CHAPTER I

INTRODUCTION

This chapter introduces background, research questions, the aim of the research, significance of the study, limitation of the study, research method, clarification of the related terms, and the organization of the present study.

A. Background

Teaching materials are crucial in most language classes because they generally become the basis for activities and practices in the classroom. They become the language input students receive, provide teachers ideas on how to plan and teach lessons, and serve as formats for teachers to use (Richard, 2001: 251). Absolutely, a teacher or an institution wish to provide teaching materials that fit to the learners' needs. The problem is that kind of material may not be available commercially.

Sometimes teacher have to design their material in essence to have a material which is fit the classroom. In fact, some teachers just adopt a book without considering whether the materials are fit to the students in the class room or not and characteristics of a good materials. Purnamawati (2003) stated that It results some problems such as the students are not interested in learning English, they failed to master the lesson, they complained that the lesson is boring, and the materials are not relevant the students' need in the field.

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Brown (1995: 139) defines material as any systematic description of the technique and exercises to be used in classroom teaching. The technique and exercises include the lesson plan, packets of audio visual aids, games, or other types of activities that are used in the classroom. To make it clear, Teaching materials in this study refer to a textbook or a course book, institutionally prepared materials, teacher's own materials, and instructional materials (Richards, 2002: 251). In addition, Richards also says that much of the teaching materials of the language teaching that occurs throughout the world today could not take place without the extensive use of commercial materials such as (a) printed materials such as books; (b) non-print materials such as audio materials; (c) materials that comprise both print and non-print sources such as self –access materials and materials on the internet.

Nowadays we can find a lot of text books, pictures, charts, realia, and technological aids (audio tapes, videos, and computers) to support classroom teaching-learning activities. Generally, schools and the other Indonesian institutions which provide English class use textbook to provide students materials to be studied. Brown (2001: 136) states that It is important for teachers to find kinds of materials that are available, to decide which one will work and will not, and to decide whether they have to create their own materials or not. Using a text book may be the easiest way for a teacher, open a page of the book and begin teaching systematically using the materials prepared in the course book

thoroughly. Using this strategy, a teacher does not have to pay more thought or effort in the process.

