

Tailoring EFL lessons through materials adaptation: A look into an Acehese teacher's experiences

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Abstract

This study focused on teachers' materials adaptation as a part of teaching strategies to ensure learning success. Given that such activity is not something light to engage in and requires expertise, the researchers looked at how the process of materials adaptation was carried out. These included what was added, removed, and modified as well as the challenges confronted during the adaptation process and classroom implementation. This study sought perspective from a qualitative case study approach. Documents, classroom observations, and interview were employed to gather data from one senior high school teacher in Aceh, Indonesia. The results were analyzed based on frameworks of language teaching materials analysis, principles of teaching materials, and materials adaptation. Research findings suggested that materials adaptations mostly concentrated on adding and modifying, with less emphasis on eliminating, simplifying, and rearranging. Furthermore, the altered materials aided language learning in various ways. Nevertheless, several modifications made raised issues, such as the lack of a feeling-sharing session with the materials and an inappropriate difficulty level. Inaccessible sources of materials, fear of producing irrelevant information, time constraints, a lack of professional training and school assistance, learners' uncooperative behavior and low competences were also identified as problems in materials adaptation.

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INTRODUCTION

Teachers have used a variety of strategies, including materials adaption, in an effort to give the appropriate materials for accomplishing learning goals, curriculum objectives, and learners' requirements. It is not, however, a light activity. Teachers may still lack experience and familiarity with material adaptation due to time constraints imposed by their numerous obligations (Marand, 2011; Tomlinson & Masuhara, 2018). It has been reported that despite their importance in promoting learning, teachers in public schools frequently face a dearth of materials and preparation time to construct and adapt their own teaching materials (Larenas et al., 2015). These constraints can also cause the teachers to be demotivated to adapt teaching materials (Duarte, 2008). As a result, teachers may prefer to use existing materials (textbooks) rather than customizing them to meet the learning goals and/or needs of their pupils (Halim & Halim, 2016; Stec, 2016).

Furthermore, teachers experience difficulty adapting materials due to a lack of experience and comprehension, as well as the fact that they receive little formal training prior to entering the teaching profession (Halim & Halim, 2016; Bielousova, 2020). To make materials adaptation, teachers are required to reflect on the materials' effectivity, feasibility, and appropriateness to the learners as well as learners' preferences (Ibrahim et al., 2013; Navarro, 2015). Therefore, pedagogical plan demands teachers to consider a situated practice. Furthermore, adaptations demand the teacher's

ability to make subtle adjustments to the material to make it more appropriate for the situation (Dar, 2012). With regard to this, the ability of teachers to grasp and adapt current materials appropriately is critical to the success of producing better learning resources (McDonough et al., 2013).

Materials adaptation 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, when teachers notice a misalignment between the teaching materials and the classroom's needs and objectives, they may consider adapting the resources (Marand, 2011). Some teaching materials have been reported to reduce student engagement by recommending simple practice exercises that do not challenge learners cognitively or emotionally (Duarte, 2008). In this case, it is vital to incorporate new activities into the development of lessons in order to meet the language needs of the students (Larenas et al., 2015; Li & Li, 2021). Inadequate listening materials also becomes concerns for teachers (Aziz, 2014; Hasanah, 2016; Hanifa, 2018a). Besides, materials that contain a lot of foreign substance that students do not relate too well could be substituted with localized matter (Dar, 2012) since it shows a culture that students can identify with and relate to (Navarro, 2015).

Many English Language Teaching (ELT) materials (especially global course books) are also argued to make many English learners failed in acquiring and developing competence in English and ability to use it successfully owing to the lack of varied communication tasks (Tomlinson, 2008; Hanifa, 2017). Accordingly, this indicates the need of modifying the language tasks to make the teaching more relevant to the students (Nikoopour & Farsani 2011; McDonough et al., 2013; and Rodrigues, 2015).

