

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Review of Related Literatures

1. The Definition and Types of Instructional Materials

Brown defined materials as any systematic description of the techniques and exercises to be used in classroom teaching. He said that material can be presented on a number of media and take many physical forms on anyone of those media¹. There are some possible media for materials that may be helpful. They are can be in form of: 1) books; 2) workbooks; 3) journals; 4) teachers' book; 5) charts, graphs, diagrams; 6) computer software; 7) computer combinations; 8) maps; 9) pictures; 10) magazines; 11) realia; 12) video tapes; 13) cassette.

There are two kinds of materials according to Richard. Those are authentic material and created material. Authentic materials are those materials which are not prepared for pedagogical purpose. Authentic materials are related to the use of texts, photographs, video selections, and other resources in teaching process. Whereas created materials are those materials that are intentionally prepared for pedagogical purpose. These

¹J.D. Brown. *The Elements of language Curriculum: A Systematic Approach to Program Development* (Boston: Heinle and Heinle Publisher, 1995), 139.

Whereas, the superiorities of created materials over authentic materials are⁴:

- a. Authentic materials may contain difficult language and unneeded vocabulary items which can be a distraction for learners and teachers.
- b. Created materials are more superior to authentic materials because they are generally made around graded syllabus and provide systematic exposure of teaching items.
- c. Authentic materials can burden teachers, because teachers need more time and sometimes money to prepare them.

It will not be a good deal whether teachers pretend to use authentic or created materials. Some of them take a combination of both materials to fulfill the lack of each material in order to conduct an effective teaching and learning process. Nonetheless, language teaching materials have some characteristic to be considered as good materials. Like what had been quoted by Richard from Tomlinson that a good material should⁵:

- Reach impact.
- Help learners feel no difficulty and be more confidence
- Be apparent by learners as relevant and useful when it has been taught.
- Make the possibility of learner self-investment.
- Expose learners to use language authentically.

⁴ J.C. Richard, *Curriculum Development*.... 253.

⁵J.C. Richard, *Curriculum Development*... 263

b. Syllabus

In some cases, coursebook serves as a syllabus. The systematically it is followed, the more carefully planned and balanced selection of language can be covered.

c. Ready-made texts and tasks

The coursebook contains texts and learning tasks which are likely to be appropriate level for most of the class. Therefore, teachers will save their time because they do not need to prepare it by themselves.

d. Economy

Coursebook will be an economical way in providing learning material for each learner compared with such as kits, sets of photocopied papers or computer software, which are likely to be more expensive relative to the amount of material provided.

e. Convenience

A book is a suitable package. It is bound, so that its components stick together and stay in order; it is light and small enough to be carried easily.

f. Guidance

Coursebook can be a guidance of less experienced teachers. For teachers who are unsure about their knowledge in language, coursebook can be a good endorser.

g. *Autonomy*

Students are able to use the coursebook to learn new materials. They can also review and monitor their own learning progress in home instead of depending merely on teacher in school only.

Other than giving opinion about the advantages of coursebook, she also has opinions about the disadvantages of coursebook. They are:

a. Inadequacy

Every learner has different needs in learning process. No one book can possibly supply them satisfactorily.

- b. Lack of interest, irrelevance

The topic of coursebook material may be boring or not interesting.

Moreover, the topic dealing with the coursebook may not be relevant.

c. Limitation

The coursebook sets or sequences may limit teachers' initiatives and creativities. It can lead the learners to be bored and lack of motivation.

d. Homogeneity

Coursebook has their own rationale and chosen approaches of learning/teaching process. They do not usually fulfill varieties levels of ability and knowledge or various learning styles and strategy that usually exist in most classes.

- a. A syllabus is provided because the authors has decided the materials that will be learned and in what order.
- b. It provides security for students, because they have the course road map so that they know what they expect to and what is expected from them.
- c. It provides a set of visuals, activities, and readings, etc. Therefore, teacher can save their times to find or develop such a material.
- d. Teachers are facilitated with a basis for assessing students learning. Some text also includes test or evaluation tools.
- e. It sometimes includes supporting materials like teachers' guide, cassettes, worksheet, video, etc.
- f. It gives consistency within a program across a given level, if all the teachers use the same books.