On the other hand, it is highly believed that there is no text book that really fit a class room needs. Three strategies which can be done In order to have materials which fit the needs, the instructional goals, and objectives are: adapting, developing, and adopting materials. Concerning the importance of teaching materials in language teaching and learning, therefore, this study is conducted to reveal the material adaptation technique employed by LAN Language Centre.
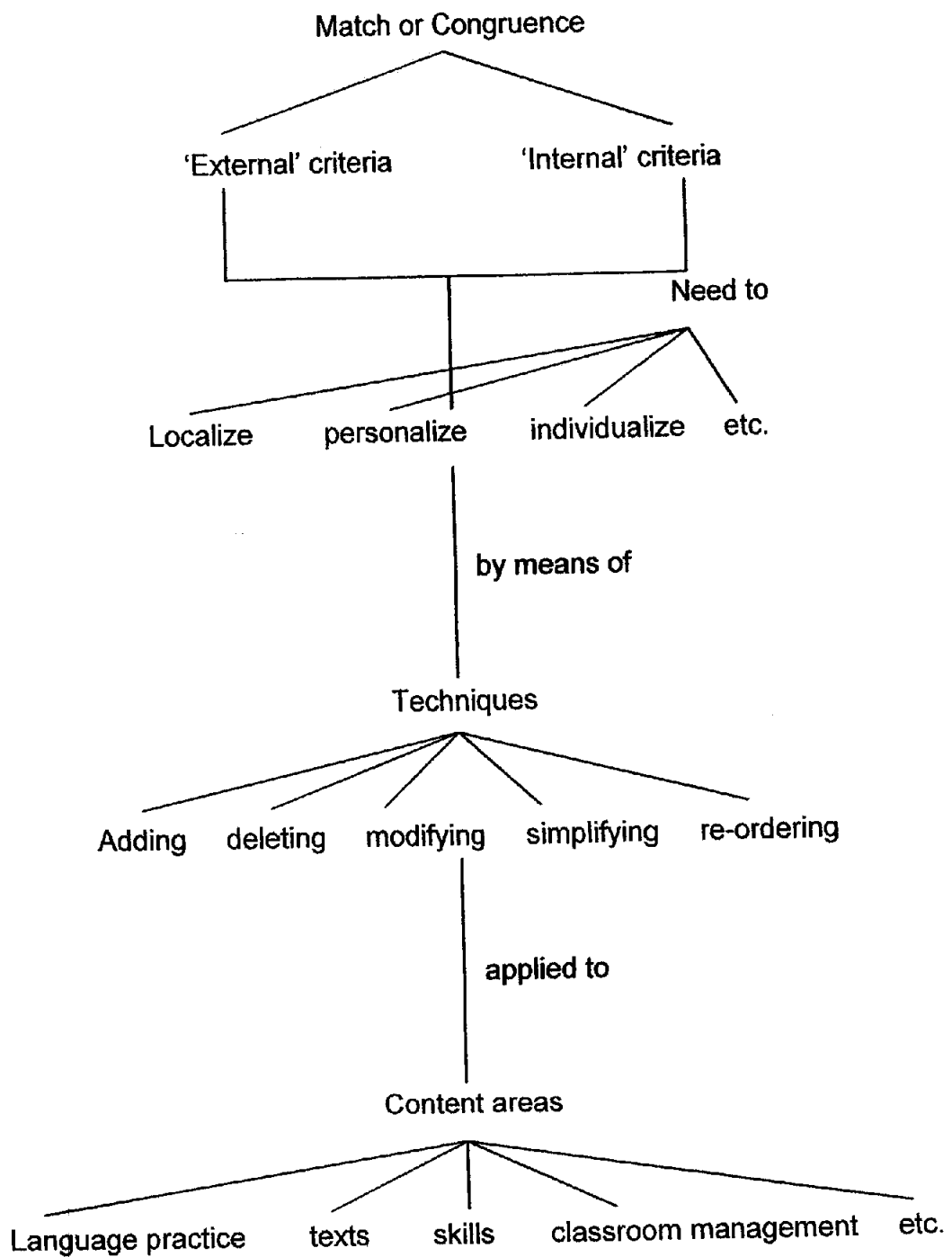
Regarding the role of materials in a language program, teachers are prompted with the decision to use authentic materials or created materials. According to Richards (2002: 252), authentic materials refers to the use in teaching of texts, photographs, video selections, and other teaching resources that were not specifically prepared for pedagogical purposes; on the other hand, created materials refers to textbooks and other specifically developed instructional resources.