Despite its benefits, the urgency for teachers to adapt their teaching materials remains an issue among scholars. Some studies revealed that teachers sometimes hesitate or even 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 the study involving eighteen senior teachers in China, materials adaptation was needed to provide students with more interesting topics and other personalized modifications where appropriate because the topics provided in the textbooks mainly were boring and outdated (Bolster, 2014; 2015). Meanwhile, in another study, a teacher designed a unit with the focus on “how to take care of your puppy” inspired by the fact that most students in her class had pets. Rather than presenting unfamiliar topic to her students, she selected something more closely related to the students’ lives to attract their attention. Through this material, the teacher succeeded in preparing a meaningful learning to her students that covered both language (cognitive) and attitude (affective) goals (Navarro, 2015). The data obtained from a study on Singaporean teachers revealed that 90% of the teachers believed that adaptations to materials were 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) were (Loh & Renandya, 2015). Thus, teachers have full responsibility to make necessary adjustments to the materials in order to fit in what their students need and what can help the students learn better.

In Indonesian context, research on materials adaptation in EFL classroom is limited despite its crucial role in the classroom. Some studies related to EFL materials focused 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 resources (Huda, 2017). Meanwhile, there have been studies concerned with government textbooks but neglected the use of supplementary materials (Hanifa, 2018a; Damayanti et al., 2021). Some other studies emphasized English materials for character building (Hasanah, 2016), additional materials for senior high school tenth-year students (Yuniari et al., 2014), and theoretical insights in developing listening supplementary

materials (Aziz, 2014). Another study provided an overview of how English materials are supported with CLIL in which teachers integrate the English materials with other subjects (Prasetianto, 2014).

Despite the prevalence and high interest to understand teachers' materials development and learning materials brought into the learning environment, there is inadequate information towards understanding the process of adapting the materials that link teachers' thoughts and actions in the classroom with students' learning. Since adapting teaching materials in EFL classroom is a contextual process (Islam & Mares, 2003; McDonough et al., 2013; Tomlinson & Masuhara, 2018), the process of adaptation should be explored from how teachers plan the teaching followed by how they design and implement their plans. Therefore, in order to provide inclusive evidence of how teachers are trying their best to carry out lessons based on their beliefs on the teaching and learning and their perceptions of the benefits to the students, the purpose of this research is to find answers to the following questions: (1) How does a senior high school teacher adapt EFL teaching materials? (2) what are the challenges encountered by the teacher in materials adaptation?

This research is expected to benefit curriculum developers, teachers, students, schools, and others with a similar interest in the study's topic. Furthermore, the findings of this study are hoped to provide meaning and knowledge to instructors, allowing them to be more proactive in the teaching-learning process and provide the most appropriate adapted materials to enhance learning content, particularly in the English subject.

RESEARCH METHOD

This qualitative case study sought to better comprehend, provide a thorough description of, and provide an in-depth analysis of how one female senior high school teacher in Banda Aceh, Indonesia, adapted EFL resources for her classroom. She was chosen on purpose because of her experience in adopting a variety of teaching resources from multiple sources, which is the primary focus of the current study. This study was accomplished through the use of different data gathering methods to determine the teacher's thoughts and actions in the classroom in relation to students' learning, especially in terms of adjusting teaching and learning materials. The focus of this study was on the teacher's adaptation of the instructional materials and the challenges she encountered when adapting and implementing them.

Documentation (such as instructional materials), observation, and interviews were employed as the main data collection tools in accordance with the design of this qualitative study. In order to identify the kinds and standards of materials intended to be used in the classroom as well as the specific images of classroom activity that the materials present, the researchers first gathered, assessed, and interpreted instructional materials provided by the teacher. The materials were analyzed using the three levels of analysis suggested by Littlejohn (2011) for language teaching materials, which are: (1) objective descriptions (e.g., statements of descriptions such as intended audience, type of materials, and so forth; physical aspects of the materials; and main steps in the instructional sections); (2) subjective analysis (e.g., division into constituent tasks; and an analysis of tasks: what is the learner expected to do); and (3) Subjective inference (such as determining the objectives, the guiding principles of selection and sequence, the teacher's and the learner's roles, and the demand on the learner's process competence).