However, the disadvantages are¹¹:

- a. There will be irrelevant content to the group that will be taught.
- b. The content may not be at the right level.
- c. There may be too many focuses on one more aspects of language, and not enough focuses on the other aspects.
- d. The activities may not be mixed well.
- e. The materials may go out of date.
- f. The activities, tasks and visual may be monotonous and boring.

¹¹Kathleen Graves, *Designing Language...* 174

and improvisation. O'Neill emphasizes that materials can assist learning and teaching. He has some reasons for using textbook. It started when he started teaching English in German ship-yard. His reasons are¹⁵:

- a. Materials have a great deal that is very suitable for learners' needs, although they are not specifically design for current group.
- b. Textbooks can be used by teachers and learners to consider what they are going to do and to look back at what they had done.
- c. Textbooks provide well-presented materials that are replaceable for teachers in term of money and time.
- d. Textbooks allow teachers to do adaptation and improvisation while teaching process.

Experienced teachers may be able to teach English without a textbook. They might also use many authentic materials; moreover they can be helped by so many sophisticated technologies now. They may do it sometimes, but it is difficult to do it all the time. Many teachers are burdened by time and money to prepare supplementary materials. Therefore they just obey the textbook. Because of that case, it is important to choose a good textbook or to make an adaptation on the existed textbook¹⁶.

¹⁵Robert O'Neill, *Why Use...* 105

¹⁶ Kenji Kitao – S. Kathleen Kitao, *Selecting and...* 1.

3. The Importance of Adapting Material

- The classroom dynamics
- The personality involved
- The constrain imposed by syllabuses
- The resources availability

¹⁸Alan Cunningsworth, *Choosing Your...* 136.

e. The learners' expectation and motivation

Because of the unique learning teaching, the materials should be appropriate and applicable for the factors above. Therefore, material adaptation is needed. However, Tomlinson has different viewpoint about material adaptation. Rather than listing some criteria of evaluating or adapting materials, he mentioned some key features of material adaptation. These key features can be a suggestion to be developed and adapted in different classroom situations¹⁹.

a. Learner-center

In contrast to the large amount to literature on learner-centered approaches and principals, there are a few language teaching and learning materials which are truly learner-centered. Therefore, materials should be written to facilitate adaptation, which be left mainly in the learners' hand.

b. Flexibility and choice

Materials should be flexible. It means that materials should give students possibility of choosing different activities, task, project, approaches. On the one hand, material should provide choice, but on the other hand, should also enable learners to develop various skills and learning styles by encouraging them to be exposed to and to

¹⁹Brian Tomlinson, *Developing Materials for Language Teaching* (New York: Continuum, 2003), 75.

The materials are not based on right or wrong testing and practice, but they are open to many different ideas and viewpoints. Open ended materials will encourage variety interpretations and promote subjective response. If materials provide open-spaces or gap Eco, learners are allowed to build their own understanding and ideas to take controls of the adaptation process. In contrast to materials that only have one answer, they do not provide space for adaptation.

d. Relevant

Materials should be on universally appealing topic which is culturally infuriating. Materials should present all cultures but they are enabling to be looked at from different point of view.

f. Authentic

purpose. At the same time, the activities used with such text should be authentic and based on real situations in order to expose learners to realistic input.

According to Brown, the important thing of doing adaptation or development on materials is that they are organized and described well, so that teachers can use them easily, clearly and practically²⁰.

There are some reasons for doing adaptation because there is something which is not ideal in some areas²¹, such as:

- a. Method.

An exercise might be too mechanical, complicated or meaningless.

- b. Language content.

There might be unbalance language content comes from the grammar items when it is lack emphasis on those that the students find difficult, or it is too emphasis on those that the students learn easily.

- c. Subject matter

The topic might be out of date or uninteresting to students.

- d. Balance of skills

There might be too much writing activities and less spoken activities.

