

CHAPTER I

INTRODUCTION

This chapter deals with the background of the study, problems of the study, aims of the study, scope and limitation of the study, significance of the study, clarification of key terms, and organization of the thesis.

1.1 Background of the Study

In attempt to provide the best materials for achieving learning goals, curriculum objectives, and learners' needs, teachers have been using various techniques including materials adaptation. However, it is not such a light activity to be carried out. It was found that teachers may still have lack of experience and familiarity dealing with materials adaptation due to the time limitation because of their abundant tasks (Marand, 2011; Tomlinson & Masuhara, 2018). A study has pointed out that teachers in public schools often experienced material shortage and lack of preparation time to design and adapt their teaching materials even though they believe it is essential to support their lessons with a variety of teaching materials that can foster learning (Larenas, Hernandez, & Navarrete 2015). These constraints from the institution(s) where teachers work can also cause the teachers to be demotivated to adapt teaching materials (Duarte, 2008). Such situations cause them to prefer using an available materials (textbooks) instead of adapting them to cater the learning goals and/or students' needs (Halim & Halim, 2016; Stec, 2016).

Furthermore, materials adaptation is difficult for teachers due to lack of experience and understanding because hardly teachers have any formal training before they take up the teaching profession (Halim & Halim, 2016). To make materials adaptation, teachers are required to reflect on teaching materials' effectivity, feasibility, and appropriateness to the leaners as well as learners' preferences (Ibrahim, Aziz & Nambiar, 2013; Navarro, 2015). Therefore, pedagogical plan demands teachers to consider a situated practice (the potential of effectiveness in regard to enactment conditions, learners' profiles and expectation). Furthermore, adaptations require the skill of the teacher who can

bring careful changes and watchful manipulations in the text for contextual suitability (Dar, 2012). With regard to this, the success of developing good materials hugely depends on teachers' understanding and ability to adapt the existing materials suitably (McDonough, Shaw, & Masuhara, 2013).

The adaptation of materials undoubtedly reflects the concern of the teachers about their learners in terms of learning atmosphere and objectives. There is no single material that can perfectly fit any teachers as well as learners (Maley, 2011). For that reason, once teachers identify a mismatch between the teaching materials and the needs and objectives of the classroom, they have to come up with the idea of adapting the materials (Marand, 2011). Some teaching materials are found to diminish students' interest by proposing easy practice activities that do not challenge learners cognitively or emotionally (Duarte, 2008). In this case, incorporating new activities into the development of the lessons as the response to the learners' language needs is necessary (Larenas, Hernandez, & Navarrete, 2015). Inadequate listening materials also becomes the concern for teachers (Aziz, 2014; Hasanah, 2016, Hanifa, 2018). Besides, the materials that contain much foreign substance, which learners do not relate to well might be replaced with localized matter (Dar, 2012) as it presents culture which learners identify and easily relate to (Navarro, 2015). Many ELT materials (especially global course books) are also argued to make many learners of English failed in acquiring competence in English and in developing the ability to use it successfully owing to the lack of varied communication tasks (Tomlinson, 2008; Akbari, 2015). This indicates the need of modifying the language tasks. Accordingly, adapting materials is rationale; especially, if the focus is on making the teaching more relevant to the students with whom teachers are in day-to-day contact (Nikoopour & Farsani 2011; McDonough, Shaw, & Masuhara, 2013; and Rodrigues, 2015).