Second, the observation was conducted with a focus on the advantages of the materials for language learning as well as the problems of the modified materials. The observations were conducted ten times so that the researchers could compare the observation outcomes in order to gather rich, concrete, and accurate data. The researcher used an observation checklist that was derived from the principles of teaching materials created by Tomlinson (2011) and Ebrahimpourtaher and Hamidi (2015) to conduct the observation. The teacher's and students' activities were videotaped in order to prevent missing events throughout the teaching and learning process.

Finally, to learn more about the teacher's strategies for adapting instructional materials, as well as the difficulties she encountered while adapting and implementing the adjusted materials, a semi-structured interview was performed. The interview protocol was created based on Gebhard (2006), McDonough et al. (2013), Halim and Halim (2016), and Tomlinson and Masuhara (2018). The interview was divided into three themes: how the teacher adapted her teaching materials, how

the altered materials affected the students' language development, and what difficulties emerged. Following analysis, all the data from those three instruments were triangulated in order to provide a qualitative review of what the data could reveal.

FINDINGS AND DISCUSSION

From the transcriptions of the interview, document analyses, and observations, the data were identified, analyzed and organized into two main themes: ways of adapting EFL materials and challenges in EFL Materials Adaptation.

Ways of Adapting EFL Materials

Based on the research results, the teacher's adaptation of teaching materials mostly focused on adding, modifying, and followed by deleting, simplifying and reordering as shown in Table 1 as follow:

Table 1. Teacher's Materials Adaptation

Adaptation of materials		Condition Reports
Adding	Sources of materials	- Including different books, internet sources, and media in teaching activities
	Language Tasks	- Incorporating grammar, speaking tasks, and additional questions where necessary
Modifying	Context of Materials	- Allowing and enabling students to choose familiar topics and self-access the materials
	Teaching Procedure	- Changing a particular activity and topic into different ones
	Language Task	- Providing activity for real life communication
	Learning Environment	- Conducting lesson outside of the classroom
Deleting	Language Exercises within Materials	- Coping with students' level of proficiency and time allotment
Simplifying	Task Instruction	- Simplifying too long or too complicated instructions
Reordering	Sequences of learning activities	- Based on students' conditions and learning hours

The addition of materials that the teacher made involved either additional sources or replenishment. From Table 1, it can be seen that the teacher tended to provide more sources of texts from other books to support the main textbook which was *Pathway to English Grade X* written by Sudarwati and Grace (2014). She affirmed that the use of one source of material was not enough to meet the teaching objectives optimally while also likely leading to monotonous learning. In this case, she explored and utilized the available sources in school and from the internet. She then selected particular texts with moral meaning for students which closely related to their life context. In line with this, Rashidi and Safari (2011) along with Littlejohn (2012) assert many ELT materials are based on culture. These resources would serve one of the Curriculum 2013 aims, which is to improve students' attitudes. The materials also contained familiar topics for students; for example, in factual report text unit, she included news about a horse that rampaged and died, an incident on Malioboro Street, Yogyakarta. In different meetings, she included texts concerning hot issues in Indonesia and Aceh which the students were also aware about (e.g., Islamic Flogging, Controversial Artwork, and National Examination). As a result, students did not only get the opportunity to improve their language skills, but they also learned to understand the culture of their area. In this case, Levina et

al. (2016) point out that character attributes emerge as a result of everyday interactive teaching approaches that promote tolerant behavior and cultural sensitivity.

Interestingly, the teacher's decision to provide additional sources of materials also comes from collaboration with other professional teachers as she considered the materials adaptation as a learning source for herself. She consulted with other English teachers at the school in order to produce materials that meet the school's standards. Besides, the teacher actively participated in online English teachers' community, a group consisted of English teachers from different regions and countries where members got free access to better teaching sources including printable teaching materials (e.g., additional sources for report text). The teacher's effort to seek more materials through various sources indeed gives her more references for the materials adaptation. At the same time, this could also lead to the teacher's self-development and is very useful for professional growth. Other researchers (Dickinson, 2010; Nikoopour & Farsani, 2011) agree with this concern, stating that analyzing and adjusting activities might help teachers maximize their teaching and learning potential.