Different forms of teaching materials are needed to create an effective teaching that may meet the needs of the students as well as the teacher's teaching style with current issues and methods. The adaptation is necessary to take place to know the fact that any given course book may not cater these current developments; even if it may be, it may not be totally applicable (McDonough and Shaw (1993: 83). For that reason,
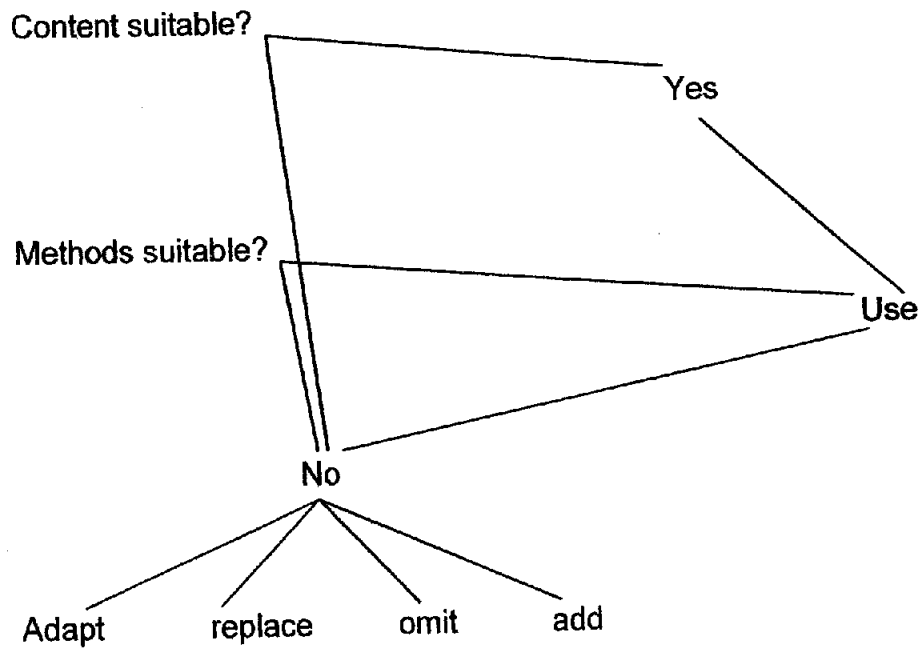
adapting teaching materials are inevitable, and therefore the question of how this can be achieved is indeed the concern of all language teachers.

Adaptation alternatives to a lesson/unit (Gabrielatos, 2004) generally refer to aims, topics, texts, visuals, guidelines and explanations, exercises, activities, tasks, games, quizzes, and questionnaires. In general, teachers adapt their teaching materials by omitting, reordering, replacing, changing, combining, adding (Gabrielatos, 2004), and simplifying, supplementing, and extending (Boudouch, 2002).

As mentioned before, it is highly believed that there is no text book that really fits a class room needs or a particular circumstance, it is important for teacher to adapt their teaching materials. As the one who adapt the materials, therefore, teachers need a workable framework into which the main possibilities for adaptation can be fitted. The following figure shows a frame work of a process of materials adaptation suggested by McDonough and Shaw (1993: 96)

Match or Congruence

'External' criteria   'Internal' criteria

Need to

Localize   personalize   individualize   etc.

by means of

Techniques

Adding   deleting   modifying   simplifying   re-ordering

applied to

Content areas

Language practice   texts   skills   classroom management   etc.

Grant (1988: 17) provides a more simple framework of materials adaptation. This framework can be seen as follows:

Content suitable? ─────────── Yes
                              │
Methods suitable? ───────── Use
                         No
            Adapt   replace   omit   add

From two frameworks above, teachers can decide any suitable features for their own teaching situation and how to adapt the material to achieve better effects on the teaching learning activities. A sequence path of adaptation framework helps teachers to make an adaptation to any teaching materials and methods.

Thus, the writer tried to investigate the material adaptation technique employed by LAN (Lembaga Administrasi Negara) Language Centre English instructors. This topic is interesting to be investigated regarding to the importance of suitable materials in the teaching-learning activities.

In order to investigate the topic mentioned above, this study employed a qualitative method. A case study was employed in order to

gain a detailed and in-depth data related to the English material adaptation in LAN Language Centre. Four LAN Language Centre instructors were interviewed individually about their process in adapting English material delivered to their students. Their materials documents also analyzed in order to gain the targeted data. The data taken from the interviews and data analysis were analyzed and interpreted by employing descriptive analysis.

Considering data required for this study, interview and document analysis were employed as the instruments in collecting the data required. In order to avoid data inaccuracy and incompleteness, the interview was recorded and transcribed.

