

**UTILIZATION OF INTERNATIONALLY PUBLISHED
TEXTBOOKS WITHIN CURRICULUM 2013:
PRACTICE AND TENSION
(A Case Study at Two Private Schools in Bandung)**

A THESIS

Submitted in partial fulfilment of the requirement for the Master's Degree in
English Education



By

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**UTILIZATION OF INTERNATIONALLY PUBLISHED TEXTBOOKS
WITHIN CURRICULUM 2013: PRACTICE AND TENSION
(A CASE STUDY AT TWO PRIVATE SCHOOLS IN BANDUNG)**

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Sebuah tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd) pada Fakultas Pendidikan Bahasa dan Seni

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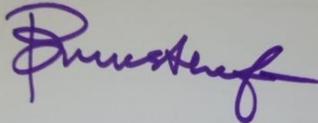
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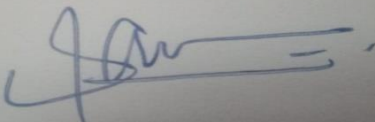
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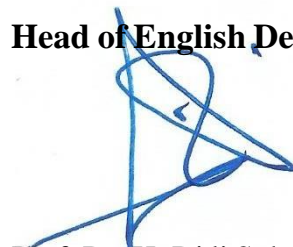
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Abstract

This study aimed to find the tension in the practice of utilizing the internationally published textbooks at two private schools in Bandung. The study used a case study with data collected through document analysis, interview, and observation. The findings reveal that there is tension happening in different nuance from both schools. SHS Bumi (pseudonym) utilized the internationally published textbook by attempting to do adjustment between the learning materials from the textbook to the basic competencies (KI-3) in EFL syllabus; meanwhile SHS Pertiwi (pseudonym) did that by completely follow the guideline given in the internationally published textbook. This differentiation appears as the result of different beliefs possessed by the teachers from both schools. The findings also reveal that the tension does not seem to be something that matter in the process of utilizing the internationally published textbook within Curriculum 2013. It happens as the teachers from both schools do not necessarily put Curriculum 2013 as a rigid thing to fully follow in practice. This has both positive and negative side. The positive one is they (the SHS Bumi's EFL teachers) are flexible in selecting the materials from the textbook. The negative one is that they (the SHS Pertiwi's EFL teachers) completely put aside the essence of following the basic competencies from Curriculum 2013 by fully following the learning objectives given by the author of the internationally published textbook. The nativespeakerism where the teachers prefer to use the internationally published textbooks because they are written by the native speakers is found in both schools. However, the teachers from SHS Bumi managed this issue better than the teachers from SHS Pertiwi. The more positive the belief of the internationally published textbooks and Curriculum 2013 possessed by the teachers, the less tension that they experienced in utilizing the internationally published textbook within the framework of Curriculum 2013. The better understanding the teachers have about the essence of basic competencies and goals of Curriculum 2013, the better process of utilizing the internationally published textbook that the teachers can do.

Keywords: classroom practices, Curriculum 2013, internationally published textbook, tension, utilization, policy

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