Furthermore, the teacher also considered technology integration as a necessity rather than as an option. She affirmed that limitation in the language modality leads to inputs in the form of text only. This encourages the teacher to start adding other language inputs by using various media. For instance, in learning giving suggestions, the teacher showed a video about cheating in exam as supplementary materials where students then share and elaborate ideas based on the video. This is in line with Curriculum 2013, which specifies that teachers increase their creativity and adapt to advances in knowledge and technology in order to facilitate learning that prioritizes experiences through observation, questioning, associating, experimenting, and sharing (Deputy Minister of Education and Culture, 2014). Computer and the internet-based technologies provide variety of facilities for teachers to involve different meaningful activities. As a result, the quality and efficiency of instruction in teaching and learning process will be improved.

In Addition, the inclusion of integrated skills in the Curriculum 2013 encouraged teachers to combine several language skills in a single lesson; for example, when learning report text which basically focused on reading and writing, students were also provided with speaking section from which they could communicate with friends in English. Lack of varied communication tasks (Tomlinson, 2008; Akbari, 2015; Hanifa, 2018a) and imbalance of skills (Islam & Mares, 2003) are among the factors that make adaption should be taken into account by teacher. By this, the teacher tried to put emphasis on both skills in written and spoken language. It is believed that learners must have a lot of experience with the language in diverse settings and for various reasons (Tomlinson, 2012; Damayanti et al., 2021; Tan et al., 2020; Li & Li, 2021).

The data also revealed that the teacher made a number of changes to the materials in an attempt to better fit the students. Table 1 shows that some material contexts were changed to meet the students' circumstances. This is to invite students to select familiar topics (e.g., for the report text project) and enable them to self-access materials on particular topics (e.g., tourism in Baiturrahman grand mosque, PLTD Apung, and Ulee Lheu beach). These findings were relevant to the previous studies that figured out good teachers are encouraged to provide the materials by considering what students like and dislike (Ibrahim et al., 2013; Ghassemi, 2013). This type of material modification allows the teacher to draw on the students' existing knowledge and experience to help them connect to the today's lesson. According to Musthafa (2010), children learn better through direct experiences and from scripts that act as guides for understanding the lesson based on previous experiences.

Apart from the context of the materials, in some cases, the teacher modified the teaching procedure owing to school-related policies, unexpected incidents, and the teacher's own learning experiences. Firstly, the modification of the materials was related to the school's policy on having early exam. In this situation, the teacher thus had to exchange students' classroom discussions for take home assignment. Secondly, the teacher had to modify the materials due to an unexpected incident where the teaching equipment malfunctioned, leading her to employ a language game as a substitution for comparative text discussion. Lastly, her experience as a learner helped her make adjustment to the teaching materials where she decided to introduce her own framework to write a report text. In this regard, Maley (2011) underlines the teacher factor of adaptation includes the experience of teacher as learner. The success of teacher's learning experience helped her to present

the materials which were deliberately meaningful for students. Therefore, this form of adaptation allows the teacher to use some strategies to deal with the students in the classroom and school's dynamic environment. As Tomlinson and Masuhara (2018) emphasize, materials adaptation may be implemented in a small scale inspired by teachers' intuitive, natural, and reactive actions in particular classes to adjust the teaching materials to better suit specific contexts.

The data also indicate that the teacher adjusted assignments in the book that normally comprised of language exercises into more authentic tasks involving English for real-life communication (e.g., in the giving suggestion lesson, students were encouraged to share their personal experiences about issues of cheating during exam and tardiness instead of performing act out activity). One of the English instructional objectives in the 2013 curriculum, according to the Ministry of Education and Culture (2014), is to build students' communicative competence in both spoken and written forms in order to acquire the literacy level of information literacy. Hence, resources should aim to give students with not only information, but also awareness of the implications of English. As a result, materials should not rely too heavily on controlled practices, as they may not contribute significantly to the success of language usage (Tomlinson, 2011).

Furthermore, it was highlighted that in order to provide students with different learning atmosphere, the teacher made changes to the learning environment. Teaching materials apparently may include environments that concern with the setting for learning (Tomlinson, 2018). In this case, the teacher conducted the class in the school library supported with good facilities such as books, projector and conducive room which made students more focused and agreeable to listen to the teacher. In short, the desire to provide conducive setting for learning where students could learn better leads to the change of learning environment to a certain degree.

