

CHAPTER V

CONCLUSIONS, IMPLICATIONS, LIMITATIONS, AND RECOMMENDATIONS

The last chapter provides the conclusions of this research, the limitations and the recommendations for further research. Conclusions are built up on the basis of research analysis and its findings. Limitations and recommendations are addressed to the practitioners in ELT who are interested in conducting further research about the utilization of the internationally published textbook within the framework of Curriculum 2013.

5.1 Conclusions

This research addresses four core ideas to investigate namely the process of selecting the material from the internationally published textbook, the process of setting the goal of learning from the internationally published textbook, the process of teaching the materials from the internationally published textbook, and the teachers and management staffs' beliefs towards the utilization of internationally published textbook within Curriculum 2013. As international published textbooks play an important role in teaching and learning process at school and have a tendency to have their own syllabus made by the authors, this research would like to elaborate the process of its utilization within the framework of Curriculum 2013. A case study method is chosen as the method of the research as the researcher intended to observe the phenomena without being involved in it. Furthermore, it is to compare the phenomena between two schools as the objects of the research. The respondents of this research are the English teachers of grade X from two schools and a superintendent of education from Bandung Education Office. These research respondents are purposively selected to picture the most representative, valid, reliable, and relevant data regarding the process of utilization of international published textbook within the framework of Curriculum 2013.

Data from interview transcripts, observation field notes, lesson plan analysis, and syllabus analysis are analyzed to answer four research questions i.e.

how do the teachers select the materials from the internationally published textbook?, how do the teachers set the goal of learning before teaching?, how do the teachers teach the materials from the internationally published textbook?, and what are the teachers and school managements' belief towards the utilization of internationally published textbook and Curriculum 2013? The findings and discussion result of the first research question signify there is a lack of competency to interpret the basic competencies from Curriculum 2013. This makes teachers reluctant to do adjusting process between the material from the internationally published textbooks and the basic competencies from Curriculum 2013. Interestingly, the teachers from SHS Bumi did some effort in adjusting process eventhough they do not understand the basic competencies from Curriculum 2013.

In the process of setting the goal of learning, the teachers from SHS Bumi set the goal of learning based on the KI-3 from Curriculum 2013. They also combine it with the learning objectives provided from the internationally published textbook. Meanwhile, the teachers from SHS Pertiwi did this by following the description of learning objectives provided by the internationally published textbook. It is essential to understand the basic competencies from Curriculum 2013 in order to be able to set the goal of learning.

In the process of teaching the materials, the teachers from SHS Bumi did not fully follow Curriculum 2013 but they combined it with the need to learn for Cambridge test in the form of drilling the grammatical materials. Meanwhile, the teachers from SHS Pertiwi taught the students based on the materials from the internationally published textbook and the learning was dominated by the grammatical content. In short words, it can be concluded that the learning about grammatical content is emphasised in both schools eventhough they are following different goal of learning. This findings in line with the argument from the superintendant of education that when the teachers do not understand the essence from the description of basic competencies from Curriculum 2013, the learning process will be dominated by KI-3, which is (only about) the knowledge of the subject (English). In fact, the product of learning English is not only about the knowledge but also the skill to use the language in daily practices.

Furthermore, when it comes about teachers and school managements' belief on the internationally published textbook and Curriculum 2013, it can be concluded that the teachers from SHS Bumi have a positive belief on the use of the internationally published textbook to accomodate the needs of the students. Without denying the fact that there are challenges in utilizing the internationally published textbook, they attempted to adjust it with the requirement needed from Curriculum 2013. On the other side, the teachers from SHS Pertiwi articulated their beliefs on Curriculum 2013 as the burden. As they admit that the following the guideline of basic competencies set in Curriculum 2013 created a problematic situation because the arrangement materials of international published textbook are different from Curriculum 2013. These differences that the teachers have in perceiving Curriculum 2013 and the internationally published textbooks might lead the students to not having accomplished the national standards of learning English.