B. Theoretical Framework

Teaching materials are a key component in most language programs (Richards, 2001: 251). Together with two other components – teachers and students, teaching materials form a three-way process of interaction in the classroom. The absence of one may result in the reduced quality of an effective teaching and learning (Waters and Hutchinson, 1998). The materials playing a key role in classroom interaction and the language learning process can be summarized by the following model: (after Waters and Hutchinson, 1998)

TEACHER

Learning
Opportunities

LEARNERS ⟺ MATERIALS
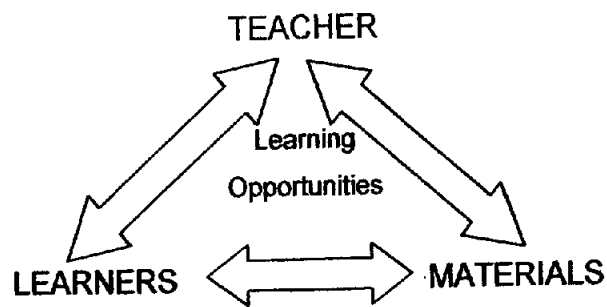
Teaching materials, as mentioned above, indeed play great role in the language course program. Cunningsworth (1995) cited in Richards (2001; 251) summarizes the role of materials in language teaching as:

- A resource for presentation materials (spoken and written)

- A source of activities for learner practice and communicative interaction

- A reference source for learners on grammar, vocabulary, pronunciation, and so on

- A source of stimulation and ideas for classroom activities

- A syllabus (where they reflect learning objectives that have already been determined)

- A support for less experienced teachers who have yet to gain in confidence

For some teachers, teaching materials serve as their primary teaching resources while for some others they regard teaching materials primarily to supplement the teacher's instruction (Richards, 2001: 252). These different views lie on different perspectives of the teachers based

on their subject matter knowledge (what teachers need to know about what they teach) (Richards, 1998: 9) and length of experiences the teachers may have. Both perceptions will determine whether the teachers are textbook's driven or creative one. Whereas for learners, materials provide the major source of contact they have with the language apart from the teacher (Richards, 2001: 252).

Even though teaching and learning process may to some extent take place without the textbooks like conducting conversation, role-plays, and chalk-board work, Brown (2001: 136) argues much of the richness of language instruction is derived from supporting materials. This is to say that the role and uses of materials in a language program are significant aspects of language curriculum development (Richards, 2001: 252).

The role and uses of materials have been acknowledged significantly as Richards (2001: 252) points out that teaching materials provide basis for the content of lessons, the balance of skills taught, and the kinds of language practice students take part in. Similar to Richards, Richards and Rodgers (1986) also puts forward the same idea that instructional materials can provide detailed specifications of content, even in the absence of the syllabus.

As a starting-point for thinking about the process of adaptation, we need to have understanding about evaluating teaching materials as an insight into different views of language and learning and into the principles of materials design, and the background of a knowledge of our students

and of the demands and potential of our teaching situation (McDonough, 1993: 82).

The criteria "external and internal" factors can be used to explain the adaptation processes. According to McDonough, external factors refer to overt claims made about materials, and more significantly the characteristics of particular teaching situations such as learner characteristics, resources, class size, etc. while internal factors (what the materials offer) are concerned with content, organization and consistency such as choices of topics, skills covered, proficiency level, grading of exercise, etc. (1993: 83). Therefore, to adapt materials is to try to bring together those individual elements so that they match each other as closely as possible.

Adapting materials is a basis for providing good material which urges the teachers to be able to:

1. select appropriately from what is available

2. be creative with what is available

3. modify activities to suit learners' needs

4. supplement by providing extra activities (and extra input) (Dudley-Evans and St. John 1998 cited in Richards 2001: 260).

Indeed, the ability to adapt teaching materials in these ways is an essential skill for teachers to develop (Richards, 2001: 260) with the purpose to maximize the appropriacy of teaching materials in context, by

changing some of the internal characteristics of a course book to better suit particular circumstances (McDonough, 1993: 85).

Adaptation is essentially a process of "matching" what the books offer and what we have. There must be reasons to consider why we need to match the two factors in adapting certain teaching materials. These reasons, according to McDonough (1993: 85) will depend, of course, on the whole range of variables operating in your own teaching situation, and one teacher's priorities may well differ considerably from those of another. The reasons covered may include (a) aspects of language use, (b) skills, (c) classroom organization and (d) supplementary material (McDonough, 1993: 87).