With regards to deleting, the teacher removed certain parts of the materials due to two main concerns, students' level of proficiency and the time allotment. Realizing some students may had low English proficiency, the teacher became cautious when preparing the teaching materials. In this case, she confirmed that the omission of the materials was to adjust the contents with the students' ability (e.g., listening exercise in report text lesson). The second concern belonged to the academic schedule which had many ineffective hours in second semester while the school only allotted one meeting per week for the class. The adaptation allows her to be flexible to omit some extra and unnecessary exercises. As the teacher understood that she had to accomplish the curriculum objectives, she only removed certain parts of materials and still kept the units. As stated by Rodrigues (2015), adaption should not imply a complete rejection of the content (course book) because teachers must stick to the institution's curriculum.

From the findings, it can be seen that when the contents of materials were too tough or complicated for the students, the teacher simplified them. The decision to simplify instructions that accompany exercises was the teacher's response to the mismatch of the materials with the students' ability (e.g., materials from Matura exam practice book and news report task where students listened and made/took note of essential points of other students' presentations). Such considerations were necessary in order for students to feel at ease with the materials. According to Tomlinson (2011), resources should make learners feel comfortable.

However, it is noticeable that the process of simplification was not employed by the teacher to make the tasks easier. This proves that the teacher recognized that the inclination to simplify may impede students' progress because they are constantly placed in their comfort zone. In reality, Curriculum 2013 encourages learners to use their imagination to solve challenges. As a result, learning is designed to help students build on what they've already learned. For this, Tomlinson (2011) and Timmis (2016) emphasize materials should include demanding exercises that push learners slightly beyond their current proficiency.

From the data gathered, it was found that rearrangement/reordering occurred when the teacher had to deal with the condition of students and learning hours. When the teacher recognized that students were less focused to perform individual work, she made some arrangements to the activities by watching video in groups followed by individual tasks with the support from others. This shows that in making adaptation, the teacher reflects on materials' effectivity, feasibility, and appropriateness to the students. Those aspects have also been underlined by other scholars (Ibrahim

et al., 2013; Navarro, 2015; Mede & Yalçın (2019)) as the indicators to conduct materials adaptation. Therefore, pedagogical plan demands teachers to consider a situated practice which includes the potential of effectiveness in regard to enactment conditions of students.

However, some rearrangements made to cope with the remaining learning hours still need to be concerned. The teacher once supplied a new video as stimulus to work on a report text task which (was originally planned) actually had been planned to be used at the beginning of the next meeting owing to the fact that the class still had plenty of time. This showed that the teacher seemed confused and afraid of leaving the class out of control. Even though one of the factors that make teacher need to adapt the teaching materials is the dynamic of the classroom (Cunningsworth, 1995), the teacher must conduct the teaching and learning process with well-prepared activities that may cover the learning hours. For that reason, the lesson planning which takes a crucial place in this process should be taken into account seriously as it helps teacher think through the lesson in advance. Regarding to this, the lesson plan becomes the evidence of teacher professionalism level and commitment (Harmer, 2007a, 2007b).

It can be seen that the adapted materials are brought by the teacher into the class to positively influence students' attitude toward language and language learning. Nevertheless, it is also noticeable that some concerns also lie with materials adaptation. In this matter, students were not provided with the opportunity to articulate their feelings about the topics before or after working on them. For example, in news report, students were given four topics including Islamic Flogging, National Examination, controversial artwork, and robot army without being given a chance to discuss whether they liked the materials or not. Whereas, letting the students convey their feelings about particular contents or activities is considered as an effective way to determine their emotion (Tomlinson, 2008). For that reason, including an introductory or reflection activity that comes to grip students' affective perspectives might be more preferred.