Adapting the materials will enable teachers to achieve more compatibility and fitness between the teaching materials and the teaching environment, and maximize the value of the materials for the benefit of their particular learners and for the most effective teaching outcomes to achieve. Previous studies have indicated that doing materials adaptation in foreign language education have lots of advantages. Evaluating and adapting activities can increase the teachers'

potential for teaching and learning (Dickinson, 2010). In addition, adaptation allows teachers to use authentic materials from which learners can understand more natural and realistic examples of language use (Dar, 2012; Al-Azri & Al-Rashdi, 2014; Akbari & Razavi, 2015; Ebrahimpourtaher & Hamidi, 2015). This undeniably supports the aim teaching English in Indonesia that is to enable students to communicate in English both written and oral forms in certain literal level (Minister of Education and Culture, 2014). Besides, students are highly likely to be more motivated and engaged in learning activities as the adapted materials tend to be relevant to the students' life (Duarte, 2008; Dar, 2012; Littlejohn, 2012; Ebrahimpourtaher & Hamidi, 2015). Materials adaptation also enables teachers to integrate technology into learning whether as tools or as learning sources which are acknowledged to establish high quality teaching and learning in nowadays education (see Suherdi, 2015; Meshkat & Mohammadpoor, 2015; Wilkinson, 2016; Bajramia & Ismailia, 2016; Wu, Pan, & Yuan, 2016; Bilyalova, 2017).

Despite its benefits, the urgency for the teachers to adapt their teaching materials still remains as an issue among scholars. Some studies revealed that teachers sometimes hesitate or choose not to adapt their teaching materials. Materials adaptation is not necessarily needed when teachers are occupied with well-written textbooks especially the ones developed by experienced writers. Instead, using these textbooks would be less time consuming, offer teachers convenience, facilitate their professional development, and show them to be creative in teaching (Ur, 2015, in Tomlinson & Masuhara, 2018). Institutions where teachers teach may also have certain policy in which standard tests are based on certain textbooks and syllabus that hinder them to do materials adaptation (Dar, 2012; Stec, 2016).

On the other hand, adaptation is considered a necessity rather than an option in some cases of EFL classrooms. In a study taken place in China, 18 senior teachers emphasized the need to adapt materials into their textbooks by considering the topics provided in the textbooks as boring and outdated. Thus, they chose to supply more interesting topics while adding other personalized modification where they think appropriate (Bolster, 2014; 2015). Meanwhile, in

another study, a teacher designed a unit with the focus on “how to take care your puppy” inspired by the fact that most students in her class have a pet. Rather than giving unfamiliar topic to her students, she selected something more closely-related to the students’ lives to attract their attention. Using this sort of material, the teacher succeeded in preparing a meaningful learning to her students both in form of language and in attitude toward their pets (Navarro, 2015). The data obtained from a study on Singaporean teachers revealed that 90% of the teachers believed that adaptations to materials are essential when coming to giving appropriate materials for their students in the aspects of contexts and beliefs no matter how well-made the existing materials (textbooks) are (Loh & Renandya, 2016). Thus, teachers have full responsibility to make necessary adjustment to the materials in order to fit what their students need and what can help the students learn better.

Focusing on Indonesia context, research on materials adaptation in EFL classroom is limited although it becomes the crucial strategy. Some of few studies related to EFL materials focused only on exploring teachers’ beliefs about the use of internationally-published materials (Zacharias, 2005), teaching materials used in language courses (Floris, 2013), and the use of authentic materials in teaching English (Huda, 2017). Meanwhile, another study only concerned with government textbooks and neglected the use of supplementary materials employed by teachers in their practice (Jazadi, 2003). Some other studies emphasized English materials for character building (Hasanah, 2016), supplementary materials for the tenth year students of senior high school (Yuniari, Nitiasih, & Budasi, 2014), and theoretical insights in developing listening supplementary materials (Aziz, 2014). The other study provided the overview of how can English materials be supported with CLIL (Content and Language Integrated Learning) in which teachers integrate the English materials with other subjects (Prasetianto, 2014).