²⁰ J.D. Brown. *The Elements...* 139

²¹Alan Cunningsworth, *Choosing Your...* 136

e. Progression and grading

The language items order may need some changing to be fit on syllabus

f. Cultural content

There might be some cultural references that are not appropriate to the students' culture so that it needs some omission or change.

g. Image

The image provided might have less visual quality or sometimes does not match to students' age.

Tomlinson said that the reason of adaptation has varied and changed as the development field and view on language acquisition and better teaching practice²². The others examples of reasons that can be taken as considerations for adaptations quoted by Tomlinson from McDonough and Shawa. The lists are²³:

- a. There is not enough grammar coverage in general.
- b. There is not enough practice of grammar points of particular difficulty to the learners.
- c. The focus of communication means that grammar presented unsystematically.

²²Brian Tomlinson, *Developing Materials...* 86

²³Brian Tomlinson, *Developing Materials...* 87

- d. There is too much unknown vocabulary in reading passage.
- e. The comprehension questions are too easy because learners can directly take the answers from the text without really understanding it.
- f. Listening passage are inauthentic because they sound too much like some written materials being read out.
- g. There is lack guidance of pronunciation.
- h. The subject matters are not appropriate to learners.
- i. Photographs and other illustrative materials not culturally suitable.
- j. The varieties in activities are too much or too little.
- k. The dialogues are too formal and not represent everyday speech.
- l. Accompanying test is needed.

Nation and Machalister listed the reasons of teachers doing adaptation on their coursebook (textbook). Here are some of them²⁴:

- a. The coursebook/textbook does not provide all the activities that have been used successfully by teachers at previous teaching.
- b. The materials do not fit to the available time.
- c. The coursebook/textbook contains unsuitable content for the learners' level of proficiency.
- d. The coursebook/textbook does not include learners' need in language items, skills, ideas, or the strategies.

²⁴ I.S.P. Nation – John Macalister, *Language Curriculum Design* (New York: Routledge), 161.

- e. The coursebook/textbook does not apply the principles that teachers' think should be applied.

When teachers want to do materials adaptation, they may wish to make substantial change to it. There have been many reasons mentioned in the explanation above. All of the different reasons have general purpose that is to make the textbook/coursebook effective and useful for teachers and learners.

4. Techniques of Adapting Material

The processes of adapting materials involve one or more of the action such as²⁵; omitting, adding, replacing, and changing. Omitting is leaving out some parts of the material. Adding materials means giving some supplementary materials. Then, replacing materials means rearrange some materials which are considered as less appropriate to be more suitable and sequence. Changing the published materials is to make it more suitable and appropriate to the class and students' needs.

There are some examples of doing materials adaptation given by Cunningsworth. The examples can be applied based on the condition and situation of the textbook, classroom and also the students. They are²⁶:

²⁵Alan Cunningsworth, *Choosing Your...* 136

²⁶Alan Cunningsworth, *Choosing Your...* 140

- a. Personalizing drills to be more relevant.

Teachers can take the drill as a starting point, and then develop the idea behind it. Teachers can personalize the interaction be more real and communicative whilst keeping focus on the target learning.

- b. Taking the use of authentic content.

Authentic content is using real fact and information as an alternative of made-up content. Authentic content may use authentic language, semi-authentic language, or specially written language; those are depending on the level. The important thing is to learn what learners are interested in and then teachers build on it. Teachers also show them that English is not only about English but also all aspect in life.

- c. Making the dialogues communicative.

The students will be encouraged to give their respond and have more communicative conversation to their friends.

The others activities that might be applied by teachers when they adapt materials are²⁷:

- a. Adding or omitting content.

The example of adding or omitting content is giving more practice to item that frequently used in the language or which need no time to learn. Teachers allow skipping the confusing or difficult parts that is considered less important.

²⁷I.S.P. Nation – John Macalister, *Language Curriculum...* 162

- b. Changing the content sequences.

Teachers can use some of materials earlier since those materials are needed to be taught early.

