers who do an adaptation because they use textbook as an ‘inspiration/ stimulation’, it means that their reason of using textbook were begin from the advantages of textbook of curriculum 2013. Cunningsworth stated that textbook can be a supporter for less experienced teachers<sup>10</sup>. Some lecturers suggested pre-service English teachers to use textbook of curriculum 2013 as the guide for teaching curriculum 2013, but they also suggested to combine it with the others materials.

### c. Material enrichment

Pre-service English teachers intended to adapt the materials from textbook of curriculum 2013 in order to enrich the materials. There was no problem with the material except some monotonous activities. So that they had a purpose to make it more varying and interesting. This reason has a similar purpose with the theory stated by Richard

<sup>9</sup>J.C. Richard, *Curriculum Development* ... 251

<sup>10</sup>J.C. Richard, *Curriculum Development* ... 251

that adaptation can be applied because the coursebook/textbook does not apply the principles that teachers think should be applied.

d. Unsuitable content

Because of unsuitable content, pre-service English teachers considered to do an adaptation. The tasks and the activities did not match to the students' levels and students' interest, whereas pre-service English teachers had to match the content of textbook with their lesson plan. Therefore, they adapted the textbook of curriculum 2013. This reason was similar to the reason stated by Nation and Macalister that is because the coursebook/textbook contains unsuitable content for the learners' level of proficiency<sup>11</sup>.

e. Unbalanced skills and contents

According to pre-service English teachers, the skills and the contents of textbook based curriculum 2013 were not mixed well. These two reasons are in line with the reasons of adaptation stated by Nation and Macalister. Because the coursebook/textbook did not include learners' need in language items, skills, ideas, or the strategies, teacher can do adaptation<sup>12</sup>.

The reasons of pre-service English teachers for adapting material have some relations to the theory of Nation and Macalister, Richard, and

<sup>11</sup>I.S.P. Nation – John Macalister, *Language Curriculum...* 161.

<sup>12</sup>I.S.P. Nation – John Macalister, *Language Curriculum...*161.



Graves said that the activities in textbook may not be mixed well<sup>15</sup>. This theory is in line with ‘unbalanced contents’ reason. Textbook of curriculum 2013 consist more learner-centered practices and tasks like learning by doing activities that are intended to make the students interested in taking their part on it. However, pre-service English teachers need more content that can be used as explanation for their students. for that reason, they adapted the textbook.

<sup>15</sup> Kathleen Graves, *Designing Language...* 174