Additionally, the use of particular materials especially authentic materials still requires teacher's careful attention. It appeared that some students found it hard to understand the language of the authentic materials containing difficult vocabulary and structures; for instance, when students worked on news article, and collecting specific information from video. Though a larger number of scholars (e.g., Dar, 2012; Al-Azri & Al-Rashdi, 2014; Akbari & Razavi, 2015; Ebrahimpourtaher & Hamidi, 2015; Maftoon et al., 2016; Hanifa, 2018a) strongly suggest teacher to use authentic materials from which learners can understand more natural and realistic examples of language use, it will be meaningless if the students cannot comprehend the inputs. Tomlinson (2011) stresses the inputs of language should be comprehensible for students. Such constraints are highly likely to be experienced by students with low ability levels. Therefore, in order to make students successfully interpret authentic materials, teacher has to continually provide all the pedagogical support to the learners.

Challenges in EFL Materials Adaptation

Based on the data gathered, it was revealed that the teacher encountered a number of obstacles when doing materials adaptation and implementing the materials in teaching and learning process.

Challenges in the Process of Materials Adaptation

From the research results, it was highlighted that the teacher faced a number of challenges in the process of materials adaptation as compiled in Table 2. From Table 2, it is obvious that the constraint mostly faced in conducting materials adaptation involved the sources of the materials. The teacher sometimes found it difficult to select and filter the materials from various sources that were good, simple, and matched the level and interest of students. This particularly occurred when it came to authentic materials adaptation. With respect to this, teacher is required to consider a number of factors such as difficulty level, vocabulary, recycling of grammar, and realistic situations (Duarte, 2008) if she wants to produce the most appropriate teaching materials by means of adaptation.

Table 2. Teacher’s Challenges during the Process of Materials Adaptation

No	Problems identified
1	Dealing with the sources of materials
2	The fear to produce irrelevant materials
3	Limitation in time to prepare the materials
4	Lack of professional training

In addition, the accessibility of particular materials also seemed to be a barrier. Such matter arose when the teacher wanted to include some materials from internet sources. This may possibly lead to teacher being demotivated to further adapt the materials. As Harmer (2007a) emphasizes, one of the criteria to select and use teaching materials is the availability of the materials. Hence, the main source of teaching materials which is generally the textbook used in school should provide add-ons and extra materials consisting internet sites so that they can be utilized for additional learning source. In this regard, the use of material including textbook is supposed to give a reference source and support (Cunningsworth, 1995; Hanifa, 2018a).

Another challenge that may prevent the teacher from performing materials adaptation lies in the teacher’s fear of producing irrelevant materials. Sometimes, the teacher hesitated to develop her teaching materials and worried if she produced materials which were not included in the school exam that might interfere with the coherence of the learning objectives carefully prepared by the school. Consequently, she decided to employ the activities proposed by the main textbook that was in line with school’s exam. Such pressure has been investigated to be encountered by larger number of teachers (Tomlinson & Masuhara, 2018).

The time limitation is also one constraint in performing adaptation. Since the teacher had other responsibilities besides teaching, she struggled with time management during class preparation. According to Ornstein et al. (2011), it is difficult for teachers to provide active, meaningful learning experiences when they are dealing with large classes and class loads, a variety of duties and tasks outside the classroom, pressure to cover a wide range of materials and skills, and other such responsibilities. As a result, rather than adapting the material, the teacher may choose to use it as is. This finding was supported by Marand (2011) and Bielousova (2020), who discovered that teachers rarely design and adjust their own resources due to the time and difficulty involved.

The other constraint found is the lack of professional training. From the data gathered, it revealed that the teacher only received training from the workshop on learning tools that discussed syllabus and lesson plans to a certain degree. She never participated in any professional training in the development of teaching materials and this may hinder the teacher’s ability to properly develop materials. It has been noticed by scholars (Isik, 2011; Macalister, 2016; Stec, 2016; Bielousova 2020) that problems will occur when teacher has insufficient understanding of developing teaching materials. Consequently, some adapted materials may not be appropriate for her students at all times. In this scenario, McDonough et al. (2013) propose that adaption activity should be conducted with a thorough understanding of materials development principles and procedures. This means that it is tough to modify something unless we know exactly what we're changing.