In general, the most common adaptation is geared to be in some sense 'communicative' and 'authentic' (Grant, 1988: McDonough, 1993). In this sense, the teacher who uses the materials wants to give the lesson an interactive dimension in which the students work together, negotiating with each other, in order to complete the task (Nunan, 1998: 219).

Adapting materials need a number of changes that will lead to a greater appropriacy. This is most likely to be expressed in terms of a need to personalize, individualize or localize the content of the materials (McDonough, 193: 87). In more detail, *personalizing* refers to increasing the relevance of content in relation to learners' interests, their academic, educational or professional needs. *Individualizing* will address the learning styles both of individuals and of the members of a class. *Localizing* takes

into account the needs of the students from different countries. The last is *modernizing* that shows familiarity with aspects of current English usage.

There are a number of points to bear in mind when we want to make an adaptation. First, this can be seen as another kind of matching process or 'congruence', where techniques are selected according to the aspect of the materials that needs alteration. Secondly, content can be adapted using arrange of techniques: or, conversely, a single technique can be applied to different content areas. Thirdly, adaptation can have both quantitative and qualitative effects. In other words, we can simply change the amount of material, or we can change its methodological nature. Finally, technique can be used individually or in combination with others.

Adapting teaching materials may take a variety of forms. Richards (2001: 260) covers the techniques as follows:

- *Modifying content.* Content may need to be changed because it does not suit the target learners' related factors such as age, gender, cultural background, etc.

- *Adding or deleting content.* The book may contain too much or too little for the program.

- *Reorganizing content.* A teacher may decide to reorganize and arrange the units and reorder the sequence of activities for a particular reason.

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- *Addressing omissions.* The text may omit items that the teacher feels are important.

- *Modifying tasks.* Exercises and activities may need to be changed to give them and additional focus.

