



Teachers' Techniques in Providing Reading Material for Junior High School

Fujinda Kardila¹ and Yetti Zainil²

^{1,2}Universitas Negeri Padang

Correspondence Email: kardilafujinda@gmail.com

Article History

Submitted: YYYY-MM-DD

Accepted: YYYY-MM-DD

Published: YYYY-MM-DD

Keywords:

descriptive study, adopting reading material, adapting reading material

Abstract

This research was purposed to find out the technique that the teachers use in providing reading material and also their reasons why they choose that technique. This research was descriptive research. A total of 7 English teachers at junior high schools in sub-district of Lembang Jaya were chosen as the participants. Questionnaire, interview guideline, and document analysis were used as the instruments to collect the data. The questionnaire consisted of 20 close-ended questions related to the techniques of providing reading material. The interview guideline consisted 5 leading questions about the techniques of providing reading material and the reason why choosing that technique. According to the result of this study, 74% of English teachers a junior high school in sub-district of Lembang Jaya use adapting reading material technique in providing reading material for the students. The English teachers use 5 techniques of adapting reading material: modifying content, adding/deleting content, addressing omission, extending task, and reorganizing content. According to the further interview with the English teachers, there are three reasons why teachers adapt reading material: to help the students understand the reading material, to match the ability of the students, and to make the students interested to learn the material by making it more contextual. Even though the result of this research which was conducted in sub-district of Lembang Jaya is mostly all English teachers at junior high school use adapting reading material technique in providing reading material, this research was not purposed to generalize that result will be the same if the same research is conducted in other schools, area, and places.

©2023 The Author(s) Publish by Jurusan Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

How to Cite: Kardila, F., & Zainil, Y. (2023). Teachers' Techniques in Providing Reading Material for Junior High School. *Journal of English Language Teaching*, 12. (4): pp. 1195-1199, DOI: [10.24036/jelt.v12i4.125751](https://doi.org/10.24036/jelt.v12i4.125751)

INTRODUCTION

Reading is an important resource in language learning (Tindale and Burns, 2003). Ismail, Syahriza, and Basuki (2017) stated that reading is an important skill

for every student who learns English as a Foreign Language. Nation (2008) stated that there are more preparations needed to be done by English teachers before teaching reading. One of the preparations that are needed to be done before teaching reading is that the English teachers have to make sure that the material that will be used in class is suitable for the students' needs.

In reading activity, students are expected to be able to find out the topic of the text, the main idea of the text, and the information that is provided in some kinds of texts. In fact, it is hard for the students to understand the text when they encountered unfamiliar readings (Nguyen, 2022). If the material is too hard for the students to understand, English teachers need to make it easier.

Teachers need to prepare the learning material very well because it will affect the learning process. The better preparation is made, the better result of the learning process will be gotten. Well-prepared material means that the teachers know well about the compatibility of the student's needs and the adapted material. Hence, they can deliver it to the students and the students can understand the material easier. Tonawanik and Donavanik (2019) stated that there are two techniques or processes in preparing reading material; adopting material and adapting material.

According to Macalister (2016) adopting material is deciding which material will be used in the classroom. Tonawanik and Donavanik (2019) stated that adopting material can be done using textbook or authentic material. In addition, Tonawanik and Donavanik (2019) also stated that using an already-exist textbook is such a convenient way of adapting material and another easy way to adopt material is by using authentic material because not every textbook can meet the learning objectives.

According to Gharton and Graves (2014), adapting reading material is making a text to be more understandable by simplifying the language of the text without changing the meaning of the text. In addition, adapting reading material is not just a good and acceptable thing to do by the English teacher but it is a crucial thing to do in order to meet the students' needs (Gharton and Graves, 2014). Richards (2001) stated that there are five techniques in adapting reading material; modifying content, adding or deleting content, reorganizing content, addressing omissions, and extending tasks. Every technique in adapting reading material affects the material differently. English teachers need to master the material first, so they can successfully adapt the material by considering the student's needs and the context of the curriculum.

Based on the researcher's experience when studying English Language Teaching Material and Media subject subjects at the English Department of Universitas Negeri Padang, each student in the classroom was asked to bring one English textbook to the class. Every student brought a different textbook because they live in a different region. Then, the lecturer asked the students to show the textbook they brought and discussed it one by one. It was found out that many textbooks that had been used by the English teachers and the students were not suitable with the school syllabus. Some textbooks were constructed differently from how the syllabus had been organized. Thus, the teachers had to reorganize the books' material or units into the correct order before they use the books.

There were also some textbooks that were considered inappropriate and required adaptation before teachers used them in their classes because the material of

the textbooks was not authentic. Ahmed (2017) stated that not authentic material means that the material cannot show the students the actual use of English in real life. One of the regions where the English teachers and students use the textbook, which needs to be adapted because it was not authentic, is from a sub-district of Lembang Jaya, Solok regency, West Sumatera. It means that the reading material that is used cannot show the students the actual use of English in real life and it does not match the student's needs. At the end of the English Language Teaching Material and Media subjects class discussion, it was concluded that in order to make the learning process to be efficient, English teachers have to adapt the material before teaching in order to make sure that the material is appropriate for the students.

