

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents conclusions and suggestions. These conclusions were based on research findings in the previous chapter. Some suggestions are also given in the end of this chapter.

#### **5.1 Conclusions**

In the light of the findings of the current study, some ways of adapting EFL materials, how the materials facilitated learning, and what challenges the teacher faced in materials adaptation are noted.

In doing materials adaptation, the teacher performs some adding, deleting, modifying, simplifying, and reordering on the materials she brought into the class. Adding is employed by the teacher as a strategy to meet the teaching objectives optimally (e.g. to help students becoming competent at English) and to make the learning becomes not monotonous. In this case, the materials adapted are both in forms of additional sources and replenishment tasks. Concerning the sources, the teacher tends to provide students with more texts that are considerably associated to the culture of the students taken from available sources at school and the internet. Moreover, with the advancement of knowledge and technology, she provides the materials by utilizing numerous media (e.g. videos, power point, audio, pictures) from which students obtain more inputs of the actual use of language. Besides, the teacher manages to add some language tasks for students which consisted of grammar items discussion, speaking practices, and questions generating comprehension in attempt to comply students' needs of English language mastery as well as to enhance students' understanding of the lesson.

Meanwhile, deletion is taken into account by the teacher due to two main reasons. The first is because the mismatch of teaching materials with the ability of students. As the teacher recognizes some students still have low English proficiency, she decides to omit several part of the materials to avoid confusing students in regards that the materials are too difficult for the students. The second reason of materials deletion is owing to the limitation of teaching time. To pursue

all materials of learning demanded as the basis of school' exam with the limited teaching schedules (e.g. once a week), the teacher is encouraged to do deleting on some exercises within materials which are deemed to be extra and can be learned by students independently.

In terms of modification, the teacher highlights the contexts revision, tasks adjustment, teaching procedures reform, and language environment variation. Some contexts of materials are revised to emphasize students' experiences by inviting the students to select the familiar topics and seek additional materials that determined their interest. Meanwhile, some teaching procedure activities are modified to cope with the school' policy (e.g. decision to have the exam sooner forced teacher to provide homework assignment instead of classroom discussion) and to meet teacher's personal experience as learners (e.g. teacher introduces her own framework to write a text). Language tasks are adjusted to be more authentic to nurture students' English competency to be independent learners who would be ready for communicating in real life. And to provide students with different learning atmosphere, the teacher often conducts teaching and learning process outside classroom setting (e.g. school's library).

Simplifying certain parts of the teaching materials is also done. To make the learning easier, the teacher simplifies some instructions available from the materials which are postulated to be too long and complicated so that they would be not misunderstood by students. The teacher also seems cautious to employ simplifying strategies as she realizes that the tendency to simplify may hinder the development of students. Therefore, the process made by the teacher does not include simplifying the tasks. In other words, the level of difficulty of the materials does not change.

In addition, the teacher also performs reordering on the sequence of learning activities. This highly depends on the classroom situation (e.g. students became less focused) and the time allocation of the lesson (e.g. teacher still gets plenty of time in classroom). The teacher would either delay or speed a sequence of learning to meet a conducive learning situation which supports students in understanding the lesson

The use of these adapted materials facilitates students' learning and is considered useful in a number of ways. Firstly, the materials are designed to be easy to be implemented by the teacher and followed by students in teaching and learning process. Secondly, the activities of the materials are meaningful to support learning objectives determined by the curriculum. Thirdly, they are prepared to cater different learning styles (e.g. visual, auditory, studial, kinesthetic learners). Fourthly, the materials help students to build positive attitude toward language learning and materials through the use of videos, game, personalization, and controversial text. Furthermore, fascinating presentations and appealing contents of the materials are able to captivate students' curiosity, interest, and attention. Also, the use of familiar topics and supportive learning activities causes students to feel secured and comfortable with the materials. In addition, most of the activities suggested by the materials encourage the students to be more independent, and responsible in doing the tasks given. The materials also allow students to get exposure to rich and meaningful inputs (e.g. individual written and spoken words/phrases/sentences/, extended discourse both written and aural as well as graphic). Besides, the materials mostly suggest communicative activities which are beneficial to develop students' communicative competence. Moreover, the challenges activities of materials assist students' cognitive work and gradually boost their confidence. Lastly, the materials enable students to received feedback both in the form language accuracy and language effectiveness.