- *Extending tasks.* Exercise may contain insufficient practice and additional practice tasks may need to be added.
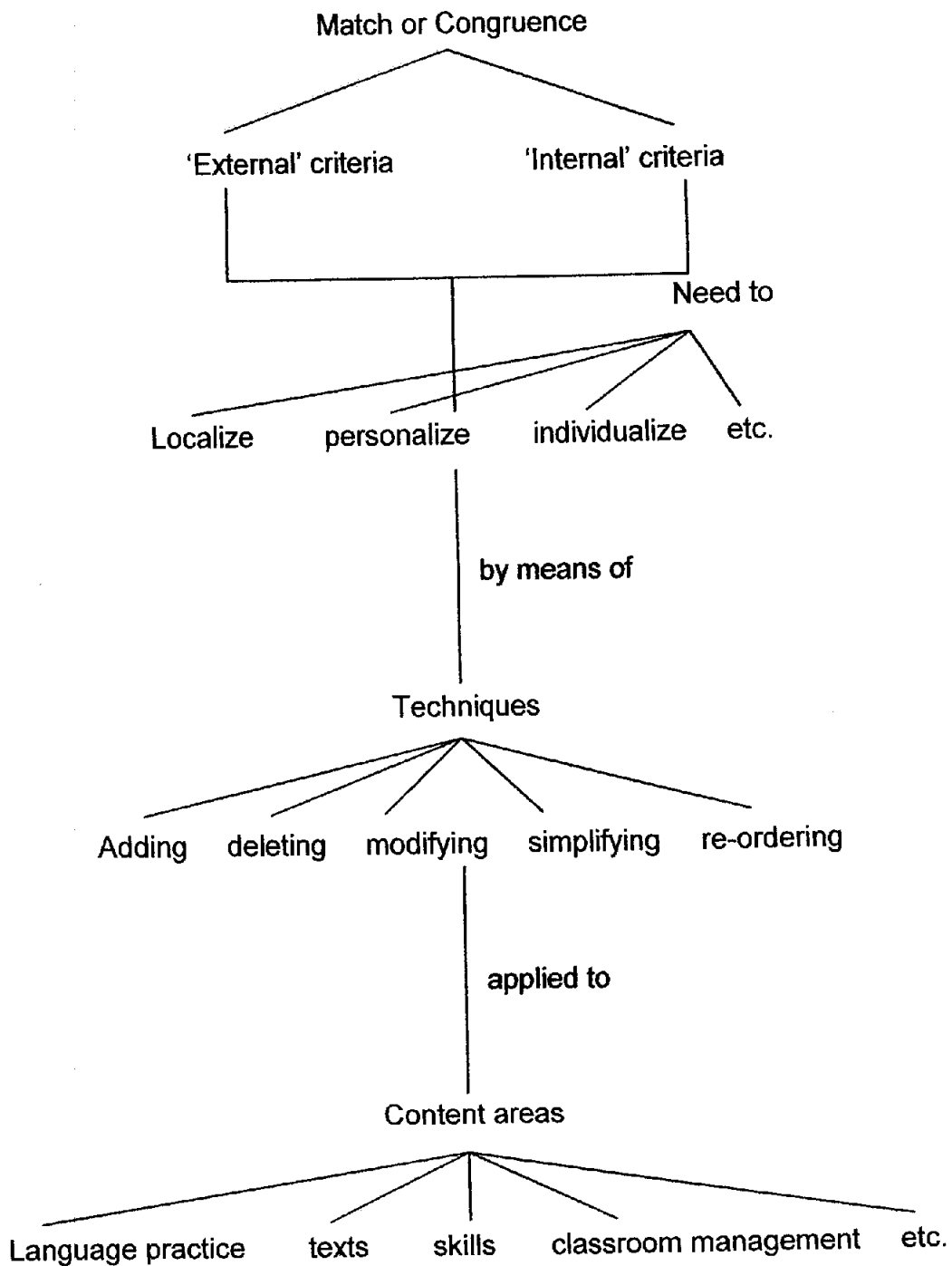
In addition, similar techniques are summarized by McDonough (1993: 88) as follows:

1. *Adding, including expanding and extending. Extending* can be used for example the students find the explanation of a new grammar point rather difficult, so further exercises are added before they begin the practice material. Another, more far-reaching perspective on addition of materials can be termed *expanding* such as if there is insufficient coverage of the skill of listening, the reading passage provided may also be paralleled by the provision of listening comprehension material.

2. *Deleting, including subtracting and abridging.* Reducing the length of materials is called *subtracting* such as some of the language function like "giving directions" or "greetings" may be useful; "expressing sympathy" or "ordering things' may not. *Abridging,* on the other hand, is attached to the need for example to change the lengthy grammatical explanation to be more communicative.

3. *Modifying, including re-writing and re-structuring. Rewriting* is needed for example if audio material is not available, then the teacher can re-write a reading passage and deliver it orally. On the other hand, for example, where the class is too large for the total number of roles available, then the teacher needs to *re-structure* the activity and assigns one role to a number of pupils at the same time.

4. *Simplifying.* To avoid the confusion, therefore the teacher simplifies the instruction and explanation that accompany exercises and activities.

5. *Re-ordering.* It is putting the parts of a coursebook in a different order.

In practice, language teachers may not use all the techniques for a particular unit of a lesson. Instead, techniques can be used individually or in combination with others depending on the teacher's decision underlying the adaptation towards particular part of a given teaching material.

In order to encounter inappropriacy of the content and the method of a particular material in the course book, materials adaptation is inevitable. As the one who adapts the materials, therefore, teachers need a workable framework into which the main possibilities for adaptation can be fitted. Figure 2 shows how the considerations on which the principle of adaptation is based fit together.

Match or Congruence

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by means of

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Methods suitable?

