THE IMPORTANCE OF ADOPTING AND ADAPTING AN EXISTING COURSE BOOK IN TEACHING LEARNING PROCESS

Endah Dewi Muliandari
Faculty of Humanities, Diponegoro University, Semarang, Indonesia.
endahmuliandaridewi@gmail.com

Abstract
This study was intended to advise the teachers when they want to answer the objectives of their learning process and reach their goals. The theory of this research might help them to make a good decision for their learners needed. The writer want to know how far they justify their materials and advised the teacher that evaluation was needed, especially for inexperienced and untrained. Whether we should develop our own materials, or whether we need to take a course book and teach that, or whether we supposed to modify the materials to meet the needs of our learners. Whichever our choice, we are concerned with the validity of our choice and hence these questions along with the criteria for selection, modification and development of materials will be addressed in the following sections of this paper, means that they need to be aware of the various parts of curriculum design process and need to check first. It is hoped that the findings of the research could benefit the English teacher and the teacher to be in their evaluation the course book. Evaluating was a small but it was a tool and important exercise in curriculum design, due to its need a knowledge and carefulness of each teacher to choose between add or omit the content and change it become suitable to the learners.

Keywords: adopting, adapting, an existing course book.

Introduction
Curriculum design is concerned with the creation of language courses and course materials, but it is also concerned with the selection of texts and other materials for courses, and with adapting and adding to existing courses. In this research we look at the relationship between the teacher and existing course books. This research has been aims to help teachers clarify the roles that they, the course book and the learners play in the curriculum design process, and aims to introduced teachers with a rational approach to follow when deciding to adopt or adapt a course book, and aims to know how should the teacher applied the adopt and adapt a course book, are they apply it in their daily for the learning process.

Research questions
1. Why should we consider environmental learning processes.
2. How can research contribute to the materials development process.
3. How does the teacher use their educator’s choice that influence the use of learning support materials?

The Objective of the research
1. To introduce the way in adopt and adapt an existing course book.
2. The writer want to know how far the teacher apply this case and explore the students need with the course and material.
3. To find out that adopt and adapt is the important way in using material based on the students’ need.

Methodology
The sample was the English teacher of Senior High School (SMA Negeri 8 Semarang) that certified and she teach the ten and eleventh grade students IPA and IPS major. The methode of the research used a descriptive qualitative stared from find the problem, collect the data and analyzed it.
Finding and discussion
Adopting and adapting an existing course book

Once a course book has been chosen, teachers may wish to make substantial changes to it. There are several reasons for doing this and these could be classified as responding to the environment, taking account of needs, or putting principles into practice. Here are some of them: (1) The course book does not include all the activities that the teacher has used successfully before, (2) The course book material does not fit comfortably into the time available for the course, (3) The course book contains content that is unsuitable for the learners’ level of proficiency or age, (4) The learners’ knowledge and skill do not match that involved in the course book (Prabhu, 1989), (5) The course book does not include language items, skills, ideas, discourse or strategies that the learners need, (6) The course book does not apply principles that the teacher feels should be applied, (7) The course book does not involve the learners in the curriculum design process (Allwright, 1981).

The reason once a course book has been chosen, teachers may follow the course book very closely, making only small essential changes and additions. There are several reasons why teachers may follow the course book closely: (1) Their school or Ministry of Education requires them to follow it closely, this usually is because of a wish to standardise the quantity and quality of the education that all learners get and sometimes because of a lack of trust in the skills of the teachers, (2) The teacher may be inexperienced or largely untrained and there is security in following the set course book closely, the teacher may also have no idea about how to adapt the course book, (3) The teacher is convinced of the high quality of the course book, (5) The learners wish to cover every part of the course book.