Despite their valuable benefits to students' language, the materials still show some problematic concerns. In some occasions, the materials do not allow students to share how they feel towards the materials while the materials might only be interesting for certain students. Furthermore, students who develop anxiety when completing activities in the materials may result in poor performance at tests. The short period of learning hours also contributes to students' low achievements as they are expected to have full understanding of the materials tested yet they have to do the learning activities within the limited time. The use of authentic materials is hard to understand for some students due to the difficult words and language structures. Also, relying too much on the use of first language in classroom activities may not promote students' comprehension

optimally which then affects student's behaviors in learning. When students have questions or attempt to interact, they would be addicted to use their first language instead of English.

In doing materials adaptation, teacher faces a numbers of challenges both in the process of making and implementing the materials. From the preparation concern, the findings make it apparent that the time limitation the teacher has due to abundant tasks is the main obstacle that hampers the teacher to develop the best materials she should have. It is also followed by the lack of professional training that the teacher has which may cause her to not having adequate insight into materials development. Accordingly, she often finds it hard to deal with the inaccessible sources of materials and the fear of producing irrelevant materials.

When it comes to the materials implementation, the challenges are derived from school and students. The teacher needs to work harder to deal with the insufficient facilities (e.g. projector, laptop, HDMI cable, loudspeaker, etc.), tight teaching schedule which makes her hurried in teaching, a lot of school activities which cause students to miss some meetings, and tasks demanded by other teachers which sometimes delay task completion. Meanwhile, from the students' aspect, teacher has to be aware of students who are easily distracted by other things (e.g. their friends and smartphone). Also, students' lack of cooperation and creativity and feeling pessimistic over their ability are among the challenges that require the teacher to be more selective in implementing language teaching materials.

## **5.2 Suggestions**

Based on the results of the study, the following suggestions are made. First of all, teacher who is currently involved in the process of English language learning and teaching needs to be more conscious and critical of what goes on in the materials. The evaluation of the materials used should be carried out more seriously and consistently so that the mismatches of the materials can be thoroughly identified and will lead to the appropriate adaptation. Also, teacher should began to involve students in doing materials adaption so that their needs can be catered comprehensively. It is also important for teacher to participate in

any training, workshop, and conference discussing the issues of materials development since such activities will help teacher be more creative and innovative in producing suitable language teaching materials.

The second, the publishers of teaching materials should conduct a regularly retrospective assessment of their books and make the necessary adjustment to constantly update and improve them. The materials produced need to include more add-ons part containing internet sites to be used as additional learning sources for both students and teacher and extra materials supporting the authentic inputs and outputs activities. As a result, students will not achieve the success of learning the language in their academic content, but also in their real life situations.

The third, the educational authorities are highly suggested to provide supports for teacher in conducting materials adaptation. Sufficient preparation time, adequate facilities, and conducive learning environment should be offered to the teacher. In addition, more practical trainings or workshops on developing teaching materials, followed by the controlling activities need to be undertaken by the government and school. This will trigger teacher to further explore materials adaption in her/his teaching context.

The last but not least, since the current research has just concentrated one EFL teacher in one region, the results are not supposed to be generalized to all conditions of EFL teachers in Indonesia. Continued studies are recommended to involve more participants including teachers and students to reveal more objective and in-depth analysis of materials adaptation and its influences on students' language learning. Besides, the present study was carried out at senior high school level, it would, therefore, be interesting to learn more about materials adaptation from different levels such as junior high school or university level.