From the previous studies, it appears that there are still questions requiring further comprehensive studies to link teachers' thoughts and actions in the classroom with students' learning, particularly in regard to using teaching and learning resources. Since adapting teaching materials in EFL classroom is a contextual process (Islam & Mares, 2003; McDonough, Shaw, & Masuhara, 2013;

Tomlinson & Masuhara, 2018), the process of adaptation should be explored from how teachers plan the teaching process followed by how they design and how they implement what they have planned. Therefore, in order to provide inclusive evidence of how teachers are trying their best to help the students based on their beliefs of how teaching and learning should take place and their perceptions of the benefit of the students, further studies in different contexts of ELT practices need to be conducted.

Concerning the above elaborations in relation to the problems, this present study is undertaken to further investigate teacher's ways of adapting EFL teaching materials, the benefits of the adapted materials on students' language learning and the challenges encountered by the teacher. It is highly expected that understanding more about materials adaptation will enable both teachers and materials developers to find better solutions for the issues relating to the successful teaching and learning process.

1.2 Research Questions

Supported by the arguments described above, this study focuses on the following questions.

- 1) How does teacher of senior high school adapt EFL teaching materials?
- 2) How do the materials adapted by the teacher facilitate students' language learning?
- 3) What are the challenges encountered by teacher regarding the adapted materials?

1.3 Research Objectives

Based on the research questions mentioned, the objectives of this research are (1) to describe how teacher of senior high school adapt EFL teaching materials, (2) to describe how the materials adapted by the teacher facilitate students' language learning, and (3) to describe what challenges faced by teacher regarding the adapted materials.

1.4 Significances of the Research

The results of this study are expected to have theoretical significance as well as practical significance. For theoretical significance, this study is expected to give inputs in designing English materials especially for those who design tasks that develop students' English skills. This study may also be used as references for those who want to undertake a research related to EFL materials for senior high school.

For practical significance, this study hopefully will give meaning and understanding to the teachers so that they can be more proactive with teaching-learning process and produce the most suitable adapted materials to support the content of learning, especially for English subject. Furthermore, this research can be a source for book writers to write English books which enables students to develop all components of English skills. This research results are also expected to be useful and can provide information for the government and schools to carry out materials development training or workshop so that teachers can become better materials developers.

1.5 Scope of the Research

The scope of this research is restricted to EFL materials adaptation made by teacher who teaches in senior high school. In this study, teacher's ways of materials adaptation are explored. Also, the study is set to investigate challenges faced by the teachers while adapting and implementing the materials as well as the benefits of the materials on students' language learning.

1.6 Clarification of Key Terms

To avoid misunderstanding, some key terms are clarified as follows.

Teaching materials are a set of materials used in teaching and learning process to achieve certain language learning goals. Teaching materials in this study refer any sort of teaching materials used by teacher in the context of senior high school which include textbook as compulsory source and other supplementary materials such as pictures, videos, audios, exercises outside of the textbook, and so forth.

Adaptation of teaching materials means making arrangements to existing materials in order to fit them or make them more appropriate for a particular group of students and able to meet the curriculum's objectives which can be done through the process of reducing the contents of the materials, adding more inputs, omitting irrelevant parts of the materials, and providing supplementary materials from other sources.

1.7 Organization of the Thesis

Having described the background of the study, problems of the study, aims of the study, scope and limitation of the study, significances of the study, and clarification of key terms in this chapter (Chapter I), the following outline provides an overview of the remaining chapters in this thesis.

Chapter II is about review of literature. It comprises the nature of language teaching materials, the use of commercial and authentic materials, considerations for choosing teaching materials, concept of materials adaptation, reasons for adapting the materials, objectives of materials adaptation, the processes of materials adaptation, challenges in materials adaptation, principles for language teaching materials, teaching materials and materials adaptation in curriculum 2013, and concluding remark.

Chapter III presents the methodology used in this study. It relates to research design, site and subject, research instruments, data collection procedure, and data analysis.

Chapter IV reports and discusses the findings in relation to the literature reviewed and the study objectives.

Chapter V presents conclusions by highlighting the issues and the important results of the study. It also describes the implications of this study, as well as limitations of this study and recommendations for future research.