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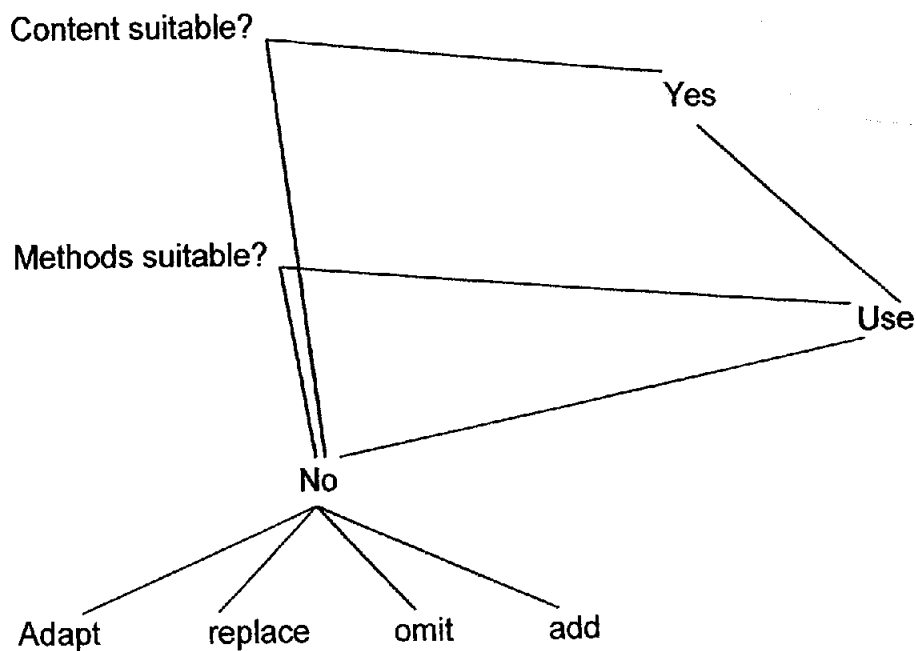
From two above frameworks, teachers can decide on any features of suitable for their own teaching situation and how to adapt the material to achieve greater 'congruence'. Through a sequence path of adaptation framework, it helps the teachers to make an adaptation to any teaching materials and methods.

The ability to evaluate teaching materials efficiently is a very important professional activity for EFL teachers (McDonough and Shaw, 1993: 63). Considering the fact that there is no single book that really matches classroom needs (Brown, 1995: 157), therefore it is important to be able to evaluate the books on some sensible, principled basis (Grant, 1988: 118) through a process of evaluation starting from deciding how

book should be most profitably used in the classroom to how it should be adapted.

Evaluating teaching materials is conducted through three stages of evaluation (Grant, 1988: 119) comprising (1) initial evaluation, (2) detailed evaluation, (3) is-use evaluation. To start initial evaluation according to Grant, it is worth looking at more closely to apply the "CATALYST" test in which the eight letters in the word CATALYST represent the eight criteria to decide whether the textbook is suitable for the classroom use.

C	Communicative	Is the textbook communicative?
A	Aims	Does it fir in with our aims and objectives?
T	Teachability	Does the course seem teachable?
A	Available Add-ons	Are there any additional materials?
L	Level	Does the level seem about right?
Y	Your impression	What is your overall impression of the course?
S	Student interest	Are your students likely to find the book interesting?
T	Tried and tested	Has the course been tried and tested in real classroom?

The answers from the CATALYST test need to be formulated in detailed evaluation. Generally, a teacher generates a questionnaire for this purpose. However, for the sake of the practicality, generally teachers only rely on their own judgment in choosing new materials (Grant, 1988: 121). Ready to use questionnaire is also available for detailed evaluation (Cunningsworth 1995 cited in Richards, 2001: Ur, 1996: Hutchinson and Waters, 1995: Grant, 1988: Litz[3]). Finally, the last stage is in-use

evaluation where we reevaluate the teaching materials for continuous and on going basis.