- c. Changes the format.

Teachers may use others exercises and put the other activity like conversation at the end of the learning process.

- d. Changing the presentation

Teachers can change the presentation by accommodating it to the availability of time and media.

- e. Adding or omitting monitoring

Teachers encourage learners to do pair assessment or checking others friends task.

- f. Adding or omitting assessment.

Teachers do weekly test to encourage learners to do homework or to let them know their leaning progress.

Richard also listed varieties of forms in adaptation. Those forms are including these activities²⁸;

- a. Content modification

Content can be modified when teachers find it is not suitable for the learners' age, gender, social class, occupation, religion, or cultural background.

²⁸ J.C. Richard, *Curriculum Development...* 260.

b. Content addition and deletion

Teachers may add or delete the content when they consider it is too much or too little for some skill programs.

c. Content Reorganization

The content can be rearranged by teachers in order to make it more suitable for some reasons.

d. Addressing omission

Textbook may not provide units that teachers feel it is important to the learners. Therefore, teachers can add the incomplete part with the materials needed.

e. Task modification

Teachers sometimes need to change the exercises and activities to be more focus on the learners.

f. Task intensification

Teacher may add some additional practice tasks to insufficient exercises and activities.

According to Kathleen Graves, based on her research on some English teachers, the adaptation includes some techniques they are²⁹:

a. Adaptation for the activities level

This kind of adaptation was done by Simon, a teacher at a language institute in Riberao Preto. She developed the system to enhance the

²⁹ Kathleen Graves, *Designing Language* ... 188

materials provided in textbook, and then she adapted the textbook to make his students be more active. She considered adapting the activities based on the book framework and to make the activities appropriate to the students' expectation.

b. Adaptation for the unit level

This was the adaptation experience of Michael Gatto, a teacher in El Salvador at a language institute. He redesigned the textbook, because he was a new teacher. He changed the sequence of the unit and made it more rational to his students' needs.

c. Adaptation for the syllabus level

This was the adaptation experience of Marry Patten, a teacher in Rabat, Maroko. She adapted the syllabus level by adding two important components according to her, which are; community structure and cultural perceptive.

B. Review of Previous Studies

The first previous study was a journal article published entitled “Using Adapted Material and its Impact on University Students’ Motivation” written by Duarte and Escobar. That article reported about the research development that were required to increase a group of students’ motivation of English at Universidad Nacional de Colombia, in Bogotá, by means of the design and implementation of adapted material that responds to the students’ needs and

The study done by Duarte and Escobar recovered the effect of adapted materials for students' motivation. This first previous study emphasized on the impact of adapted materials. How it influenced students' motivation in learning. In the same area with the first previous study, this study also analyzed about material and adaptation. However, this research focused on the techniques and the reasons of pre-service English teachers' in adapting materials from textbook of curriculum 2013.

The second previous study was a paper entitled “Evaluating and Adapting Materials for Young Learners” written by Dickinson. In his paper he wrote about the evaluation of material that he currently used to teach a group of young Japanese EFL learners and discuss about ways in which these materials might be adapted for these particular learners. He wrote this paper because there have been

[illegible]

The third previous study is a thesis entitled “*Kompetensi Profesional Guru dalam Usaha Pengembangan Materi Bahasa Arab di MAN Maguwoharjo*” written by Sinta Isthofa Haniek. This study analyzed about teachers’ effort in developing materials in Arabic language learning, the source of materials used in Arabic language teaching process, and the result of materials development including of the strengths and weaknesses³².

The third previous study has a similar purpose with this study. It recovered teachers' techniques in developing material. However, this study is different from the third previous study based on the subject of study. The third previous study analyzed Arabic teachers who teach in real class. This study analyzed pre-service English teachers in PPL 1 course. The materials analyzed in

³²Sinta Istihfa Haniek, Thesis: “*Kompetensi Profesional Guru dalam Pengembangan Materi Bahasa Arab di MAN Maguwarjo*” (Yogyakarta: State Islamic University of Sunan Kalijaga, 2013.) xii-135