Challenges in the Implementation of the Materials

During teaching and learning process, it was figured out that the teacher encountered some barriers when she tried to implement the materials that had been prepared as presented in Table 3. During the implementation, the teacher encountered some problems on school-related matters. The main challenge that the teacher had to deal with was the lack of facilities (e.g., projector, loudspeaker, HDMI cable, and laptop) and technical constraint (e.g., power failure). Besides, tight teaching schedule meant that teacher needed to hurry when moving from one class to another owing to the short interval time. On the other hand, as students were expected to participate in a bunch of school’s activities, (e.g., becoming committee, getting involved in socialization) they sometimes had to be absent from the class. Students were also burdened by tasks from other subjects which sometimes delayed them in completing the English tasks. Such conditions became the major challenges faced by the teacher during the teaching and learning process. Regarding the situation, teacher may lose

interest to further explore materials adaptation. Concerning these issues, materials adaption needs support from educational authorities particularly school (Duarte; 2008; Saleh & Salehi, 2012; Larenas et al., 2015).

Table 3. Challenges during the Process of Materials Implementation

Categories	Problems identified
Challenges from school	- Lack of facilities and technical support
	- Tight teaching schedule
	- A bunch of school's activities
	- Tasks demanded by other teachers
Challenges from students	- Being easily distracted by other things
	- Misuse of technology
	- Lack of cooperation among students
	- Pessimism over their ability
	- Lack of creativity

Apart from that, there were also student-related problems the teacher had to deal with. Sometimes, students got distracted during the class when their peers called out to them or by being too attached to technology which disturb the learning process and led them to not get the points being taught. Moreover, some students still cannot use the technology for learning appropriately such as when translating text using an application but not having understanding about it. Accordingly, the work done does not result from their own comprehension. In addition, the lack of cooperation among some students, followed by lack of creativity appeared to be the handicap to work on the tasks given, especially those that require problem solving and higher thinking (e.g., portfolio project in report text). The last problem is derived from students' pessimism over their ability. This is most common among students with poor self-esteem, who frequently undervalue their linguistic ability and are unsure of their own abilities (Sadeghi et al., 2013; Hanifa, 2018b). Therefore, teacher must always make best use of their roles in teaching; as controller, prompter, participant, resource, and tutor (Harmer, 2007a).

CONCLUSION

In the light of the findings, the current study on EFL materials adaptation has provided a more complete understanding of the process of materials adaptation and the obstacles occurring during the process and implementation of the materials. Methods of adding and modifying certain parts of the available materials were classified as the most preferred in tailoring the suitable materials for the students. Instead of only relying on materials from the textbook, the teacher included more sources and media in teaching, integrated speaking tasks within text-based materials, and provided students with familiar contexts to enable them to self-access the materials. The teacher also made some adjustments on the teaching procedure, language task, as well as the learning environment. In addition, the teacher also made a few adaptations by deleting some language tasks to match the students' proficiency, simplifying instructions to avoid confusion, as well as reordering the sequence of learning in relation to the students' conditions and limited learning hours.

Nevertheless, some areas of adaptation need to be taken into account. On some occasions, the process did not allow students to share how they feel towards the materials while the materials might only be interesting for certain students. The use of authentic materials was 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 could affect student's behaviors in learning.

In doing materials adaptation, the teacher encountered a number of challenges both in the process of making and implementing the materials. During the preparation time, the teacher had to deal with the time limitation among her abundant tasks while she did not have professional training to adequately do materials adaptation. Accordingly, she struggled with unavailable sources of materials and the anxiety of producing irrelevant materials on a regular basis. Meanwhile, the fact

that the school had insufficient facilities to carry out learning, tight teaching schedule where the teacher needed to hurry, and students who sometimes were absent from class or distracted during the learning led to problems that the teacher had to cope with. Also, students' lack of cooperation and creativity and feeling pessimistic over their ability were among the challenges that require the teacher to be more selective in implementing language teaching materials.

The current study focused on teaching materials tailored by an EFL teacher in a particular region; the findings may not apply to all EFL teachers' situations. More participants, including teachers and students, should be included in future studies to show a more objective and in-depth investigation of material adaptation and its effects on students' language learning. Furthermore, while the current research was conducted at the senior high school level, it would be fascinating to learn more about material adaptation at other levels, such as junior high school or university.

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