There is some research about adapting material that has been conducted. One of them is a research that was done by Ahmad and Kabilan (2022). This research took 7 English teachers in a rural place in Malaysia. The findings of this research are: 6 of the English teachers adapt the material before using it in their classroom to meet the student's needs while 1 teacher adopt the material because afraid that the school inspector will not accept it. Another research was done by Bosompem (2014). The objective of this research is to know whether the English teachers adapt the material for their classroom. She found out that there were many teachers who adapt the material confidently while there were also many teachers who feel uneasy in adapting material.

A research by Febri (2012) focused on some points; whether all English teachers in sub-district of Gunung Talang adapted the reading material before teaching or not, the techniques of adapting reading material that the teachers used the most, and the reasons of the teachers in adapting reading material. Febri (2012) stated that every English teacher in junior high school in sub-district of Gunung Talang had adapted reading material before they used it in their classes. This shows that all of the English teachers in sub- district of Gunung Talang have already done a very crucial thing in teaching English. This research was conducted using the 2006 curriculum. But in this present research, the researcher will conduct it using the merdeka curriculum in junior high schools in sub-district of Lembang Jaya.

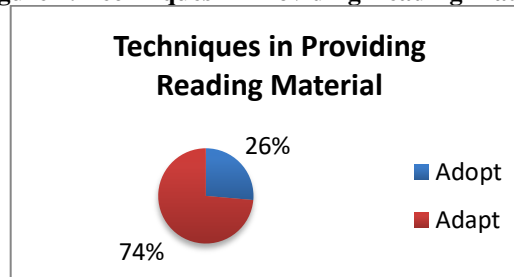
Based on the researcher's observation while doing a program called KKN (Kuliah Kerja Nyata), the researcher visited some junior high schools in sub-district of Lembang Jaya and observed in the classes. The researcher found out that there are some reasons why the English teachers in Lembang Jaya have to adapt the material; the textbook from the government is constructed differently from what the syllabus has organized, the textbook is not suitable for the student's needs, and the students' reading motivation is low. So, the researcher conducted this research in order to know whether the English teacher in junior high schools in sub-district of Lembang Jaya adopt or adapt the reading material they use in their classes.

RESEARCH METHOD

This is descriptive research. Shona (2022), stated that descriptive research is a study that is done in order to describe someone or individuals, phenomenon, things, conditions, and events by studying them as they are in their nature. In this descriptive research, the researcher does not do anything to the variables of the study.

FINDINGS AND DISCUSSION

Figure 1. Techniques in Providing Reading Material



Based on the results performed above, it is determined that the majority of the English teachers at junior high schools in sub-district of Lembang Jaya (74%) adapted the reading material before teaching their classes. This result is supported by Febri (2016) stated that all English teachers at junior high school in sub-district of Gunung Talang adapted reading material for their students.

15% of English teachers use modifying content technique to adapt the reading material. 14% of English teachers adapt the reading material by using adding/deleting content technique. 16% of English teachers use addressing omission technique to adapt the reading material. 16% of English teacher use extending task to adapt the reading material. And the last, 13% of English teachers adapted the reading material by using reorganizing content technique.

From the interview, the researcher found out that there were some reasons why teachers adapt reading material before teaching their classes. The first reason was to help students understand the reading material by making the material more suitable for the students. The second reason was to match the ability of the students because every student has different level of ability. And the third reason was to make the material be more contextual for the students so they can be interested in learning reading material.

CONCLUSION

This research was descriptive research that had a purpose to find out what techniques the English teachers at junior high school in sub-district of Lembang Jaya use in providing reading material and their reasons of choosing the technique. Following the collection and examination of the data, the researcher concluded that 74% of English teachers at junior high school in sub-district of Lembang Jaya used adapting reading material technique in providing reading material for their students. The reasons why the teachers use adapting reading material technique are: to help the students understand the reading material, to match the ability of the students, and to make the students interested to learn the material by making it more contextual. This research was not purposed to generalize that the result will be the same if the research is conducted in another school, area or places.

REFERENCES

AHAMAT, M. I., & KABILAN, M. K. (2022). Material Adaptation Among Rural

- Primary School English Language Teachers. 3L: Southeast Asian Journal of English Language Studies, 28(1).
- Ahmed, S. (2017). Authentic ELT materials in the language classroom: An overview. *Journal of applied linguistics and language research*, 4(2), 181-202.
- Richards, J. C. (2001). The role of textbooks in a language program.
- Garton, S., & Graves, K. (2014). *International perspectives on materials in ELT*. Springer.
- Ismail, H., Syahrurah, J. K., & Basuki, B. (2017). Improving the students' reading skill through translation method. *Journal of English Education*, 2(2), 124-131.
- Macalister, J. (2016). Adapting and adopting materials. In *Issues in materials development* (pp. 57-64). Brill.
- Nation, I. S. (2008). *Teaching ESL/EFL reading and writing*. Routledge.
- Nguyen, T. L. P. (2022). Teachers' strategies in teaching reading comprehension. *International Journal of Language Instruction*, 1(1), 19-28.
- Tindale, J., & Burns, A. (2003). *Teaching reading*. Sydney: National Centre for English Language Teaching and Research.
- Tonawanik, P., & Donavanik, N. (2019). Teaching materials: Adopting and adapting. *Journal of Suvarnabhumi Institute of Technology (Humanities and Social Sciences)*, 5(2), 635-648.