Another material evaluation put forward by McDonough and Shaw (1993) starts with examining criteria in two stages – external evaluation and internal evaluation. External evaluation seeks for general evaluation of the books as follows:

- The intended audience

- The proficiency level

- The content in which the materials are to be used

- Whether the language has been presented and organized into teachable units/lessons

- The author's view on language and methodology (McDonough, 1993: 68-69)

The next stage is to perform an in-depth investigation into the materials in the internal evaluation. In this stage according to McDonough, we need to investigate the following criteria: the treatment and presentation of the skills, the sequencing and grading of the materials, the type of reading, listening, speaking and writing materials contained in the teaching materials, appropriacy of tests and exercises, self study provision and teacher-learner 'balance' in use of the materials (1993: 77).

The final stage as an overall assessment as to the suitability of the materials by considering the following parameters: the usability factor, the

generalizability factor, the adaptability factor, and the flexibility factor (McDonough, 1993: 78). Thus, when the final stage is achieved, it is hoped that we can then reach our own conclusions regarding the suitability of the materials for specified groups or individuals. However, material evaluation is only one part of a complex process and that materials once selected can only be judged successful after classroom implementation and feedback.

C.   Research Questions

Further more, the writer would like to point out the problem or the research questions as follow.

1. How do English instructors of LAN (Lembaga Administrasi Negara) Language Centre adapt their English teaching material?

D.   The Aim of the Research

These are the aim of the research:

1. To make description in English teaching material adaptation technique employed by LAN Language Centre English instructors.

E.   Significance of the Research

This study is expected to contribute to the practice of English language teaching in essence of providing interesting and encouraging materials for the students to help them mastering English skills. To the English

teachers, hopefully this study helps them to provide an interesting, encouraging, and fit to the students' needs since preparing English material is always be done as long as they are trying to provide students a good materials for the students. Thus, they can provide good materials though they may find different classes with different students' characteristic and needs.

F. Scope of the Research

Based on the aims of the study above, the scope of this research will be limited in exploring the process in adapting English teaching material in LAN Language Centre.

G. Research Methodology

In order to investigate the English material development in LAN Language Centre, this study employed a qualitative method. A case study was employed in this study in order to gain a detailed and in-depth data related to the English material adaptation in LAN Language Centre. Thus, considering data required for this study, interview and document analysis were employed as the instruments in collecting the data required. In order to avoid data inaccuracy and incompleteness, the interview was recorded and transcribed.

The respondents of this study were LAN Language instructors and they were interviewed individually about their process in adapting English

material delivered to their students there. The data taken from the both interviews and documents analysis were analyzed and interpreted by employing descriptive analysis.

H. Clarification of the Related Terms

In order to avoid the possibility of misunderstanding to the investigated thing in the study, the writer would like to clarify some terms used in this study.

- Material is any systematic description of the technique and exercises to be used in classroom teaching. The technique and exercises include the lesson plan, packets of audio visual aids, games, or other types of activities that are used in the classroom. (Brown 1995: 139)

- Materials adaptation also one of the processes applied in material development. The process includes the process of finding and evaluating materials that might serve at least some of the students' needs and help to meet at least some of the course objectives (Brown, 1995).

- Adopting material is one of the processes applied in material development. The process includes the process of deciding the type of materials, locating the materials, and evaluating the materials (Brown, 1995).

- Material development is a process of developing existing materials in the form addition and elicitation the existing material (Brown, 1995).

- Instructional media is the physical means by which instruction is delivered to students (Reiser and Dick1996: 81).

I. Paper Organization

This paper was organized into three chapters. First, Chapter I contains introduction which discuss: background, theoretical framework, research question, aim of the research, significance of the research, scope of the research, research methodology, clarification of terms, and paper organization. Next, CHAPTER II contains Research Findings and Discussions. After the data are gained, then the findings are analyzed and presented in a systematic way, followed by discussion upon the findings.The last is Chapter III. It contains conclusions and suggestion in accordance with research findings.