5.2 Implications

This research shows that the utilization of the internationally published textbook cannot fully follow the framework of Curriculum 2013 because each is made by different party and different purposes. Even so, the EFL teachers from both schools, SHS Bumi and SHS Pertiwi attempted to follow Curriculum 2013 in a different nuance. SHS Bumi did that by doing materials adjustment with the basic competencies from Curriculum 2013; meanwhile, SHS Pertiwi did a book review before choosing the internationally published textbook for their students. The tension does not seem to be the major problem because on one side, the EFL teachers of SHS Bumi are still allowed to teach based on the materials from the internationally published textbook (Aim High 4) (what so called as 'Cambridge approach') if the materials from the textbook does not meet the basic competencies from Curriculum 2013. On the other side, the teachers of SHS Pertiwi are freed to not follow the basic competencies from Curriculum 2013 in their teaching and fully follow the objectives that has been provided in the internationally published textbook (Choices).

The implication that can be taken from this research is that first, the teachers need to make a students' need analysis before deciding what internationally published textbook to be used. By doing that, implicitly they have done an attempt to follow the national standard of (English) education in this country and still fulfilling their rights as the teachers to explore what materials to teach to their students. They do not lose their space to explore what best for their students. Second, it is important for the EFL teachers to do MGMP seriously because it is one of the solutions to minimalize the gap between the internationally published materials and the basic competencies demanded from Curriculum 2013. Third, the understanding of the essence of core and basic competencies is important to be possessed by the teachers because they are the indicators that can help the teacher to guide their teaching and set their goal of teaching English to the students. Fourth, because utilizing internationally published materials within the framework of Curriculum 2013 requires more time to learn despite of the limited time of learning English that the teachers have, they need to be discipline and prepare what to teach in every meeting or in other words, they need to be really concern about the time usage in their classroom so that the learning can run effectively.

5.3 Limitations

The limitations of this research are that first, there is no a deeper interview done with the staff or the schools' management to gain the reason why they choose to use the internationally published textbook and how they attempt to adjust it within the framework of Curriculum 2013. The data was gained through questions that were given by using Whatsapp. The perspective or data gained from the EFL teachers as the doers of the EFL teaching is surely different from the data that might be gained from the schools' staff as the policy makers in the schools.

Second, there were only four times of observations done due to the time constraint. It influences the depth of observation data that could be gained from both schools and the picture of how the internationally published textbooks were done in both schools. Third, this research also limited to exploring how the private

schools utilizing the internationally published textbook within the framework of Curriculum 2013. The research findings would be richer if the schools that are compared are the schools from private and state school. Fourth, the findings of this research are not verbalized in a systematic way. The style of writing the findings is sporadic which can triggers confusion in understanding it.

5.4 Recommendations

Mirroring on the limitation that this research poses, this section suggest a number of recommendations for various parties. The recommendations are either conceptual or practical; adjusting to which party it is addressed for. In general, recommendations are formulated to enable a better practice of utilization of the internationally published textbook within the framework of Curriculum 2013.

As it has been clearly described in chapter III, the design of this research is a case study embracing qualitative research which data are mainly obtained from two schools. To conduct further research with more number of schools to involve with different context to fill in the possible gap and to yield a deeper investigation report, different research methods but still in the case study (i.e. other types within qualitative method, various quantitative methods or mixed methods) are of choices. It is worth to note that this research focuses on the practice and tension behind the utilization of international published textbook yet the research report shows only a few elaboration of how it was utilized in the context of senior high school study. Therefore, conducting research on the same topic but different methods, next researchers can add other data collection techniques other than those which have been employed in this research to gain more elaboration on the utilization of international published textbook. Furthermore, research on other levels of education is worth carried out as this research places its focus on senior high school level only. In addition to it, conducting a research that includes both private and state schools is also recommended to see the difference that might happen between both.

Another recommendation is for the government to create a workshop for the EFL teachers that happen to use internationally published textbook to learn about the negative impact of glorifying nativespeakerism in teaching English

nowadays. It can be in form of seminar. This is as an effort to minimize the wrong beliefs about making nativespeakers as the standard of good English. Another relevant topic of research to investigate is how the utilization of the internationally published textbook can foster the achievement of 21st century skills. Those skills are now becoming the target of many educational contexts. Therefore, it is crucial to explore how the utilization of the internationally published textbook may contribute to the 21st century skills achievement.