The teacher can do the following things to adapt a course book. Note how the suggestions relate to the three parts of the central circle of the curriculum design diagram:

<table>
<thead>
<tr>
<th></th>
<th>Add or omit content</th>
<th>The teacher adds exercises to give extra practice to items that are frequently used in the language or which require extra time to learn. The teacher skips over confusing or unimportant parts of a lesson, for example teaching only one item in pairs of words that might interfere with each other.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Change the sequencing of the content</td>
<td>The teacher introduces some items earlier in the course because they are needed to do added activities.</td>
</tr>
<tr>
<td>3</td>
<td>Change the format</td>
<td>Instead of beginning the lesson with a dialogue, the teacher puts it towards the end of the lesson and uses the other exercises in the lesson to prepare for it.</td>
</tr>
<tr>
<td>4</td>
<td>Change the presentation</td>
<td>The teacher uses different techniques than those used in the book. For example a 4/3/2 fluency activity is used to practise some of the dialogues.</td>
</tr>
<tr>
<td>5</td>
<td>Add or omit monitoring</td>
<td>The teacher encourages the learners to make tests to check each other’s learning of what is in the lesson (Clarke, 1989).</td>
</tr>
<tr>
<td>6</td>
<td>Add or omit assessment</td>
<td>The teacher introduces weekly tests to encourage learners to do homework or to let them see their progress.</td>
</tr>
</tbody>
</table>

Discussion
Graves (1996) points out that teachers consider a variety of factors in developing, choosing, or adapting materials. Two of the most important are their effectiveness in achieving the purpose of the course and their appropriateness for the students and the teacher. She emphasizes that appropriateness includes student comfort and familiarity with the material, language level, interest, and relevance. Some teachers incorporate instruction in how to use unfamiliar materials as part of their course design.
Graves (1996) contends that developing new materials and activities for using them requires time and a clear sense of why they will be used, how, and by whom. Because of the lack of time, teachers are often constrained or prefer to adapt existing materials.

We adapt materials for different reasons. McDonough and Shaw (1993) citing Madsen and Bowen (1978) mention that materials are adapted in order to achieve ‘congruence’. They further discuss that a good teacher is constantly striving for congruence among several related variables: teaching materials, methodology, students, course objectives, the target language and its context, and the teacher’s own personality and teaching styles. McDonough and Shaw’s list of reason for adaptation reflect their concern that communicative language teaching implies an unsystematic approach to grammar presentation, and they believe that they need to approach grammar systematically.

Cunningsworth (1995) also lists a number of factors for adaptation of materials:

a. The dynamic of the classroom
b. The personalities involved
c. The constraints imposed by syllabuses
d. The availability of resources
e. The expectation and motivations of the learners

Adoption of the material is the process of choosing and selecting materials. Rarely do we adopt materials without any modification. So the process of adaptation and adoption has blurring boundaries. As McDonough & Shaw (2003) state ‘adaptation is linked to issues of administration and the whole management of education, is so far as it derives from decisions taken about material to be adopted’ (P.85). Published coursebooks which are written by experienced and qualified people contain valuable materials for the teachers. Reason is their contents are usually carefully tested in pilot studies in actual teaching situation before publication. Therefore teachers can select their materials from such coursebooks with a degree of confidence.

**Conclusions**

Actually if we see from the teacher explanation said that they agree and aware they should adopt first and evaluate an existing course book for the current they adaptation and make a decision in taking some material for their students. Although they thought that the course book can also be used as the basis for a course and the source book has provided guidelines and information that could be used in this course.

They use the book when planning a materials development project. While the learning process run, it provides many ideas and insight that can usefully inform materials development initiatives. It provided some ideas and advice on editing the text and illustrating our exploration. Developing learning support materials involves making many different decisions relating to the purpose of the materials. Sometimes an existing course books provide a time-efficient and cost-effective means of delivery for stakeholder and trainer alike. Few ESP trainers are granted adequate time for class preparation. This, coupled with the number of courses and the range of disciplines taught leaves little time for course design. By these we can see how importance if we adopt and adapt an existing course book than we do not adopt and adopt a course book. as a teacher we should have initiative, creativity, good discipline, knowledge and competence when you want to reach the goals.

**References**


[6, 11].


